Agenda--January 10-11, 2007

California State Board of Education (SBE) meeting agenda.

AGENDA
January 10-11, 2007

State Board Members

Kenneth Noonan, President
Ruth Bloom, Vice President

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

Secretary & Executive Officer
Hon. Jack O'Connell

Executive Director
Roger Magyar

SCHEDULE OF MEETING	LOCATION
Wednesday, January 10, 2007 9:00 a.m. ± STATE BOARD OF EDUCATION Closed Session – **IF NECESSARY** (The public may not attend.)	**California Department of Education** 1430 N Street, Room 1101 Sacramento, California 916-319-0827

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

CLOSED SESSION AGENDA

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

- California Association of Private Special Education Schools, et al., v. California Department of Education, et al., Los Angeles County Superior Court, Case No. BC272983, and related appeal (Second Appellate District, Case No. B1818435)
- *California Parents for the Equalization of Educational Materials v. California State Board of Education, et al.* U.S. Eastern District of California, Case No. 2:06-CV-00532-FCD-KJM
- *Californians for Justice Education Fund v. State Board of Education, et. al.,* Alameda County Superior Court Case No. RG06265395
- *Centinela Valley Union High School District v*. State Board of Education, *et al*., Los Angeles Superior Court, Case No. BS093483
- *Coachella Valley Unified School District, et.al., v. State of California, et.al.* Case No. CPF-05-505334

- *Emma C., et al.* v. *Delaine Eastin, et al.*, United States District Court, Northern District of California, Case No. C 96 4179
- *EMS-BP, LLC, Options for Youth Burbank, Inc. et al. v. California Department of Education, et al.*, Sacramento County Superior Court, Case No. 03CS01078 / 03CS01079 and related appeal
- *Hindu American Foundation, et al., v. California State Board of Education, et al.*, Sacramento Superior Court Case No. 06CS00386
- *K.C. et al. v. Jack O'Connell, et al*., U.S. District Court, Northern District of California, Case No. C 05 4077 MMC
- *Kidd, et al., v. California Department of Education, et al.,* Alameda Superior Court Case No. 2002049636
- *Medina, et al., v. State of California Department of Education et al.,* San Francisco Superior Court Case No. CPF-06-506068
- *Mendoza, et al. v. State of California, et al.* Los Angeles Superior Court Case No. BS105481
- *Opportunity for Learning – PB, LLC; Opportunities for Learning – C, LLC, and Opportunities for Learning WSH, LLC* Notice of Appeal Before the Education Audit Appeals Panel
- *Options for Youth, et al., v. California Department of Education, et al.*, Los Angeles Superior Court Case No. BC 347454
- *Options of Youth, - Burbank, Inc., San Gabriel, Inc., Upland, Inc., and Victor Valley* Notice of Appeal Before the Education Audit Appeals Panel, OAH #2006100966
- *Porter, et al.,* v. *Manhattan Beach Unified School District, et al.*, United States District Court, Central District, Case No. CV-00-08402
- *Roxanne Serna, et al.,* v. *Delaine Eastin, State Superintendent of Public Instruction, et al*., Los Angles County Superior Court, Case No. BC174282
- *Sonoma County Superintendents of Schools, et. al. v. Special Education Hearing Office, et.al.* Sacramento County Superior Court, Case No. 04AS0393
- *Valenzuela, et al., v. Jack O'Connell, et al., Alameda* Superior Court, Case No. JCCP 4468
- Case Name Unspecified: Disclosure of case names would jeopardize existing settlement negotiations

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

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

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

Wednesday, January 10, 2007	California Department of Education
9:00 a.m. Pacific Standard Time ± (Upon Adjournment of Closed Session, if held) STATE BOARD OF EDUCATION Public Session	1430 N Street, Room 1101 Sacramento, California 916-319-0827

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

Thursday, January 11, 2007	California Department of Education
8:00 a.m. Pacific Standard Time ± STATE BOARD OF EDUCATION Closed Session – **IF NECESSARY** (The public may not attend.)	1430 N Street, Room 1101 Sacramento, California 916-319-0827 Main lobby

	Blanket Bay Hotel Glenorchy Otago, New Zealand 64-3-441 0115

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

Thursday, January 11, 2007	California Department of Education
8:00 a.m. ± Pacific Standard Time (Upon Adjournment of Closed Session, if held) STATE BOARD OF EDUCATION Public Session	1430 N Street, Room 1101 Sacramento, California 916-319-0827 Main lobby Blanket Bay Hotel Glenorchy Otago, New Zealand 64-3-441 0115

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

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

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

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

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

CALIFORNIA STATE BOARD OF EDUCATION

FULL BOARD
Public Session

AGENDA

January 10-11, 2007

Wednesday, January 10-11, 2007 – 9:00 a.m. Pacific Standard Time ± (Upon adjournment of Closed Session if held)

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

Call to Order

Salute to the Flag

Approval of Minutes (meetings from July 12-13, 2006, September 6, 2006, and

November 8-9, 2006)

Communications

Announcements

REPORT OF THE SUPERINTENDENT

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

NOTE: Items not heard or completed on January 10, 2007, may be carried over to

January 11, 2007.

ITEM 1 (DOC; 160KB; 6pp.)	STATE BOARD PROJECTS AND PRIORITIES. Including, but not limited to, future meeting plans; agenda items; State Board office budget; staffing, appointments, and direction to staff; declaratory and commendatory resolutions; update on litigation; by law review and revision; Board Liaison Reports; and other matters of interest	ACTION INFORMATION

ITEM 2 (DOC; 56KB; 1p.)	PUBLIC COMMENT. Public comment is invited on any matter not included on the printed agenda. Depending on the number of individuals wishing to address the State Board, the presiding officer may establish specific time limits on presentations.	INFORMATION

ITEM 3 (DOC; 51KB; 2pp.)	2007 United States Senate Youth Program Presentation • Attachment 1	ACTION INFORMATION

ITEM 4 (DOC; 102KB; 6pp.)	Appoint Gavin Payne, Susan Ronnback, Andrea Ball, and William Padia to positions in accordance with Article IX, Section 2.1, of the Constitution of the State of California	ACTION INFORMATION

ITEM 5 (DOC; 538KB; 28pp.)	2006 Academic Performance Index (API) Base: Approval of methodology for calculation. • State Board of Education Staff Commentary 1 - NEW (DOC; 52KB; 3pp.) • State Board of Education Staff Commentary 2 - NEW (DOC; 53KB; 3pp.) • Previous draft of item NEW (DOC; 553KB; 31pp.)	ACTION INFORMATION

ITEM 6 (DOC; 66KB; 4pp.)	*No Child Left Behind (NCLB) Act of 2001:* Proposed Amendments to the Accountability Workbook for 2007	ACTION INFORMATION
ITEM 7 (DOC; 74KB; 5pp.)	U.S. Department of Education Peer Review: Update • Last Minute Memorandum (DOC; 34KB; 2pp.)	ACTION INFORMATION
ITEM 8 (DOC; 57KB; 2pp.)	Standardized Testing and Reporting Program: Including but not limited to Program Update	ACTION INFORMATION
ITEM 9 (DOC; 71KB; 2pp.)	California English Language Development Test (CELDT): Update including, but not limited to, efforts to inform districts about changes to the CELDT scale and the impact of new cut scores	ACTION INFORMATION
ITEM 10 (DOC; 55KB; 2 pp.)	California High School Exit Examination (CAHSEE): Update, including, but not limited to, fall administrations • Last Minute Memorandum (DOC; 31KB; 1p.)	ACTION INFORMATION
ITEM 11 (DOC; 61KB; 1p.)	Update on issues related to California's implementation of No Child Left Behind and other federal programs. • Last Minute Memorandum (DOC; 77KB; 11pp.)	ACTION INFORMATION
ITEM 12 (DOC; 58KB; 2pp.)	Standardized Testing and Reporting Program: Approval of 2007 District Apportionment Amounts	ACTION INFORMATION
ITEM 13 (DOC; 85KB; 5pp.)	California High School Exit Examination: Review local educational agency failure to grant diplomas for certain students under California *Education Code* Section 60852.3	ACTION INFORMATION
ITEM 14	Consolidated Applications 2006-07: Approval	ACTION

(DOC; 76KB; 3pp.)		INFORMATION

ITEM 15 (DOC; 60KB; 2pp.)	No Child Left Behind Act of 2001: Approve Local Educational Agency Plans, Title 1, Section 1112 • Last Minute Memorandum (DOC; 38KB; 1p.)	ACTION INFORMATION

ITEM 16 (DOC; 185KB; 7pp.)	Mathematics and Reading Professional Development Program, Assembly Bill 466 (Chapter 737, Statutes of 2001): Approve Reimbursement Requests from Local Educational Agencies	ACTION INFORMATION

ITEM 17 (DOC; 80KB; 2pp.)	Chief Business Officer Training Program - Approve Training Candidates • Attachment 1 (XLS; 15KB; 1p.)	ACTION INFORMATION

ITEM 18 (DOC; 74KB; 4pp.)	Assignment of Numbers for Charter School Petitions	ACTION INFORMATION

ITEM 19 (DOC; 81KB; 4p.)	Charter Schools: Determination of Funding Requests for 2006-07 (and beyond) for Nonclassroom-based Charter Schools	ACTION INFORMATION

ITEM 20 (DOC; 62KB; 2pp.)	Revisions to the *California School Accounting Manual* • Attachment 1 (DOC; 54KB; 4pp.) • Attachment 2 (DOC; 957KB; 3pp.) • Attachment 3 (DOC; 103KB; 15pp.) • Attachment 4 (DOC ; 192KB; 37pp.) • Attachment 5 (DOC; 644KB; 57pp.) • Attachment 6 (DOC; 258KB; 13pp.) • Attachemnt 7 (DOC; 156KB; 8pp.) • Attachment 8 (DOC; 96KB; 6pp.) • Attachment 9 (DOC; 132KB; 8pp.) • Attachment 10 (DOC; 201KB; 19pp.) • Attachment 11 (DOC; 85KB; 4pp.) • Attachment 12 (DOC; 128KB; 6pp.) • Attachment 13 (DOC; 66KB; 7pp.) • Attachment 14 (DOC;99KB; 13pp.) • Attachment 15 (DOC;260KB; 17pp.) • Attachment 16 (DOC; 236KB; 19pp.) • Attachment 17 (DOC; 217 KB; 15pp.) • Attachment 18 (DOC; 51KB; 2pp.) • Attachment 19 (DOC; 238KB; 8pp.)	ACTION INFORMATION

ITEM 21 (DOC; 187KB; 17pp.)	Appeal from a decision of the Santa Barbara County Committee on School District Organization to deny a petition to transfer territory from the Santa Barbara Elementary School District to the Cold Spring School District in Santa Barbara County	ACTION INFORMATION
ITEM 22 (DOC; 58KB; 2pp.)	Adoption of Kindergarten Through Grade Eight Instructional Materials: Approve Commencement of the Rulemaking Process for regulations to replace those currently found at *California Code of Regulations*, Title 5, Sectios 9510 - 9530 • Last Minute Memorandum (DOC; 180KB; 34pp.)	ACTION INFORMATION
ITEM 23 (DOC; 61KB; 4pp.)	2007 Mathematics Primary Adoption of Instructional Materials: Appointment of Instructional Materials Advisory Panel Members and Content Review Panel Experts (Cohort 2) • Attachment 1 (PDF; 284KB; 38pp.)	ACTION INFORMATION
ITEM 24 (DOC; 370KB; 26pp.)	2008 Reading/Language Arts/English Language Development Primary Adoption: Content Review Panel and Instructional Materials Advisory Panel Applications Template • State Board of Education Staff Commentary - NEW (DOC; 134KB; 10pp.)	ACTION INFORMATION
ITEM 25 (DOC; 235KB; 42pp.)	Nonpublic School and Agency Certification: Adopt Proposed Regulations for Title 5 of the *California Code of Regulations*, sections 3001 et seq.	ACTION INFORMATION
ITEM 26 (DOC; 62KB; 3pp.)	Individuals with Disabilities Education Act of 2004: Special Education Part B – State Performance Plan and Annual Performance Report • Last Minute Memorandum (DOC; 2,584KB; 3pp.) • State Board of Education Staff Commentary - NEW (DOC; 47KB; 2pp.)	ACTION INFORMATION
ITEM 27 (DOC; 118KB; 11pp.)	Community-Based English Tutoring Program: Approve Commencement of the Rulemaking Process for the Amendment of *California Code of Regulations*, Title 5, Section 11315 and the Addition of Section 11315.5 • Last Minute Memorandum (DOC; 34KB; 1p.)	ACTION INFORMATION

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

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

ITEM 28 (DOC; 60KB; 2pp.)	Career Technical Education (CTE) Framework for California Public Schools, Grades Seven Through Twelve: Public Hearing and Adoption of Framework • Attachment 1 (DOC; 93KB; 10pp.) • Attachment 2: Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve, Draft (489 pages) ◦ Career Technical Education Framework for California Public Schools (DOC; 111KB; 14pp.) ◦ Part I Career Technical Education for California's Twenty-First Century (DOC; 79KB; 12pp.) ◦ Chapter 1: Structuring a Standards-Based Curriculum (DOC; 144KB; 25pp.) ◦ Chapter 2: Standards-Based Education-Lesson Planning and Instruction (DOC; 188KB; 31pp.) ◦ Chapter 3: Administrative and Support Services (DOC; 171KB; 31pp.) ◦ Chapter 4: Community Involvement and Collaboration (DOC; 116KB; 18pp.) etc. ◦ Chapter 5: CTE Foundation Standards Applications (DOC; 125KB; 23pp.) ◦ Part II: Industry Sectors - Introduction (DOC; 43KB; 23pp.) ◦ Agriculture and Natural Resources Industry Sector (DOC; 370KB; 23pp.) ◦ Arts, Media, and Entertainment Industry Sector (DOC; 236KB; 23pp.) ◦ Building Trades and Construction Industry Sector (DOC; 209KB; 17pp.) ◦ Education, Child Development, and Family Services Industry Sector (DOC;234KB; 20pp.) ◦ Energy and Utilities Industry Sector (DOC; 216KB; 19pp.) ◦ Engineering and Design Industry Sector (DOC; 256KB; 21pp.) ◦ Fashion and Interior Design Industry Sector (DOC; 144KB; 13pp.) ◦ Finance and Business Industry Sector (DOC; 174KB; 12pp.) ◦ Health Science and Medical Technology Industry Sector (DOC; 294KB; 12pp.) ◦ Hospitality, Tourism, and Recreation Industry Sector (DOC; 209KB; 19pp.) ◦ Information Technology Industry Sector Overview (DOC; 230KB; 20pp.) ◦ Manufacturing and Product Development Industry Sector (DOC; 258KB; 26pp.) ◦ Marketing, Sales, and Service Industry Sector (DOC; 226KB; 19pp.) ◦ Public Services Industry Sector (DOC; 211KB; 20pp.) ◦ Transportation Industry Sector (DOC; 201KB; 19pp.) ◦ References (DOC; 132KB; 12pp.) ◦ Glossary (DOC; 72KB; 8pp.) ◦ List of Abbreviations Used in the Text (DOC; 42KB; 2pp.) • Attachment 3 (DOC; 47KB; 2pp.) • Attachment 4 (DOC; 37KB; 3pp.)	ACTION INFORMATION PUBLIC HEARING

ITEM 29 (DOC; 57KB; 2pp.)	Health Education Standards: Convene a Public Hearing and Adopt Proposed Content Standards for California's Public Schools, Kindergarten Through Grade Twelve.	ACTION INFORMATION PUBLIC HEARING

	• Attachment 1 (DOC; 1,363KB; 65pp.) • Attachment 2 (DOC; 35KB; 1p.) • Attachment 3 (DOC; 35KB; 2pp.) • Attachment 4 (DOC; 43KB; 2pp.)	

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

ITEM 30 (DOC; 45KB; 38pp.)	Mathematics and Reading Professional Development Program (Senate Bill 472): Approve Proposed Emergency Regulations and Commence the Rulemaking Process. • State Board of Education Staff Commentary - NEW (DOC; 53KB; 3pp.)	ACTION INFORMATION

ADJOURNMENT OF DAY'S SESSION

Thursday, January 11, 2007 – 8:00 a.m.± Pacific Standard Time (Upon adjournment of Closed Session if held)

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

Main lobby, Blanket Bay Hotel, Glenorchy Otago, New Zealand, 64-3-441 0115

Call to Order

Salute to the Flag

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

ITEMS DEFERRED FROM PRECEDING DAY

Any matters deferred from the previous day's session may be considered.

CLOSED SESSION

NOTE: Items not heard or completed on January 10, 2007, may be carried over to

January 11, 2007.

ITEM 31 (DOC; 138;KB 6pp.)	No Child Left Behind Act of 2001, Title II, Part A: Revisions to the Proposed Plan of Detailed Activities to Meet the Highly Qualified Teacher Requirements by the End of the One Year Extension, June 30, 2007
	• Attachment 2 (DOC; 54KB; 5pp.)
	• Attachment 3 (PDF; 109KB; 2pp.)
	• Attachment 4 (DOC; 910KB; 80pp.)
	  ◦ Attachment 4-1 (DOC; 268KB; 7pp.)
	  ◦ Attachment 4-2 (XLS; 482KB; 82pp.)
	  ◦ Attachment 4-3a (DOC; 77KB; 1p.)
	  ◦ Attachment 4-4 (DOC; 48KB; 2pp.)
	  ◦ Attachment 4-5 (PPT; 809KB; 88pp.)
	  ◦ Attachment 4-6 (XLS; 323KB; 80pp.)
	  ◦ Attachment 4-7 (DOC; 52KB; 3pp.)
	  ◦ Attachment 4-8 (DOC; 43KB; 3pp.)
	  ◦ Attachment 4-9a (DOC; 50KB; 3pp.)
	  ◦ Attachment 4-9b (DOC; 32KB; 1p.)
	  ◦ Attachment 4-10 (DOC; 32KB; 1p.)
	  ◦ Attachment 4-11a (DOC; 127KB; 11pp.)
	  ◦ Attachment 4-11b (DOC; 50KB; 5pp.)
		ACTION INFORMATION

	○ Attachment 4-12a (DOC; 97KB; 6pp.) ○ Attachment 4-12b (DOC; 53KB; 6pp.) ○ Attachment 4-13a (DOC; 122KB; 9pp.) ○ Attachment 4-13b (DOC; 50KB; 5pp.) ○ Attachment 4-14 (DOC; 62KB; 6pp.) ○ Attachment 4-15 (DOC; 53KB; 3pp.) • State Board of Education Staff Commentary - NEW (DOC; 48KB; 2pp.)	

ITEM 32 (DOC; 313KB; 41pp.)	No Child Left Behind Act of 2001, Title II, Part A: Subject Matter Verification Process for Secondary Teachers in Special Settings. • Last Minute Memorandum (DOC; 55KB; 3pp.) • State Board of Education Staff Commentary - NEW (DOC; 63KB; 5pp.)	ACTION INFORMATION

ITEM 33 (DOC; 279KB; 2pp.)	Quality Education Investment Act: Approve the Finding of Emergency and Proposed Emergency Regulations; and Approve Commencement of the Rulemaking Process for Amendments to Title 5 • Attachment 1 (DOC; 30KB; 2pp.) • Attachment 2 (DOC; 41KB; 4pp.) • Attachment 3 (DOC: 45KB; 1p.) • Attachment 5 (DOC: 42KB; 5pp.) • Last Minute Memorandum 1 (DOC; 29KB; 1p.) • Last Minute Memorandum 2 (DOC; 30KB; 1p.) • State Board of Education Staff Commentary - NEW (DOC; 54KB; 3pp.)	ACTION INFORMATION PUBLIC HEARING

ITEM 34 (DOC; 58KB; 27pp.)	Educational Interpreters for Pupils Who are Deaf or Hard of Hearing – Approve Amendments to California Code of Regulations, Title 5, Section 3051.16 and Section 3065 • Attachment 1 (DOC; 35KB; 4pp.) • Last Minute Memorandum (DOC; 56KB; 6pp.)	ACTION INFORMATION

ITEM 35 (DOC; 84KB; 3pp.)	State Board of Education-Approved Charter Schools: Update	ACTION INFORMATION

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

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

ITEM 36 (DOC; 877KB; 3pp.)	Petition by Aspire Public Schools to establish a Statewide Benefit Charter School under the oversight of the State Board of Education: Hold Public Hearing, Make Finding, and Approve	ACTION INFORMATION PUBLIC HEARING

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

ITEM 37 (DOC; 281KB; 2pp.)	Charter School Closure Procedures: Adopt Proposed Title 5 Regulations • Attachment 1 (DOC; 32KB; 3pp.)	ACTION INFORMATION

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

Public Hearings on the following agenda items will commence no earlier than 11 a.m. on Thursday. The Public Hearings will be held at or after 11 a.m. as the business of the State Board permits.

ITEM 38 (DOC; 3565KB; 139pp.)	Petition by Green Dot Public Schools to establish a Statewide Benefit Charter School under the oversight of the State Board of Education: Make Finding and Approve • Last Minute Memorandum (DOC; 95KB; 6pp.)	ACTION INFORMATION PUBLIC HEARING

ITEM 39 (DOC; 904KB; 134pp.)	Petition by the Aim High Community Charter School to Establish a Charter School under the Oversight of the State Board of Education: Hold Public Hearing, and Approve	ACTION INFORMATION PUBLIC HEARING

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

ITEM 40 (DOC; 265KB; 40pp.)	Facilities for Charter Schools (Proposition 39): Approve Commencement of the Rulemaking Process for Additions and Amendments to Article 3 (commencing with Section 11969.1) of Subchapter 19, of Chapter 11, of Division 1, of Title 5 of the *California Code of Regulations* • State Board of Education Staff Commentary - NEW (DOC; 51KB; 2pp.)	ACTION INFORMATION

ITEM 41 (DOC; 52KB; 1p.)	Legislative update, including, but not limited to information on legislation from the 2007-08 legislative session	ACTION INFORMATION

WAIVER REQUEST CONSENT MATTERS

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

ADULT EDUCATION INNOVATION AND ALTERNATIVE INSTRUCTIONAL DELIVERY PROGRAMS

ITEM WC-1 (DOC; 74KB; 4pp.)	Request by San Mateo Union High School District to waive *Education Code (EC)* Section 52522(b) to increase from 5 percent to 7 percent the proportion of their adult education state block entitlement that may be used to implement approved Adult Education Innovation and Alternative Instructional Delivery Programs. Waiver Number 2-11-2006 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT

ITEM WC-2 (DOC; 64KB; 2pp.)	Request by Los Molinos Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332). Waiver Number: Fed-26-2006 (Recommended for APPROVAL)	ACTION

CHARTER SCHOOL ATTENDANCE

ITEM WC-3 (DOC; 68KB; 2pp.)	Request by the Stockton Unified School District to waive *California Code of Regulations (CCR)*, Title 5, Section 11960(a), to allow the charter school attendance to be calculated as if it were a regular multi-track school for the Rosa Parks Academy (Aspire Charter Schools). Waiver Number: 9-11-2006 (Recommended for APPROVAL)	ACTION

PHYSICAL EDUCATION AND BLOCK SCHEDULES

ITEM WC-4 (DOC; 72KB; 3pp.)	Request by Yuba City Unified School District for a renewal to waive portions of *Education Code (EC)* Section 51222(a), related to the statutory minimum of 400 minutes of physical education required each ten days for grades nine through twelve in order to implement a block schedule at a new school, River Valley High School. Waiver Number: 12-10-2006 (Recommended for APPROVAL WITH CONDITIONS) *EC* 33051(c) will apply	ACTION

REGIONAL OCCUPATIONAL PROGRAM

ITEM WC-5 (DOC; 62KB; 2pp.)	Request by Mission Valley ROP for a waiver of *Education Code (EC)* Section 52314.6(a) regarding the 3 percent limit on enrollment of students under the age of sixteen in the Regional Occupational Program (ROP). Waiver Number: 4-10-2006 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

RESOURCE SPECIALIST CASELOAD

ITEM WC-6 (DOC; 60KB; 2pp.)	Request by El Segundo Unified School District to waive *Education Code (EC)* Section 56362(c), allowing the caseload of the resource specialist to exceed the maximum caseload of 28 students by no more than 4 students (32 maximum). Jessica Gray and Julie Reese assigned at El Segundo High School. Waiver Number: 5-10-2006 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

SAFE AND DRUG FREE SCHOOL AND COMMUNITIES

ITEM WC-7 (DOC; 68KB; 3pp.)	Request by Mt. Diablo Unified School District for a waiver of No Child Left Behind Act (NCLB); Title IV, Part A, Section 4115 (a)(1)(c) to use Safe and Drug Free Schools	ACTION

	and Communities funds to support the cost of Building Effective Schools Together (B.E.S.T.) - a Comprehensive Health, Substance Abuse, Violence Prevention Program. Waiver Number: Fed-27-2006 (Recommended for APPROVAL WITH CONDITIONS)	

SCHOOL SITE COUNCIL

ITEM WC-8 (DOC; 59KB; 2pp.)	Request by Shandon Joint Unified School District under the authority of *Education Code (EC)* Section 52863 for a renewal waiver of *EC* Section 52852, allowing one joint school site council to function for two small rural schools (Shandon Elementary School and Shandon High/Middle School). Waiver Number: 6-10-2006 (Recommended for APPROVAL)	ACTION

NON-CONSENT (ACTION)

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

BOARD ELECTION REQUIREMENTS

ITEM W-1 (DOC; 67KB; 3pp.)	Request by San Joaquin County Office of Education to waive portions of *Education Code* (*EC*) Section 5091(a), the provisional appointment and special election requirements concerning filling a vacancy on a school district's governing board for the Holt Union Elementary School District. Waiver Number 20-10-2006 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

BOND INDEBTEDNESS LIMIT

ITEM W-2 (DOC; 71KB; 3pp.)	Request by Golden Valley Unified School District to waive *Education Code (EC)* Section 15106, to allow the district to exceed its bonding limit of 2.5 percent of the taxable assessed value of property. (Requesting 4.71 percent) Waiver Number: 4-9-2006 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

CHARTER SCHOOLS – BASIC AID DISTRICT

ITEM W-3 (DOC; 81KB; 4pp.)	Request by the Sequoia Union High School District pertaining to the funding of High Tech High, Bayshore (a charter school authorized by the State Board of Education and located in the district) and proposing to waive either *California Code of Regulations (CCR)*, Title 5, Section 11967.6(a)(4) or *Education Code (EC)* sections 47632(j)(5) and 47635. Waiver Number: 15-11-2006 (Recommended for DENIAL)	ACTION

CITIZENS OVERSIGHT COMMITTEE

ITEM W-4 (DOC; 69KB; 3pp.)	Request by the Plumas Unified School District to waive portions of *Education Code (EC)* Section 15282, regarding term limits for some of the membership of a Citizens' Oversight Committee for all construction bonds in the district Waiver Number: 3-10-2006 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

ITEM W-5 (DOC; 68KB; 3pp.)	Request by the Los Angeles Unified School District to waive portions of *Education Code (EC)* Section 15282, regarding term limits on membership of a Citizens' Oversight Committee for all construction bonds in the district. Waiver Number 6-9-2006 (Recommended for APPROVAL)	ACTION

COMMUNITY DAY SCHOOLS (collocation)

ITEM W-6 (DOC; 68KB; 3pp.)	Request by San Rafael City High School District for a waiver of *Education Code* (*EC*) Section 48661(a) relating to the temporary placement of a community day school on the same site as a continuation high school (Madrone). Waiver Number: 7-10-2006 (Recommended for APPROVAL)	ACTION

COMMUNITY DAY SCHOOLS (commingling)

ITEM W-7 (DOC; 66KB; 2pp.)	Request by Lake County Office of Education for a waiver of portions of *Education Code (EC)* sections 48660 and 48916.1(d) to permit a community day school (CDS) to serve students in grade 4-6 with students in grades 7-8. Waiver Number: 3-11-2006 (Recommended for APPROVAL) *EC* 33051(c) will apply	ACTION

EQUITY LENGTH OF TIME

ITEM W-8 (DOC; 66KB; 3pp.)	Request by Escalon Unified School District for a renewal waiver of *Education Code (EC)* Section 37202(a), the equity length of time requirement, at four of the district's elementary schools: Dent, Collegeville, Farmington and Van Allen Elementary Schools. Waiver Number: 17-10-2006 (Recommended for APPROVAL WITH CONDITIONS) *EC* 33051(c) will apply • Attachment 2 (DOC; 28KB; 1p.) • Attachment 3 (DOC; 27KB; 1p.)	ACTION

	• Attachment 4 (DOC; 28KB; 1p.)	

INSTRUCTIONAL MATERIALS SUFFICIENCY (EC 60119 Audit Findings)

ITEM W-9 (DOC; 69KB; 3pp.)	Request by the Los Angeles County Office of Education for a retroactive waiver of the audit penalty for the 2004/2005 fiscal year of *Education Code (EC)* Section 60119 regarding the annual public hearing and board resolution on the availability of textbooks and instructional materials for all students at all grade levels and subjects. Waiver Number: 19-6-2006 (Recommended for APPROVAL)	ACTION

OUT-OF-STATE TRAVEL

ITEM W-10 (DOC; 66KB; 2pp.)	Request by Alpine County Unified School District to waive a portion of *Education Code (EC)* Section 35330(d) to authorize expenditure of school district funds for eighth grade students to travel to Washington, D.C., which is part of their study of American History and Government. Waiver Number: 6-11-2006 (Recommended for APPROVAL)	ACTION

ITEM W-11 (DOC; 67KB; 2pp.)	Request by two school districts to *Education Code (EC)* Section 35330(d) to allow out-of-state travel for students participating in the Environmental and Spatial Technology (EAST) Conference in Hot Springs, Arkansas. Waiver Number: 24-11-2006 Corning Union Elementary SD 16-11-2006 Lassen Union High SD (Recommended for APPROVAL)	ACTION

PETITION

ITEM W-12 (DOC; 64KB; 2pp.)	Petition request under *Education Code (EC)* sections 60421(d) and 60200 (g) by Banning Unified School District to purchase non-adopted Instructional Resources (*Houghton Mifflin Mathematics, Grade 6*) using Instructional Materials Funding Realignment Program (IMFRP) monies. Waiver Number: 13-10-2006 (Recommended for APPROVAL)	ACTION

TERRITORY TRANSFER ELECTION AND EFFECTIVE DATE

ITEM W-13 (DOC; 70KB; 3pp.)	Request by San Joaquin County Office of Education to waive *Education Code (EC)* Section 35710, the election requirements as well as *EC* Section 35333 and portions of Section 35534 to speed the completion of a proposed transfer of the entire Holt Union Elementary School District to the Tracy Unified School District. Waiver Number 2-12-2006	ACTION

	(Recommended for APPROVAL WITH CONDITIONS) • Attachment 2 (DOC; 61KB; 5pp.)	

STATE TESTING REPORTING DEADLINES

ITEM W-14 (DOC; 61KB; 2pp.)	Request by thirteen local educational agencies to waive the State Testing Apportionment Information Report deadline of December 31st in the *California Code of Regulations (CCR)*, Title 5, Section 11517.5(b)(1)(A) regarding the California English Language Development Test (CELDT), or *CCR* Title 5, Section 1225(b)(2)(A) regarding the California High School Exit Examination (CAHSEE), or *CCR*, Title 5, Section 862(c)(2)(A) regarding the Standardized Testing and Reporting Program (STAR). Waiver Numbers: see attached list for specific school districts (Recommended for APPROVAL) • Attachment 1 (DOC; 58KB; 1p.)	ACTION

ADJOURNMENT OF DAY'S SESSION

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

For more information concerning this agenda, please contact at 1430 N Street, Room 5111, Sacramento, CA, 95814; telephone 916-319-0827; fax 916-319-0175. To be added to the speaker's list, please fax or mail your written request to the above-referenced address/fax number.

This agenda is posted on the State Board of Education's Web site [http://www.cde.ca.gov/be/ag/ag/]

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

Last Reviewed: Wednesday, August 03, 2011

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

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

RECOMMENDATION

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

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

SUMMARY OF KEY ISSUES

Board Member Liaison Reports

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

FISCAL ANALYSIS (AS APPROPRIATE)

Not applicable for this "housekeeping" item.

ATTACHMENT(S)

Attachment 1 State Board Bylaws (as amended July 9, 2003) (10 pages)
Attachment 2: Agenda Planner 2007 (2 Pages)
Attachment 3: Acronyms Chart (3 Pages)

AGENDA PLANNER 2007

JANUARY 10-11, 2007 ..... SACRAMENTO

Board Meeting

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

Dates of Interest to the State Board:

- Invitation to Submit meeting with Publishers for 2007 Mathematics Adoption, Sacramento, Jan. 9, 2007
- Curriculum Development and Supplemental Materials Commission, Sacramento, Jan. 24-26, 2007
- Advisory Commission on Special Education, Sacramento, Jan 25-26
- Advisory Commission on Charter Schools, Sacramento, Jan. 29

FEBRUARY, 2007 ..... NO MEETING SCHEDULED

Dates of Interest to the State Board:

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

MARCH 7-8, 2007 ..... SACRAMENTO

Board Meeting

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

Other Dates of Interest to the State Board:

- 2007 Mathematics Primary Adoption, IMAP/CRP training, Sacramento, March 26-29, 2007
- Curriculum Commission Meeting, Sacramento, March 30, if necessary
- Advisory Commission on Special Education, Sacramento, March 22-23

APRIL, 2007 ..... NO MEETING SCHEDULED

Dates of Interest to the State Board:

- Advisory Commission on Charter Schools, Sacramento, April 20

MAY 9-10, 2007 ..... SACRAMENTO

Board Meeting

- STAR, update/action as necessary
- CAHSEE, update/action as necessary
- CELDT, update/action as necessary

AGENDA PLANNER 2007

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

Other Dates of Interest to the State Board:

- Curriculum Commission Meeting, Sacramento, May 17-18
- Advisory Commission on Special Education, Sacramento, May 24-25

JUNE, 2007 .....NO MEETING SCHEDULED

Dates of Interest to the State Board:

JULY 11-12, 2007.....SACRAMENTO

Board Meeting

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

Other Dates of Interest to the State Board:

- 2007 Mathematics Primary Adoption, IMAP/CRP Deliberations, Sacramento, July 16-19 (Session 1) AND July 30-Aug. 2 (Session 2)
- Advisory Commission on Special Education

ACRONYMS CHART

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

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

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

CALIFORNIA STATE BOARD OF EDUCATION
JANUARY 2007 AGENDA

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

RECOMMENDATION

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

N/A

SUMMARY OF KEY ISSUES

N/A

FISCAL ANALYSIS (AS APPROPRIATE)

N/A

ATTACHMENT(S)

None

ITEM #3

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	
2007 United States Senate Youth Program Presentation	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) President and the State Superintendent of Public Instruction (SSPI) present the 2007 United States Senate Youth Program (USSYP) awards to the delegates and alternates.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

This is an annual event at the January State Board of Education Meeting

SUMMARY OF KEY ISSUES

The SSPI recently announced the selection of the two delegates and first and second alternates to represent California at the 45th annual USSYP held in Washington DC from March 3 – 10, 2007. Sponsored by the William Randolph Hearst Foundation, the USSYP was established in 1962 by Senate Resolution 324, and has continued each year by action of the United States Senate. A news release which includes background regarding the program and biographies of the delegates and first and second alternates are provided in Attachment 1.

FISCAL ANALYSIS (AS APPROPRIATE)

The William Randolph Hearst Foundation provides funding to the California Department of Education to assist with the costs associated with administering the USSYP.

ATTACHMENT(S)

Attachment 1: News release announcing 2007 delegates and alternates (5 Pages)

Release: #06-153
December 12, 2006
Contact: Pam Slater
E-mail: communications@cde.ca.gov
Phone: 916-319-0818

State Superintendent Jack O'Connell Selects Exemplary High School Students for 2007 U.S. Senate Youth Program

SACRAMENTO — State Superintendent of Public Instruction Jack O'Connell announced today that two remarkable California high school students have been chosen as delegates to the prestigious and highly competitive U.S. Senate Youth Program.

Isabelle Masters Cohen, a senior at Branson School in San Rafael, Marin County, and Jonathan Michael Padilla, a senior at Bellarmine College Preparatory in San Jose, Santa Clara County, were chosen from more than 140 applicants based on their scholastic achievement, leadership qualities, extra-curricular activities, and service to the community.

"These two talented and hardworking young people excel in so many different areas," O'Connell said. "Isabelle has a wide range of interests and accomplishments that will allow her to pursue a number of possible career paths. Jonathan is an accomplished orator and debater with a strong interest in politics, a combination that will serve him well in the future."

Selected to serve as alternates in case either delegate cannot participate in the program are Nairi Hartooni, a senior at Herbert Hoover High School in Glendale, Los Angeles County, and Henry Thanh Luu, a senior at Alhambra High School in Alhambra, Los Angeles County.

A short biography of each of the four students is attached.

The delegates will participate in a week of intensive study of the federal government as guests of the U.S. Senate from March 3-10, 2007, in Washington, D.C.

The U.S. Senate Youth Program is an annual scholarship competition funded by the William Randolph Hearst Foundation and endorsed by the U.S. Senate. Each state and the District of Columbia select two high school juniors or seniors to participate in the program. The Foundation pays all expenses for the delegates, including transportation, hotel, and meals. In addition, each of the delegates will receive a $5,000 college scholarship from the Foundation.

The students will personally experience their national government in action, hear major policy addresses by senators, cabinet members, and officials from federal agencies, as well as participate in a meeting with a U.S. Supreme Court justice.

Students must be nominated by their high school principal to participate in the program. A selection committee from the California Department of Education reviewed eligible nominees who submitted the required paperwork. After a rigorous review process, O'Connell selected the awardees based on the following criteria: the quality of the application, high academic achievement, excellent interpersonal skills and the ability to speak well, knowledge of American government and U.S. history, involvement in school and community activities, and demonstrated qualities of leadership.

The four students will be recognized by the State Board of Education during its meeting on January 10, 2007 in Sacramento. For more information on the program, please visit United States Senate Youth Program - Correspondence.

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Attachments

Delegate
Isabelle Masters Cohen

Isabelle Masters Cohen is a senior at the Branson School in San Rafael, Marin County, where she is the city's student member of the San Rafael Bike and Pedestrian Advisory Committee, the editor-in-chief of The Blazer school newspaper, and the co-captain of the school's Mock Trial Club. She is also press secretary for the school's Human Rights Club and a past editor of the Branson school literary magazine.

Isabelle's many other activities include a current internship at the San Francisco District Attorney's office and a past internship for the California Democratic Party. She has donated many hours worth of community service to a school peer tutoring service called "Making Waves," the National Charity League, and the Special Olympics.

Isabelle is a serious student with a grade point average of 3.97. She was recognized last year as an American Invitational Mathematics Examination participant, and as a recipient of a National Merit Scholarship Program Letter of Commendation. Isabelle also successfully competed in the 2006 Marin County Physics Olympics. She is proud of recently completing a physically demanding, seven-hour test to get her green-blue belt through the United Studies of Self Defense.

Isabelle plans to study political science at a four-year college and then attend law school. She would like become a lawyer and eventually work as either a politician or a diplomat.

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Delegate
Jonathan Michael Padilla

Jonathan Michael Padilla is a senior at Bellarmine College Preparatory in San Jose, Santa Clara County, where he is the school president's student ambassador, the Congress team captain of the Speech and Debate Team, and the chapter debate director of the Junior Statesmen of America. Jonathan is also the chairperson of the regional Student Advisory Council for Rep. Mike Honda, D-San Jose.

Jonathan has put hundreds of hours into many school and extracurricular activities, especially those related to speech and debate. He is active in training other Bellarmine students in speech and debate techniques. He is busy with the Congressional Student Advisory Council's mission of how to incorporate more community service into high school students' education. Jonathan is politically active in the leadership of several political student groups at the school, state, and national levels, including president and co-founder of the California High School Democratic Caucus. He also has worked closely with the South Bay AFL-CIO Labor Council on a variety of campaigns, most recently with the Phil Angelides for Governor Campaign.

An excellent student with a grade point average of 4.0, Jonathan received an Outstanding Distinction this year from the National Forensic League for debate, the second highest level of distinction given to high school students from the league. He has twice been named a National Debate finalist and also has been a Congress Debate state finalist.

Jonathan plans to study either government or international political economy at Georgetown University in Washington D.C., where he studied International Relations last summer, before getting a master's degree in public policy and a jurist doctorate degree. He would like to volunteer in the AmeriCorps service program or for the Peace Corps as a teacher before embarking on a political career.

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First Alternate
Nairi Hartooni

Nairi Hartooni is a senior at Herbert Hoover High School in Glendale, Los Angeles County, where she is president of the California Scholarship Federation, president of the Latin Club, and student advisor of the Future Business Leaders of America Club. Nairi is also a regional student representative for the American Cancer Society for Southern California.

Nairi is involved in a wide variety of activities, including volunteering for the Glendale Memorial Hospital Cancer Center and Cancer Registry. She has been the school team captain for two years for the American Cancer Society Relay for Life, is a member of the high school orchestra, and directs the publicity for the school's debate club.

Nairi is a dedicated student with a grade point average of 4.3 and has received school awards for Most Outstanding Junior in Business and for the Foreign Language Exam. She has received several National Latin Exam medals, including summa cum laude during her junior year, cum laude as a sophomore, and magna cum laude as a freshman. Nairi received the Society of Women Engineers Certificate for Highest Honor as a junior.

Nairi would like to major in chemistry and history at the University of Southern California. Her career goal is to become an oncologist and head a cancer research facility for low-income patients.

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Second Alternate
Henry Thanh Luu

Henry Thanh Luu is a senior at Alhambra High School in Alhambra, Los Angeles County, where he is both the Associated Student Body Representative and co-editor-in-chief of The Moor school newspaper, which is in its 97th year. Henry is also the president of the school's Junior Civitan Service International Club.

Henry has been active in a bio-medical/science research program at Alhambra High School for four years. He is one of only five students statewide that were selected to present their research at the American Association for the Advancement of Science at its annual convention in February 2007. He is a four-year member of the Math Engineering Science Achievement Academy, the Science Olympiad, and the Alhambra Unified School District's Tri-City Orchestra violin section.

Henry is an excellent student with a grade point average of 4.29. He's been honored with the Harvard Book Prize, an Outstanding Junior Academic Award, and National Merit Scholarship Semi-finalist Award. Henry holds two regional Science Olympiad Awards and two Math Engineering Science Achievement Medals.

Henry would like to attend a private, four-year university, and is contemplating his possible career choices.

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Jack O'Connell — State Superintendent of Public Instruction
Communications Division, Room 5206, 916-319-0818, Fax 916-319-0100

ITEM #4

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	
Appoint Gavin Payne, Susan Ronnback, Andrea Ball, and William Padia to positions in accordance with Article IX, Section 2.1, of the Constitution of the State of California	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) appoint Gavin Payne as Chief Deputy Superintendent of Public Instruction, Susan Ronnback as Chief Policy Advisor to the State Superintendent of Public Instruction (SSPI), Andrea Ball as Deputy Superintendent for Government Affairs, and appoint William Padia as Deputy Superintendent of the Assessment and Accountability Branch in accordance with Article IX, Section 2.1, of the Constitution of the State of California and the provisions of the State Board of Education (SBE) Policy Number 2: Policy for the Appointment of Constitutional Officers.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The California Constitution establishes that the SBE, based upon the recommendation of the SSPI, appoints four staff positions. The positions are exempt from civil service. The general duties assigned to each individual are to be specified by the SSPI, recognizing that specific assignments will be made based upon the workload of the CDE and are subject to change. The individuals are appointed for up to four-year terms, which run concurrently with the four-year term of the SSPI.

SUMMARY OF KEY ISSUES

State Superintendent O'Connell has nominated Gavin Payne to serve as Chief Deputy Superintendent, Susan Ronnback as Chief Policy Advisor to the State Superintendent, Andrea Ball as Deputy Superintendent for Government Affairs, and William Padia as Deputy Superintendent of the Assessment and Accountability Branch and requests that the SBE approve these nominations.

FISCAL ANALYSIS (AS APPROPRIATE)

The funding for these positions is annually allocated in the CDE budget.

ATTACHMENT(S)

Attachment 1: State Board of Education Policy Number 2 (3 Pages)
Attachment 2: Biographies for Gavin Payne, Susan Ronnback, Andrea Ball, and William Padia (2 Pages)

California State Board of Education Policy

POLICY #	DATE
2	**February 1995**

SUBJECT

Policy for the Appointment of Constitutional Officers

REFERENCES

Article IX, Section 2.1 of the California Constitution states in relevant part:

The State Board of Education, on nomination of Superintendent of Public Instruction, shall appoint one Deputy Superintendent of Public Instruction and three Associate Superintendents of Public Instruction who shall be exempt from State civil service and whose terms of office shall be four years.

HISTORICAL NOTES

This policy succeeds and replaces Policy No. 2 as adopted by the State Board in September 1990.

Section 1. To carry out the provisions of Article IX, Section 2.1 of the California Constitution, the State Board of Education (State Board) shall appoint one Deputy Superintendent of Public Instruction and three Associate Superintendents of Public Instruction to four-year terms in keeping with this policy; such officers shall be exempt from state civil service. It is the further policy of the State Board that in the event of a vacancy in one or more of those positions, the vacancy shall be filled in accordance with this policy. These positions shall be funded by the Department of Education and adequate office space for these officers shall be provided by the Department.

Section 2. Whenever any of the positions established by Article IX, Section 2.1 of the California Constitution is vacant (or is known to become vacant in the foreseeable future), the Superintendent of Public Instruction (or the Superintendent's designee) shall, in a timely manner, nominate and present to the State Board at least one individual who, in the Superintendent of Public Instruction's opinion, is qualified to fill the vacancy.

Section 3. The Superintendent of Public Instruction (or the Superintendent's designee) shall inform the State Board of the general duties envisioned for each individual nominated, recognizing the Superintendent's legal authority to make specific assignments as the workload of the Department of Education demands. The Superintendent (or designee) shall present to the State Board each nominee's qualifications to undertake the general duties envisioned.

Section 4. Unless exempted therefrom by formal action of the State Board, each individual nominated and presented to the State Board in keeping with this policy shall be available for interview by the State Board or by an appropriate committee of the State Board in keeping with its Bylaws.

Section 5. The Superintendent of Public Instruction (or the Superintendent's designee) shall provide information regarding each nominee to the State Board's Executive Director. The Executive Director shall ensure that the presentation of each nominee is appropriately noticed in the State Board's agenda, as required the by *Bagley-Keene Open Meeting Act*, such that the State Board, if satisfied as to the nominee's qualifications, may take action to appoint the nominee in keeping with this policy.

Section 6. The Superintendent of Public Instruction shall nominate at least one individual to fill each position specified in Article IX, Section 2.1 of the California Constitution, such that none of the positions remains continuously vacant for more than 120 days. The 120-day limitation set forth in this section as it applies to a given position may be extended by formal action of the State Board in unusual circumstances.

Section 7. The State Board after completing its review of the qualifications of a nominee (or set of nominees) for a given position, may appoint that nominee (or one nominee from that set of nominees) or decline to appoint that nominee (or any nominee from that set of nominees). If the State Board declines to appoint the nominee (or any nominee from the set of nominees), it shall direct the Superintendent of Public Instruction within 60 days to present another nominee or set of nominees for the position. The 60-day limitation set forth in this section may be extended by formal action of the State Board in unusual circumstances.

Section 8. (a) The State Board of Education recognizes that the intent of the people in enacting Article IX, Section 2.1 of the California Constitution appears to have been to set the terms of the positions established therein on a basis coterminous with the term of the Superintendent of Public Instruction.

(b) The State Board recognizes the desire of honest, diligent, capable, and dedicated individuals to be held accountable for their job performance, as well as for their personal and professional conduct.

Section 9. (a) Any individual nominated by the Superintendent of Public Instruction in keeping with this policy has the right, prior to appointment, to agree voluntarily to the following employment conditions, which shall have the status of a contract and violation of which, if so determined by the Superintendent and by formal action of the State Board, shall terminate immediately the affected individual's service with no compensation owed or payable to that individual beyond that point, regardless of the time remaining in the individual's term.

(1) Compliance with all laws—federal and state—in the performance of duties.

(2) Compliance with the requirements of all other binding authority in the performance of duties.

(3) Demonstration of fitness to perform the duties of office on a continuing basis.

(4) Except as provided in this paragraph, the four-year term specified in Article IX, Section 2.1 of the California Constitution is coterminous with that of the Superintendent of Public Instruction and is running continuously whether a position established by that constitutional provision is vacant or occupied. An appointed individual's actual period of service does not extend beyond the then-current term of the Superintendent of Public Instruction by whom the individual has been nominated, regardless of when the appointment is made during the Superintendent's term, and no compensation is owed or payable to the individual except that earned during the individual's actual period of service. An incoming Superintendent of Public Instruction may extend the period of service of an appointee for up to 120 days into that

incoming Superintendent's term in order to provide for an orderly transition. The 120-day limitation may be extended by formal action of the State Board. Extension of an appointee's period of service for transitional purposes shall give the individual no right to nomination by the incoming Superintendent, reappointment by the State Board, or compensation beyond that earned for the actual service rendered.

(b) Acceptance of appointment to a position pursuant to Article IX, Section 2.1 of the California Constitution under the statement of employment conditions specified in paragraph (a) of this section is equivalent to, at the time of appointment, submission of a voluntary letter of resignation by the individual appointed, effective on the date the expiration of the current term of the Superintendent of Public Instruction by whom he or she was nominated, or at an earlier time if the State Board makes a determination as specified in paragraph (a) of this section.

(c) No individual is required to agree to a voluntary statement of employment conditions set forth in this section either to be nominated by the Superintendent of Public Instruction or considered by the State Board for appointment. Following evaluation of a nominee's qualifications, the State Board may appoint that individual pursuant to Article IX, Section 2.1 of the California Constitution without condition or restriction if convinced of the wisdom of so doing. However, failure of a nominee voluntarily to agree to the employment conditions as set in paragraph (a) of this section is a factor the State Board may take into consideration when evaluating the nominee.

(d) If a nominee agrees to the employment conditions as set forth in paragraph (a) of this section and is appointed by the State Board, but then retracts that agreement (in whole or in part) or challenges the employment conditions (in whole or in part) in a court of law or before an administrative body other than the State Board that either has or asserts authority to make determinations regarding the conditions, the making of that retraction or the filing of that challenge shall immediately and automatically rescind and invalidate the State Board's action of appointing that individual. The rescission and invalidation of action by operation of this section may be overruled by a subsequent formal action of the State Board.

(e) By formal action of the State Board and agreement of the affected individual and the Superintendent of Public Instruction, the employment conditions set forth in paragraph (a) of this section as they pertain to that individual may be modified after the appointment has been made.

Section 10. (a) Except as permitted by formal action of the State Board, the Superintendent of Public Instruction shall make no recommendations to the Governor for appointment of deputy or associate superintendents of public instruction pursuant to *Education Code* section 33143 at a time when any of the positions established by Article IX, Section 2.1 of the California Constitution is vacant.

(b) The occurrence of a vacancy among the positions established by Article IX, Section 2.1 of the California Constitution shall not affect the status of any individual who has already been recommended to or appointed by the Governor pursuant to Education Code section 33143.

Section 11. This policy succeeds and replaces Policy No. 2 as adopted by the State Board in September 1990.

Gavin Payne

Gavin Payne has served as Chief Deputy for California's State Superintendent of Public Instruction Jack O'Connell since 2003.He manages all policy and operational activities of the Department of Education, ranging from facilities to instructional materials to school nutrition. He oversees the apportionment of more than $60 billion per year to local school districts, and he guides partnerships and relations between the California Department of Education and schools, districts, education advocacy groups, the foundation community and the federal government.

Payne serves on the Board of the Council of Chief State Schools Officers' (CCSSO) Deputies Leadership Commission. He also represents the State Superintendent on the Board of Directors of WestEd, on the CCSSO Elementary and Secondary Education Act Reauthorization Task Force, and on the Board of the California State Teachers Retirement System (CalSTRS).

Payne earned his Bachelor of Arts degree at the University of California, Davis.

Susan Ronnback

Susan Ronnback was appointed Chief Policy Advisor to the State Superintendent in January, 2003. Her responsibilities include serving as the Superintendent's point person in the oversight of California's most fiscally troubled districts, specifically those that are currently under state receivership. Susan also has served as the Superintendent's point person in the development of the Education Technology K-12 Voucher Program, the funding for which--part of a California class action settlement agreement—is targeted to help close the technology gap for students in CA's most socio-economically disadvantaged schools.

Prior to her appointment Susan long served in various staff positions for the California State Legislature including principal consultant for then Senator Jack O'Connell, and Education Consultant for the Senate Budget and Fiscal Review Committee under the Chairmanship of then Senator Steve Peace.

Susan calls San Diego home but was born raised in the state of New Jersey.
Susan is a Phi Beta Kappa graduate of San Diego State University and for a year attended Cal Western School of Law in San Diego.

Andrea Ball

Andrea Ball has served as Director of Government Affairs for the California Department of Education since February 2005. Andrea is responsible for the Department's legislative work and represents the Department before budget, fiscal and policy committees of the state legislature.

Before her current position, Andrea served for six years as director of government affairs for the Long Beach Unified School District. Her prior experience also includes serving as executive director of a Los Angeles nonprofit organization that provides transitional housing and assistance to young people emancipated from foster care and working on nonprofit advocacy issues for the Alliance for Justice in Washington, DC. Andrea was a judicial law clerk for the United States District Court in San Jose, CA from 1991 to 1993.

Andrea is a native of Long Beach, California. She earned a bachelor's degree from the University of California, San Diego; a master's degree from the American Graduate School of International Management; and a law degree from Washington College of Law, American University in Washington D.C. Andrea is a member of the State Bar of California.

William Padia

William Padia has served as Deputy Superintendent of the California Department of Education's Assessment & Accountability Branch since January 2006. Prior to this, he was the Director of the Branch's Policy and Evaluation Division since 1988. Padia was the lead for the development of both the Academic Performance Index and the No Child Left Behind Adequate Yearly Progress accountability measures. Padia earned a bachelor's degree in mathematics and a doctorate in research methodology, statistics, and measurement from the University of Colorado, Boulder.

ITEM #5

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

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

RECOMMENDATION

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

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

This item was presented as an information and action item at its November 2006 meeting. At that time, the SBE agreed to hold the item over until its January 2007 meeting in order to provide additional time for members to examine the issues involved. The SBE also asked the CDE to give further consideration to input from interested parties. As a result of this process, the SSPI has changed his November 2006 recommendation regarding the assignment of 200 policy. **This January 2007 item is the same as the November 2006 item with the exception of the SSPI recommendations, which are revised and presented in Attachment 1. Attachment 2 of this item is not changed since the November 2006 meeting.**

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

SUMMARY OF KEY ISSUES

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

FISCAL ANALYSIS (AS APPROPRIATE)

None.

ATTACHMENT(S)

Attachment 1: Recommendations of the State Superintendent of Public Instruction (4 pages)

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

Recommendations of the State Superintendent of Public Instruction

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

At its November 2006 meeting, the State Board of Education (SBE) considered the issues in this paper and agreed to hold action on the issues until its January 2007 meeting in order to review further input. It asked the California Department of Education (CDE) to give further consideration to input from interested parties. As a result of this process, the State Superintendent of Public Instruction (SSPI) revised his November 2006 recommendations as described in this attachment. This attachment first describes the Public Schools Accountability Act (PSAA) Advisory Committee's recommendations and then presents the SSPI's revised recommendations.

Public Schools Accountability Act Advisory Committee Recommendations

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

Issue#1: Test Weights, Grade Eight Science

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

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

Issue #2: Assignment of 200 Policy

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

PSAA Recommendation: Eliminate the assignment of 200 policy.

Issue #3: Test Weights, Grade Ten Science

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

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

The PSAA Advisory Committee's recommendations are summarized on pages 1-5 of Attachment 2. (The committee's full report is provided on pages 6-22 of Attachment 2.)

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

[2] The CST in life science, grade ten, was developed and administered to meet the requirements of NCLB.

State Superintendent of Public Instruction Recommendations

The SSPI **concurs** with recommendation #1 of the PSAA Advisory Committee but **does not concur** with recommendations #2 and #3 as follows:

Issue #2: Assignment of 200 Policy

SSPI Recommendation: Continue Assignment of 200 Policy with Lower Weights

At its November 2006 SBE meeting, the SSPI had originally agreed with the PSAA Advisory Committee, recommending that the assignment of 200 policy should be eliminated. (PSAA position described on pages 2-3 of Attachement 2). However, as a result of CDE's giving further consideration to input from stakeholders, the SSPI found compelling arguments in favor of continuing the policy. For example, the assignment of 200 policy provides an incentive for schools to encourage students to take more challenging mathematics and science courses. Data in this regard suggest that the policy has been successful because more students have taken higher level mathematics and science courses since the policy was adopted in 2002 (see pages 14-15 of Attachment 2). In view of this, the SSPI has revised his original position, recommending an approach which addresses the issues from both sides.

The SSPI, therefore, recommends a different alternative in which the assignment of 200 policy would be continued but would be rendered less punitive through a reduction in the test weights as follows:

- The test weight for the CST in mathematics, grades eight through eleven, should be lowered to 0.10 for those student records that are assigned a weight of 200.
- The test weight for the CST in science should be lowered to 0.05 for those student records that are assigned a weight of 200.

This recommendation (the same as Alternative #3 shown on page 14 of Attachment 2) would address a major disadvantage of the current method by giving the CST in science, grades nine to eleven, a lower weight in the API for student records that are assigned 200.

Issue #3: Test Weights, Grade Ten Science

SSPI Recommendation: Include the CST in Life Science with Minimal Weight

This SSPI recommendation is the same as that provided at the November 2006 SBE meeting. (However, the following two tables have been adjusted to reflect continuance of the assignment of 200 policy at lower weights.)

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

SSPI Recommended API Test Weights, Grades 9-11

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

CAHSEE = California High School Exit Examination

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

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

Content Area	Current Content Area Weights 9-12	PSAA 2006 API Base Proposed: Add 0.07 + 0.005 9-12	SSPI 2006 API Base Proposed: Add 0.07 + 0.005 + 0.10 9-12
CST English-Language Arts	30.0%	30.4%	28.7%
CST Mathematics	20.0%	17.9%	18.0%
CST Science, Grades 9-11	15.0%	**15.9%**	**16.3%**
CST History, Grades 10-11	15.0%	**15.6%**	**14.6%**
CAHSEE English-Language Arts	10.0%	10.1%	9.6%
CAHSEE Mathematics	10.0%	10.1%	9.6%
CST Life Science, Grade 10		**0.0%**	**3.2%**
TOTAL:	100%	100%	100%

CAHSEE = California High School Exit Examination

Note: Examples assume equal numbers of students at each grade level, no missing data, and the average percentage of students taking mathematics and science at each grade level. Examples are adjusted to include the assignment of 200 policy, grades 8-11, at lower test weights of 10.0% for CST in mathematics and 5.0% for CST in science, grades 9-11.

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

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

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

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

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

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

The SSPI concurs with the PSAA Advisory Committee that a higher test weight should be given to the more challenging end-of-course CSTs in science, grades nine through eleven, than to the CST in life science, grade ten. The SSPI, therefore, recommends a minimal test weight for the CST in life science, grade ten, of 0.10. For a high school with grades nine through twelve, this would result in a content area weight of only 3.2 percent for the CST in life science, grade ten, compared with 16.3 percent for the end-of-course CST in science, grades nine through eleven. The total content area weight for science overall would be 19.5 percent (3.2 percent + 16.3 percent = 19.5 percent). The PSAA Advisory Committee recommendation was that the total weights for science be roughly equivalent to the weights for history. The SSPI agrees with this goal but believes it is more appropriate to only compare the test weight for the end-of-course CSTs, grades nine through eleven, with the test weight for history, grades ten and eleven, without “double-counting” science at grade ten. Therefore, the SSPI’s recommended test weights are generally equivalent and comparable in this regard (16.3 percent for science, grades nine through eleven, compared with 14.7 percent for history, grades ten and eleven).

This attachment is not changed since the November 2006 State Board of Education meeting.

Recommendations of the Public Schools Accountability Act Advisory Committee

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

SUMMARY

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

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

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

PSAA Recommended API Test Weights, Grades 2-8

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

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

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

PSAA School Content Area Weights for the Most Common Grade Spans

Elementary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PSAA Recommended API Test Weights, Grades 9-11

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

CAHSEE = California High School Exit Examination

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

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

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

CAHSEE = California High School Exit Examination

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

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

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

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

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

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

This attachment is not changed since the November 2006 State Board of Education meeting.

2006 Academic Performance Index Base

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

FULL REPORT

Recommendations of Public Schools Accountability Act Advisory Committee

May 17, 2006 and
August 24, 2006

2006 Academic Performance Index Base

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

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

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

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

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

New CSTs in Science, Grades Eight and Ten

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

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

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

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

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

Table 1
State Superintendent of Public Instruction Recommendations
for the Proposed Performance Standards (Levels)
California Standards Tests in Science, Grades Eight and Ten

Grade Eight

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Number Items Correct	<18	18	25	33	41
Percentage of Items Correct	<30%	30%	42%	55%	68
Percentage of Students at Level	7%	24%	36%	25%	8%

Grade Ten

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Number of Items Correct	<18	18	25	37	47
Percentage of Items Correct	<30%	30%	42%	62%	78%
Percentage of Students at Level	10%	19%	42%	22%	7%

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

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

Primary Issue: Revising Test Weights

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

Grades Two Through Eight: Alternatives for Test Weights

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

Table 2
Current API Test Weights and Three Alternatives

Grades 2-8

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

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

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

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

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

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

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

Grades Nine Through Eleven: Alternatives for Test Weights

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

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

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

CAHSEE = California High School Exit Examination

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

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

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

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

CAHSEE = California High School Exit Examination

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

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

Assignment of 200 Policy

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

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

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

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

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

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

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

Table 6
Summary of Alternatives for Assignment of 200 Policy

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

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

Table 6 (continued)

Student Without a Valid Test Score

Alternatives for 2006 API Base	API Performance Level Weighting Factor	API Test Weight for Assignments	Advantages/ Disadvantages
2. Grade level with the most non-tested would not be assigned 200 (formerly Alternative 9a)	• Math 200 • Science 200 Assign 200 only for two grades with fewest non-tested (Grade with the most non-tested has no assignment of 200)	Math 0.200 Science 0.150	Advantages • Not as punitive as #1 • Fairer to individual schools because it is sensitive to each school's course enrollment patterns Disadvantages • Somewhat more complicated to calculate and explain • For science, only advantages schools with one grade that usually has no science tested
3. Lower test weight (formerly Alternative 2)	• Math 200 • Science 200	Math 0.100 Science 0.050	Advantages • Not as punitive as #1 (1/2 for math, 1/3 for science) • Provides separate data on API reports about students not tested Disadvantages • May continue to be viewed as de facto graduation requirement
4. Eliminate 200 assignment (formerly Alternative 5)	• Math—Do not assign 200 • Science—Do not assign 200	N/A	Advantages • Likely favored by most school districts Disadvantages • Eliminates incentive for schools to encourage all students to take rigorous Math and science courses • Would result in lower APIs for many high scoring high schools, including lowering the percentage of schools at or above an API of 800

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

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

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

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

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

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

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

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

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

Recommendations

Test Weights, Grades Two Through Eight

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

Table 7
Recommended API Test Weights, Grades 2-8

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

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

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

Assignment of 200 Policy, Grades Eight Through Eleven

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

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

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

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

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

- As with any API methodology change, the API Base scores compared with the prior API reporting cycle Growth scores will change for most high schools. The API changes resulting from the elimination of the assignment of 200 policy would reflect

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

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

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

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

Test Weights, Grades Nine Through Eleven

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

Table 8
Recommended API Test Weights, Grades 9-11

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

CAHSEE = California High School Exit Examination

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

- The API test weights should reflect a balance in the curriculum that is taught in California schools. As stated in the API Guiding Principles in 1999, “The API must

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

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

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

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

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

Simulations

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

Table 1
Distribution of API Score Ranges of Alternatives

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

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

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

Source: 2004 API Data

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

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

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

SCFs

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

Source: 2004 API Data

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

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

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

SCFs

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

Source: 2004 API Data

Table 4

Change in Scale Calibration Factors (SCFs) for Alternatives

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

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

* Percent change from Alternative 4

Source: 2004 API Data

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STAFF MEMORANDUM

TO: STATE BOARD OF EDUCATION MEMBERS

FROM: SBE STAFF

DATE: JANUARY 5, 2007

RE: BOARD ITEM #5 – 2006 Academic Performance Index (API) Base: Approval of Methodology for Calculation [Issue 1][1]

Program

A school's performance on the Academic Performance Index (API) is calculated by assigning value to student scores achieved on the California Standards Tests (CSTs) and the California High School Exit Exam (CAHSEE). The API methodology aggregates and assigns weight to all student scores on the assessments included in the API. Education Code section 52052(a)(4) requires that each of the Standardized Testing and Reporting Program (STAR) exams shall be included in the API calculation. CDE, in conjunction with the state's testing contractor, has recently completed the STAR science tests for 8th and 10th grades, and CDE is requesting the Board to assign a weight to these exams for purposes of inclusion in the API.

Issue

What should be the test weight given to the 8th and 10th grade science CSTs for purposes of inclusion in the API?

Recommendation

Support CDE recommended test weights of 0.20 for the 8th grade science CST and 0.10 for the 10th grade life science CST, and other CDE recommended slight changes to the science and history/social science test weights.

Background and Issue Description

[1] Note: This is one of two memoranda being sent to Board members under Item 5. The other one will address the other substantive issue the Board is being asked to act upon, the Assignment of 200.

In order to comply with the requirements of No Child Left Behind (NCLB), the Board directed the CDE staff to work with the state's STAR testing contractor to create standards-based exams in science in grades 5, 8 and 10. The Board has previously assigned an API weight to the Grade 5 science CST, which became operational prior to the grades 8 and 10 science exams. The Board is currently being asked to assign API weights to the Grades 8 and 10 science CSTs.

The Public Schools Accountability Act (PSAA) that created the API calls for the Superintendent of Public Instruction to establish an advisory committee to advise the Board and the Superintendent on matters relating to the API, among other matters. The PSAA recommended an API weight of 0.20 for the 8th grade science CST but recommended that the 10th grade life science CST be given zero weight. The PSAA's stated rationale for giving zero weight to the 10th grade life science CST resulted from concern over the increased volume of testing at the 10th grade and concern that students may not have yet received the content covered on this exam due to district-by-district differences in high school science course sequencing. Implicit in the PSAA suggestion is that the 10th grade life science exam not be administered.

The Superintendent recommends that the 10th grade life science CST be given a test weight of 0.10. SBE staff concur with this recommendation. CDE data show that at least 80% of all high school students will likely have covered the life science course content necessary for this exam in either the 9th or 10th grades. Additionally, NCLB requires the state to conduct a high school science exam between grades 9 and 11 for purposes of generating a school-wide student participation rate as a measure of Adequate Yearly Progress (AYP). Lastly, the Education Code section cited above requires CSTs to be included in the API. Giving a CST a zero weight excludes that exam from the API and therefore likely conflicts with state law. In short, for reasons of complying with both state and federal law, SBE staff recommend that the Board adopt the Superintendent's recommended weight for the 10th grade life science exam.

Certain stakeholders argue that the 10th grade life science exam should be replaced by another exam or series of science exams that are already administered at the high school level. For example, instead of administering the 10th grade life science exam, these stakeholders recommend that one of the high school end of course science exams, such as biology, chemistry, physics, or some combination thereof be used to satisfy the NCLB AYP participation rate requirement. However, the State Board made the deliberate decision to use the life science exam as the exam that provides the truest reflection of the science content that all California students should know at the high school level. Additionally, according to CDE staff, using a combination of other high school science exams is technically unfeasible at this time due to limitations in CDE's data collection ability.

Stakeholders have further argued that the decision to include the 10th grade life science exam in the API should be postponed by one year because the NCLB AYP participation rate requirement does not take effect until the 2008 testing year. Stakeholders argue that the Board could postpone this decision by a year and reconsider the Board's

decision to use the 10th grade life sciences exam as state's approach to satisfying the AYP participation rate requirement. Postponing the inclusion of the science grade 10 test in the API will likely signal California schools and the public that the State Board does not value this exam and will have the consequence of signaling to school districts that they have no obligation to administer this exam. This will likely create confusion among schools and school districts and may risk lowering participation rates in next year's test administration if school districts decide not to administer the exam. The Board directed the CDE, in conjunction with the state's testing contractor, to spend funding and resources to create the 10th grade life sciences exam as the chosen exam for AYP purposes. SBE staff recommends that the exam be administered and given a weight in the API. Going forward, the Board may wish to consider whether it desires to consider other alternatives to the 10th grade life sciences exam for purposes of satisfying its NCLB AYP requirements, but SBE staff recommends that decision should be made in conjunction with giving an appropriate API weight to the 10th grade life sciences exam in the short-term.

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STAFF MEMORANDUM

TO: STATE BOARD OF EDUCATION MEMBERS

FROM: SBE STAFF

DATE: JANUARY 5, 2007

RE: BOARD ITEM #5 – 2006 Academic Performance Index (API) Base: Approval of Methodology for Calculation [Issue 2]

Program

A school's performance on the Academic Performance Index (API) is calculated by assigning value to student scores achieved on the California Standards Tests (CSTs) and the California High School Exit Exam (CAHSEE). In order to account for students who failed take an exam in certain grade levels, students who do not take a CST in mathematics in grades 8 though 11 and science in grades 9 through 11 are given an imputed score of 200, which is the lowest potential score, equivalent to "far below basic." This practice of assigning a student a score for a given exam has become known as the "Assignment of 200."

There were several reasons, both technical and policy reasons, underlying the Board's rationale for adopting the Assignment of 200. As will be further discussed below, some of those reasons are no longer pertinent as a result of methodological changes in the API, but other of the policy reasons continue to be relevant. In an attempt to strike a balance between technical and policy concerns, Board staff recommends that the Board approve the recommendation proposed by CDE in the most recent Board Item 5.

Issue

Should the Board modify the state's current API methodology to either revise or eliminate the "Assignment of 200"?

Recommendation

Support CDE recommendation that will maintain the Assignment of 200 but will also reduce the API weight given to an imputed score of 200. This recommendation will accomplish the goal of minimizing the perceived punitive impact of the Assignment of

200 while also ensuring that the state retains the incentive for schools and districts to place students in rigorous, standards-based mathematics and science courses at the upper grade levels. It also prevents any mis-incentives to place lower-performing students in courses for which there is no CST.

Background and Issue Description

The Board implemented the Assignment of 200, upon the recommendation of the Superintendent of Public Instruction, several years ago when the API was calculated by giving weight to each individual student instead of the current method of giving weight to each individual test. For example, under the original API methodology an 8th grade student's CST scores in math and English were included in the API for each given student that year. A student who did not take an 8th grade math exam in that given year was given an imputed score of 200 for the math content area because the API methodology was designed to count each student. With the introduction of end-of-course CSTs at the high school grades and the CAHSEE, it has become common for a student to take more than one exam in a content area in a given year. This led the Board to adopt a change in the API methodology such that currently the API includes results for each exam administered, instead of a result for each student. For example, if a 10th grade student takes two mathematics exams (an end-of-course math exam and the CAHSEE math exam) both of those scores will be included in the API. Including each exam would not have been possible under the original API methodology.

CDE and the Public Schools Accountability Act (PSAA) Advisory Committee suggest that as a result of this change in API methodology, the specific technical rationale for the Assignment of 200 no longer exists because we include each exam and not each student. In other words, this technical rationale for the Assignment of 200 has been somewhat minimized by the move from weighting each student to weighting each exam taken.

The Board's other rationale for adopting the Assignment of 200 still remain – and for this reason, SBE staff recommend that the Board retain the Assignment of 200 but reduce its impact in the API. One of the Board's primary policy rationale for implementing and maintaining the Assignment of 200 has been to provide incentives for schools and districts to place students in rigorous, state-adopted science and mathematics courses, and to prevent the incentive to move lower performing students out of those courses in an effort to boost API scores. CDE data, and other district-specific data, provide evidence that this strategy appears to be working. The number of students taking CSTs in science has increased significantly since the Assignment of 200 was implemented.

Feedback from stakeholders has been mixed. Advocates for the elimination of the Assignment of 200 claim that it provides incentives for schools to place students in courses for which they are not yet ready or to require students to sit for exams for which they have not taken a course, with the impetus being that they have nothing to lose (i.e. If a student who does not take the exam is given an assigned score of 200, the school has nothing to lose by placing the student in the exam with the hope that they achieve a

score higher than the 200 minimum.). Despite this claim, Board staff has not been given any information to suggest that this practice is actually occurring or how pervasive it may be.

Proponents for the Assignment of 200 suggest that it has helped them institutionalize within their school districts a focus on standards-based mathematics and science at the high school grades. Data show that the number of students taking high school science CSTs has substantially increased since the implementation of the Assignment of 200. While it is difficult to draw a conclusive correlation between the data and the practice, these data do suggest a likelihood that the Assignment of 200 has helped increase the number of students in standards-based science courses in the high school grades.

In an attempt to balance these factors, Board staff agree with the recommendation posed by CDE staff. This recommended approach will allow the Board to retain its policy rationale for the Assignment of 200, which gives schools and districts incentives to place students in rigorous, standards-based science and math courses for which there is a CST. It also lessens the any negative impact of the Assignment of 200 from a technical perspective, as recommended by the CDE and PSAA.

Lastly, it is worth noting that some stakeholders have recommended that the Board and the Superintendent seek legislation requiring that students take at least three years of science in the high school grades, and that the state be more prescriptive in the math and science requirements at the high school level. In so doing, the Board could then eliminate the Assignment of 200. SBE staff concur that further changes to the curriculum and instruction requirements in high school math and science could further minimize the rationale for the Assignment of 200. Until that is accomplished, however, we recommend that the Board maintain the Assignment of 200.

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STATE OF CALIFORNIA ARNOLD SCHWARZENEGGER, *Governor*

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January 9, 2007

Attached is an earlier version of Agenda Item #5 that was erroneously sent to Board members.

California Department of Education
SBE-003 (REV 05/2005)
aab-ped-jan07item02

ITEM #__

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

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

RECOMMENDATION

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

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

This is the same item presented to the SBE at its November 2006 meeting. The item was an information item in October 2006 and an action item at the November 2006 SBE meeting. At its November meeting, the SBE agreed to hold the item over until January 2007 in order to provide additional time for members to consider further input on the issues involved.

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

SUMMARY OF KEY ISSUES

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

FISCAL ANALYSIS (AS APPROPRIATE)

None.

ATTACHMENT(S)

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

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

Recommendations of the State Superintendent of Public Instruction

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

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

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

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

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

   PSAA Recommendation: Eliminate the assignment of 200 policy.

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

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

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

State Superintendent of Public Instruction Recommendations

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

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

SSPI Recommended API Test Weights, Grades 9-11

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

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

CAHSEE = California High School Exit Examination

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

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

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

CAHSEE = California High School Exit Examination

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

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

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

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

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

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

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

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

This attachment is not changed since the November 2006 State Board of Education meeting.

Recommendations of the Public Schools Accountability Act Advisory Committee

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

SUMMARY

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

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

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

PSAA Recommended API Test Weights, Grades 2-8

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

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

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

PSAA School Content Area Weights for the Most Common Grade Spans

Elementary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PSAA Recommended API Test Weights, Grades 9-11

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

CAHSEE = California High School Exit Examination

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

PSAA School Content Area Weights for the Most Common Grade Span

Secondary

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

CAHSEE = California High School Exit Examination

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

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

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

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

- *Ultimately, the PSAA Advisory Committee recommended a weight of zero for the CST in life science, grade ten, but increased the test weight for the CST in science, grades nine through eleven, to encourage, not discourage, schools to enroll larger proportions of their high school students in challenging*

science courses. This decision balances the PSAA Advisory Committee's decision to eliminate the assignment of 200 policy by maintaining an alternate incentive for schools to enroll students in higher level science courses.

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

This attachment is not changed since the November 2006 State Board of Education meeting.

2006 Academic Performance Index Base

- **Integrating Results from the California Standards Tests in Science, Grades Eight and Ten**

- **Revising the Assignment of 200 Policy for Mathematics and Science**

FULL REPORT

Recommendations of Public Schools Accountability Act Advisory Committee

May 17, 2006 and
August 24, 2006

2006 Academic Performance Index Base

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

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

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

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

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

New CSTs in Science, Grades Eight and Ten

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

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

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

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

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

Table 1
State Superintendent of Public Instruction Recommendations
for the Proposed Performance Standards (Levels)
California Standards Tests in Science, Grades Eight and Ten

Grade Eight

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Number Items Correct	<18	18	25	33	41
Percentage of Items Correct	<30%	30%	42%	55%	68
Percentage of Students at Level	7%	24%	36%	25%	8%

Grade Ten

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Number of Items Correct	<18	18	25	37	47
Percentage of Items Correct	<30%	30%	42%	62%	78%
Percentage of Students at Level	10%	19%	42%	22%	7%

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

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

Primary Issue: Revising Test Weights

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

Grades Two Through Eight: Alternatives for Test Weights

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

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

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

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

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

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

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

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

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

Grades Nine Through Eleven: Alternatives for Test Weights

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

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

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

CAHSEE = California High School Exit Examination

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

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

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

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

CAHSEE = California High School Exit Examination

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

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

Assignment of 200 Policy

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

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

- Currently, there are more students taking CST in mathematics than CST in science in grades nine through eleven. For the 2004 API Base, the assignment of 200 policy was applied nearly two and one half times as often for the CST in science as it was for the CST in mathematics.

- The weight of the CST in science in the API increased from 5 percent indicator weight in the 2003 API Base to 0.15 test weight in the 2004 API Base. This requirement puts greater pressure on high schools to excel on the CST in science and to provide standards-based science courses to more students. Many high schools, particularly small high schools, reported having difficulty in finding available "highly qualified" staff and in providing enough variety of standards-based courses for students in grades nine through eleven to take three years of standards-based science courses.

- The availability of elective courses in science (those that do not lead to taking a CST in science), such as marine science and astronomy, decreased since the implementation of the assignment of 200 policy.

- The assignment of 200 policy represents for many school districts de facto graduation requirements that all grade nine through eleven students take three years of mathematics and three years of science, requirements that exceed statutory graduation requirements.

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

- The policy has resulted in some school districts erroneously administering the CST in science to students who are not enrolled in a standards-based science course but who would likely score above Far Below Basic (200).

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

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

Table 6
Summary of Alternatives for Assignment of 200 Policy

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

Table 6 (continued)

Alternatives for 2006 API Base	Student Without a Valid Test Score: API Performance Level Weighting Factor	Student Without a Valid Test Score: API Test Weight for Assignments	Student Without a Valid Test Score: Advantages/ Disadvantages

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

2. Grade level with the most non-tested would not be assigned 200 (formerly Alternative 9a)	• Math 200 • Science 200 Assign 200 only for two grades with fewest non-tested (Grade with the most non-tested has no assignment of 200)	Math 0.200 Science 0.150	Advantages • Not as punitive as #1 • Fairer to individual schools because it is sensitive to each school's course enrollment patterns Disadvantages • Somewhat more complicated to calculate and explain • For science, only advantages schools with one grade that usually has no science tested
3. Lower test weight (formerly Alternative 2)	• Math 200 • Science 200	Math 0.100 Science 0.050	Advantages • Not as punitive as #1 (1/2 for math, 1/3 for science) • Provides separate data on API reports about students not tested Disadvantages • May continue to be viewed as de facto graduation requirement
4. Eliminate 200 assignment (formerly Alternative 5)	• Math—Do not assign 200 • Science—Do not assign 200	N/A	Advantages • Likely favored by most school districts Disadvantages • Eliminates incentive for schools to encourage all students to take rigorous Math and science courses • Would result in lower APIs for many high scoring high schools, including lowering the percentage of schools at or above an API of 800

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

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

- The percent tested of Standardized Testing and Reporting (STAR) Program enrollment on the CST in mathematics (grades eight through eleven) increased from 72.9 percent in 2002 to 84.6 percent in 2004.
- The percent tested of STAR Program enrollment on the CST in science (grades nine through eleven) increased from 52.5 percent in 2003 to 63.8 percent in 2004.

Substantially greater percentages of Asian, White, and non-economically disadvantaged students took the CST in mathematics and the CST in science tests than other student subgroups. The

increase in participation rates from 2002 to 2004 may be due to the implementation of the assignment of 200 policy as well as to STAR Program test administration changes and clarification regarding which tests students take and to increases in inappropriate test taking strategies by schools.

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

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

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

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

Recommendations

Test Weights, Grades Two Through Eight

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

Table 7
Recommended API Test Weights, Grades 2-8

Content Area	Current Test Weights	2006 API Base Proposed: Add 0.20
CST English-Language Arts	0.48	0.48
CST Mathematics	0.32	0.32
CST Science, Grade 5	0.20	0.20
CST History, Grade 8	0.20	0.20

NRT Reading, Grades 3 and 7	0.06	0.06
NRT Language, Grades 3 and 7	0.03	0.03
NRT Spelling, Grades 3 and 7	0.03	0.03
NRT Mathematics, Grades 3 and 7	0.08	0.08
CST Science, Grade 8		**0.20**
TOTAL:	1.40	1.60

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

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

Assignment of 200 Policy, Grades Eight Through Eleven

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

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

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

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

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

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

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

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

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

Test Weights, Grades Nine Through Eleven

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

Table 8
Recommended API Test Weights, Grades 9-11

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

CAHSEE = California High School Exit Examination

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

- *The API test weights should reflect a balance in the curriculum that is taught in California schools. As stated in the API Guiding Principles in 1999, "The API must strive to the greatest extent to measure content, skills, and competencies that can be taught and learned in school and that reflect the state standards." The PSAA Advisory Committee recognized that school districts vary in their course schedules and discussed that the*

CST in life science is not well-coordinated with the current curriculum sequence at many schools. As a result, not all students will take the science courses that would prepare them to take the CST in life science in grade ten. The PSAA Advisory Committee concluded that including the CST in life science, grade ten, in the API would violate the API Guiding Principles because many students would not have the opportunity to learn the curriculum content covered by the test.

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

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

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

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

Simulations

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

Table 1
Distribution of API Score Ranges of Alternatives
Non ASAM Schools (Grades 9-11) =>100 Only

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

500-549	73	72	78	76
500 or Below	84	82	80	81
Total	1150	1150	1150	1150

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

Source: 2004 API Data

Table 2

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

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

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

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

Source: 2004 API Data

Table 3

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

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

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

SCFs

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

Source: 2004 API Data

Table 4

Change in Scale Calibration Factors (SCFs) for Alternatives

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

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

* Percent change from Alternative 4

Source: 2004 API Data

ITEM # 6

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	☒ Action ☒ Information ☐ Public Hearing
No Child Left Behind (NCLB) Act of 2001: Proposed Amendments to the Accountability Workbook for 2007	

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve four amendments to the State of California Consolidated State Application Accountability Workbook.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In 2004, 2005, and again in 2006, the SBE approved and submitted a package of Accountability Workbook amendments to the ED. Following a period of negotiation, the ED eventually approved an amended California Accountability Workbook in these instances. A copy of the current workbook is available on the CDE Web site at http://www.cde.ca.gov/nclb/sr/sa/wb.asp.

SUMMARY OF KEY ISSUES

Two of the proposed amendments seek greater flexibility in determining Adequate Yearly Progress (AYP) for local educational agencies (LEAs) and schools with a high mobility rate. The two other proposed amendments involve *pro forma* or technical requests for flexibility in determining AYP for Students with Disabilities (SWD). If approved by the SBE, these items will be submitted to the U.S. Education Department (ED) for its review and approval.

Proposed Amendments to the Accountability Workbook

The proposed amendments are listed in order of the critical element in the Workbook that they modify.

1. Percentage of students at or above the proficient level in LEAs or schools with a high mobility rate (Critical Element 1.1)

The countywide percentage of students at or above the proficient level in English-language arts (ELA) and Mathematics will apply to LEAs when the LEA's percentage of valid scores is 70 or less.

SUMMARY OF KEY ISSUES (cont.)

The LEA percentage of students at or above the proficient level in ELA and Mathematics will apply to schools administered by that LEA when the school's percentage of valid scores is 70 or less.

The valid score percentage will be calculated as the number of valid scores as a percentage of the enrollment on the first day of testing. A valid score is a score that is included in the determination of an LEA or school's percent of students at or above the proficient level.

Currently, the Accountability Workbook specifies that the percentage of students at or above the proficient level be calculated for each LEA and school irrespective of the percentage of valid scores as long as they have at least one student enrolled in grades two through eight or in grade ten (page 8 of current Accountability Workbook).

The proposed changes address sampling errors that arise when the percent of valid scores drops to 70 or less. Research demonstrating the substantial sampling error present when an LEA's or school's valid score sample is comprised of 70 percent or fewer valid scores was completed by a consortium of California County Offices of Education (see Attachment 1). The proposed changes would predominately impact county offices of education (COEs) and schools that participate in the state Alternative Schools Accountability Model (ASAM).

2. Additional Indicator: Academic Performance Index (API) (Critical Element 1.1)

The countywide API will apply to LEAs when the LEA's valid score percentage is 70 or less.

The LEA's API will apply to schools administered by the LEA when the school's valid score percentage is 70 or less.

As with the percentage of students at or above the proficient level, the current Accountability Workbook specifies that APIs be calculated for each LEA and school irrespective of the percentage of valid scores.

The proposed changes address sampling errors that arise when the percent of valid scores drops to 70 or less. Research demonstrating the substantial sampling error present when an LEA's or school's valid score sample is comprised of 70 percent or fewer valid scores was completed by a consortium of California County Offices of Education (see Attachment 1). The proposed changes would predominately impact COEs and schools that participate in the state ASAM.

3. Extension of the transitional flexibility for Students with Disabilities (SWD) for 2006-07 AYP (Critical Element 5.3)

SUMMARY OF KEY ISSUES (cont.)

California will continue to apply transitional Option 1 from the flexibility granted by the ED on May 10, 2005, for SWD. This option enabled the CDE to adjust SWD proficiency levels by 20 percent in 2005 and 2006 when determining AYP for districts or schools. It applied only to districts and schools that did not make AYP solely because of assessment results for the SWD subgroup. Currently, the Accountability Workbook provides:

> "Since these assessments [the California Modified Assessment] are currently not in place, California will exercise the one-year interim flexibility offered by the USED in making AYP determinations for the students with disabilities subgroup as summarized in Secretary [Margaret] Spelling's correspondence of May 10, 2005." (page 36)

While ED granted the flexibility on a one-year basis, it clearly foresaw that development of a modified assessment might take longer than one year and renewed the flexibility for 2005-06. This change requests the extension of this flexibility for 2006-07, pending the on-going development of the California Modified Assessment.

4. Inclusion of scores from students who have exited special education services in SWD subgroup (Critical Element 5.3)

The CDE will include the scores in the SWD subgroup of students who were previously identified under Section 602(3) of the *Individuals with Disabilities Education Act* (IDEA) but who are no longer receiving special education services for up to two years from exiting these services. These students, however, will not count in determining whether or not the SWD subgroup is numerically significant for the school or LEA.

Currently, the Accountability Workbook does not include this provision, which would be added to page 36.

The proposed federal regulations on Title I accountability for SWD, published on December 15, 2005, would permit this flexibility. It is similar to the flexibility already granted to California with respect to the English learner subgroup and Reclassified Fluent English Proficient (RFEP) students.

The proposed change to the Workbook is a **placeholder**. It anticipates the inclusion of the flexibility in the final regulations.

FISCAL ANALYSIS (AS APPROPRIATE)

This item has minimal fiscal impact with minor changes in the manner in which data will be processed by the Academic Accountability Unit of the Policy and Evaluation Division.

ATTACHMENT(S)

Attachment 1: *Student Mobility and AYP: Valid Score Study, June, 2006* is not available for Web viewing. A printed copy of the 21 page PowerPoint presentation is available for viewing in the State Board of Education office.

ITEM #7

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

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

RECOMMENDATION

The California Department of Education (CDE) is providing the following item to the State Board of Education (SBE) for information and action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At the September 2006 SBE meeting, the CDE provided an update of the 2006 Peer Review process conducted by the U.S. Department of Education (ED). During the 2006 peer review process, the ED noted that the SBE had not officially approved the achievement standards (i.e., cut scores) for the California High School Exit Exam (CAHSEE). To address this concern, the SBE officially adopted the achievement standards for the CAHSEE at the September 2006 SBE meeting. At its November meeting, the SBE approved policy definitions to help guide the development of the performance level descriptors.

SUMMARY OF KEY ISSUES

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

SUMMARY OF KEY ISSUES (Cont.)

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

The CDE is implementing the plan and timeline submitted to the ED in August. The CDE issued a request for proposals (RFP) in August to conduct much of the work necessary to meet the plan and timeline submitted to the ED. The contract was awarded to the Human Resources Research Organization (HumRRO). The contract consists of two major project deliverables: (1) independent alignment study for the California Standards Tests (CSTs) and the California Alternate Performance Assessment (CAPA) to grade level academic content and achievement standards, and (2) development of aligned performance level descriptors (PLDs) for the academic achievement standards by grade and subject assessed in the CAHSEE and the CSTs. In order to perform the alignment study and PLD development work, HumRRO is scheduled to conduct workshops in late November and early December.

FISCAL ANALYSIS (AS APPROPRIATE)

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

ATTACHMENT(S)

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

Additional information may be provided in an item addendum.

Bi-Monthly Report

California Standards and Assessment System

November 2006

2.0 Academic Achievement Standards

1. Performance level descriptors (PLDs) that differentiate among three levels of proficiency for mathematics, English-language arts, and science.
    a. August – September 2006 (**Task completed.**) - The State Board of Education (SBE) adopted policy level definitions at its November 7, 2006 meeting. (See attached policy level definitions in the November SBE Item.)
    b. September – November 2006 (**Task completed.**) - The current test contractor for the California Standards Tests (CSTs) has provided item maps and exemplars to the PLD contractor for use in the PLD development.
    c. November – December 2006 – The PLD workshops are scheduled for late-November and early-December.
    d. March 2007 - The California Department of Education (CDE) is on target to submit PLDs to the SBE for adoption in March 2007.
2. Official SBE adoption of the achievement standards for the California High School Exit Examination (CAHSEE)
    a. September 2006 (**Task completed.**) – The achievement standards were formally adopted by the SBE at its September 6, 2006 meeting.

5.0 Alignment

1. An external, impartial alignment study of the CSTs and the California Alternate Performance Assessment (CAPA) to academic content and achievement standards.
    a. August 2006 (**Task completed.**) – The CDE released a Request for Proposals (RFP) with the following components
        i. An external impartial alignment study of the CST and the CAPA
        ii. Procedures for ongoing monitoring of assessment system
        iii. Development of PLDs that differentiate among three levels of proficiency for mathematics, English-language arts, and science
    b. October 2006 (**Task completed.**) – CDE is finalizing the contract with Human Resources Research Organization (HumRRO) (start date of October 27, 2006) for the alignment study and PLD development.
    c. Contract deliverables outlined in the HumRRO contract:
        i. February 2007 – Final version of the alignment study

ii. February 2007 – Plan for ongoing monitoring of alignment

iii. December 2006 – Draft PLDs delivered to CDE

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

   a. CAHSEE

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

      ii. November 2006 – (**Task completed.**) CDE and ETS finalized a plan to address depth-of-knowledge gaps identified by the CAHSEE independent evaluator. In general, the plan involves transitioning from the use of Bloom's Taxonomy to the use of Webb's depth-of-knowledge rating and integrating that information in the item development and review process.

         1. Amend item specifications to transition to Webb's depth-of-knowledge.
         2. Train item developers and item content review panels on the assignment of depth-of-knowledge ratings.
         3. Assign depth-of-knowledge ratings to new CAHSEE items prior to CDE and external reviews.
         4. CAHSEE item content review panels will review depth-of-knowledge ratings.
         5. Following item content reviews, ETS will report the distribution of depth-of-knowledge ratings of the approved items by content strand.
         6. ETS and CDE will consider the availability of items by depth-of-knowledge rating and content strand when developing future item development plans to ensure sufficient coverage of higher-level items.
         7. Store depth-of-knowledge ratings in the CAHSEE item bank.

   b. CST and CAPA

      i. February 2007 – The CDE is on target to have the alignment study complete by February 2007.

      ii. March 2007 - The CDE is on target to provide a plan to address any gaps identified in the CST/CAPA alignment study in the March 2007 bi-monthly report.

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

      i. February 2007 – CDE is on target to have the CST/CAPA alignment report containing a plan for the ongoing review and maintenance of the alignment of the assessment system delivered in February 2007.

ii. May 2007 – CDE is on target to provide a plan for the ongoing review and maintenance of the alignment of the assessment system by May 2007.

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

State of California **Department of Education**

ITEM ADDENDUM

DATE: December 21, 2006

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

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

RE: Item No. 7

SUBJECT: U.S. Department of Education Peer Review: Update

Alignment Study

The California Department of Education (CDE) has contracted with the Human Resources Research Organization (HumRRO) to conduct work necessary to meet the plan and timeline the CDE and the State Board of Education (SBE) submitted to the U.S. Department of Education (ED) in response to the ED peer review. As part of its contract, HumRRO is in the process of conducting an independent alignment study for the California Standards Tests (CSTs) and the California Alternate Performance Assessment (CAPA). Prior to conducting workshops in November and December 2006 for the study, HumRRO provided the CDE staff with observer training. The observer training focused on providing clear expectations for workshop observers in order to ensure the independent nature of the alignment study was not jeopardized.

In late November and early December, HumRRO conducted a series of workshops involving 62 California teachers and other curriculum experts. The participants provided ratings of the alignment of test items to California content standards, content standard and test item depth-of-knowledge, and item quality. The CDE and SBE staff observed portions of the workshops. HumRRO is scheduled to complete the alignment study of the CSTs and CAPA by February 2007.

Policy Definitions

At the November 2006 SBE meeting, the SBE approved the policy definitions to help guide the development of the performance level descriptors (PLDs). In order to address concerns expressed by some stakeholders at the November meeting, the CDE, HumRRO, and SBE staff met with stakeholders on November 20. At the conclusion of the meeting, the stakeholders agreed the policy definitions were appropriate for guiding the development of PLDs.

A subset of the alignment study workshop participants (31 participants) drafted statements of what students at the various achievement standards by grade and subject know and can do. HumRRO has provided these draft statements of what students can

Policy Definitions (Cont.)

do to Educational Testing Service (ETS), the current CST and CAHSEE contractor, to refine and draft into PLDs. To meet the aggressive timeline submitted to ED, the CDE will submit draft PLDs to the SBE in February as a Memorandum and provide final PLDs to SBE in March for adoption.

ITEM #8

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	
Standardized Testing and Reporting Program: Including but not limited to Program Update	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) take action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

None.

SUMMARY OF KEY ISSUES

Pre-Identification of Student Test Documents (Pre-ID)

The Pre-ID process for the Standardized Testing and Reporting (STAR) Program has begun and will continue up to five weeks prior to testing. This process provides district and county offices the option to order student test documents with the student demographic information bar coded on the document or bar code labels that the district will place on the test documents.

Training for 2007 Test Administration

Educational Testing Service (ETS) and Harcourt Assessment, Inc. (Harcourt) will be conducting pretest workshops for districts and county STAR coordinators during January and February throughout the state. The purpose of the workshops is to prepare STAR coordinators to train all STAR test site (school) coordinators. To assist STAR coordinators, ETS is updating two videos: one to be used in pretest workshops for test examiners and proctors and the second for test site coordinators. The test examiner/proctor video provides all of the administration requirements for this year's test administration and emphasizes everyone's responsibility to keep the tests secure. The coordinator video includes information about test security, preparation for test administration, completing required forms, and packaging and returning all scorable and non-scorable materials to the STAR coordinator for shipping to the STAR Scoring and Processing Centers.

FISCAL ANALYSIS (AS APPROPRIATE)

All costs associated with the activities in this update are included in the current contracts with Harcourt for the Aprenda 3 and ETS for the California Standards Tests, Standards-based Tests in Spanish, California Alternative Performance Assessment, and the California Modified Assessment.

ATTACHMENT(S)

None.

ITEM #9

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	
California English Language Development Test (CELDT): Update including, but not limited to, efforts to inform districts about changes to the CELDT scale and the impact of new cut scores	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) take action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In March 2006, the SBE received a report on the new reporting scale and standard setting for the California English Language Development Test (CELDT). The new cut scores that resulted from the standard setting were approved at that time. In September 2006, the SBE reviewed and adopted modified guidelines for reclassification of English learners. In November 2006, the SBE was briefed on the results of focus group interviews conducted to determine how to best communicate changes to the CELDT to school districts and other important constituencies.

SUMMARY OF KEY ISSUES

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

During October and November the CELDT contractor, CTB McGraw-Hill, conducted ten post-test workshops for district personnel. The workshops briefed participants on the changes to the CELDT reporting scale and cut scores as well as procedures to follow in reviewing and correcting data. The workshops also provided examples of appropriate analyses and comparisons to use when interpreting CELDT data. The dates and locations of workshops are listed below.

SUMMARY OF KEY ISSUES (Cont.)

October 25, Sacramento
October 30, Fresno
October 31, Bakersfield
November 6, Santa Barbara
November 8, San Diego
November 14, Riverside
November 15, Los Angeles
November 16, Long Beach
November 27, Santa Rosa
November 29, San Jose

At each meeting, numerous questions were raised by participants regarding the changes to the CELDT reporting scale and cut scores, as well as more general questions about test administration and a variety of policy issues. Questions were collected on 3x5 cards and will be used to develop a set of "Answers to Frequently Asked Questions about the CELDT" to assist districts in communicating changes to the test as well as aid in test administration.

FISCAL ANALYSIS (AS APPROPRIATE)

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

ATTACHMENT(S)

None

ITEM #10

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	☒ Action ☒ Information ☐ Public Hearing
California High School Exit Examination (CAHSEE): Update, including, but not limited to, fall administrations	

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) take action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

None.

SUMMARY OF KEY ISSUES

Recent Exam Administrations

Recent California High School Exit Examination (CAHSEE) administrations of the 2006-07 school year were held on October 3-4, 2006, November 7-8, 2006, and December 2 and 9 of 2006. The October, November, and December administrations were available to all eligible Grade 11, 12, and adult students.

The approximate number of students who took one or both portions of the exam (i.e., English-language arts (ELA) and mathematics) during the October administration and the percentage of students statewide who passed the ELA and mathematics portion of the exam will be provided as an item addendum. Individual student score reports from the October administration were sent to school districts in late November. Results from the November exam administration will be available in January 2007. Results from the December administration will be made available to school districts in early February.

The ELA portion of the exam was offered on Saturday, December 2 at approximately 140 school districts throughout the state. The following Saturday, December 9, the mathematics portion of the exam was offered. The December 2 and 9 administrations represent the first time that the CAHSEE has been offered on a Saturday. Results from the December administration will be available in early February.

The remaining 2006-07 CAHSEE administrations will be held in February, March, and May.

FISCAL ANALYSIS (AS APPROPRIATE)

All costs associated with the activities indicated above are included in current contracts.

ATTACHMENT(S)

Additional information will be provided in an item addendum.

State of California **Department of Education**

ITEM ADDENDUM

DATE: December 21, 2006

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

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

RE: Item No. 10

SUBJECT: California High School Exit Examination (CAHSEE): Update, including, but not limited to, fall administrations

October Administration Results

In October 2006, approximately 47,000 students took the English-language arts (ELA) portion of the exam and approximately 48,000 students took the mathematics portion of the exam. Approximately 31 percent of all students passed the ELA portion and 31 percent passed the mathematics portion. Individual student score reports and district aggregate results were sent to school districts in late November 2006.

November Administration Summary

In November 2006, approximately 113,000 students took the ELA portion of the exam and approximately 121,000 students took the mathematics portion of the exam. Results from the November 2006 administration will be available in late January 2007.

December Administration Summary

In December 2006, approximately 3,300 students took the ELA portion of the exam and approximately 3,200 students took the mathematics portion of the exam. Results from the December 2006 administration will be available in early February 2007.

ITEM #11

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	☒ Action ☒ Information ☐ Public Hearing
Update on issues related to California's implementation of No Child Left Behind and other federal programs.	

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) take action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

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

SUMMARY OF KEY ISSUES

FISCAL ANALYSIS (AS APPROPRIATE)

Any State or LEA that does not abide by the mandates and provisions of NCLB is at risk of losing federal funding.

ATTACHMENT(S)

Additional information may be provided in an item addendum.

State of California **Department of Education**

ITEM ADDENDUM

DATE: January 2007

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

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

RE: Item No. 11

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

Harmonization of Federal and State Accountability Requirements

On November 1, 2006, State Superintendent of Public Instruction Jack O'Connell, State Board of Education President Kenneth Noonan, and then California Secretary of Education Alan Bersin jointly proposed to the U.S. Education Department that the Academic Performance Index (API) should be the basis for determining Adequate Yearly Progress and identifying California local educational agencies and schools for Program Improvement. This would harmonize federal and state accountability requirements.

On December 15, 2006, Assistant U.S. Secretary of Education Henry L. Johnson responded to this proposal, raising a number of concerns and requesting further information to address them. It appears difficult, if not impossible, to meet some of these concerns, which from the federal standpoint represent "bright lines," without substantial de-construction of the API and further modification of the API target structure. Therefore, the prognosis for the joint harmonization proposal is extremely unfavorable, particularly for the school year 2007.

Draft Proposal for the Reauthorization of the No Child Left Behind Act of 2001

During October 2006, State Superintendent of Public Instruction Jack O'Connell held four public hearings to gather input on the reauthorization of No Child Left Behind (NCLB). Four major areas to amend NCLB are discussed in Attachment 1. The four areas include accountability, intervention and corrective actions, highly qualified teachers, and English learner issues.

Attachment 1: Draft Proposal for the Reauthorization of the No Child Left Behind Act of 2001 from the California Department of Education and the State Board of Education (7 Pages)

DRAFT - Proposal for the Reauthorization of the No Child Left Behind Act of 2001 from the California Department of Education and the State Board of Education

January 2007

On behalf of every student in California, the California Department of Education (CDE) and the State Board of Education (SBE) stand committed to working with Congress and the U.S. Department of Education (ED) to ensure that the reauthorization of the No Child Left Behind Act of 2001 (NLCB) will reflect amendments to the law address the challenges and opportunities California faces throughout our education system.

What is clear after several years of NCLB is that the law has had significant impact on our schools and districts. While we all can agree with the broad goals of NCLB, it also is clear that the practical implication of the law has yielded unintended consequences. So as we consider reauthorization, we believe it is vital that the State of California, to the extent possible, speak with one voice about changes to the laws that will allow us to maintain NCLB's goals, but do so in a more realistic fashion and in a way that helps and does not hinder the education of our students.

There are at least four major areas for which we believe amending NCLB is essential:

- Accountability
- Interventions and Corrective Actions
- Highly Qualified Teachers
- English Learner Issues

The recommendations below reflect not only the point of view of the CDE and the SBE, but are the results of input from educators, organizations, parents, and students from around the state.

Accountability

Rather than the "bright lines," the accountability provisions should represent guiding principles upon which everyone strongly agrees. The law should continue to set forth national goals that all states, local educational agencies, schools, and students should strive to attain. It should continue to focus on subgroup accountability as a mechanism to reduce achievement gaps. It should continue to require that states design and implement rigorous accountability systems to move students toward the national goals.

But it should also accommodate well-established state accountability systems, including those based on a growth/index model, including index systems, such as California's Academic Performance Index (API) system.

NCLB should offer genuine flexibility by redefining the relationship between federal and state governments in the implementation of these provisions. This does not mean that the federal government should function as a source of funding for states without any corresponding responsibility to meet national goals. However, the relationship between federal government and the states as it currently exists requires significant adjustment if NCLB is to survive.

It is easy to set forth a set of broad guidelines that would at once address the need for statewide accountability and still accord states true flexibility in how they meet federal requirements. In such a relationship, each state would assure the federal government that it would:

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

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

- Significant improvements in the percentage of students scoring at proficient or above in mathematics and reading/language arts.
- Closing the achievement gap between traditionally higher and lower scoring student subgroups in those two content areas.

What constitutes "significant improvement" and "closing the achievement gap" in any state should be informed by the best research in educational measurement, not by federal mandate. We ask that the federal government hold the state responsible for federal outcomes, not for processes.

Interventions and Corrective Actions

NCLB requires states to provide technical assistance to schools and districts and, for those in latter stages of needing improvement, further requires districts to take corrective actions for schools and states to take corrective action for districts. The role that districts play in instructional improvement efforts at the school and classroom levels has received increased recognition from both researchers and policy makers. Consequently, there is a growing body of research on district-level reform, and particularly on how change needs to occur in an entire system to produce high achieving students, particularly in high poverty settings or where there are many students struggling to meet their state's standards.

The qualities associated with strong districts have been described in this research and include focusing on the system as the unit of change, a shared commitment to reform throughout the system, planning strategically at the system level, using data-based accountability systems, a strong focus on teaching and learning and district responsiveness to schools' needs.[1] Schools need support and structures to improve and district offices must be part of the solution. In fact, research has demonstrated that bypassing the district office in implementing school reform does not work. Districts can inadvertently set up barriers to school improvement.

Developing the qualities in districts that have been identified in the research takes time and state capacity. As of the 2006-07 school year, California has identified 165 districts and 2240 schools in need of improvement. Many more are in the immediate pipeline. Appropriately, California has a number of recommendations that address the numbers of schools and districts with which it needs to work and the need for more explicit authority in NCLB for flexibility in how it does this work:

- Improvement needs to occur in California at both the school and district level. However, improvement does not occur in steady, equal, incremental steps each year. There are "implementation dips" and, importantly, accelerated change. Research shows that more time is needed to implement and sustain quality change.

    - The length of time for schools in need of improvement should be extended. In particular, the transition from Year 3 to Year 4 is too brief. NCLB should allow a district two years to take local corrective action in its school before planning for restructuring is required if sufficient evidence of progress is provided.

    - The length of time for districts in need of improvement should also be extended, given the complexities of systems change inherent in district improvement efforts.

[1] McLaughlin, M. & Talbert J. (2002). *Reforming districts*. A. Hightower, M.S. Knapp, J. Marsh, & M. McLaughlin (Eds.), *School districts and instructional renewal*. pp.173-192. New York, NY: Teachers College Press

- Given the large number of schools and districts in California identified as in need of improvement, California needs explicit flexibility within NCLB to develop a tiered system of help (fiscal resources and technical assistance) based on level of need. Schools and districts showing insufficient growth over time should be the first focus of intervention and corrective action.

- A federal requirement and additional federal funding for all states to promote the development of a comprehensive system of learning support to address the diverse barriers to learning and teaching which adversely affect student academic achievement in Title I districts and schools, would tangibly support efforts to close the achievement gap.

- California has begun to provide innovative district level support to build district capacity for improving schools. The state needs greater and more explicit flexibility to devise its own corrective actions to supplement the NCLB district level corrective actions to implement these support structures while still holding districts accountable for results.

- Implementing school corrective actions should remain the responsibility of the district. However, in addition to lengthening the amount of time for school improvement (see first recommendation), districts should be allowed more flexibility in selecting local corrective actions that align with state corrective actions for schools not making sufficient growth.

- It is critical that states be able to plan for multi-year investments in building capacity for district and school improvement. In absence of sufficient and stable funding made available through the Title 1, Part A Basic Grant setaside for school improvement, secure federal funding should be provided through the Title I School Improvement Grants for states authorized under Elementary and Secondary Education Act, Section 1003(g). In addition, states need explicit flexibility in either authorization source to invest state support in districts at immediate risk of becoming identified for improvement.

- All states should have the flexibility to implement supplemental educational services in Year 1 of Program Improvement identification, and school choice in Year 2.

- Supplemental educational services providers should be highly qualified, particularly for English learners and students with disabilities.

Highly Qualified Teachers

NCLB requires each State to have a plan ensuring that all teachers are highly qualified by the end of the 2005-06 school year (now extended to June 30, 2007 – and that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teacher at higher rates than are other children. Current data indicate that California's implementation of NCLB's highly qualified teacher requirements has been relatively

successful. This is due in no small measure to a process in California that has involved all the stakeholders as partners in creating the solution. This is a lesson for reauthorization that the federal government should embrace.

As such, California proposes several ideas for a new and/or increased federal role in this area:

- If Congress and the administration want better results, they must be willing to fully and adequately invest in order to meet expectations. Federal funding among all the Titles for California (most significantly, Titles I and II) is $7 billion and shrinking. Compare that figure to state/local support for education at the level of $50 billion. The federal government's expectation is not in proportion to its investment. Increased funding for general professional development and teacher support would have a significant impact on compliance, as would increased federal funding for a rigorous and comprehensive technical assistance and monitoring program.

- Increased federal incentives and support is needed for recruiting science, mathematics, and special education teachers due to the national shortage in these areas.

- ED has indicated that NCLB teacher quality verification may be reciprocal among the states. The content, form, and nature of training currently vary greatly from state to state. A federal requirement for all states to have a "certificate of compliance" form with clearly articulated highly qualified teacher requirements would facilitate this effort and aid in the movement of teachers across different states.

- Private schools receiving any publicly funded services through Title II should be required to meet all NCLB highly qualified teacher requirements.

English Learner Issues

NCLB has greatly helped focus attention on the roughly 1.6 million English learners in California, which equate to about 30 percent of all English learners in the U.S. It is imperative that all schools, LEAs and states are held accountable for meeting the needs of English learners. At the same time, it is equally important that the assessments and accountability systems used to evaluate progress are valid and reliable so that they may reflect an accurate account of student learning. To this end the following recommendations are given:

- Include all "former limited English proficient (LEP)" (English learners who have made sufficient progress and have met reclassification, or fluent English proficient - RFEP, criteria) within the English learner subgroup through the twelfth grade - not just for two or three years after they no longer meet the definition for LEP students. Schools, LEAs and states must be allowed to demonstrate their success with meeting the needs of English learners. By definition, English

learners are not proficient in English, therefore, it is a psychometric impossibility to expect that most or all for those English learners taking state tests administered only in English will score at the proficient or above level.

- Allow for an academic growth/index model of accountability, instead of the current status model. English learners enter our U.S. school system at all grade levels, with varying levels of prior schooling, and at all English proficiency levels. This is not something over which our receiving schools have any control. Similarly, non-English learners enter our school systems with varying levels of academic language, school readiness, and socioeconomic status. In addition, many of our students move schools, districts, and even states several times throughout their schooling, again giving the receiving schools little control over where their students begin when they receive them. Aiming for continuous and significant academic growth, measuring from how well students are performing when they come to us, will better reflect how responsive we are to them.

- Either set for all states or allow individual states the flexibility to determine a minimum English proficiency level, at which English learners that are tested only in English would be included in the AYP. For example, once English learners reach the Intermediate level on the California English Learner Development Test they would be included in AYP calculations, but would be exempt before that time. An alternative to this would be to either set the number of years in the U.S. that English learners who are tested only in English are excluded from AYP to a minimum of three years, or use only annual measurable achievement objectives (AMAOs) 1 and 2 as the accountability measure for these students.

- Delete AMAO 3 from Title III. LEAs are already responsible for meeting the English learner subgroup targets under Title I AYP. By also using the AYP results for the English learner subgroup in Title III, LEAs are being held accountable twice for attaining AYP academic targets for the English learner subgroup. It is preferable to keep the academic and English proficiency accountability measures separate for English learners – by measuring academic progress for everyone through AYP, and measuring English proficiency for English learners through AMAOs 1 and 2.

- The length of time Title III subgrantees have for improvement before state sanctions are imposed should be extended to allow for quality systemic interventions as is recommended for Program Improvement.

- Allow each consortium member to be accountable under Title III as independent LEAs instead of having the accountability results be aggregated up to the consortium level.

- Under Title III, districts are only eligible for immigrant funding if there has been a significant increase in the percent or number of immigrant children. The funding requirements for Title III immigrant should be changed so that states are not required to fund only those districts with increased immigrant populations. The

need for immigrant services remains even if the population numbers are stable or decreasing. Base the Title III immigrant funding for districts on total immigrant count. Do not require that there be growth in the immigrant population of a district in order to receive immigrant funding.

- Provide support to states to assist in the dissemination of understandable parent information regarding school choice, supplemental educational services, and in general NCLB provisions, including specific criteria, beyond “to the extent practicable,” to clarify when translation and interpretation into the primary language is required.

ITEM #12

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	☒ Action ☒ Information ☐ Public Hearing
Standardized Testing and Reporting Program: Approval of 2007 District Apportionment Amounts	

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the following district apportionment amounts for Standardized Testing and Reporting (STAR) testing during the 2006-07 school year:

- $0.38 for completing demographic information for each student not tested with the California Standards Tests (CSTs) and the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey); the Standards-based Tests in Spanish (STS); or the California Alternate Performance Assessment (CAPA).
- $2.52 per student for completing demographic information and administering the CST–CAT/6 Survey.
- $5.00 per student for completing demographic information and administering the CAPA.
- $2.52 per student for completing demographic information and administering the STS.
- $2.44 per student for completing demographic information and administering the designated primary language test, Aprenda 3.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE annually approves the amount to be apportioned to districts to offset the costs associated with administering the tests within the STAR Program.

SUMMARY OF KEY ISSUES

California *Education Code* Section 60640(h) (1) specifies that the State Superintendent of Public Instruction shall apportion funds to districts to enable districts to administer the tests within the STAR Program.

SUMMARY OF KEY ISSUES (Cont.)

California *Education Code* Section 60640(h) (2) states that the SBE shall annually establish the amount of funding to be apportioned to districts for each test administered within the STAR Program.

The recommended apportionment rates for administering the CST–CAT/6 Survey, CAPA, and Aprenda 3 are unchanged from 2005-06.

The recommended apportionment rate for demographic information for students not tested is a six cent increase from the 2005-06 rate of $0.32 to $0.38 per student in 2006-07. This six cent increase is in alignment to the increased charge for pre-ID services through the STAR contractor in 2006-07. Beginning in 2006-07, demographic information will also be provided for students not tested with the STS.

The new apportionment rate for administering the STS is recommended to be the same rate as the CSTs since both standards-based tests are administered similarly. The STS will be administered for the first time in 2006-07 and will replace the Aprenda 3 in grades two through four. The Aprenda 3 will only be administered in grades five through eleven in 2006-07.

FISCAL ANALYSIS (AS APPROPRIATE)

The funding for the 2007 STAR apportionments has been approved by the Department of Finance and is included in the approved 2006-07 STAR budget. A total of $12.6 million has been approved to fund the 2007 STAR apportionments. This amount is sufficient to cover the total estimated apportionment funding needed for all tests in the STAR Program in 2006-07, including the recommended new STS apportionment rate and the recommended six cent increase for submitting demographic information for students who are not tested.

ATTACHMENT(S)

None.

ITEM #13

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

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

RECOMMENDATION

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At the November 2006 meeting of the SBE, CDE presented its review of 25 exemption denials by seven LEAs. CDE staff recommended that the SBE affirm the LEAs decision to deny the exemption for 25 students. The SBE approved the CDE staff recommendations to affirm each of the 25 exemption denials by LEAs.

SUMMARY OF KEY ISSUES

CAHSEE Student with Disabilities Exemption

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

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

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

SUMMARY OF KEY ISSUES (Cont.)

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

3. has met all of the criteria described below.

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

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

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

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

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

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

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

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

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

The SBE is required to review any LEA's decision to deny a diploma to a student with disabilities no later than its next regularly scheduled meeting occurring at least 30 days

SUMMARY OF KEY ISSUES (Cont.)

after receiving the documentation. If the Board finds that the student does meet the criteria, it may direct the LEA to issue that student a high school diploma.

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

The SBE received 25 submissions from one LEA. Attachment 2 contains staff recommendations regarding submissions from this LEA.

FISCAL ANALYSIS (AS APPROPRIATE)

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

ATTACHMENT (S)

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

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

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

Student Identifier:

Local Educational Agency:

School Name:

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

Staff Recommendations Regarding Districts Failure to Grant Diplomas

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

- Recommend AFFIRM Sacramento City Unified School District's denial for students identified as Case Numbers 328 through 352

ITEM #14

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

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

RECOMMENDATION

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Each year the CDE, in compliance with California *Code of Regulations* Title 5, Section 3920, recommends that the SBE approve applications for funding Consolidated Categorical Aid Programs submitted by LEAs. To date, the SBE has approved ConApps for 1,275 LEAs for 2006-07.

Approximately $3.2 billion of state and federal funding is distributed annually through the ConApp process. There are 13 state and federal programs that LEAs may apply for in the ConApp. The state funding sources include: Cal-SAFE; Economic Impact Aid (which is used for State Compensatory Education and/or English learners); Peer Assistance and Review; School Safety and Violence Prevention; and Tobacco Use Prevention Education. The federal funding sources include Title I, Part A Basic Grant (Low Income); Title I, Part A (Neglected); Title I, Part D (Delinquent); Title II, Part A (Teacher Quality); Title III, Part A (Limited English Proficient (LEP) Students); Title IV, Part A (Safe and Drug-Free Schools and Communities); Title V, Part A (Innovative); and Title VI, Part B (Rural, Low-Income).

The CDE provides the SBE with two types of approval recommendations. Regular approval is recommended when an LEA has submitted a correct and complete ConApp, Part I, and has no serious noncompliant issues over 365 days. Conditional approval is recommended when an LEA has submitted a correct and complete ConApp, Part I, but has one or more serious noncompliant issues over 365 days. Conditional approval provides authority to the LEA to spend its categorical funds under the condition that it resolves or makes significant progress toward resolving noncompliant issues. In extreme cases, conditional approval may include the withholding of funds.

SUMMARY OF PREVIOUS…(Cont.)

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

SUMMARY OF KEY ISSUES

The CDE recommends regular approval of the ConApp for six LEAs (see Attachment 1 for the list of LEAs).

FISCAL ANALYSIS (AS APPROPRIATE)

There is minimal CDE cost to track the SBE approval status of the ConApp for approximately 1,300 LEAs.

ATTACHMENT(S)

Attachment 1: ConApp List (2006-07) Regular Approvals (1 Page)

Recommended for Regular Approval

The following LEAs have submitted a correct and complete ConApp, Part I, and have no compliance issues crucial to student achievement outstanding for more than 365 days. The Department recommends regular approval of these applications.

CD Code	School Code	Local Educational Agency Name	2005-06 ConApp Entitlement	2005-06 Entitlement Per Student	2005-06 Title I Entitlement
5572363	0100099	California Virtual Academy at Jamestown	3033	23.7	0
4168882	0107565	California Virtual Academy at San Mateo	2982	9.75	0
1563628	6121024	California Virtual Academy at Kern	110077	64.41	94054
3768403	6120893	California Virtual Academy at San Diego	22805	34.4	15221
4970797	0107284	California Virtual Academy at Sonoma	18588	45.56	13981
1062166	0111633	Valley Arts & Science Academy (VASA)	0	0	0

6	Total number of LEAs in the report
$157,485	Total ConApp entitlement for districts receiving regular approval

ITEM #15

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

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

RECOMMENDATION

The California Department of Education recommends that the State Board of Education (SBE) approve the Local Educational Agency (LEA) Plans.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

As of the November 2006 meeting, the SBE has approved a total of 1,302 LEA Plans.

SUMMARY OF KEY ISSUES

The purpose of the LEA Plan is to develop an integrated, coordinated plan that describes educational services for all students and can be used to guide program implementation and resource allocation. LEA Plans from direct-funded charter schools will be recommended for full approval. This approval allows the schools to access federal and state categorical funding.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no fiscal impact to state operations.

ATTACHMENT(S)

Attachment 1: Local Educational Agency Plans for Direct-Funded Charter Schools Recommended for Full State Board of Education Approval, January 2007 (1 Page)

An item addendum will be provided with a list of additional direct-funded charter schools with LEA Plans recommended for full SBE approval.

Local Educational Agency Plans for Direct-Funded Charter Schools
Recommended for Full State Board of Education Approval
January 2007

CoDistCode	SchCode	Direct-Funded Charter Schools
1964709	0112250	Century Academy for Excellence
1964733	0112219	Crescendo Charter Academy
1964733	0112342	Crescendo Charter Conservatory
3768437	0101220	Rainbow Advanced Institute for Learning Digital Charter High School

State of California **Department of Education**

ITEM ADDENDUM

DATE: January 2007

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

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

RE: Item No. 15

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

Listed below for State Board of Education (SBE) approval are three local educational agency (LEA) Plans. LEA Plans are required under No Child Left Behind so that LEAs may receive federal categorical funding for educational programs.

With the SBE's approval of these Plans, a total of 1309 LEAs will have fully approved Plans.

The following LEAs need approval:

CoDistCode	SchCode	Direct-Funded Charter School
0161259	0111476	Education for Change Upper Elementary School
1964857	0112714	Antelope Valley Learning Academy
4970912	6113278	Santa Rosa Charter School

ITEM #16

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	
Mathematics and Reading Professional Development Program, Assembly Bill 466 (Chapter 737, Statutes of 2001): Approve Reimbursement Requests from Local Educational Agencies	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve reimbursement requests for local educational agencies (LEAs) that have complied with required assurances for the Mathematics and Reading Professional Development Program, Assembly Bill (AB) 466 (Chapter 737, Statutes of 2001).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Education Code (*EC*) Section 99234(g), established by AB 466, stipulates that funding may not be provided to an LEA until the SBE approves the agency's certified assurances. During 2002-03, the SBE approved AB 466 applications **prior to** a participating LEA commencing training. This process caused a time delay before an LEA could begin training. To avoid this delay in 2003-04 and subsequent years, it was agreed that LEA compliance with required assurances would be approved by the SBE when LEAs submit a Request for Reimbursement Form, which occurs after training is completed.

SUMMARY OF KEY ISSUES

As a condition of the receipt of funds, *EC* Section 99237(a) requires that an LEA submit to the SBE a statement of assurance certified by the appropriate agency official and approved in a public session by the governing body of the agency. LEAs participating in the AB 466 program provide this proof of compliance with assurances by submitting a signed application. LEAs submitting a Request for Reimbursement Form additionally provide summary information regarding credentials held by each teacher who has successfully completed training.

The specific amount for each LEA is determined by the number of teachers trained as specified on their submitted Request for Reimbursement Form. CDE staff review the requests for reimbursement to ensure reported data conforms to the laws and regulations governing the program.

FISCAL ANALYSIS (AS APPROPRIATE)

The legislature appropriated $31.7 million (General Fund) for the AB 466 program in each of fiscal years 2006-07, 2005-06, and 2004-05. The CDE has received $2,801,250 in 2006-07 claims and has not yet issued any payments for those claims. To date the CDE has received $37,975,000 in 2005-06 claims and has issued $31,727,500 in 2005-06 payments. A payment for teachers trained in excess of the cap has recently been made. In accordance with *EC* Section 99234(e), the shortfall in 2005-06 will be paid from the appropriation from 2006-07. For 2004-05, the CDE has received $31,185,750 in claims and issued $30,847,500 in payments. Only one claim for 2004-05 is included, and it will be paid from the appropriation for 2004-05.

ATTACHMENT(S)

Attachment 1: List of LEAs submitting certification of assurance via a signed **Request for Reimbursement Form**: Fiscal Years Prior to 2006-07 (January 2007) (1 Page)

Attachment 2: List of LEAs submitting certification of assurance via a signed **Request for Reimbursement Form**: Fiscal Year 2006-07 (January 2007) (4 Pages)

List of LEAs submitting certification of assurance via a signed **Request for Reimbursement Form**: Fiscal Years Prior to 2006-07 (January 2007)

COUNTY	LEA NAME	NUMBER OF TEACHERS				PROVIDER	MATERIALS
		Reading 40 Hours	Reading 80 Hours	Mathematics 40 Hours	Mathematics 80 Hours		
Los Angeles	Sulphur Springs Union		17			District	Houghton Mifflin, *A Legacy of Literacy*
Los Angeles	Whittier City	23				RIC, Alameda COE	Houghton Mifflin, *A Legacy of Literacy*
Shasta	French Gulch-Whiskey Town Elementary	1				RIC, Butte COE	Houghton Mifflin, *A Legacy of Literacy*
Shasta	North Cow Creek Elementary	2				RIC, Butte COE	Houghton Mifflin, *A Legacy of Literacy*
Sutter	Yuba City Unified			5		Sacramento COE	Scott Foresman, *California Mathematics*
Tehama	Tehama County Office of Education			3	3	Sacramento COE	McDougal Littell, *Concepts and Skills, Algebra*
Tulare	Strathmore Union Elementary	1				RIC, Alameda COE	Houghton Mifflin, *A Legacy of Literacy*
TOTAL		**27**	**17**	**8**	**3**		

List of LEAs submitting certification of assurance via a signed **Request for Reimbursement Form**: Fiscal Year 2006-07 (January 2007)

COUNTY	LEA NAME	NUMBER OF TEACHERS				PROVIDER	MATERIALS
		Reading 40 Hours	Reading 80 Hours	Mathematics 40 Hours	Mathematics 80 Hours		
Butte	Biggs Unified	8				RIC, Butte COE	Houghton Mifflin, *A Legacy of Literacy*
Butte	Chico Unified	60				RIC, Butte COE	Houghton Mifflin, *A Legacy of Literacy*
Del Norte	Del Norte County Unified	15				RIC, Butte COE	Houghton Mifflin, *A Legacy of Literacy*
Fresno	Laton Joint Unified	6				Sacramento COE	Hampton Brown, *High Point*
Humboldt	Eureka City Unified	1				RIC, Butte COE	Houghton Mifflin, *A Legacy of Literacy*
Kings	Hanford Joint Union High			4		Sacramento COE	Prentice Hall, *Algebra I*, *California Edition*
Kings	Reef-Sunset Unified			12		Sacramento COE	Houghton Mifflin, *Mathematics*
Los Angeles	Hacienda la Puente Unified	20				RIC, Los Angeles COE	Houghton Mifflin, *A Legacy of Literacy*
Los Angeles	Los Angeles Unified			402		MPDI, Cal Poly Pomona	Harcourt School Publishers, *Harcourt Math*
Mendocino	Anderson Valley Unified	2				RIC, Butte COE	Houghton Mifflin, *A Legacy of Literacy*

COUNTY	LEA NAME	NUMBER OF TEACHERS				PROVIDER	MATERIALS
		Reading 40 Hours	Reading 80 Hours	Mathematics 40 Hours	Mathematics 80 Hours		
Mendocino	Mendocino County Office of Education	8				Sacramento COE	Hampton Brown, *High Point*
Merced	Atwater Elementary	5				RIC, San Joaquin COE	SRA/McGraw-Hill, *Open Court 2002*
Merced	Merced Union High	27				Sacramento COE	Holt, Rinehart, and Winston, *Literature and Language Arts*
Monterey	Alisal Union Elementary	19				RIC, Alameda COE	Houghton Mifflin, *A Legacy of Literacy*
Placer	Tahoe-Truckee Joint Unified		5			District	Houghton Mifflin, *A Legacy of Literacy*
Riverside	Hemet Unified	8				RIC, San Diego COE	SRA/McGraw-Hill, *Open Court 2002*
Riverside	Lake Elsinore Unified		7			District	McDougal Littell, *Reading and Language Arts*
San Bernardino	Colton Joint Unified				24	District	Harcourt School Publishers, *Harcourt Math*
San Bernardino	Morongo Unified	170				RIC, San Diego COE	Houghton Mifflin, *A Legacy of Literacy*
San Bernardino	Rialto Unified		8			District	Houghton Mifflin, *A Legacy of Literacy*
San Diego	Cajon Valley Union Elementary			1		Fresno COE	Harcourt School Publishers, *Harcourt Math*

COUNTY	LEA NAME	NUMBER OF TEACHERS				PROVIDER	MATERIALS
		Reading 40 Hours	Reading 80 Hours	Mathematics 40 Hours	Mathematics 80 Hours		
San Diego	La Mesa-Spring Valley	5				RIC, Sacramento COE	Houghton Mifflin, *Lectura*
San Diego	Oceanside Unified	1				Sacramento COE	Holt, Rinehart, and Winston, *Literature and Language Arts*
San Diego	Sweetwater Union High	28				Sacramento COE	Holt, Rinehart, and Winston, *Literature and Language Arts*
Santa Clara	Santa Clara County Office of Education			9		Sacramento COE	Prentice Hall, P*re-Algebra , and Algebra 1 California Edition*
Santa Clara	Sunnyvale Elementary	31				RIC, Sacramento COE	SRA/McGraw-Hill, *Open Court 2002*
Santa Cruz	Pajaro Valley Unified				1	District	McDougal Littell, *Concepts and Skills, Algebra*
Shasta	Enterprise Elementary	6				Sacramento COE	Holt, Rinehart, and Winston, *Literature and Language Arts*
Shasta	North Cow Creek Elementary			3		Sacramento COE	Houghton Mifflin, *Mathematics*
Sonoma	Santa Rosa Elementary	15				RIC, Butte COE	Houghton Mifflin, *A Legacy of Literacy*
Sonoma	Santa Rosa High		13			Sacramento COE	Prentice Hall, *Timeless Voices, Timeless Themes*

COUNTY	LEA NAME	NUMBER OF TEACHERS				PROVIDER	MATERIALS
		Reading 40 Hours	Reading 80 Hours	Mathematics 40 Hours	Mathematics 80 Hours		
Stanislaus	Modesto City Elementary	2				Calabash	Houghton Mifflin, *A Legacy of Literacy*
Stanislaus	Paradise Elementary	2				RIC, Sacramento COE	Houghton Mifflin, *A Legacy of Literacy*
Stanislaus	Patterson Joint Unified			4		Stanislaus COE	McDougal Littell, *Concepts and Skills, Algebra*
Sutter	Yuba City Unified			1		Sacramento COE	Saxon Publishers, *Math 65*
Tehama	Evergreen Union			1		Sacramento COE	Houghton Mifflin, *Mathematics*
Tehama	Gerber Union Elementary	9				RIC, Butte COE	Houghton Mifflin, *A Legacy of Literacy*
Yolo	Washington Unified		8			Sacramento COE	Holt, Rinehart, and Winston, *Literature and Language Arts*
Yuba	Marysville Joint Unified	5				RIC, Sacramento COE	SRA/McGraw-Hill, *Open Court 2002*
TOTAL		**453**	**41**	**437**	**25**		

CALIFORNIA STATE BOARD OF EDUCATION

January 2007 AGENDA

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

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve candidates nominated by their local educational agencies (LEAs) for the Chief Business Officer (CBO) Training Program and approve requests to change LEAs' selected training provider.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

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

SUMMARY OF KEY ISSUES

Following the SBE's approval of training providers at its May 2006 meeting, LEAs applied for funding on behalf of their CBO candidates. After the SBE approved training candidates at its September 2006 meeting, all available funding for fiscal year 2006-07 was committed. As such, this training request is for LEAs: (1) substituting a candidate for one previously approved; (2) substituting a candidate's approved training provider; or (3) applying completely new as previously approved candidates withdraw.

An LEA recommended for approval has given signed assurance that:

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

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

SUMMARY OF KEY ISSUES (CONT.)

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

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

FISCAL ANALYSIS (AS APPROPRIATE)

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

ATTACHMENT(S)

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

CBO Training Candidates Recommended for Approval

County	Local Educational Agency	Candidates Nominated	Selected Training Provider	Troubled District
Alameda	Alameda County Office of Education *	1	CASBO	
Alameda	Dublin Unified School District	1	USC, Rossier	
Fresno	Clovis Unified School District	1	CASBO	
Los Angeles	Los Angeles Unified School District	1	USC, Rossier	Y
Los Angeles	Los Angeles Unified School District *	1	USC, Rossier	Y
Los Angeles	Palmdale School District	1	USC, Rossier **	Y
Monterey	King City Joint Union High School District	1	USC, Rossier	Y
Nevada	Chicago Park School District *	1	CASBO	
Placer	Tahoe Truckee Unified School District *	1	CASBO	
Shasta	Happy Valley Union School District *	1	CASBO	Y
Solano	Solano County Office of Education	1	CASBO	
Stanislaus	Keyes Union School District	1	CASBO	Y
Tehama	Corning Union High School District	1	CASBO **	
	Total Training Candidates	13		

* Previously SBE approved; change in training candidate requested.

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

California Department of Education January 2007

ITEM #18

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	☒ Action
Assignment of Numbers for Charter School Petitions	☒ Information
	☐ Public Hearing

RECOMMENDATION

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

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

Since the charter school law was enacted in 1992, the SBE has assigned numbers to 844 charter schools, including some approved by the SBE after denial by the local educational agencies, and eight all-charter districts. Of the 844 schools numbered, approximately 620 will be operating in the 2006-07 school year.

SUMMARY OF KEY ISSUES

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

Education Code Section 47602 requires the SBE to assign a number to each charter school that has been approved by a local entity in the chronological order in which it was received. This numbering ensures that the state is within the cap on the total number of charter schools authorized to operate. As of July 1, 2006, the number of charter schools that may be authorized to operate in the state is 1,050. This cap may not be waived. This item proposes assignment of a number to nine additional charter schools. These charter schools were recently approved by local boards of education as noted. Copies of the charter petitions are on file in the Charter Schools Division.

FISCAL ANALYSIS (AS APPROPRIATE)

There is essentially no fiscal impact directly resulting from the assignment of numbers to recently authorized charter schools. To the extent numbered schools serve students, they report average daily attendance and receive funding from certain federal, state, and local sources.

ATTACHMENT(S)

Attachment 1: Assignment of Numbers for Charter School Petitions

JANUARY 2007 STATE BOARD OF EDUCATION MEETING

Assignment of Numbers for Charter School Petitions

Number	Charter Name	Charter School County	Authorizing Entity	Charter School Contact
845	Santa Rosa Charter School of the Arts	Sonoma	Santa Rosa City Schools	Sally S. Bimrose 211 Ridgway Ave. Santa Rosa, CA 95401 707-528-5463
846	Voices College-Bound Language Academy	Santa Clara	Franklin McKinley SD	Frances Teso 148 Piazza Way San Jose, CA 95127 408-258-3789
847	Aveson Global Leadership	Los Angeles	Pasadena USD	Kate Bean P.O. Box 434 Pasadena, CA 91102 323-371-1772
848	Aveson School of Leaders	Los Angeles	Pasadena USD	Kate Bean P.O. Box 434 Pasadena, CA 91102 323-371-1772
849	Rocky Point Charter School	Shasta	Gateway USD	Laura Kelly/Jody Thulin 3500 Tamarack Dr. Redding, CA 96003 530-410-5629
850	Rocketship One Public School	Santa Clara	Santa Clara COE	John Danner 550 Kinglsey Ave. Palo Alto, CA 94301 650-815-5122
851	Inspire Destiny Academy	Fresno	Fresno USD	Marta Escarcega 35784. Manon Ave. Madera, CA 93638 559-229-7279

Number	Charter Name	Charter School County	Authorizing Entity	Charter School Contact
852	Mark Twain Academies	Santa Barbara	Santa Maria Joint Union High School District	Rick Jimison 220 Foothill Rd. Pismo Beach, CA 93449 805-773-2857
853	Clarksburg Elementary School	Sacramento	River Delta USD	Alicia Fernandez P.O. Box 303 Clarksburg, CA 95612 916-744-1790

ITEM #19

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	☒ Action
Charter Schools: Determination of Funding Requests for 2006-07 (and beyond) for Nonclassroom-based Charter Schools	☒ Information
	☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve seven 2006-07 (and beyond) determination of funding requests from charter schools pursuant to *Education Code (EC)* sections 47612.5 and 47634.2, and *California Code of Regulations*, Title 5, sections 11963 to 11963.6, inclusive, based upon the recommendations of the Advisory Commission on Charter Schools (ACCS) as presented in Attachment 1.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Senate Bill (SB) 740 (Chapter 892, Statutes of 2001) enacted provisions in law that result in potential funding reductions for charter schools that offer nonclassroom-based instruction. Nonclassroom-based instruction occurs when a charter school does not require attendance of its pupils at the school site under the direct supervision and control of a qualified teaching employee of the school for at least 80 percent of the required instructional time. A charter school is prohibited from receiving any funding for nonclassroom-based instruction unless the SBE determines its eligibility for funding. For 2003-04 and each fiscal year thereafter, the law states that funding determinations must be 70 percent unless the SBE determines that a greater or lesser percentage is appropriate for a particular charter school.

SB 740 also established the ACCS to develop the criteria for the SBE to use in making funding determinations. Moreover, the ACCS provides recommendations to the SBE on appropriate funding determination levels for nonclassroom-based charter schools and on other aspects of the SBE's duties under the Charter Schools Act of 1992.

SUMMARY OF KEY ISSUES

The ACCS made recommendations on 7 funding determinations considered under the revised Title 5 regulations at its meeting on November 27, 2006.

Please note that the revised Title 5 regulations (that became operative on December 6, 2005) specify the criteria that a nonclassroom-based charter school must meet in order for the SBE to approve a 100 percent determination of funding. These criteria state that at least 40 percent of the school's public revenues must be spent on certificated employee salaries and benefits, at least 80 percent of all revenues must be spent on instruction and instruction-related costs, and the student-to-teacher ratio does not exceed 25 to 1 or the student-to-teacher ratio of the largest unified school district in the county or counties in which the charter school operates. Affected schools must spend a minimum of 35 percent on certificated employee salaries and benefits and 60 percent on instruction and instruction-related costs or the funding determination is zero. Pursuant to the regulations, the SBE may approve a higher or lower funding level than the criteria would prescribe based upon mitigating circumstances of the school that indicate that a higher or lower funding level is appropriate.

Pursuant to the SB 740 regulations, all funding determination requests are required to be submitted to the CDE by February 1.

FISCAL ANALYSIS (AS APPROPRIATE)

A determination of funding request approved at less than the 100 percent level would likely result in reduced apportionment claims to the state. The reductions in claims would result in a proportionate reduction in expenditure demands for Proposition 98 funds. All Proposition 98 funds, by law, must be expended each fiscal year. Thus, a reduction in apportionment claims may be more accurately characterized as an expenditure shift than as absolute savings under typical circumstances. In 2002-03, funding determination requests approved by the SBE at less than 100 percent resulted in over $30 million in reduced apportionment claims (expenditure shifts). In 2003-04, 2004-05, and 2005-06 apportionment claims were reduced (expenditures shifted) by approximately $20 million each year.

ATTACHMENT(S)

Attachment 1: 2006-07 (and beyond) Funding Determination Requests (3 Pages)

All of the following determination of funding requests are recommended for approval by the SBE at the 100 percent level. The reasons justifying a level higher than 70 percent in 2006-07 and beyond are that (1) the schools met the minimum criteria specified in regulation for the 100 percent level, and (2) the schools presented sufficient evidence (taking the totality of the request into account along with any other credible information that may have been available) that the 100 percent funding determination level is necessary for the school to maintain nonclassroom-based instruction that is conducted for the instructional benefit of the student and is substantially dedicated to that function (*CCR*, Title 5, Section 11963.4(a)(3)). These are continuing schools whose expenditures met the criteria for 100 percent funding. Note that CDE has not yet received an audit from these schools. CDE's recommendation is therefore contingent upon receiving a 2005-06 audit from each of these schools without significant audit exceptions.

Charter Number	CDS Code	Charter Name	2006-07	2007-08
#136	26-73668-2630085	Sierra Charter School	100%	100%
#279	25-73585-2530129	Modoc Charter School	100%	100%

Charter Number	CDS Code	Charter Name	2006-07	2007-08	2008-09
#146	32-66969-3230083	Plumas Charter School	100%	100%	100%
#171	39-68627-6116180	New Jerusalem Charter School	100%	100%	100%
#354	29-66415-6118996	Forest Charter School	100%	100%	100%

The following determination of funding request is recommended for approval by the State Board of Education for five years because the school met the criteria specified in *Education Code* Section 47612.5(d)(2) for a five-year determination. "A charter school that has achieved a rank of 6 or greater on the Academic Performance Index for the two years immediately prior to receiving a funding determination pursuant to subdivision (b) of Section 47634.2 shall receive a five-year determination and is not required to annually reapply for a funding determination of its nonclassroom-based instruction program if an update of the information the State Board of Education reviewed when initially determining funding would not require material revision, as that term is defined in regulations adopted by the board". This school met the conditions for 100 percent funding, and has received a statewide ranking of 10 on the Academic Performance Index for the last two years, qualifying the school for a five-year funding determination.

Charter Number	CDS Code	Charter Name	2006-07	2007-08	2008-09	2009-10	2010-11
#120	37-68189-3731072	River Valley Charter School	100%	100%	100%	100%	100%

Recommendation for Approval of a Prospective Determination of Funding. Please note that the revised Title 5 regulations (that became operative on December 6, 2005) allow a charter school to submit a request for funding determination up to one year prior to the fiscal year in which the request will initially be effective. In previous action by the SBE on November 9, 2004, Camptonville Academy received a three-year funding determination at the 100 percent funding level for 2004-05, 2005-06, and 2006-07. In accordance with the newly adopted regulations, this funding determination request and recommendation is for the 2007-08 school year and beyond.

Charter Number	CDS Code	Charter Name	2007-08	2008-09	2009-10
#165	58-72728-6115935	Camptonville Academy	100%	100%	100%

ITEM #20

CALIFORNIA STATE BOARD OF EDUCATION

January 2007 AGENDA

SUBJECT	☒ Action
Revisions to the *California School Accounting Manual*	☒ Information
	☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the proposed revisions to the *California School Accounting Manual (CSAM)*.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) last approved revisions to the *CSAM* in July 2005. Customarily, the SBE approves *CSAM* changes annually.

SUMMARY OF KEY ISSUES

Education Code Section 41010 provides that the accounting system used to record the financial affairs of school districts shall be in accordance with the *CSAM* as approved by the SBE.

The CDE is responsible for providing clear and consistent advice and direction to school districts and county offices of education in the areas of budgeting, accounting, and financial reporting. Consequently, the *CSAM* must be updated periodically to reflect not only ongoing coding changes for the standardized account code structure (SACS), but also changes in accounting and reporting requirements due to Governmental Accounting Standards Board (GASB) pronouncements, legislation, etc. In addition, this revision of the *CSAM* implements California's latest Indirect Cost Plan and accompanying Memorandum of Understanding (MOU), negotiated with the United States Department of Education (ED) and signed in October 2005.

The CDE has worked with the School Financial Services Subcommittee, a subcommittee of the California County Superintendents Educational Services Association, plus various school districts and county offices of education via the SACS Accounting Committee, in making the revisions to the *CSAM*. Additionally, a number of school districts and county offices of education provided helpful commentary and feedback on implementing the indirect cost plan and the MOU.

SUMMARY OF KEY ISSUES (CONT.)

This update of the *CSAM* includes the following changes and additions:

1) Changes or additions to SACS account codes.
2) Changes to accounting guidance resulting from new accounting pronouncements, changes in program requirements or legislative actions, and clarification of existing guidance in response to questions from LEAs.
3) Changes to the indirect cost process based on negotiations with the ED.

A summary of the proposed changes is provided as Attachment 1. The actual changes have already been incorporated into the CSAM procedures, which are provided in Attachments 2-19. Note that italics in the attached documents indicate optional codes or emphasized items; they do not indicate changes.

FISCAL ANALYSIS (AS APPROPRIATE)

This revision of the *CSAM* will cost CDE approximately $3,500 in editing costs. The complete *CSAM* will be available on the CDE's Web site, and CDE Press will continue to have copies available for purchase.

ATTACHMENT(S)

Attachment 1: Summary of Proposed Changes (4 pages)
Attachment 2: Procedure 310, Resource (Project/Reporting) Classification (21 pages)
Attachment 3: Procedure 320, Goal Classification (15 pages)
Attachment 4: Procedure 325, Function (Activity) Classification (37 pages)
Attachment 5: Procedure 330, Object Classification (57 pp.)
Attachment 6: Procedure 640, Transportation—Coding Examples (13 pages)
Attachment 7: Procedure 650, Facility Maintenance Programs—Coding Examples (New) (8 pages)
Attachment 8: Procedure 655, Employment Separation Costs—Coding Examples (New) (6 pages)
Attachment 9: Procedure 750, Pass-through Grants and Cooperative Projects (8 pages)
Attachment 10: Procedure 755, Special Education (19 pages)
Attachment 11: Procedure 760, Regional Occupational Centers/Programs (ROC/Ps) (4 pages)
Attachment 12: Procedure 780, Consolidation of NCLB Administrative Funds (New) (7 pages)
Attachment 13: Procedure 805, Joint Powers Agreements/Agencies (JPAs) (7 pages)
Attachment 14: Procedure 810, Charter Schools (13 pages)
Attachment 15: Procedure 905, Documenting Salaries and Wages (17 pages)
Attachment 16: Procedure 910, Program Cost Accounting (19 pages)
Attachment 17: Procedure 915, Indirect Cost Rate (15 pages)
Attachment 18: Appendix B, Normal Balances of Balance Sheet Accounts (2 pages)
Attachment 19: Appendix D, Function Codes for Common Activities (8 pages)

California School Accounting Manual
Summary of Proposed Changes
January 2007

Procedure	Proposed Changes
310 – Resource (Project/Reporting) Classification	• Added various new resource codes • Deleted outdated resource codes • Updated titles to various resource codes • Clarified guidance on restricted revenues, including restricted local resources and Resource 9010, Other Restricted Local
320 – Goal Classification	• Updated *Education Code* references • Removed "program specialist services" from the definition of Goal 5050, Regionalized Services
325 – Function (Activity) Classification	• Added optional Function 7120, Staff Relations and Negotiations, and removed reference to these costs from optional Function 7110, Board • Added required Function 7190, External Financial Audit—Single Audit, and required Function 7191, External Financial Audit—Other, and removed reference to these costs from Function 7100, Board and Superintendent • Expanded guidance on charging for performance (program-specific) audits and legal costs • Expanded in-lieu salary percentages for small school districts to include charter schools • Added reference to nonuse fees in Function 8200, Operations • Added guidance on which object codes to use with Function 8500, Facilities Acquisition and Construction • Added guidance that temporary facility rental costs should be charged to the same function as the benefiting activity rather than Function 8700, Facilities Rents and Leases

California School Accounting Manual
Summary of Proposed Changes
January 2007

Procedure	Proposed Changes
330 – Object Classification	• Added Object 3751, OPEB, Active Employees, certificated positions • Added Object 3752, OPEB, Active Employees, classified positions • Added Object 5100, Subagreements for Services • Added Object 8995, Categorical Education Block Grant Transfers • Revised objects 3701/3702 from "Retiree Benefits" to "OPEB, Allocated" • Revised titles of objects 7651 and 8965 from "Transfers from Funds of Lapsed/Reorganized Districts" to "Transfers from Funds of Lapsed/Reorganized LEAs" • Revised title of Object 9664 from "Other Postemployment Benefits" to "Net OPEB Obligation" • Revised titles of various "transfer" objects (7211, 7221, 7281, 8781, 8791) to include charter schools • Revised title of Object 7141 from "Other Tuition, Excess Costs, and/or Deficit Payments to School Districts" to include charter schools • Revised Object 5800, Professional/ Consulting Services and Operating Expenditures, to reference subagreements for services • Expanded Object 8677, Interagency Services Between LEAs, to include amounts for charter school supervisorial oversight or for administrative or other services per EC 47613 • Revised Object 8699, All Other Local Revenue, to reference "received from entities other than LEAs" • Updated *Education Code* references • Updated miscellaneous text throughout to clarify guidance
640 – Transportation —Coding Examples	• Updated applicable examples to use Object 5100, Subagreements for Services • Added guidance on accounting for excess costs and acquiring a school bus using a capital lease
650 – Facility Maintenance Programs—Coding Examples	New procedure that provides guidance on accounting for restricted facility maintenance funds in the Deferred Maintenance Fund (Fund 14) and the Ongoing and Major Maintenance Account (Resource 8150)

California School Accounting Manual
Summary of Proposed Changes
January 2007

Procedure	Proposed Changes
655 – Employment Separation Costs	New procedure that provides guidance on accounting for the additional costs incurred when employees separate from service (e.g., retire or terminate)
750 – Pass-Through Grants and Cooperative Projects	• Updated applicable examples to use Object 5100, Subagreements for Services • Corrected a section title from "Contract for Services" to "Cooperative Projects" • Updated text throughout to clarify guidance
755 – Special Education	• Updated applicable examples to use Object 5100, Subagreements for Services
760 – Regional Occupational Centers/Programs (ROC/Ps)	• Updated applicable examples to use Object 5100, Subagreements for Services
780 – Consolidation of NCLB Administrative Funds	New procedure that provides guidance previously sent to LEAs in the "Consolidation of No Child Left Behind Funds for Administration" letter dated March 10, 2006
805 – Joint Powers Agreements/Agencies (JPAs)	• Updated applicable examples to use Object 5100, Subagreements for Services
810 – Charter Schools	• Added guidance on what functions to use in Fund 62, Charter Schools Enterprise Fund • Updated object codes to match code and title changes in Procedure 330, Object Classification
905 – Documenting Salaries and Wages	• Added guidance that Resource 3155, NCLB: Consolidated Administrative Funds, can be treated as a single cost objective • Expanded text to emphasize that time accounting requirements included in the procedure are for general guidance only and may not meet the requirements of all programs
910 – Program Cost Accounting	• Removed from the definition of the classroom unit allocation factor reference to the indirect cost rate work sheet • Expanded in-lieu salary percentages for small school districts to include charter schools • Removed reference to program cost report "allocated amounts" as a basis for charging costs to a restricted resource

California School Accounting Manual
Summary of Proposed Changes
January 2007

Procedure	Proposed Changes
915 – Indirect Cost Rate	• Updated funds in the indirect cost rate calculation to include Funds 09 and 62 (charter school special revenue and charter school enterprise) and Funds 19 and 57 (foundation special revenue and foundation permanent) • Added Object 5100, Subagreements for Services, to the list of "excluded" costs • Revised "supplemental data" to include "percent of administrative salaries and benefits" and "employment separation costs" • Added a definition for "consistent cost treatment" • Updated the sample Indirect Cost Rate Work Sheet (Form ICR) • Other minor changes to clarify guidance
Appendix B – Normal Balances of Balance Sheet Accounts	• Updated title of Object 9664 from "Other Postemployment Benefits" to "Net OPEB Obligation"
Appendix D – Function Codes for Common Activities	• Updated references affecting audit, field trips, legal, and negotiations

Procedure 310 Resource (Project/Reporting) Classification

The resource code is used to classify revenues and resulting expenditures in accordance with restrictions or special reporting requirements placed on either of these aspects of LEA financial activities by law or regulation. Further, because such revenues frequently are not fully expended within a fiscal year and related liabilities are not completely liquidated, the resource code is also used to reflect restrictions and special reporting obligations on balance sheet accounts.

How the Resource Field Is Used

Resource and Revenue Object Accounts

The resource field allows LEAs to account separately for activities funded with revenues that have restrictions on how the funds are spent (e.g., NCLB, Title I) and for activities funded with revenues that have financial reporting or special accounting requirements (e.g., State Lottery).

Restricted revenues are those funds received from external sources that are legally restricted or that are restricted by the donor to specific purposes. Unrestricted revenues are those funds whose uses are not subject to specific constraints and that may be used for any purposes not prohibited by law. Programs funded by a combination of restricted and unrestricted sources will be accounted for and reported as restricted.

Funds or activities that are not restricted or designated by the donor, but rather by the LEA's governing board, will be accounted for and reported as unrestricted. LEAs will need to review local revenues received from external sources to determine whether legal or donor restrictions apply for purposes of accounting for them as restricted or unrestricted.

Restricted revenues are accounted for in resource codes in the 2000–9999 range. Revenues whose use is unrestricted in nature but which still have reporting requirements are accounted for in unrestricted resource codes in the 1000–1999 range. Those activities using unrestricted revenues that do not have financial reporting or special accounting requirements are accounted for in Resource 0000, Unrestricted.

Procedure 310 Resource (Project/Reporting) Classification

In combination with the resource code, the revenue object code further classifies revenues by source: revenue limit, federal, state, and local. This identification is useful because an activity or project may be funded with revenues from federal, state, and local sources. For example, a restricted federal program could also have revenues from state and/or local sources. The resource code allows related expenditures to be grouped for reporting and information purposes.

A single source of revenue that must link to expenditures will have:

- A unique resource code
- A generic revenue object code (such as Object 8290, Other Federal Revenues)

For example:

Resource	**Object**
3010	8290
NCLB, Title I	Other Federal Revenues

Two or more specific sources of revenues, which must link to expenditures in the aggregate, will have:

- A unique resource code
- A separate revenue object code for each type of revenue associated with that resource

For example:

Resource	**Object**
5310	8220
Child Nutrition	Federal Child Nutrition
School Programs	
	8520
	State Child Nutrition
	8634
	Local Food Service Sales

Many revenue object codes may be used with more than one resource code. For example, Revenue Object 8281, FEMA, uses Resource 5652

and Resource 5650 for FEMA revenues for which reports to the federal government are required.

Resource and Balance Sheet Accounts

The resource field also applies to balance sheet accounts. At year-end the resource field will identify the ending balance of restricted resources (e.g., Special Education, ROC/P, Instructional Materials, County Community Schools, Juvenile Court). This field will also identify deferred revenues and the amounts due to other governmental agencies (e.g., NCLB, Title I, Vocational Education, Special Education discretionary grants).

Depending on how the LEA's financial system is programmed, balance sheet accounts such as Cash and Accounts Payable may include the resource field at the time of the transaction or may be identified as a part of year-end closing procedures. However, when year-end data are submitted to the California Department of Education (CDE), the balance sheet accounts must be identified by resource because at the state level, the resource field is used to separate the unrestricted general fund from the restricted general fund. If the balance sheet accounts have not been posted with the resource field during the year, the unrestricted and restricted accounts will be out of balance, and an additional closing entry will be needed before the information is submitted to CDE.

For example, when the accounts payable staff pays the LEA's bills, the detailed expenditure transaction (the debit) is entered into the financial system by the accounts payable staff; however, the entry to the cash account (the credit) is usually an automatic entry made by the financial system.

Most financial systems have been programmed to post any automatic balance sheet entries to the resource field. LEAs using these systems will automatically have all balance sheet transactions posted to the resource field, and no additional entry is needed at year-end.

Some financial systems may not be programmed to post automatic balance sheet entries to the resource field. In these LEAs, for state reporting purposes, the unrestricted and restricted general funds will be out of balance and an entry must be made to cash to balance the restricted and unrestricted resources. (Example 3 in Procedure 605 illustrates how an LEA would prepare this entry.)

Procedure 310 Resource (Project/Reporting) Classification

Table of Resource Codes

The Table of Resource Codes contains the resources in numerical order with the most commonly associated revenue object codes, their number from the *Catalog of Federal Domestic Assistance* (*CFDA*), and a D/F designation. Depending on the conditions placed on the receipt or expenditure of certain restricted funds, the revenue of a restricted program is recognized in the period in which it is received, and at year-end the unspent balance, or carryover, is reflected as ending balance. These resources are indicated with F (fund balance). The revenue of other restricted resources is recognized in the period when expended, and carryover is recorded as deferred revenue. These resources are indicated with D (deferred revenue).

CDE maintains a SACS query that provides the most current information regarding resources, including new resources established subsequent to the release of this manual. In addition, a comprehensive list of the program cost accounts (PCAs) assigned by the CDE Budget Office and associated with the resources is maintained and updated periodically in conjunction with the SACS validation table updates. Both reference tools are located on the Internet on the Standardized Account Code Structure (SACS) Web page under "Program Codes" at:

http://www.cde.ca.gov/fg/ac/ac/

Obsolete Resource Codes

If a resource becomes obsolete, it will appear in the Table of Resource Codes for one year with its final fiscal year in parentheses next to the title. For example, a resource with "(05-06)" in the *California School Accounting Manual* indicates that the last year that funding was available for this resource was fiscal year 2005-06. This resource code would then be eliminated in the subsequent edition of *CSAM*. LEAs may need to maintain this resource code in their general ledger to track carryover of balances for a longer period. Therefore, the resource code will remain in the matrix of valid combinations for a period of three years subsequent to the fiscal year in which funds were available for that resource. In the previous example, the resource would remain in the matrix for fiscal years 2006-07, 2007-08, and 2008-09 to allow for expenditure of carryover balances.

Procedure 310 Resource (Project/Reporting) Classification

Flexibility of the Resource Field

Resource codes are assigned by CDE just as PCA codes are assigned by CDE's Budget Office. Generally, CDE assigns resource codes only to funding sources administered by CDE. Thus, an LEA receiving program funding directly from the United States Department of Education will establish a locally defined federal resource in the Other Federal: Locally Defined range (5800–5999).

The LEA may not create its own locally defined resource codes except within the following specified ranges:

0001–0999	Unrestricted: Locally Defined
4230–4250	Bilingual Education, Discretionary Grants
4310–4330	School-to-Work
4410–4430	Educational Technology
4710–4730	Gifted and Talented Education (federal)
5210–5240	Head Start
5800–5999	Other Restricted Federal: Locally Defined
7701-7799	State School Facilities Funds
7800–7999	Other Restricted State: Locally Defined
9000–9999	Other Restricted Local: Locally Defined

NOTE: The range 9000-9999, Other Local: Locally Defined, including Resource 9010, Other Restricted Local, is used only for local revenue that is restricted by the donor or by law for specific purposes. Unrestricted local revenue, including unrestricted amounts "restricted" by the district or designated by the governing board, should be reported using the range 0001-0999, Unrestricted: Locally Defined.

When data are submitted to CDE, all resources within these ranges must be rolled up to the one resource indicated for each in the Table of Resource Codes.

Procedure 310 Resource (Project/Reporting) Classification

Table of Resource Codes

(Italicized codes are optional.)

(See previous section for explanation of table references.)

Resource Code	Resource Description	Revenue Object	D/F	CFDA
0000–1999	**UNRESTRICTED RESOURCES**			
0000	Unrestricted	8010–8099, 8110 8260 8270 8280 8281 8290 8425 8434 8540 8550 8590 8631 8632 8639 8660 8671 8672 8674 8689 8691 8699 8910–8919, 8980		
0001–0999	Unrestricted: Locally defined These codes are used at the option of the LEA to track unrestricted revenues that do not have reporting requirements. For CDE reporting, these accounts are converted to account 0000.			
1000–1999	**Unrestricted Resources: Reporting or Special Accounting Required**			

Procedure 310 Resource (Project/Reporting) Classification

Resource Code	Resource Description	Revenue Object	D/F	CFDA
1100	State Lottery	8560	F	
1200	*Class Size Reduction, Grade Nine*	*8435* *8980* *8990*	*F*	
1300	*Class Size Reduction, Grades K–3*	*8434* *8699* *8980* *8990*	*F*	
2000–9999	**RESTRICTED RESOURCES**			
2000–2999	**Restricted Revenue Limit Resources**			
2200	Continuation Education (*Education Code* sections 42244 and 48438)	8091	F	
2400	Juvenile Court/County Community Schools	8091	F	
2410	*Juvenile Court* (Education Code *Section 1982.5*)	*8091*	*F*	
2420	*County Community Schools* (Education Code *sections 1980–1982.3*)	*8091*	*F*	
2430	Community Day Schools (*Education Code* sections 48660–48667)	8091	F	
2900	Other Restricted Revenue Limit Sources	8091	F	
3000–5999	**Federal Resources Restricted**			
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	8290	D	84.010
3012	NCLB: Title I, Part A, Program Improvement School Assistance and Intervention Teams (SAIT)	8290	D	84.010
3013	NCLB: Title I, Part A, School Improvement SAIT Corrective Action Plans	8290	D	84.010
3015	IASA: Title I, Capital Expenses/Private Schools (04/05)	8290	D	84.216
3020	NCLB: Title I, Basic School Support	8290	D	84.010
3025	NCLB: Title I, Part D, Local Delinquent Programs	8290	D	84.010 84.013
3030	NCLB: Title I, Part B, Reading First Program	8290	D	84.357
3035	NCLB: Title I Local Improvement Plan, Regional School Support, and Improvement Centers	8290	D	84.010
3040	NCLB: Title I, Migrant Ed Mini Corps Project (Regular and Summer)	8290 8990	D	84.011
3041	NCLB: Title I, Migrant Ed Mini Corps Summer Project	8990	D	84.011

Procedure 310 Resource (Project/Reporting) Classification

Resource Code	Resource Description	Revenue Object	D/F	CFDA
3045	NCLB: Title I, Migrant Ed Statewide Pass Project	8290	D	84.011
3060	NCLB: Title I, Part C, Migrant Ed (Regular and Summer Program)	8290 8990	D	84.011
3061	NCLB: Title I, Migrant Ed Summer Program	8990	D	84.011
3090	NCLB: Title I, Part D, Adult Correctional	8290	D	84.013
3100	NCLB: Title I, Juvenile Delinquent	8290	D	84.013
3105	NCLB: Title I, Even Start Family Literacy	8290	D	84.213
3110	NCLB: Title I, Part B, Even Start Migrant Ed (MEES)	8290	D	84.214
3150	NCLB: Schoolwide Programs (SWP)	8290 8990	D	84.010
3155	NCLB: Consolidated Administrative Funds	NA	NA	NA
3170	NCLB: Title I, Part F, Comprehensive School Reform (CSR)	8290	D	84.332
3171	NCLB: Title I, Program Improvement & School Choice	8290	D	84.348
3172	NCLB: Title I, Achieving Schools Award	8290	D	84.010
3175	NCLB: Title I, Part A, Program Improvement District Intervention	8290	D	84.010
3176	NCLB: Title I, Part A, Program Improvement District Supplemental Grants	8290	D	84.010
3177	NCLB: Title I, Part A, Prevention of Local Educational Agency Intervention Program	8290	D	84.010
3178	NCLB: Title I, Part A, Non-Program Improvement LEAs with Program Improvement Schools	8290	D	84.010
3310	Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (formerly PL 94-142)	8181 8287	D	84.027
3315	Special Ed: IDEA Preschool Grants, Part B, Sec 619	8182	D	84.173
3320	Special Ed: IDEA Preschool Local Entitlement, Part B, Sec 611	8182	D	84.027
3326	Special Ed: IDEA Preschool Capacity Building, Part B, Sec 619	8182	D	84.173
3327	Special Ed: IDEA Mental Health Allocation Plan, Part B, Sec 611	8182	D	84.027
3328	Special Ed: IDEA County Mental Health Services, Part B, Sec 611	8182	D	84.027
3330	Special Ed: IDEA Infant Discretionary, Part B, Sec 611	8590	D	

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Resource Code	Resource Description	Revenue Object	D/F	CFDA
3340	Special Ed: IDEA Local Staff Development Grant, Part B, Sec 611	8182	D	84.027
3341	Special Ed: IDEA Interpreter Certification, Part B, Sec 611	8182	D	84.027
3345	Special Ed: IDEA Preschool Staff Development, Part B, Sec 619	8182	D	84.173
3355	Special Ed: IDEA LCI Growth, Part B, Sec 611	8590	D	
3360	Special Ed: IDEA Low-Incidence Entitlement, Part B, Sec 617	8590	D	
3370	Special Ed: IDEA State/Staff Development	8182	D	84.027
3372	Special Ed: State Improvement Grant, Improving Special Ed Systems	8182	D	84.323A
3375	Special Ed: IDEA Cross-Cultural Assessment, Special Project Special Studies	8182	D	84.027
3385	Special Ed: IDEA Early Intervention Grants	8182 8590	D	84.181
3386	Special Ed: IDEA Quality Assurance & Focused Monitoring	8182	D	84.027
3395	Special Ed: Alternative Dispute Resolution	8182	D	84.027
3400	Special Ed: Disabled Children State Institutions	8182	D	84.027
3405	Special Ed: Workability I	8590	D	
3410	Department of Rehab: Workability II, Transition Partnership	8290	D	84.158
3411	Department of Rehab: Bridges to Youth Self-Sufficiency	8290	F	96.007
3505	Vocational Programs: Nontraditional Training and Employ (Carl Perkins Act)	8290	D	84.048
3510	Vocational Programs: Voc & Applied Tech Prep Programs, Title II, Sec 203 (Carl Perkins Act)	8290	D	84.243
3515	Vocational Programs: Voc & Applied Tech State Leadership, Title I, Sec 124 (Carl Perkins Act)	8290	D	84.048
3525	Vocational Programs: Voc & Applied Sex Bias/Equity II B (Carl Perkins Act) (04/05)	8290	D	84.048
3530	Vocational Programs: Voc & Applied Single Parent II B (Carl Perkins Act) (04/05)	8290	D	84.048
3540	Vocational Programs: Voc & Appl Tech Corrections Education II B (Carl Perkins Act)	8290	D	84.048
3550	Vocational Programs: Voc & Appl Tech Secondary II C, Sec 131 (Carl Perkins Act)	8290	D	84.048
3555	Vocational Programs Postsecondary and Adult II C, Sec 132 (Carl Perkins Act)	8290	D	84.048

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Resource Code	Resource Description	Revenue Object	D/F	CFDA
3710	NCLB: Title IV, Part A, Drug-Free Schools	8290	D	84.186
3715	NCLB: Drug-Free Schools: Program Development	8290	D	84.186
3718	NCLB: Title IV, Community Service Grant	8290	D	84.184C
3831	Goals 2000: Student Academic Partnership, Grades 7–12	8290 8590	D	84.276
3837	Goals 2000: K–12 Reading/Language Arts, Mathematics, and English Language Development	8290	D	84.276
3870	IASA: Title VIII Reading Excellence Act: Local Reading Improvement (04/05)	8290	D	84.338
3871	IASA: Title VIII Reading Excellence Act: Tutorial Assistance Grant (04/05)	8290	D	84.338
3900–3999	Adult Education			
3905	Adult Education: Adult Basic Education & ESL	8290	D	84.002A
3909	Adult Education: State Leadership Projects	8290	D	84.002A
3910	Adult Education: Adult Basic Education (05/06)	8290	D	84.002A
3911	Adult Education: English as a Second Language (ESL)	8290	D	84.002A
3912	Adult Education: Family Literacy	8290	D	84.002A
3913	Adult Education: Adult Secondary Education	8290	D	84.002A
3925	Adult Education: ESL/ESL Citizenship (05/06)	8290	D	84.002A
3926	Adult Education: English Literacy & Civics Education	8290	D	84.002A
3927	Adult Education: English Literacy & Civics Education State Leadership	8290	D	84.002A
3928	Adult Education: Vocational Literacy (05/06)	8290	D	84.002A
3940	Adult Education: Institutionalized Adults	8290	D	84.002A
4035	NCLB: Title II, Part A, Teacher Quality	8290	D	84.367
4036	NCLB: Title II, Part A, Principal Training	8290	D	84.367
4040	IASA: Technology Literacy Challenge Grant (formerly Title III) (04/05)	8290	D	84.318X
4045	NCLB: Title II, Part D, Enhancing Education Through Technology, Formula Grants	8290	D	84.318X
4046	NCLB: Title II, Part D, Enhancing Education Through Technology, Competitive Grants	8290	D	84.318X
4050	NCLB: Title II, Part B, CA Mathematics and Science Partnerships	8290	D	84.366
4110	NCLB: Title V, Part A, Innovative Education Strategies	8290	D	84.298A
4115	NCLB: Title V, Priority Projects	8290	D	84.298

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Resource Code	Resource Description	Revenue Object	D/F	CFDA
4123	NCLB: Title IV, 21st Century Community Learning Centers Technical Assistance	8290	D	84.287
4124	NCLB: Title IV, Part B, 21st Century Community Learning Centers Program	8290	D	84.287
4126	NCLB: Title VI, Part B, Rural & Low Income School Program	8290	D	84.358
4201	NCLB: Title III, Immigrant Education Program	8290	D	84.365
4203	NCLB: Title III, Limited English Proficiency (LEP) Student Program	8290	D	84.365
4216	Refugee Children Supplemental Assistance Program	8290	D	93.576
4230–4250	Bilingual Education: Discretionary Grants–Locally defined These codes are used, at the option of the LEA, to track federal bilingual revenues not defined elsewhere. For CDE reporting, these accounts are converted to account 4230.			
4230	Bilingual Education: Discretionary Grants, Title III	8290	D	Various
4310–4330	School-to-Work: Locally defined These codes are used, at the option of the LEA, to track federal school-to-work revenues not defined elsewhere. For CDE reporting, these accounts are converted to account 4310.			
4310	School-to-Work (School-to-Career) (05/06)	8290	D	84.278
4410–4430	Educational Technology: Locally defined These codes are used, at the option of the LEA, to track federal educational technology revenues not defined elsewhere. For CDE reporting, these accounts are converted to account 4410.			
4410	Educational Technology	8290	D	84.318
4510	Indian Education	8290	D	84.060
4600–4699	Charter Schools			
4610	NCLB: Title V, Part B, Charter Schools Grants	8290	D	84.282
4710–4730	Gifted and Talented Education (Javits): Locally defined These codes are used, at the option of the LEA, to track federal gifted and talented revenues not defined elsewhere. For CDE reporting, these accounts are converted to account 4710.			
4710	Javits GATE	8290	D	84.206
5000–5199	Child Development Programs			

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Resource Code	Resource Description	Revenue Object	D/F	CFDA
5025	Child Development: Federal Child Care, Center-based	8290	D	93.596
5026	Child Development: Federal Family Child Care Homes	8290	D	93.596
5035	Child Development: Quality Improvement Activities	8290 8590	D	93.575
5050	Child Development: Federal Alternative Payment	8290 8590	D	93.575 93.596
5055	Child Development: Local Planning Councils	8290	D	93.596
5061	Child Development: Federal Alternative Payment, Stage II	8290	D	93.575 93.596
5062	Child Development: Federal Alternative Payment, Stage III	8290	D	93.575 93.596
5080	Child Development: School-Age Child Care Resource Contracts	8290	D	93.575
5085	Child Development: Federal Resource and Referral	8290	D	93.575 93.596
5090	Child Development: Capacity Building Grant (04/05)	8290 8590	D	93.575
5095	Child Development: Infant/Toddler Child Care Resource Contracts	8290	D	93.575
5100	Child Development: Centralized Eligibility List	8290	D	93.575
5210–5240	Head Start Program: Locally defined These codes are used, at the option of the LEA, to track federal Head Start revenues not defined elsewhere. For CDE reporting, these accounts are converted to account 5210.			
5210	Head Start	8290	D	93.600
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	8220 8520 8634 8091 8099	F	10.553 10.555 10.556
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Centers and Family Day Care Homes (Meal Reimbursements)	8220 8520	F	10.558
5330	Child Nutrition: Summer Food Service Program Operations	8220	F	10.559
5335	Child Nutrition: Summer Food Service Sponsor Administration	8220	F	10.559

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Resource Code	Resource Description	Revenue Object	D/F	CFDA
5340	Child Nutrition: CCFP Cash in Lieu of Commodities	8220	F	10.558
5350	Child Nutrition: CCFP Family Day Care Sponsor Admin	8220	F	10.558
5360	Child Nutrition: CCFP Startup	8220	F	10.558
5375	Child Nutrition: Summer Food Service Startup	8220 8520	D	10.559
5380	Child Nutrition: School Breakfast Startup	8520 8990	D	
5451	Child Nutrition: Garden Enhanced Nutrition Education Project	8590	D	
5453	Child Nutrition: SHAPE California Model Nutrition Education	8699	D	
5454	Child Nutrition: Team Nutrition	8290	D	10.574
5455	Child Nutrition: Nutrition Education (05/06)	8290 8590	D	Various
5510	NCLB: Title V, Part D, Character Education	8290	D	84.215
5575	CalServe: Learn & Serve America	8290	D	94.004
5600	Workforce Investment Act (formerly JTPA)	8290	D	17.255
5610	Workforce Investment Act (WIA) From Other Agencies (LWIB)	8290	D	17.255
5628	High School Reform Grant (04/05)	8290	D	84.215
5630	NCLB: Title X, McKinney-Vento Homeless Assistance Grants	8290	D	84.196
5640	Medi-Cal Billing Option	8290	F	93.778
5650	FEMA Public Assistance Funds	8281	F	97.036
5652	FEMA Hazard Mitigation Grant	8281	D	97.039
5800–5999	Other Restricted Federal: Locally defined These codes are used, at the option of the LEA, to track all other restricted federal revenues not defined elsewhere. For CDE reporting, these accounts are converted to account 5810.			
5810	Other Restricted Federal	8182 8290	D/F	Various
6000–7999	**State Resources Restricted**			
6010	After School Education and Safety (ASES)	8590	D	
6015	Adults In Correctional Facilities	8590	F	
6016	Adult Ed: Site Management Information Systems (MIS) (04/05)	8590	D	
6020	CSIS: California School Information Service	8590	D	
6030	Charter Schools Facilities Lease	8590	D	

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Resource Code	Resource Description	Revenue Object	D/F	CFDA
6040	Child Development: State Alternative Payment	8590	D	
6041	Child Development: State Alternative Payment Stage II	8590	D	
6042	Child Development: State Alternative Payment, Stage III	8590	D	
6045	Child Development: State Local Planning Councils	8590	D	
6050	Child Development: Prekindergarten and Family Literacy, Part-Day	8590	D	
6051	Child Development: Prekindergarten and Family Literacy, Full-Day Option	8590	D	
6052	Child Development: Prekindergarten and Family Literacy, Program Support	8590	D	
6055	Child Development: State Preschool	8590 8673	D	
6056	Child Development: Preschool, Full-Day	8590 8673	D	
6060	Child Development: State General Child Care, Center-based	8530 8590	D	
6065	Child Development: Migrant Day Care Centers	8530 8590	D	
6070	Child Development: Migrant Special Services	8530 8590	D	
6075	Child Development: State Family Child Care Homes	8590	D	
6080	Child Development: Extended Day Care (Latchkey)	8530	D	
6091	Cal-SAFE Academic and Supportive Services	8590	F	
6092	Cal-SAFE Child Care and Development Services	8590	F	
6093	Cal-SAFE County Classroom	8590	F	
6110	Child Development: Resource & Referral	8590 8660	D	
6130	Child Development: Center-Based Reserve Account	8990	F	
6131	Child Development: Resource & Referral Reserve Account	8990	F	
6132	Child Development: Alternative Payment Reserve Account	8990	F	
6140	Child Development: Child Care Facilities Revolving Fund	8979	F	
6144	Child Development: Instructional Materials and Supplies	8590	D	
6145	Child Development: Facility Renovation and Repair	8590	D	
6200	Class Size Reduction Facilities Funding	8590	F	

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Resource Code	Resource Description	Revenue Object	D/F	CFDA
6205	Deferred Maintenance Apportionment (Use in Fund 14, Deferred Maintenance)	8540	F	
6215	Gang Risk Intervention Program (04/05)	8590	D	
6225	Emergency Repair Program, Williams Case	8590	D	
6226	School Facilities Needs Assessment Grant Program, Williams Case	8590	F	
6240	Healthy Start: Planning Grants and Operational Grants	8590	D	
6243	Healthy Start: Business Partnerships, Regional Demo Projects (04/05)	8590	D	
6245	Healthy Start-Pregnant & Parenting	8590	D	
6250	Early Mental Health Initiative (EMHI) (Department of Mental Health)	8590	D	
6255	Teacher Recruitment Centers (04/05)	8590	D	
6258	Physical Education Teacher Incentive Grants	8590	F	
6260	Alternative Certification Program for Intern Teachers (CCTC)	8590	D	
6262	Pre-Internship Teaching Program (CTC)	8590	D	
6263	Paraprofessional Teacher Training (CTC)	8590	D	
6265	Teachers As a Priority (TAP) Block Grant	8590	D	
6267	National Board Certification Teacher Incentive Grant	8590	D	
6268	Certificated Staff Performance Incentive Bonus	8590	F	
6270	Academic Volunteer and Mentor Service Program (Office of Child Development and Education) (04/05)	8590	D	
6275	Teacher Recruitment and Retention	8590	D	
6280	Community Ed: Intergenerational Education (05/06)	8590	D	
6285	Community-Based Tutoring Grants	8590	D	
6286	English Language Acquisition Program, Teacher Training & Student Assistance	8590	F	
6288	English Language and Intensive Literacy Program (05/06)	8590	F	
6292	Classroom Library Materials, Grades K–4 (04/05)	8590	F	
6296	Calif. Public School Library Act of 1998	8590	F	
6300	Lottery: Instructional Materials	8560	F	
6310	School/Law Enforcement Partnership: Mini-Grants	8590	D	
6315	School/Law Enforcement: Conflict Resolution & Youth Mediation	8590	D	
6316	Tolerance Education Program	8590	D	

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Resource Code	Resource Description	Revenue Object	D/F	CFDA
6320	School/Law Enforcement: School Community Violence Prevention (04/05)	8590	D	
6330	School/Community Policing Partnerships	8590	D	
6340	Parent/Teacher Involvement: Nell Soto Program	8590	D	
6341	Parent/Teacher Involvement: Teresa Hughes Family/School Partnerships	8590	D	
6342	Parent/Teacher Involvement: Tom Hayden Community Parent Involvement	8590	D	
6350	ROC/P Apportionment	8091 8097 8099 8311 8319 8791 8792 8793	F	
6355	ROC/P: Training & Certification for Community Care (Dept Develop Service)	8590	F	
6360	Pupils with Disabilities Attending ROC/P	8311	F	
6365	ROC/P: Equipment	8590	F	
6370	ROC/P or Adult Ed: CalWORKs Participants Supportive Services (04/05)	8590	D	
6375	Industry-Based Certification Incentive Grant Program	8590	F	
6377	Career Technical Education Equipment and Supplies	8590	F	
6380	School-to-Career Local Partnerships	8590	D	
6390	Adult Education Apportionment (Use in Fund 11, Adult Education)	8011	F	
6405	School Safety & Violence Prevention, Grades 8–12	8590	F	
6500	Special Education	8091 8097 8099 8311 8319 8590 8710 8791 8792 8793 8980	F	

Procedure 310 Resource (Project/Reporting) Classification

Resource Code	Resource Description	Revenue Object	D/F	CFDA
6510	Special Ed: Early Ed Individuals with Exceptional Needs (Infant Program)	8311	F	
6575	High-Risk Youth and Public Safety Program (04/05)	8590	D	
6585	Reading Professional Development Institute	8590	F	
6650	Tobacco-Use Prevention Education: Discretionary District Grants	8590	D	
6660	Tobacco-Use Prevention Education: Elementary Grades 4–8	8590	D	
6670	Tobacco-Use Prevention Education: High School Competitive Grants	8590	D	
6680	Tobacco-Use Prevention Education: COE Administration Grants	8590	D	
6700	WIA: State Match	8590	D	
6701	WIA: Regional Coordination	8590	D	
6760	Arts and Music Block Grant	8590	F	
6761	Arts, Music, and Physical Education Supplies and Equipment	8590	F	
6781	AIDS Education: W/Health Services	8590	D	
7005	Categorical Programs Per ADA Allocations	8590	F	
7010	Agricultural Vocational Incentive Grants	8590	D	
7015	American Indian Education Centers	8590	D	
7018	Arts Education Partnership Grants	8590	D	
7021	Child Nutrition: Linking Education, Activity, & Food (LEAF)	8590	D	
7022	Child Nutrition: California Fresh Start Pilot	8520	F	
7023	Child Nutrition: California Fresh Start Pilot – Training and Evaluation	8590	D	
7026	Instructional School Gardens	8590	F	
7045	Targeted Instruction Improvement Grants Program (TIIG)	8590	F	
7055	CAHSEE Intensive Instruction and Services	8590	F	
7056	CASHEE Individual Intervention Materials	8590	F	
7060	Dropout Prevention: Educational Clinics	8590	D	
7065	Dropout Prevention: Implementation Model	8590	D	
7070	Dropout Prevention: Alternative Work Centers	8590	D	
7075	Dropout Prevention: Motivation/Maintenance	8590	D	
7080	Supplemental School Counseling Program	8590	F	
7090	Economic Impact Aid (EIA)	8311	F	
7091	Economic Impact Aid: Limited English Proficiency (LEP)	8311	F	

Procedure 310 Resource (Project/Reporting) Classification

Resource Code	Resource Description	Revenue Object	D/F	CFDA
7100	Education Technology: Digital High School	8590	D	
7101	Education Technology: Digital High School Staff Development & Support	8590	F	
7105	Education Technology: High Tech High Schools	8590	D	
7110	Education Technology: CTAPS, SETS, & Supplemental Grants	8590	D	
7120	Education Technology: Staff Development	8590	F	
7125	Education Technology: Institute for Computer Technology	8590	D	
7126	California K–12 High Speed Network	8590	D	
7127	Education Technology: AB 2882 Ed Tech Grant Program for High Schools/Online Advanced Placement and Instructional Computers (04/05)	8590	D	
7130	Early Intervention for School Success (EISS)	8590	D	
7135	Environmental Education	8590	D	
7140	Gifted & Talented Education (GATE)	8311	F	
7155	Instructional Materials: Grades K–8 (Includes Disaster Funding and Fast Growth)	8590	F	
7156	Instructional Materials Realignment, IMFRP (AB 1781)	8590	F	
7157	Instructional Materials: English Language Learners	8590	F	
7158	Instructional Materials: Williams Case	8590	F	
7160	Instructional Materials: Grades 9–12	8590	F	
7170	Instructional Material: Braille & Large Print	8590	F	
7200	Miller-Unruh Reading Program	8590	F	
7210	American Indian Early Childhood Education	8590	D	
7220	Partnership Academies Program	8590	D	
7225	Partnership Academies New Program Grants (05/06)	8590	D	
7227	Information Technology Career Academy Grant	8590	D	
7230	Transportation: Home to School	8311 8675 8677 8980 8990	F	
7235	Transportation: School Bus Replacement	8590 8990	D	
7236	School Bus Emissions Reduction Funds	8590 8699	D/F	

Procedure 310 Resource (Project/Reporting) Classification

Resource Code	Resource Description	Revenue Object	D/F	CFDA
7240	Transportation: Special Education (Severely Disabled/Orthopedically Impaired) *Education Code* sections 41850–41851.2	8311 8675 8677 8980	F	
7250	School Based Coordination Program (SBCP)	8590 8990	F	
7255	Immediate Intervention/Underperforming Schools Program	8590	D	
7256	II/USP: SAIT Corrective Action Plan	8590	D	
7258	High Priority School Grants Program	8590	D	
7259	High School Pupil Success Act (HSPSA)	8290 8590	D	
7260	School Improvement Program (SIP)	8311 8990	D	
7265	*School Improvement Program (optional: LEA may use to report 7–12 funding separately)*	*8311 8990*	*D*	
7268	High Priority Schools: SAIT and Corrective Action	8590	D	
7271	California Peer Assistance & Review Program for Teachers (CPARP)	8590	F	
7274	Advanced Placement Challenge Grant (05/06)	8590	D	
7275	Staff Development: Bilingual Teacher Training (BTTP)	8590 8990	D	
7280	Staff Development: Beginning Teacher Support & Assessment Study (BTSA)	8590	D	
7282	Staff Development: High School Coaching Training	8590	D	
7286	International Baccalaureate (IB) Program: Staff Development & Startup	8590	F	
7292	Staff Development: Standards Based Math, Grades 4–12 (04/05)	8590	D	
7293	Staff Development: Mathematics Teacher Partnership Pilot	8590	D	
7294	Staff Development: Mathematics and Reading (AB 466)	8590	F	
7295	Staff Development: Reading Services for Blind Teachers	8590	D	
7320	Staff Development: Administrator Training and Evaluation	8590	D	
7325	Staff Development: Administrator Training (AB 75)	8590	F	
7335	Staff Development: Intersegmental College Readiness (04/05)	8590	D	

Procedure 310 Resource (Project/Reporting) Classification

Resource Code	Resource Description	Revenue Object	D/F	CFDA
7337	Academic Improvement & Achievement: Regional Partnerships	8590	F	
7340	Staff Development: Intersegmental Advancement via Individual Determination (AVID)	8590	D	
7345	Staff Development: Intersegmental California Teacher Education Institutes (CTEI) (04/05)	8590	D	
7360	Student Organizations Vocational Education	8590	D	
7365	Supplementary Programs: Foster Youth	8590	D	
7366	Supplementary Programs: Foster Youth in Licensed Foster Homes	8590	D	
7367	Supplementary Programs: Foster Youth Services Juvenile Detention	8590	D	
7370	Supplementary Programs: Specialized Secondary	8590	D	
7375	Tenth Grade Counseling	8590	F	
7380	Year-Round Education (YRE) Implementation Grants (05/06)	8425	D	
7385	County Oversight, Williams Case	8590	F	
7390	Pupil Retention Block Grant	8590	F	
7391	School Community Violence Prevention Grant	8590	F	
7392	Teacher Credentialing Block Grant	8590	F	
7393	Professional Development Block Grant	8590	F	
7394	Targeted Instructional Improvement Block Grant	8590	F	
7395	School and Library Improvement Block Grant	8590	F	
7396	Discretionary Block Grant – School Site	8590	F	
7397	Discretionary Block Grant – School District	8590	F	
7398	Instructional Materials, Library Materials and Education Technology	8590	F	
7701–7799	State School Facilities Projects These codes are used to track capital projects funded by the Office of Public School Construction.			
7710	State School Facilities Projects	8545	F	
7800–7999	Other Restricted State: Locally defined These codes are used, at the option of the LEA, to track all other restricted state revenues not defined elsewhere. For CDE reporting, these accounts are converted to account 7810.			
7810	Other Restricted State	8590	D/F	
8000–9999	**Local Resources Restricted**			

Procedure 310 Resource (Project/Reporting) Classification

Resource Code	Resource Description	Revenue Object	D/F	CFDA
8100	Routine Repair & Maintenance (RRRMF: *Education Code* Section 17014)	8980	F	
8150	Ongoing & Major Maintenance Account (RMA: *Education Code* Section 17070.75)	8980	F	
9000–9999	Other Restricted Local: Locally defined These codes are used, at the option of the LEA, to track all other local revenues or other financing sources that are not defined elsewhere and that are restricted to specific purposes by the donor or by law. (Refer to pages 310-1 and 310-5 for additional discussion of restricted programs and activities.) For CDE reporting, these accounts are converted to account 9010.			
9010	Other Restricted Local	8610–8699 8931–8979	D/F	

Procedure 320 Goal Classification

The goal field defines an objective or a set of objectives for the LEA. Another way to view the goal is to look at the instructional setting or the group of students who are receiving instructional services: regular classes, special education classes, vocational education, adult education, or community service, for example.

How the Goal Field Is Used

The goal is used to account for the cost of instruction and other services by the instructional goals and objectives of an LEA. This field provides the framework for charging instructional costs and direct support costs to the benefiting goals. For example, both a special education teacher (an instruction function) and a special education counselor (a guidance and counseling function) would be charged to a Special Education goal.

The goal field applies primarily to expenditure accounts, but it may be used with revenue accounts. However, a 5xxx goal is required with both special education revenue and expenditure accounts.

Those expenditures in functions that are not directly assignable to a goal at the time of expenditure are charged to Goal 0000, Undistributed. Costs remaining in the Undistributed goal are eventually distributed to benefiting goals, using standardized allocation factors (see Procedure 910, "Program Cost Accounting").

In general, the following guidelines should be used in coding functions with goals:

Instructional Goals (Goals 1000–6999) and Nonagency Goals (Goals 7100–7199):

- Typically used with Function 1000, Instruction, and the Special Education instructional functions 1100 through 1199. May be used with Function 4000, Ancillary Services.
- May be used with Function 2000, Instruction-Related Services, and Function 3000, Pupil Services, if the expenditures can be directly identified and supported with a goal.

Procedure 320 Goal Classification

Community Services and Child Care Services Goals (Goals 8100 and 8500):

- Typically used with Function 5000, Community Services.
- May be used with Function 3600, Pupil Transportation, and Function 3700, Food Services, if the expenditures can be directly identified and supported with a goal.

Undistributed Goal (Goal 0000):

- May be used with those expenditures in Function 2000, Instruction-Related Services; Function 3000, Pupil Services; Function 7000, General Administration; and Function 8000, Plant Services.
- After they originally charge costs to Goal 0000, LEAs may wish to transfer costs by function to the other goals on the basis of supporting documentation or allocation factors, using Object 7370, Transfers of Direct Support Costs, and Object 7380, Transfers of Direct Support Costs—Interfund.

Flexibility of the Goal Field

The LEA may code its transactions only to the minimum level required by CDE, such as:

1110 Regular Education, K–12
3100 Alternative Schools
3200 Continuation Schools
3550 Community Day Schools

Or the LEA may code its transactions to a more detailed level by using the optional (*italicized*) codes presented in this manual or more detailed codes developed by the LEA or a combination of both. At year-end, any locally defined codes must roll up to the nearest level as defined in the *California School Accounting Manual*.

CDE has provided a specific range of goals (goals 1130–1999) for local definition of regular K–12 instruction, such as mathematics, science, or language arts. These goals must be rolled up to Goal 1110, Regular Education, K–12, when data are presented to CDE. Similarly, a range of goals (goals 4130–4399) for local definition is provided for Goal 4110, Regular Education, Adult.

Procedure 320 Goal Classification

Importance of the Goal Field in Program Cost Accounting

The goal field provides the framework for program cost accounting. It is important to understand and apply the appropriate costing principles when charging costs to the benefiting goals. (Procedure 910 addresses these principles.)

The documented method is an option for charging costs to specific goals. Use of the documented method for charging salaries requires specific records to be maintained. However, if state unrestricted funds are used to pay salary costs in instances where personnel are employed in or activities are performed in support of more than one goal, direct-cost distributions are allowable in lieu of actual time accounting. (Refer to Procedure 910 for specific guidance regarding the instances in which this distribution is allowable.)

Nonpersonnel costs charged to a specific goal should be substantiated by documentation that identifies the program(s) that received the service, supply, or equipment. The signature of a program administrator acknowledging receipt of the service, supply, or equipment on a document, such as an invoice, a requisition request, a purchase order, a receiving report, a contract, or an inventory listing of equipment, will validate the charge.

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List of Goal Codes

(Italicized codes are optional.)

Code	Title
0000	**UNDISTRIBUTED**
0001–6999	**INSTRUCTIONAL**
0001–0999	General Education, Pre–K
0001	General Education, Pre–K
1000–3999	General Education, K–12
1110	Regular Education, K–12
1130–1999	*Other K–12 Subject Matter and Other K–12 Tracking—Locally Defined*
2000–2999	Reserved for Future State Definition for Other Subject Matter and Other Tracking
3100	Alternative Schools
3200	Continuation Schools
3300	Independent Study Centers
3400	Opportunity Schools
3500	County Community Schools (county offices only)
3550	Community Day Schools
3600	Juvenile Courts
3700	Specialized Secondary Programs
3800	Vocational Education
4000–4749	General Education, Adult
4110	Regular Education, Adult
4130–4399	*Other Subject Matter and Other Tracking, Adult—Locally Defined*
4610	Adult Independent Study Centers
4620	Adult Correctional Education
4630	Adult Vocational Education
4750–4999	Supplemental Education, K–12
4760	Bilingual
4850	Migrant Education
4900	Other Supplemental Education (county offices only)

Procedure 320 Goal Classification

Code	Title
5000–5999	Special Education
5001	Special Education—Unspecified
5050	Regionalized Services
5060	Regionalized Program Specialist
5710	Special Education, Infants
5730	Special Education, Preschool Students
5750	Special Education, Ages 5–22 Severely Disabled
5770	Special Education, Ages 5–22 Nonseverely Disabled
6000–6999	Regional Occupational Center/Program (ROC/P)
6000	Regional Occupational Center/Program (ROC/P)
7000–9999	**OTHER GOALS**
7100–7199	Nonagency
7110	Nonagency—Educational
7150	Nonagency—Other
8100–8199	Community Services
8100	Community Services
8500–8599	Child Care and Development Services
8500	Child Care and Development Services
8600–8699	County Services to Districts
8600	County Services to Districts
9000–9999	Other Goals—Locally Defined
9000	Other Local Goals

Procedure 320 Goal Classification

Goal Code Definitions

(Italicized codes are optional.)

Code	Definition
0000	**UNDISTRIBUTED**

Undistributed expenditures are expenditures other than those for instruction, ancillary services, and community service functions that are not directly assignable at the time of transaction to a specific goal.

Expenditures accumulated in Goal 0000 can be distributed to benefiting goals based on supporting documentation or will eventually be distributed to benefiting goals using standardized allocation factors. Goal 0000 is also used for revenues and balance sheet transactions for which a goal is not required. Generally, use Goal 0000, Undistributed, with an enterprise fund. The costs in an enterprise fund are not included in the program cost report (PCR), nor are the goals of an enterprise fund necessary for the LEA's government-wide statements.

County offices of education that have staff within the county office or county board of education performing similar support-type activities for their own LEA and for their school districts may charge 50 percent of the costs as a direct cost to Goal 8600, County Services to Districts, and 50 percent of the costs as a direct cost to general administrative support using Goal 0000, Undistributed.

0001–6999	**INSTRUCTIONAL**
0001–0999	**General Education, Pre–K**
0001	**General Education, Pre–K**. A group of activities and/or services that provides educational experiences for children during the year or years preceding kindergarten that is part of a sequential program of an elementary school and is under the direction of a qualified teacher. The term "general" refers to basic skill areas that emphasize beginning literacy and numeracy. General Education, Pre–K, does not include special education.

This goal would include those child development programs that require teachers to possess a children's center instructional permit.

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Code	Definition
	Local child care programs that are not subsidized by state or federal funds and that are operated with the intent of recovering the costs of the program through parent fees or other charges are typically accounted for in an enterprise fund.
1000–3999	**General Education, K–12**. A group of activities and/or services that provides students in kindergarten through grade 12 (K–12) with learning experiences that prepare them for roles as citizens, family members, and employable workers. The term "general" refers to basic skill areas that emphasize literacy, numeracy, and knowledge in languages, mathematics, sciences, history and related social studies, arts, and other subject areas, including vocational and technical education.
1110	**Regular Education, K–12**. Educational programs that are designed to serve the vast majority of the public school student population in traditional settings. This goal should not be used by county offices of education except for a county-operated charter school. A second exception to this general rule would be for county-operated child development programs that require teachers to possess a children's center instructional permit.
1130–1999	***Other K–12 Subject Matter and Other K–12 Tracking—Locally Defined (Optional).*** *These codes are used, at the option of the LEA, to track expenditures by subject matter. They may include languages, mathematics, sciences, history and related social studies, and arts. For CDE reporting, these accounts are converted to Goal 1110.*
2000–2999	**Reserved for Future State Definition for Other Subject Matter and Other Tracking**
3100	**Alternative Schools.** A school or separate class group established in a school district or county office of education that is operated to (a) maximize the opportunity for students to develop self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, and joy; (b) recognize that the best learning takes place when the student learns because of his or her desire to learn; (c) maintain a learning situation maximizing student self- motivation and encouraging the student in his or her own time to follow his or her own interests; (d) maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter; and (e) maximize the opportunity for the students, teachers, and parents to continually react to the changing world (*Education Code* Section 58500). A county office of education would use this goal to record the expenditures for the Cal-SAFE County Classroom Program (Resource 6093).

Procedure 320 Goal Classification

Code	Definition
3200	**Continuation Schools.** Schools and classes established by high school and unified school districts to provide all of the following: (a) an opportunity for pupils to complete the academic courses of instruction to graduate from high school; (b) a program of instruction that emphasizes occupational orientation or a work-study schedule and offers intense guidance services to meet the special needs of pupils; and (c) a program designed to meet the educational needs of each pupil, including, but not limited to, independent study, regional occupational programs, work study, career counseling, and job placement services as a supplement to classroom instruction (*Education Code* Section 48430). Continuation schools are funded with Resource 2200, Continuation Education.
3300	**Independent Study Centers.** Study centers conducting activities undertaken by school districts pursuant to *Education Code* sections 46300(e) and 51745–51749 to provide certain students with the option of schooling apart from classrooms. For reporting purposes, include in this goal only those activities that provide full-time education pursuant to a written agreement, as required by statutes and regulations, as an alternative to daily attendance in a classroom. Do not include students participating in limited periods of full-time independent study because of illness, family vacation, and so on.
3400	**Opportunity Schools.** Alternative school, class, or program placements that may be provided by school districts or county boards of education for pupils who demonstrate irregular attendance or who are at risk of being habitually truant or who are in danger of becoming insubordinate or disorderly during their attendance. The intent is to provide instruction to resolve the problems so that the students may maintain themselves in regular classes or return to regular classes or regular schools as soon as practicable (*Education Code* sections 48640–48641).
3500	**County Community Schools (COE only).** Schools established by a county board of education and administered by the county superintendent for (a) pupils who have been expelled from a school district; (b) pupils who have been referred to county community schools by a school district on the recommendation of a school attendance review board or whose school districts of attendance have, at the request of the pupils' parents or guardians, approved the pupils' enrollment in a county community school; (c) pupils who are probation-referred pursuant to the Welfare and Institutions Code or are on probation or parole and not in attendance in any school or expelled; and (d) homeless children (*Education Code* Section 1981). County community schools are funded by Resource 2400, Juvenile Court/County Community Schools (or optional Resource 2420, County Community Schools).

Procedure 320 Goal Classification

Code	Definition
3550	**Community Day Schools.** Schools established by a governing board of a school district or county office of education for students who (a) have been expelled for any reason; (b) are on probation pursuant to the Welfare and Institutions Code; or (c) are referred by a School Attendance Review Board (SARB) or any other attendance review board (*Education Code* sections 48660–48667). Community day schools are funded by Resource 2430, Community Day Schools.
3600	**Juvenile Courts.** Public schools in juvenile halls, juvenile homes, day centers, juvenile ranches, camps, and so forth provided by the county board of education or by contract with the governing board of the local school district (*Education Code* Section 48645). Juvenile Court schools are funded by Resource 2400, Juvenile Court/County Community Schools (or optional Resource 2410, Juvenile Court).
3700	**Specialized Secondary Programs.** Secondary schools established to provide advanced instruction and training in high-technology fields and in the performing arts. These schools benefit the state economy by providing talented students with enhanced learning opportunities in high-technology fields and in the performing arts while the students are enrolled in schools that are in close proximity to where the industries are located (*Education Code* Section 58800).
3800	**Vocational Education.** Refers to skill areas, such as distributive education, health, home economics, industrial arts, technology, and trades, designed to prepare students for gainful employment. The Vocational Education Goal is used to track the costs of vocational education students and is not used for adult education, ROC/P, or special education costs.
4000–4749	**General Education, Adult.** Refers to a group of activities and/or services for adults who have not completed or have interrupted their formal schooling and have subsequently taken on adult roles and responsibilities. Programs in which adults develop knowledge and skills to meet their immediate and long-range educational objectives include activities to foster the development of fundamental tools of learning; prepare students for a postsecondary career or postsecondary education program; upgrade occupational competence; prepare students for a new or different career; develop skills and appreciation for special interests; and enrich the aesthetic qualities of life. Adult basic education is included in these goals (*Education Code* sections 41976, 52610).
4110	**Regular Education, Adult.** Educational programs that are designed to serve the vast majority of the adult student population in more traditional settings.

Procedure 320 Goal Classification

Code	Definition
4130–4399	***Other Subject Matter and Other Tracking, Adult—Locally Defined (Optional)**. These codes are used, at the option of the LEA, to track expenditures by subject matter for adult students. They may include languages, mathematics, sciences, history and related social studies, and arts. For CDE reporting, the LEA must convert these accounts to Goal 4110.*
4610	**Adult Independent Study Centers.** Study centers providing adult education classes and courses through independent study for adult students as defined in *Education Code* Section 41976.2.
4620	**Adult Correctional Education.** Classes established for prisoners in any county jail, county honor farm, county industrial farm, or county or joint-county road camp for the purpose of providing instruction in civic, vocational, literacy, health, homemaking, technical, and general education (*Education Code* sections 1900, 41841.5).
4630	**Adult Vocational Education.** Refers to skill areas, such as distributive education, health, home economics, industrial arts, technology, and trades, designed to prepare adult students for gainful employment.
4750–4999	**Supplemental Education, K–12.** A group of activities and/or services designed to meet the needs of students in areas other than the basic skill areas. Supplemental education does not include special education.
4760	**Bilingual.** Activities and/or services provided to students from homes where English is not the primary language.
4850	**Migrant Education.** Activities and/or services provided for children under the age of 18 of migrant agricultural workers and migratory fishermen whose situations require additional resources through regional coordinating offices (*Education Code* sections 54440–54445). This goal is used with the migrant education resources.
4900	**Other Supplemental Education (COE only).** Activities or programs offered by county offices of education to directly serve students who attend other schools and who are not students of the county office, such as Foster Youth Services or Tutors for Indian Education. This goal may be associated with Function 1000, Instruction, or Function 3110, Guidance and Counseling, for example.

Procedure 320 Goal Classification

Code	Definition
	County offices of education use Goal 3100 when providing services to students in their own programs, such as the Cal-SAFE County Classroom/Pregnant Minors Program, or Goal 8600 when providing services such as nursing or psychological services to direct service districts.
5000–5999	**Special Education.** Activities and/or services to students with exceptional needs who are assigned individualized education programs (IEPs). The activities and/or services in the IEPs are designed for students with exceptional mental or physical needs and incorporate distinctive techniques, materials, and arrangements to suit their learning needs. Psychologist services for assessment testing for students with an IEP are coded to goals 5000–5999, using Function 3120, Psychological Services.
5001	**Special Education—Unspecified.** This code is used to account for the costs of services that are not identified for a specific special education population or setting as listed below. Goal 5001 may not be used with the special education instruction functions. These costs must be directly charged to a definitive special education goal, such as Goal 5750, Special Education, Ages 5–22 Severely Disabled.
5050	**Regionalized Services.** Regionalized services to local special education programs include personnel development for staff, parents, and community; data collection; curriculum development; and provision for ongoing review of programs under the local plan (*Education Code* Section 56836.23).
5060	**Regionalized Program Specialist.** A program specialist has a special credential and advanced training in special education to assist instructional staff, plan programs, and provide staff development in a specialized area (*Education Code* sections 56362 and 56368). If a program specialist is working in a specific special education setting, his or her cost should be charged to that goal. If a program specialist is working on a regionalized basis, his or her cost should be charged to Goal 5060.
5710	**Special Education, Infants.** Children who are younger than three years of age and are identified by the district, the special education local plan area, or the county office as requiring intensive special education and services as defined by the State Board of Education (*Education Code* Section 56026[c][1]).
5730	**Special Education, Preschool Students.** Children with exceptional needs between the ages of three and five years inclusive (*Education Code* Section

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Code	Definition
	56440). A five-year-old who meets the eligibility criteria to be identified as a kindergartner shall be included in either Goal 5750 or Goal 5770 (*Education Code* Section 56441.1).
5750	**Special Education, Ages 5–22 Severely Disabled.** Students between the ages of five (who have been identified as kindergartners) and 18 years identified as requiring intensive special education and services and students between the ages of 19 and 21 years, and certain students 22 years of age, who are enrolled in or eligible for a special education program prior to their 19th birthday and have not yet completed the prescribed course of study or who have not met proficiency standards or have not graduated from high school with a regular high school diploma (*Education Code* Section 56026). Severely disabled students have the following profound disabilities: autism, blindness, deafness, severe orthopedic impairments, serious emotional disturbances, and/or severe mental retardation (*Education Code* Section 56030.5).
5770	**Special Education, Ages 5–22 Nonseverely Disabled.** Students between the ages of five (who have been identified as kindergartners) and 18 years identified as requiring special education services and students between the ages of 19 and 21 years, and certain students 22 years of age, who are enrolled in or eligible for a special education program prior to their 19th birthday and have not yet completed the prescribed course of study or who have not met proficiency standards or have not graduated from high school with a regular high school diploma (*Education Code* Section 56026). Nonseverely disabled students are those who are not identified as severely disabled.
6000–6999	**Regional Occupational Center/Program (ROC/P)**
6000	**Regional Occupational Center/Program (ROC/P).** Refers to skill areas, such as agriculture, distributive education, health, home economics, industrial arts, technology, and trades designed to prepare students for gainful employment.
7000–9999	**OTHER GOALS**
7100–7199	**Nonagency**
7110	**Nonagency—Educational.** Refers to activities conducted on behalf of another local educational agency (LEA) by contract or agreement for which the other LEA retains the prime responsibility. An LEA is defined as all K–12 public educational agencies, including charter schools. Such services may be instructional or supportive in nature. Use for costs of providing special education,

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Code	Definition
	transportation, cafeteria, or any other services to other LEAs where the other LEA retains primary responsibility for providing those services.
7150	**Nonagency—Other.** Refers to activities conducted on behalf of a non-LEA agency by contract or agreement for which the other agency retains the prime responsibility. Such services may be instructional or supportive in nature. Contracts for a non-LEA, such as a community college or a private school, would be coded to this goal.
8100–8199	**Community Services**
8100	**Community Services.** A group of activities and/or services not directly related to the educational purpose and goals of an LEA. These include services and activities as authorized by the Community Recreation Act (*Education Code* Section 10900 et seq.) and by the Civic Center Act (*Education Code* Section 38130 et seq.).
8500–8599	**Child Care and Development Services**
8500	**Child Care and Development Services.** A group of activities and/or services pertaining to the operation of programs for the care of children in residential day schools or child care and development programs that are not a part of, or directly related to, LEA instructional goals. Child care and development programs that require teachers to possess a children's center instructional permit should be reported in an instructional goal, such as Goal 0001, General Education, Pre–K.
8600–8699	**County Services to Districts**
8600	**County Services to Districts (or other county offices).** Includes those activities performed by the county superintendent of schools in support of school districts or other offices of county superintendents of schools, including, but not limited to, the following: (a) coordination activities and professional services, such as supervision of instruction, health, guidance, special education, attendance, and school library services (*Education Code* Section 1700 et seq.); (b) financial services (*Education Code* Section 42100 et seq.); and (c) credential services (*Education Code* Section 44330). County offices of education that have staff within the county office or county board of education performing similar support-type activities for their own LEA and for their school districts may charge 50 percent of the costs as a direct cost to

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Code	Definition
	Goal 8600, County Services to Districts, and 50 percent of the costs as a direct cost to general administrative support using Goal 0000, Undistributed.
9000–9999	**Other Goals—Locally Defined.** These codes are used, at the option of the LEA, to track other local goals that are not defined elsewhere. CDE will consider these activities to be undistributed goal costs.
9000	**Other Local Goals.** Report local goals not defined elsewhere. These goals will be treated as Goal 0000, Undistributed, by the CDE financial reporting software and will be allocated among appropriate goals on the program cost report/allocation factor (PCR/PCRAF) work sheets.

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Procedure 325 Function (Activity) Classification

The function field represents a general operational area in an LEA and groups together related activities. The function describes the activities or services performed in order to accomplish a set of objectives or goal. Most LEAs use all of the functions in the process of educating students or organizing the resources to educate students. For example, to provide the appropriate atmosphere for learning, school districts transport students to school, teach students, feed students, and provide health services. Each of these activities is a function.

How the Function Field Is Used

All expenditures must be coded to a function. Although the function field applies mainly to expenditure accounts, it may be used with revenue accounts and balance sheet accounts at the discretion of the LEA.

In general, the following guidelines should be used in coding functions in combination with goals:

- Expenditures coded to instructional functions (1000–1999), ancillary service functions (4000–4999), or community service functions (5000–5999) must be directly charged to a specific goal. Goal 0000, Undistributed, and Goal 5001, Special Education—Unspecified, are not allowed with these three categories of functions.

- Expenditures coded to support service functions (2000–2999, 3000–3999) may be charged to a specific goal at the time of the transaction when there is supporting documentation. Expenditures coded to these functions that cannot be immediately identified to a specific goal are charged to Goal 0000 and subsequently distributed to specific goals using documentation or standard allocation factors.

- Expenditures coded to general administration functions (7000–7999) are normally charged to Goal 0000 and subsequently distributed as central administrative costs.

Procedure 325 Function (Activity) Classification

- Expenditures coded to Function 8100, Plant Maintenance and Operations, and Function 8700, Facilities Rents and Leases, may be charged to a specific goal at the time of the transaction when there is supporting documentation (refer to the description of Function 8700 for specific limitations of that function). Expenditures coded to these functions that cannot be immediately identified to a specific goal are charged to Goal 0000 and subsequently distributed to specific goals, using documentation or standard allocation factors.

See the procedures in Section 900, "Cost Accounting," for information regarding indirect costs and distributing support costs using the documented and allocated methods.

Flexibility of the Function Field

The LEA may code its transactions to only the minimum level required by CDE, such as:

7100 Board and Superintendent
7200 Other General Administration
7700 Centralized Data Processing

Or the LEA may code its transactions to a more detailed level, using the optional *(italicized)* codes presented in this manual, to more detailed codes developed by the LEA, or to a combination of both. For example, the LEA may decide to add its own functions for centralized data processing:

7700 Centralized Data Processing
7710 Centralized Data Processing, Mainframe
7720 Centralized Data Processing, Workstations

In this example, the LEA has used locally defined functions, which must be rolled up to Function 7700 for presentation of data to CDE.

Caution: If LEAs elect to add codes outside of the ranges specifically reserved for this purpose, they should be aware that in the future, these numbers could be preempted by CDE for other uses.

Procedure 325 Function (Activity) Classification

Importance of the Function Field in the Indirect Cost Rate Calculation

The function field is the basis for determining direct and indirect costs and for calculating the LEA's approved indirect cost rate. Charging expenditures to improper functions may result in an indirect cost rate that is too low or too high. An inaccurate rate may cause problems both in claiming indirect costs on federal and state programs and in calculating future rates. Therefore, it is important that LEAs have an understanding of the difference between agencywide general administration expenditures (indirect costs) and school or program level expenditures (direct costs). Care should be taken that only countywide or districtwide administrative activities remain in general administration (functions 7200–7999). (Refer to Procedure 915 for further information on the indirect cost rate process.)

Procedure 325 Function (Activity) Classification

List of Function Codes

(Italicized codes are optional.)

Code	Title
0000	**NOT APPLICABLE.** Used with revenues and balance sheet transactions that do not require a function; only expenditure transactions require a function.
1000–1999	**INSTRUCTION**
1000	Instruction
1001–1099	*Instruction for Other Than Special Education—Locally Defined*
1100-1199	Special Education Instruction
1110	Special Education: Separate Classes
1120	Special Education: Resource Specialist Instruction
1130	Special Education: Supplemental Aids and Services in Regular Classrooms
1180	Special Education: Nonpublic Agencies/Schools (NPA/S)
1190	Special Education: Other Specialized Instructional Services
2000–2999	**INSTRUCTION-RELATED SERVICES**
2100	Instructional Supervision and Administration
2110	*Instructional Supervision*
2120	*Instructional Research*
2130	*Curriculum Development*
2140	*In-house Instructional Staff Development*
2150	*Instructional Administration of Special Projects*
2200	Administrative Unit (AU) of a Multidistrict SELPA
2420	Instructional Library, Media, and Technology
2490	Other Instructional Resources
2495	*Parent Participation*
2700	School Administration
3000–3999	**PUPIL SERVICES**
3110	Guidance and Counseling Services
3120	Psychological Services
3130	Attendance and Social Work Services
3140	Health Services
3150	Speech Pathology and Audiology Services
3160	Pupil Testing Services
3600	Pupil Transportation
3700	Food Services

Procedure 325 Function (Activity) Classification

Code	Title
3900	Other Pupil Services
4000–4999	**ANCILLARY SERVICES**
4000	Ancillary Services
4100	*School-Sponsored Co-curricular*
4200	*School-Sponsored Athletics*
4900	*Other Ancillary Services*
5000–5999	**COMMUNITY SERVICES**
5000	Community Services
5100	*Community Recreation*
5400	*Civic Services*
5900	*Other Community Services*
6000–6999	**ENTERPRISE**
6000	Enterprise
7000–7999	**GENERAL ADMINISTRATION**
7100	Board and Superintendent
7110	*Board*
7120	*Staff Relations and Negotiations*
7150	*Superintendent*
7180	*Public Information*
7190	External Financial Audit—Single Audit
7191	External Financial Audit—Other
7200	Other General Administration
7210	General Administration Cost Transfers
7300	*Fiscal Services*
7310	*Budgeting*
7320	*Accounts Receivable*
7330	*Accounts Payable*
7340	*Payroll*
7350	*Financial Accounting*
7360	*Project-Specific Accounting*
7370	*Internal Auditing*
7380	*Property Accounting*
7390	*Other Fiscal Services*
7400	*Personnel/Human Resources Services*
7410	*Staff Development*
7430	*Credentials*
7490	*Other Personnel/Human Resources Services*

Procedure 325 Function (Activity) Classification

Code	Title
7500	*Central Support*
7510	*Planning, Research, Development, and Evaluation*
7530	*Purchasing*
7540	*Warehousing and Distribution*
7550	*Printing, Publishing, and Duplicating*
7600	*All Other General Administration*
7700	Centralized Data Processing
8000–8999	**PLANT SERVICES**
8100	Plant Maintenance and Operations
8110	*Maintenance*
8200	*Operations*
8300	*Security*
8400	*Other Plant Maintenance and Operations*
8500	Facilities Acquisition and Construction
8700	Facilities Rents and Leases
9000–9999	**OTHER OUTGO**
9100	Debt Service
9200	Transfers Between Agencies
9300	Interfund Transfers

Procedure 325 Function (Activity) Classification

Function Code Definitions

(Italicized codes are optional.)

Code	Definition
	Note: Also, see Appendix D, "Function Codes for Common Activities," for common activities and the function codes(s) typically associated with each.
0000	**NOT APPLICABLE.** This code is used for revenues and balance sheet transactions for which a function is not required. All expenditures must be coded to one of the functions below.
1000–1999	**INSTRUCTION** Generally used with goals 1000–7000; may be used with Goal 8500, Child Care and Development Services, and Goal 4900, Other Supplemental Education.
1000	**Instruction.** Instruction includes the activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom or in another location, such as a home or hospital. It may also be provided through some other approved medium, such as computers, television, radio, telephone, and correspondence. Included here are the activities of aides or classroom assistance of any type (e.g., readers, teaching machines) that assist in the instructional process. Also included are noon-duty personnel. Expenditures for instructional technology, which include costs for computers, routers and servers, software licenses, communication lines, and computer maintenance, may be coded to Function 1000, Instruction, where they can be identified directly with the classroom. If a stipend is paid to a teacher for any noninstructional function, the stipend should be coded to the appropriate function. Expenditures for department chairpersons who teach part time should be prorated using the full-time-equivalent (FTE) ratio. Full-time department chairpersons' expenditures should be included in Function 2700, School Administration. Instructional functions may not be used in capital project funds.

Procedure 325 Function (Activity) Classification

Code	Title
1001–1099	***Instruction for Other Than Special Education—Locally Defined.*** *Instruction provided for students in all goals except the special education goals.* For reporting, these accounts are converted to Function 1000, Instruction.
1100–1199	**Special Education Instruction.** Specialized instruction provided to special education students with individualized education programs (IEPs). These functions measure the salaries and associated costs of those personnel who work directly with the students to teach them. The following instructional functions must be used with the special education goals; they may not be used with Goal 5001, Special Education—Unspecified.
1110	**Special Education: Separate Classes.** Salaries, supplies, and other costs to provide separate instruction requiring placement in a separate setting because of the nature or severity of the students' special needs. Instruction may be provided in special classrooms on a part-time or a full-time basis (*Education Code* Section 56364). Students may receive a full continuum of services (*Education Code* Section 56361); however, this function records the cost of only one of those services, that of the separate class.
1120	**Special Education: Resource Specialist Instruction.** Salaries, supplies, and other costs to provide instruction and services for those students whose needs have been identified in an IEP, who receive services under the direction of a resource specialist, and who are assigned to another classroom or a special education separate class for a majority of a school day (*Education Code* Section 56362). Students may receive a full continuum of services (*Education Code* Section 56361); however, this function records the cost of only one of those services, that of the resource specialist.
1130	**Special Education: Supplemental Aids and Services in Regular Classrooms.** Salaries, supplies, and other costs needed to allow a student to receive instruction provided in a regular education classroom or in an instructional setting other than those provided for in Function 1110, Special Education: Separate Classes; Function 1120, Resource Specialist Instruction; or Function 1180, Nonpublic Agencies/Schools. Supplemental aids and services make possible program modifications and blended programs with more flexibility for the special education student. Function 1130 services include, but are not limited to, the following: **Special Education Instructional Aides.** Teaching assistants necessary to allow a special education student to participate in a regular classroom.

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Code **Title**

Interpreter Services. Sign language interpretation of spoken language through the sign system of the student and tutoring of students regarding class content through the sign system of the student.

Braille Services. Transcription services to convert materials from print to Braille. Transcription is for textbooks, tests, work sheets, or other instructional necessities.

Assistive Technology. Devices that allow a student to participate in a regular classroom environment.

Special Education Home and Hospital Instruction. Instructional services provided to students with special needs who are either homebound or in a hospital.

1180 **Special Education: Nonpublic Agencies/Schools (NPA/S).** Instruction in accord with an IEP provided by a certified NPA/S under contract with a district, special education local plan area (SELPA), or county office when no appropriate public education program is available (*Education Code* Section 56365).

1190 **Special Education: Other Specialized Instructional Services.** Specialized instruction provided in accordance with an IEP on a pullout and/or blended basis to any special education student to supplement the instruction provided in a separate special education class, a nonpublic school, or a regular education setting. These services are instructional in nature and are provided by or under the supervision of certificated special education teachers. Other health, counseling, or psychological services provided to a special education student to help him or her benefit educationally from the regular instruction program are coded under the Pupil Services functions. The difference between types of services in an instructional function and a pupil services function sometimes may be difficult to distinguish. The main question to bear in mind is whether the student is receiving direct instruction or is being given a supplemental health or other professional service that facilitates instruction. For example, an adaptive physical education teacher provides an instructional service in which the main purpose of the class is to provide physical education. A nurse or dentist provides health care that enhances the physical condition of a student so that she or he is better able to participate in an instructional setting. As another example, a speech teacher may teach students using special techniques to help them speak and understand verbal signals, which would be coded to Function 1190; but a speech specialist, who diagnoses specific speech disorders and refers problems for medical or other

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Code **Title**

professional attention to treat speech disorders, is more properly coded to Function 3150, Speech Pathology and Audiology Services.

Function 1190 services include, but are not limited to, the following:

Language and Speech. Instruction provided by a certificated teacher in language and speech skills to provide remedial intervention for students with difficulty understanding or using spoken language. The difficulty may result from problems with articulation, abnormal voice quality, fluency, or hearing loss.

Adaptive Physical Education. Direct physical education services provided by an adaptive physical education teacher to pupils who have needs that cannot be adequately satisfied in other physical education programs.

Orientation and Mobility Instruction. Instruction for students with identified visual impairments to develop skills in body awareness and movement around school and in the community.

Vocational Education Training. Instruction directly related to the preparation of individuals for paid or unpaid employment. This instruction may include provision for work experience, job coaching, job placement, and situational assessment.

Vision Services. This is a broad category of services provided to students with visual impairments. Assessment of an individual's visual ability should be coded to Function 3140, Health Services. The cost of classroom visual aids, such as curriculum modification and Braille textbooks, used in a general classroom setting should be coded to Function 1130. Other specialized vision services coded to Function 1190 include the student's concept development; instruction in communication skills, such as reading Braille; and career, vocational, and independent living skills.

Education Technological Services. Any specialized training or technical support for the incorporation of assistive devices, adaptive computer technology, or specialized media for the educational programs of the student.

Assistive Services. Training or technical assistance for students. See Pupil Services functions for the functional analysis of the student's need, including selecting, designing, fitting, customizing, or repairing appropriate devices.

Procedure 325 Function (Activity) Classification

Code	Title
	Sign Language Service. Instruction in the use of sign language. This training is provided separately for the student. The provision of interpreters in the classroom is coded to Function 1130, Supplemental Aids and Services in Regular Classrooms.
2000–2999	**INSTRUCTION-RELATED SERVICES.** Instruction-related services provide administrative, technical, and logistical support to facilitate and enhance instruction. These services exist as adjuncts for fulfilling the objectives of instruction, community services, and enterprise programs rather than as entities within themselves.
2100	**Instructional Supervision and Administration.** Activities primarily for assisting instructional staff in planning, developing, and evaluating the process of providing learning experiences for students. These activities include curriculum development and staff training on techniques of instruction and awareness of how children develop and learn. This function includes both staff members who are directors or supervisors of programs, such as special education, bilingual education, or similar programs, as well as staff who are singularly involved with projects to improve curriculum and guidance of teachers in the use of instructional materials. This function also includes the instructional administration of special projects. Special projects are those that may have their own project directors; are approved and funded from a specific resource, including federal, state, local, or private agencies; require special project budgets and audits; and may require financial reports. Special projects usually are conducted entirely in support of an instructional program or another support program. Examples of federal special projects include NCLB: Title I, Part A, Basic Grants Low-Income and Neglected, and Special Education: IDEA Local Staff Development Grant. Examples of state special projects include Economic Impact Aid and the School Improvement Program. Salaries and associated costs of staff that provide supplemental administrative services for a program above the general level provided by the business office, or services normally required of program managers, should be charged here. Include costs of program monitoring and preparing program plans. Because these costs are generally associated with a specific program, they may be charged to a specific resource. Include legal costs directly identifiable with administration of an instructional program; use in combination with a specific resource, where allowed.

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Code **Title**

Per guidance in Procedure 910, Program Cost Accounting, the costs of assistant superintendents for instruction or equivalent positions having first-line responsibility for instructional administration and for participation in district/county policy may be charged as follows:

- 50 percent to Instructional Supervision and Administration (Function 2100)
- 50 percent to Other General Administration (Function 7200).

Function 2100 is generally used with Goal 0000, Undistributed. If directly identifiable with a specific instructional goal, it may be used with that goal. It may also be used with Goal 8500, Child Care and Development Services and Goal 8600, County Services to Districts. Support costs charged directly to a specific goal require supporting documentation indicating how the costs relate to the goal.

2110 ***Instructional Supervision (Optional).*** *Activities associated with directing, managing, and supervising instructional services.*

2120 ***Instructional Research (Optional).*** *Activities associated with assessing programs and instruction based on research.*

2130 ***Curriculum Development (Optional).*** *Activities that aid teachers in developing the curriculum, preparing and utilizing special curriculum materials, and understanding and appreciating the various techniques to stimulate and motivate students.*

2140 ***In-house Instructional Staff Development (Optional).*** *Expenditures for staff or consultants to develop curriculum for the professional or occupational growth and competence of instructional staff members during the time of their service to the school system or school. These activities include guiding teachers in the use of instructional materials, administering sabbaticals, providing the environment for in-service training, and so forth.*

The cost of a consultant who works with teachers outside the classroom should be charged to Function 2140, Staff Development, and Object 5800, Professional and Consulting Services and Operating Expenditures.

A fee paid for an employee to attend a conference or a salary stipend for attending a staff development conference should follow the function of the employee. For example, the cost of a classroom teacher improving his or her

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Code	Title
	ability to teach is an instructional cost, an "activity dealing directly with the interaction between teachers and students," and should be charged to Function 1000. Likewise, the cost of a school nurse attending a staff development conference should be coded to Function 3140, Health Services. The cost of a maintenance employee attending staff development should be coded to Function 8100, Plant Maintenance, and Operations. (Please refer to the examples in Procedure 625.)
2150	***Instructional Administration of Special Projects (Optional).*** *Activities associated with the administration of special projects, such as Title I or migrant education. Special projects usually are conducted entirely in support of an instructional program or another support program. Include salaries of directors or supervisors of instruction-related special projects and associated clerical or program support staff. Include costs of preparing program plans, program monitoring, and performance (program-specific) audits. Costs will generally be associated with a specific resource and may have a specific goal.*
2200	**Administrative Unit (AU) of a Multidistrict SELPA.** Activities concerned with the receipt and distribution of regionalized services funds, provision of administrative support, and coordination of the implementation of the local plan (*Education Code* Section 56195). Activities of the AU of a single-district SELPA are reported under Function 2100.
2420	**Instructional Library, Media, and Technology.** Activities concerned with the use of all teaching and learning resources, including hardware and content materials, methods, or experiences used for teaching and learning purposes. These activities consist of selecting, preparing, caring for, and making available to members of the instructional staff audiovisual equipment and material, education programs presented through television services, and computer-assisted instruction services. This category also includes guiding individuals in the use of library books and materials. All educational media include printed and nonprinted sensory materials. Instructional technology costs identified with computer labs and other instructional support centers may be charged to the instructional library, media, and technology function, where they can be directly identified with it. Direct charges to the instructional library, media and technology function include salaries of librarians, library clerks, audiovisual personnel, and personnel who are involved in writing, programming, and directing ongoing educational television and computer-based instructional programs; benefits for employees in this program; library books, regardless of where they are placed in the district;

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audiovisual materials; repair and maintenance of equipment used in this program; and acquisition and replacement of audiovisual and library equipment

Examples of activities or items excluded as direct charges to the instructional library, media, and technology function are as follows:

1. Textbooks (to be charged to the appropriate instructional function)
2. Specific or special materials that are used exclusively in an instructional program or project and that are not part of the central library (to be charged to the appropriate instructional function as instructional supplies)
3. Computer-assisted instructional activities of an experimental nature (to be charged to instructional supervision and administration)

Function 2420 is generally used with Goal 0000, Undistributed. If directly identifiable with a specific instructional goal, it may be used with that goal. Support costs charged directly to a specific goal require supporting documentation indicating how the costs relate to the goal.

2490 **Other Instructional Resources.** Other activities and materials that provide students the resources to achieve appropriate student learning outcomes.

2495 ***Parent Participation (Optional).*** *Activities designed to include the parents in the student's education.*

2700 **School Administration.** Activities concerned with directing and managing the operation of a particular school. The activities include those performed by the principal, assistant principals, and other assistants while they supervise all operation of the school, evaluate the staff members, assign duties to staff members, supervise and maintain the school records, and coordinate school instructional activities with those of the LEA. These activities also include the work of clerical staff in support of the teaching and administrative duties, including school-level attendance recording and reporting. Other school administration services include graduation expenditures and department chairpersons.

Per guidance in Procedure 910, Program Cost Accounting:

> Small school districts and charter schools that have one person performing the functions of both the principal and the superintendent may charge the costs as follows:

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Code **Title**

- 70 percent to School Administration (Function 2700)
- 30 percent to Board and Superintendent (Function 7100)

Small school districts and charter schools with staff performing support duties for both school administration and business office administration may charge the costs as follows:

- 70 percent to School Administration (Function 2700)
- 30 percent to Other General Administration (Function 7200)

Function 2700 is generally used with Goal 0000, Undistributed. It may be used with goals 1000–7999 if only one goal is served at the school (e.g., if the school only provides Special Education or ROC/P services). It may also be used with Goal 8500, Child Care and Development Services, and Goal 8600, County Services to Districts. Support costs charged directly to a specific goal require supporting documentation indicating how the costs relate to the goal.

3000–3999 PUPIL SERVICES

3110 **Guidance and Counseling Services.** Activities involving counseling with students and parents; consulting with other staff members on learning problems; evaluating the abilities of students; assisting students as they make their own educational and career plans and choices; assisting students in personal and social development; providing referral assistance; and working with other staff members in planning and conducting guidance programs for students.

Function 3110 includes information services, appraisal services, placement services, counseling services, and record maintenance services, as follows:

Information Services. Activities for disseminating educational, occupational, personal, and social information to help acquaint students with the curriculum and with educational and vocational opportunities and requirements. Such information may be provided directly to students through activities such as group or individual guidance, or it may be provided indirectly to students through staff members or parents.

Appraisal Services. Activities that assess student characteristics. They are used in administration, instruction, and guidance to assist the student in assessing his or her purposes and progress in career and personality development.

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Placement Services. Activities that help place students in appropriate situations while they are in school. These could be educational situations, part-time employment while they are in school, and appropriate educational and occupational situations after they leave school. These activities also help ease the student's transition from one educational experience to another. The transition may require, for example, admissions counseling, referral services, assistance with records, and follow-up communications with employers.

Counseling Services. Activities concerned with the relationship between one or more counselors and one or more students or between counselors and other staff members. These activities are intended to help students understand their educational, personal, and occupational strengths and limitations; relate their abilities, emotions, and aptitudes to educational and career opportunities; utilize their abilities in formulating realistic plans; and achieve satisfying personal and social development.

Record Maintenance Services. Activities for compiling, maintaining, and interpreting cumulative records of individual students, including systematic consideration of such factors as:

- Home and family background
- Physical and medical status
- Standardized test results
- Personal and social development
- School performance

Function 3110 is generally used with Goal 0000, Undistributed. If directly identifiable with a specific instructional goal, it may be used with that goal. It may also be used with Goal 8500, Child Care and Development Services, and Goal 8600, County Services to Districts. Support costs charged directly to a specific goal require supporting documentation indicating how the costs relate to the goal.

The following counseling services in this function should be coded to goals 5000–5999, Special Education:

Behavior Management Services. Services provided pursuant to an IEP to teachers, parents, or students by a professional counselor to promote lasting, positive changes in the student's behavior. These services result in the student gaining greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment (*Title 5, California Code of Regulations,* Section 3001[d]).

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Individual Counseling. One-on-one counseling pursuant to an IEP. Counseling may focus on educational, career, or personal aspects. It may include parents or staff members. Used with the special education goal, this service is expected to supplement the regular guidance and counseling program.

Group Counseling. Counseling in a group setting pursuant to an IEP. Typically, group counseling centers on social skills development, but it may also focus on educational, career, or personal aspects. It may be conducted with parents or staff. Used with the special education goal, this service is expected to supplement the regular guidance and counseling program.

Guidance Services. Interpersonal, intrapersonal, or family interventions pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students. These services are expected to supplement the regular guidance and counseling program.

Parent Counseling. Individual or group counseling pursuant to an IEP to assist parents of special education students in better understanding and meeting their children's needs. Many counseling sessions include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program.

3120 **Psychological Services.** Activities concerned with administering psychological tests and interpreting the results; gathering and interpreting information about student behavior; working with other staff members in planning school programs to meet the special needs of students as indicated by psychological tests and behavioral evaluations; and planning and managing a program of psychological services, including psychological counseling for students, staff, and parents.

Function 3120 services include the following:

Psychological Testing Services. Activities concerned with administering psychological tests, standardized tests, and inventory assessments. These tests measure ability, aptitude, achievement, interests, and personality. Activities also include the interpretation of these tests for students, school personnel, and parents.

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Code **Title**

Psychological Counseling Services. Activities that take place between a school psychologist or other qualified person, a counselor, and one or more students in which the students are helped to perceive, clarify, and solve problems of adjustment and interpersonal relationships.

Psychotherapy Services. Activities that provide a therapeutic relationship between a qualified mental health professional and one or more students in which the students are helped to perceive, clarify, and solve emotional problems.

Function 3120 is generally used with Goal 0000, Undistributed. If directly identifiable with a specific instructional goal, it may be used with that goal. It may also be used with Goal 8500, Child Care and Development Services, and Goal 8600, County Services to Districts. Support costs charged directly to a specific goal require supporting documentation indicating how the costs relate to the goal.

Psychologist services for assessment testing for students with an individualized education program (IEP) are coded to goals 5000–5999.

3130 **Attendance and Social Work Services.** Activities designed to improve student attendance at school and prevent or solve student problems involving the home, the school, and the community. Attendance services consist of such activities as early identification of patterns of absence, promotion of pupils' and parents' positive attitudes toward attendance, analysis of causes of absences, and enforcement of compulsory attendance laws. The time spent on attendance recording and reporting on a school-level or districtwide basis is charged to the school or general administration function.

Social work services consist of such professional services as diagnosing the problems of pupils arising out of the home, school, or community; undertaking casework services for the child or parent or both; interpreting the pupils' problems for other staff members; and promoting modification of the circumstances surrounding the individual pupil that is related to his or her problem insofar as the resources of family, school, and community can be brought to bear on the problem.

Function 3130 is generally used with Goal 0000, Undistributed. If directly identifiable with a specific instructional goal, it may be used with that goal. It may also be used with Goal 8500, Child Care and Development Services, and Goal 8600, County Services to Districts. Support costs charged directly to a specific goal require supporting documentation indicating how the costs relate to the goal.

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Code	Title

3140 **Health Services.** Physical and mental health services that are not direct instruction. Included are activities that provide students with appropriate medical, dental, and nursing services, as follows:

Medical Services. Activities concerned with the physical and mental health of students, such as health appraisal, including screening for vision, communicable diseases, and hearing deficiencies; screening for psychiatric services; periodic health examinations; emergency injury and illness care; and communications with parents and medical personnel.

Dental Services. Activities associated with dental screening, dental care, and orthodontic activities.

Nursing Services. Activities associated with nursing, such as health inspection, treatment of minor injuries, and referrals for other health services.

Function 3140 is generally used with Goal 0000, Undistributed. If directly identifiable with a specific instructional goal, it may be used with that goal. It may also be used with Goal 8500, Child Care and Development Services, and Goal 8600, County Services to Districts. Support costs charged directly to a specific goal require supporting documentation indicating how the costs relate to the goal.

Goals 5000–5999, Special Education, may include the following services in this function:

Assessment Testing. Individual health assessment done by a credentialed school nurse or physician for students who have or may be determined to need individualized education programs (*Education Code* Section 56324).

Physical Therapy. Services provided pursuant to an IEP by a registered physical therapist or physical therapist assistant when assessment shows a discrepancy between gross motor performance and other educational skills.

Occupational Therapy. Services provided to improve a student's postural stability, sensory processing and organization, environmental adaptation, motor planning and coordination, visual perception, and integration and fine motor abilities.

Vision Services. The assessment of functional vision and therapy to correct visual impairments.

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	Health and Nursing. Specialized physical health care services provided pursuant to an IEP, such as catheterization, nebulizer treatments, blood glucose monitoring, administration of oxygen, and any other specialized services that may be provided by a trained staff member and do not require the supervision of a physician. Other services provided pursuant to an IEP when a student has health problems that require nursing intervention beyond basic school health services include managing the health problem, consulting with staff, providing group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers.
3150	**Speech Pathology and Audiology Services.** Activities that identify, assess, and treat children with speech, hearing, and language impairments. Speech pathology services consist of activities that identify children with speech and language disorders; diagnose and assess specific speech and language disorders; refer problems for medical or other professional attention necessary to treat speech and language disorders; provide required speech treatment services; and counsel and guide children, parents, and teachers, as appropriate. Audiology services consist of activities that identify children with hearing loss; determine the range, nature, and degree of hearing function; refer problems for medical or other professional attention appropriate to treat impaired hearing; treat language impairment; involve auditory training, speech reading (lip-reading), and speech conversation; create and administer programs of hearing conversation; and counsel and guide children, parents, and teachers, as appropriate. Audiological services for special education students include measurements of acuity or consultation with speech pathologists. Classroom instruction by a certificated teacher in how to speak, read, or interpret verbal signals is more properly coded to Function 1190, Special Education: Other Specialized Instructional Services. Function 3150 is generally used with Goal 0000, Undistributed. If directly identifiable with a specific instructional goal, it may be used with that goal. It may also be used with Goal 8500, Child Care and Development Services, and Goal 8600, County Services to Districts. Support costs charged directly to a specific goal require supporting documentation indicating how the costs relate to the goal. Goals 5000–5999, Special Education, may include language and speech services to provide remedial intervention for individuals with difficulty understanding or

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using spoken language. Services include referral and assessment, monitoring, reviewing, and consultation.

3160 **Pupil Testing Services.** Cost of staff or consultants assigned to coordinate the standardized testing of students in academic contents. The cost of classroom teachers administering tests to their students during the instructional day remains a part of the instructional function.

Function 3160 is generally used with Goal 0000, Undistributed. If directly identifiable with a specific instructional goal, it may be used with that goal. It may also be used with Goal 8500, Child Care and Development Services, and Goal 8600, County Services to Districts. Support costs charged directly to a specific goal require supporting documentation indicating how the costs relate to the goal.

3600 **Pupil Transportation.** Activities concerned with conveying students to and from school. Transportation other than from home to school is referred to as "Other Miles," which includes field trips and transportation between school sites. Costs of "Other Miles" are instructional costs to the user program or project.

Costs in the Pupil Transportation function include:

- Transportation supervisors, directors, bus drivers, clerks, and bus maintenance personnel
- Fuel, oil, tires, and parts for buses
- Contracted repair of buses
- Bus driver training and certification
- Contracts with individuals, other districts, and firms for transporting pupils
- Rental of buses
- Acquisition and replacement of equipment used for transporting pupils, including buses

Costs in this function exclude:

- Field trips
- Student organization trips
- Summer school miles
- Financing costs (e.g., principal and interest for acquisition of buses)
- Principal and interest on school bus loans/capital leases
- Vehicles other than those used for student transportation

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Costs for transportation other than home to school ("Other Miles") that are first accumulated in Function 3600 are to be transferred to other functions and/or resources using Object 5710, Transfers of Direct Costs. (See various examples in Procedure 640.) The documented method shall be used to distribute these costs. Documentation methods could include actual costs from the bus contractor or a fixed rate per mile plus the paid driver's layover time. All charges for pupil transportation services to organizations outside the district (parent-teacher associations, recreation districts, and so on) shall be made to the appropriate ancillary or community service function.

Costs for home to school transportation accumulated in Function 3600 may be charged to goals 1000–7000 as documented direct support costs. All other home to school transportation are charged to Goal 0000, Undistributed, and distributed to user programs (goals) using the Pupils Transported allocation factors. (Refer to Procedure 910 for additional information regarding documenting and allocating costs.)

Costs of providing specialized transportation services (e.g., buses with wheelchair lifts, aides that accompany children on the bus) specified in IEPs of special education pupils that are severely disabled or orthopedically impaired are reported in Goal 5750, Special Education, Ages 5-22 Severely Disabled. These costs are normally reported in Resource 7240, Transportation: Special Education (SD/OI), if the LEA receives a state transportation apportionment. If these costs are initially accumulated in Resource 7230, Transportation: Home to School, they are to be transferred to Resource 7240, Goal 5750, using Object 5710, Transfers of Direct Costs.

Costs of providing transportation services specified in IEPs of special education students that are not severely disabled or orthopedically impaired are reported in special education goals other than 5750. These costs are normally reported in Resource 7230, Transportation: Home to School, if the LEA receives a state transportation apportionment.

3700 **Food Services.** Activities concerned with providing food to students and staff in a school or LEA. This service area includes preparing and serving regular and incidental meals, lunches, or snacks in connection with school activities and food delivery.

Costs in this function include those for:

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- Food service supervisors, managers, directors, and related staff, such as bookkeepers and clerks
- Cooks and helpers
- Food purchases
- Nonfood purchases (e.g., plates, silverware, napkins) essential to providing food services to students
- Commodities
- Food services laundry
- Purchase of vehicles and other transportation costs, including insurance for those vehicles, for the purpose of transporting food from central locations to satellite locations
- Acquisition and replacement of related equipment
- Repair and maintenance of equipment used in this function
- Snacks for kindergarten classes
- Food purchased for lunches not reimbursed through the School Lunch Program

Costs in this function exclude food purchases for meetings or workshops or to instruct students on food preparation. Function 6000, Enterprise, is used for a catering service. (See the examples in Procedure 635.)

Function 3700 is generally used with Goal 0000, Undistributed.

3900 **Other Pupil Services**. Other support services to students not classified elsewhere in the 3000 functions.

Function 3900 is generally used with Goal 0000, Undistributed. If directly identifiable with a specific instructional goal, it may be used with that goal. Support costs charged directly to a specific goal require supporting documentation indicating how the costs relate to the goal.

4000–4999 ANCILLARY SERVICES

4000 **Ancillary Services.** School-sponsored activities during or after the school day that are not essential to the delivery of services in the functions 1000, 2000, and 3000 series. These activities are generally designed to provide students with experiences such as motivation and enjoyment and improvement of skills in either a competitive or noncompetitive setting.

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Generally used with goals 1000–7000; may be used with Goal 8500, Child Care and Development Service, and Goal 4900, Other Supplemental Education.

4100 ***School-Sponsored Co-curricular (Optional).*** *School-sponsored activities, under the guidance and supervision of LEA staff, designed to provide students such experiences as motivation, enjoyment, and improvement of skills. Co-curricular activities normally supplement the regular instructional program and include such activities as band, chorus, choir, speech, and debate. Also included are student-financed and managed activities, such as Class of 20XX, Chess Club, Senior Prom, and Future Farmers of America. Athletics is coded to Function 4200.*

4200 ***School-Sponsored Athletics (Optional).*** *School-sponsored activities, under the guidance and supervision of LEA staff that provide opportunities for students to pursue various aspects of physical education. Athletics normally involves competition between schools and frequently involves offsetting gate receipts or fees.*

4900 ***Other Ancillary Services (Optional).*** *Activities that provide students with learning experiences not included in the other Function 4000, Ancillary Services, accounts.*

5000–5999 COMMUNITY SERVICES

5000 **Community Services.** Activities concerned with providing community services to community participants other than students. These include activities authorized by the Community Recreation Act (*Education Code* Section 10900 et seq.) and by the Civic Center Act (*Education Code* Section 38130 et seq.). Examples of this function would be the operation of a community swimming pool, a recreation program for the elderly, or a community childcare center for working parents. This function is also used for scholarship payments.

Costs in this function include paid overtime or extra time for custodial services performed entirely as a result of community services activities.

Used with Goal 8100, Community Service, and Goal 8500, Child Care and Development Services.

5100 ***Community Recreation (Optional).*** *Activities concerned with providing recreation for the community as a whole or for some segment of the community. Included are such staff activities as organizing recreation*

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	programs for all citizens of the community at city parks, swimming pools, or school playgrounds.
5400	***Civic Services (Optional).*** *Activities concerned with providing services to civic affairs or organizations. This function includes services to parent-teacher association meetings, public forums, lectures, and civil defense planning.*
5900	***Other Community Services (Optional).*** *Community services activities that cannot be classified under the preceding areas of responsibility. "Other" may include public library services and welfare activities.*
6000–6999	**ENTERPRISE**
6000	**Enterprise.** Activities that are financed and operated in a manner similar to private business enterprises, where the stated intent is that the costs are financed or recovered primarily through user charges. Food services that are part of child nutrition programs should not be charged here, even if the food service program is reported in an enterprise fund, but rather to Function 3700 because costs are financed in large part through federal and state revenues. This function is used when an LEA is selling goods or services to outside organizations. Function 6000 should be used with activities of Fund 67, Self-Insurance Fund, and Fund 71, Retiree Benefit Fund. It is generally used with Goal 0000, Undistributed.
7000–7999	**GENERAL ADMINISTRATION**
	General administration refers to agencywide administrative activities that are accounted for in the general fund. General administration functions are normally used with Resource 0000, Unrestricted, and Goal 0000, Undistributed. For information on resource-specific administrative costs, see Function 2100, Instructional Supervision and Administration.
7100	**Board and Superintendent.** Activities concerned with establishing and administering policy for operating the LEA. Generally, this function is used with Goal 0000, Undistributed.

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Per guidance in Procedure 910, Program Cost Accounting, small school districts and charter schools that have one person performing the functions of both the principal and the superintendent may charge the costs as follows:

- 70 percent to School Administration (Function 2700)
- 30 percent to Board and Superintendent (Function 7100)

7110 ***Board (Optional).*** *Activities of the elected body that has been created according to state law and vested with responsibilities for educational activities in a given administrative unit.*

Costs in this function include:

- *Activities of the members of the Board of Education*
- *Activities of the district performed in support of school district meetings*
- *Legal activities in interpretation of the laws and statutes and general liability situations. Note: Legal costs identifiable with a specific activity generally may be charged to that activity (e.g., Function 2100, Instructional Supervision and Administration; Function 7300, Fiscal Services; Function 7400, Personnel/Human Resources Services; Function 8500, Facilities Acquisitions and Construction).*
- *Services rendered in connection with any school system election, including elections of officers and bond elections*

7120 ***Staff Relations and Negotiations (Optional).*** *Incremental costs of activities, not including those of the board or superintendent or their immediate staff, concerned with staff relations systemwide and the responsibilities for contractual negotiations with both instructional and noninstructional personnel. Costs in this function are included in the LEA's indirect cost pool (see "Indirect Cost Rate Work Sheet," page 915-10).*

7150 ***Superintendent (Optional).*** *Activities associated with the overall general administration of or executive responsibility for the entire LEA.*

Costs in this function include:

- *Activities performed by the superintendent and such assistants as deputy, associate, and assistant superintendents in generally directing and managing all affairs of the LEA, unless the activities of such*

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assistants can be placed properly into an instructional or pupil service area, in which case they would be charged to that service area

- *Personnel and materials in the office of the chief executive officer*
- *Activities associated with community/public relations*
- *Activities associated with developing and maintaining good relationships with state and federal officials*
- *Activities associated with grant procurement*

7180 ***Public Information (Optional).*** *Writing, editing, and other activities necessary for the preparation and dissemination of educational and administrative information to the public through various news media or personal contact.*

7190 **External Financial Audit—Single Audit.** Annual independent financial audits conducted pursuant to both *Education Code* Section 14503, and the Single Audit Act as required for LEAs that expend more than $500,000 in federal funds. Costs in this function are included in the LEA's indirect cost pool (refer to "Indirect Cost Rate Work Sheet," page 915-10).

7191 **External Financial Audit—Other.** Annual independent financial audits conducted pursuant to *Education Code* Section 14503, where the LEA expends less than $500,000 in federal funds and a single audit is not required.

7200 **Other General Administration.** Activities other than Function 7110, Board, and Function 7150, Superintendent, which manage the LEA as an overall entity. Other General Administration activities include fiscal services, personnel services, and central support services. Include attendance recording and reporting activities performed at the LEA level. Attendance activities performed at the school level should be charged to Function 2700, School Administration.

Certain insurance should be charged to a specific function, such as Function 1000, Instruction, for pupil insurance and driver training vehicle insurance; Function 3600, Pupil Transportation, for insurance on buses; and Function 3700, Food Services, for insurance on food service vehicles. All other costs of property or general liability insurance not charged to a specific function should be charged to Function 7200, Other General Administration; or optionally to Function 7600, All Other General Administration.

Per guidance in Procedure 910, Program Cost Accounting:

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Code **Title**

The costs of assistant superintendents for instruction or equivalent positions having first-line responsibility for instructional administration and for participation in district/county policy may be charged as follows:

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- 50 percent to Instructional Supervision and Administration (Function 2100)
- 50 percent to Other General Administration (Function 7200)

Small school districts and charter schools with staff performing support duties for both school administration and business office administration may charge the costs as follows:

- 70 percent to School Administration (Function 2700)
- 30 percent to Other General Administration (Function 7200)

Agencywide administrative costs are not directly expended in any fund other than the general fund. Because of the agencywide nature of the costs, with few exceptions, Function 7200 and its optional subfunctions 7300–7600 are used with unrestricted resources (0000–1999). They are normally used with Goal 0000, Undistributed; Goals 7100–7199, Nonagency; or Goal 8600, County Services to Districts.

7210 **General Administration Cost Transfers.** Use in combination with Object 7310, Transfers of Indirect Costs, and Object 7350, Transfers of Indirect Costs—Interfund, to record indirect cost transfers. Might also be used in combination with Object 7370, Transfers of Direct Support Costs, and Object 7380, Transfers of Direct Support Costs—Interfund, to record any transfers of administrative costs other than indirect costs, such as the administrative expenses incurred by the general fund to calculate and collect developers' fees or the costs of charter school oversight for a charter school that is reported in the LEA's Fund 09, Charter School Special Revenue Fund.

Use this function to record both the debit and credit for these transfers. For transfers within a fund, this function must balance to zero at the fund level. For interfund transfers, the function will have a balance at the fund level but must balance to zero across all funds.

7300 ***Fiscal Services (Optional).*** *Activities concerned with the fiscal operations of the LEA. This function includes budgeting, receiving and disbursing, financial and property accounting, payroll, inventory control, internal auditing, and managing funds. Include legal costs directly identifiable with fiscal services activities.*

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Code	Title
7310	***Budgeting (Optional).*** *Activities concerned with supervising budget planning, formulation, control, and analysis.*
7320	***Accounts Receivable (Optional).*** *Activities concerned with receiving money. They include the current audit of receipts.*
7330	***Accounts Payable (Optional).*** *Activities concerned with paying out money. They include the pre-audit of requisitions or purchase orders to determine whether the amounts are within the budgetary allowances and to determine whether such disbursements are lawful expenditures of the LEA.*
7340	***Payroll (Optional).*** *Activities concerned with periodically paying individuals entitled to remuneration for services rendered.*
7350	***Financial Accounting (Optional).*** *Activities concerned with maintaining records of the financial operations and transactions of the school system. They include such activities as accounting and interpreting financial transactions and account records.*
7360	***Project-Specific Accounting (Optional).*** *Activities concerned with maintaining the records of financial operations and transactions of specific projects. Examples might include business office staff assigned to construction cost accounting or preparation of analyses or reports for specific project areas or activities. For resource-specific project activities, see Function 2100, Instructional Supervision and Administration, and optional Function 2150, Instructional Administration of Special Projects.*
7370	***Internal Auditing (Optional).*** *Activities concerned with verifying the account records, which include evaluating the adequacy of the internal control system, verifying and safeguarding assets, reviewing the reliability of the accounting and reporting systems, and ascertaining compliance with established policies and procedures.*
7380	***Property Accounting (Optional).*** *Activities concerned with preparing and maintaining current inventory records of land, buildings, and equipment. These records are used in equipment control and facilities planning.*
7390	***Other Fiscal Services (Optional).*** *Fiscal services that cannot be classified under the preceding functions.*

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Code **Title**

7400 ***Personnel/Human Resources Services (Optional).*** *Activities concerned with maintaining an efficient staff for the school system. It includes such activities as recruitment and placement, staff transfers, health services, and staff accounting. Include legal costs directly identifiable with personnel/human resources services activities.*

7410 ***Staff Development (Optional)****. Activities concerned with developing districtwide training programs for noninstructional personnel in all classifications.*

7430 ***Credentials (Optional).*** *Activities related to credential services.*

7490 ***Other Personnel/Human Resources Services (Optional).*** *Personnel services that cannot be classified under the preceding functions.*

7500 ***Central Support (Optional).*** *Activities other than general administration that support the instructional and supporting services programs. These activities include planning, research, development, evaluations, purchasing, distribution, and warehousing services for the LEA.*

7510 ***Planning, Research, Development, and Evaluation (Optional).*** *Activities associated with conducting and managing programs of planning, research, development, and evaluation for a school system on a systemwide basis, including costs of facility planning and administration not directly identifiable with a capital project.*

Planning Services include activities concerned with selecting or identifying the overall, long-range goals and priorities of the organization. They also involve formulating various courses of action needed to achieve these goals. This is done by identifying needs and relative costs and benefits of each course of action.

Research Services include activities concerned with the systematic study and investigation of the various aspects of education and undertaken to establish facts and principles.

Development Services include activities in the deliberate, evolving process of improving educational programs, such as activities using the products of research.

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Code **Title**

Evaluation Services include activities concerned with ascertaining or judging the value or amount of an action or an outcome. This is done through a careful appraisal of previously specified data in light of the particular situation and goals previously established.

7530 ***Purchasing (Optional).*** *Activities concerned with purchasing supplies, furniture, equipment, and materials used in schools or school system operations.*

7540 ***Warehousing and Distribution (Optional).*** *Activities of receiving, storing, and distributing supplies, furniture, equipment, materials, and mail.*

7550 ***Printing, Publishing, and Duplicating (Optional)****. Activities of printing and publishing administrative publications, such as annual reports, school directories, and manuals. Activities here also include centralized services for duplicating school materials and instruments, such as school bulletins, newsletters, and notices. Those costs of centralized duplicating and reproduction services that benefit specific programs may be accumulated here but should be transferred to those programs as direct costs using Object 5710, Transfers of Direct Costs, or Object 5750, Transfers of Direct Costs—Interfund.*

7600 ***All Other General Administration (Optional).*** *All other general administrative services not classified elsewhere in functions 7300–7500.*

7700 **Centralized Data Processing.** This function is for expenditures/expenses for agencywide data processing services, whether in-house or contracted. Examples of this function are costs for computer facility management, computer processing, systems development, analysis and design, and interfacing associated with general types of technical assistance to data users. Specific types of applications include attendance accounting, grade reporting, financial accounting, and human resources/personnel. Personal computers (PCs) that are stand-alone are to be charged to a function other than Function 7700. Peripherals, including terminals and printers, are also to be charged to a function other than Function 7700. Costs associated with mainframe computers, minicomputers, and networked or stand-alone microcomputers that provide services to multiple functions are recorded here.

Costs in this function include:

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Code **Title**

- Salaries and other expenditures/expenses (including hardware/software maintenance) for PC networks that include student and general administrative software and serve multiple functions. If these costs can be directly identified as instructional (Functions 1000–1999) or instructional support (Functions 2000–2999), they should be charged to the appropriate function.
- Network managers for noninstructional computer networks.
- Salaries and other expenditures/expenses (including hardware/software maintenance) for minicomputers that include student and general administrative software and serve multiple functions.
- Salaries and other expenditures/expenses (including hardware/software maintenance) for mainframe computers that include student and general administrative software and serve multiple functions.
- Management Information Systems (MIS) directors

Costs in this function exclude:

- Stand-alone or networked computers used by a specific functional area
- Instructional computer networks
- Instructional technology coordinator

Function 7700 is generally used with Goal 0000, Undistributed.

8000–8999 **PLANT SERVICES.** Activities concerned with keeping the physical plant open, comfortable, and safe for use and keeping the grounds, buildings, and equipment in working condition and a satisfactory state of repair. These include the activities of maintaining safety in buildings, on the grounds, and in the vicinity of schools.

8100 **Plant Maintenance and Operations.** This function is used for expenditures related to activities to keep the physical plant and grounds open, clean, comfortable, and in working condition and a satisfactory state of repair. This function is used to record expenditures for the maintenance and operation of the physical plant and grounds.

Do not use Function 8100 for a capital project that extends the life and the value of a capital asset. (See Function 8500, Facilities Acquisition and Construction.)

Function 8100 is generally used with Goal 0000, Undistributed. If directly identifiable with a specific goal, it may be used with that goal. Support costs charged directly to a specific goal require supporting documentation indicating how the costs relate to the goal.

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Code **Title**

8110 ***Maintenance (Optional).*** *Activities involved with repairing, restoring, or renovating school property, including grounds, buildings, site improvements, building fixtures, and service systems.*

Direct charges to the maintenance function may include contracts for repairing, restoring, or renovating the grounds, buildings, or equipment, including regrading sites and repairing retaining walls, walks, driveways, sprinkler systems, and playground apparatus or equipment; reseeding of lawns; repainting; repairs to or replacement of roofs, walls, heating and air-conditioning units, and electrical and plumbing installations; repairs to built-in fixtures; resurfacing and refinishing of floors; movement of movable walls or partitions; and acquisition and replacement of related equipment.

Use for building repairs and renovations that do not meet the LEA's capitalization threshold.

8200 ***Operations (Optional).*** *Activities concerned with keeping the physical plant clean and ready for daily use. Included activities are cleaning and disinfecting; heating, lighting and ventilation; maintenance of power; moving of furniture; caring for grounds; garbage and trash disposal; laundry and dry cleaning service, including the rental of towels; rental of equipment, such as floor polishers; softwater service; and such other housekeeping activities as are repeated on a daily, weekly, monthly, or seasonal basis.*

Direct charges to the operations function may include salaries of directors and supervisors of operations, custodians, guards, gardeners, telephone switchboard operators, truck drivers, operational clerks, and similar employee(s); employee benefits for all employees in this program; supplies, including brooms, brushes, disinfectants, fuses, garbage cans, light bulbs and fluorescent tubes, mops, wax, soap, toilet paper, towels, outdoor flags, weed killers, and fertilizers; office supplies; repair and maintenance of equipment used in this program; acquisition and replacement of related equipment; and nonuse fees assessed by the state for unused school sites (Education Code Section 17219).

8300 ***Security (Optional).*** *Activities concerned with maintaining order and safety in school buildings, on the school grounds, and in the vicinity of schools at all times. Included are police activities for school functions, traffic control*

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Code	Title

on grounds and in the vicinity of schools, building alarm systems, and hall monitoring services.

8400 ***Other Plant Maintenance and Operations (Optional).*** *Operations and maintenance of plant services that cannot be classified elsewhere in functions 8100–8399.*

8500 **Facilities Acquisition and Construction.** Activities concerned with capital projects, such as acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites. Capitalize projects that extend the life and value of a site, building, or major equipment and that exceed the LEA's capitalization threshold. Documented time of a project manager to a capital project may be capitalized. Include legal costs directly identifiable with a capital project.

Facility costs that are not clearly identifiable to a capital project should not be charged to Function 8500. Facility planning or administration should be charged to Function 7200, Other General Administration, or to optional Function 7510, Planning, Research, Development, and Evaluation. Facility improvements that do not significantly extend the life or increase the value of a site or building or that do not meet the LEA's threshold for capitalization should be charged to Function 8100, Plant Maintenance and Operations.

Most commonly used with Objects 6100-6300, but may also be used with Object 6400 and with most objects in the 1000-5999 range.

Refer to Procedure 770, "Distinguishing Between Supplies and Equipment," for additional information on capitalization concepts.

8700 **Facilities Rents and Leases.** Activities concerned with acquiring facilities through operating leases or rentals without the option to purchase. This does not include capital lease payments. Capital lease payments are debt service and are charged to all other outgo.

Generally, costs of leased or rented facilities are considered agencywide costs of doing business and are shared equitably by all programs. Costs may be charged to a specific program only if renting or leasing a facility is required by state or federal agencies for programmatic purposes, such as on a site on which no agency-owned facilities are located. Supporting documentation of the requirement is necessary.

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As an example, a county office leases a classroom from a school district to house a special education class. The action is necessary for programmatic purposes because the special education class is required by the state to be conducted at a regular school site for mainstreaming purposes. The county office owns no regular education schools at which the class could be located. The lease payments would be charged as documented direct support costs to a special education goal.

Alternatively, a school district leases a facility to house ROP classes which is near a shopping center at which most of the students are being trained. However, because housing the ROP classes rather than other program classes in the rented facility was a district administrative decision and not a state or federal requirement, the cost of the lease payments would be charged to the Goal 0000, Undistributed, and subsequently distributed to all district programs as allocated support costs.

The temporary rental of a facility, for example hourly or daily, incidental to a particular activity, such as rental of a hall for a staff development workshop or rental of an auditorium for a school graduation, should be charged to the same function as the benefiting activity.

9000–9999 OTHER OUTGO

Used with Goal 0000, Undistributed.

9100 **Debt Service.** Servicing the debt of the LEA, including issuance costs and payments of both principal and interest. Normally, only long-term debt service (obligations exceeding one year) is recorded here. It should also be used to record that portion of direct costs for issuing tax and revenue anticipation notes (TRANs), bonds, or certificates of participation (COPs), including interest expense, which is equal to or less than investment earnings on the proceeds. If costs exceed investment earnings, the excess costs are to be charged to Function 7200, Other General Administration. If long-term debt is issued at a discount, the discount should be recorded in this function with Object 7699, All Other Financing Uses.

9200 **Transfers Between Agencies.** These include outgoing tuitions and transfers of apportionments and resources. Transfers may be to other LEAs and to all other agencies.

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Code	Title
9300	**Interfund Transfers.** Financial outflows to other funds of the LEA that are not classified as quasi-external transactions, reimbursements, loans, or advances.

Procedure 330 Object Classification

The object field classifies expenditures according to the types of items purchased or services obtained. It classifies revenues by the general source and type of revenue. This field also identifies the balance sheet accounts (i.e., assets, liabilities, and fund balances).

How the Object Field is Used

The object field applies to expenditures, revenues, and balance sheet accounts.

Flexibility of the Object Field

The LEA may code its transactions to only the minimum level required by CDE, such as:

1100 Teachers' Salaries
1200 Certificated Pupil Support Salaries
1300 Certificated Supervisors' and Administrators' Salaries
1900 Other Certificated Salaries

Or the LEA may make use of the last two digits to add more detail to the object codes. Since the locally defined codes must be rolled up into the CDE-defined level of detail, the definitions must be compatible. For example:

1100 Teachers' Salaries
1110 Teachers' Salaries, full-time permanent positions
1120 Teachers' Salaries, part-time positions
1130 Teachers' Salaries, substitutes

In this example, the LEA has used locally defined objects that must be rolled up to Object 1100, Teachers' Salaries, for presentation of data to CDE.

Note: If LEAs elect to add codes, they should be aware that in the future, these numbers may be preempted by CDE for other uses.

Procedure 330 Object Classification

The fourth digit of objects 3000–3999 has been restricted by CDE to a specific definition. The third digit is available for LEA use if it rolls up to zero when submitted to CDE. For example:

3401 Health and Welfare Benefits, certificated positions
3411 Health and Welfare Benefits, certificated positions, instructional
3421 Health and Welfare Benefits, certificated positions, administrative

In this example, the LEA has used locally defined objects using the third digit. These must be rolled up to Object 3401, Health and Welfare Benefits, certificated positions.

Procedure 330 Object Classification

List of Object Codes

(Italicized codes are optional.)

Code	Title
1000–7999	**EXPENDITURES**
1000–1999	Certificated Personnel Salaries
1100	Teachers' Salaries
1200	Certificated Pupil Support Salaries
1300	Certificated Supervisors' and Administrators' Salaries
1900	Other Certificated Salaries
2000–2999	Classified Personnel Salaries
2100	Instructional Aides' Salaries
2200	Classified Support Salaries
2300	Classified Supervisors' and Administrators' Salaries
2400	Clerical, Technical, and Office Staff Salaries
2900	Other Classified Salaries
3000–3999	Employee Benefits
3101	State Teachers' Retirement System, certificated positions
3102	State Teachers' Retirement System, classified positions
3201	Public Employees' Retirement System, certificated positions
3202	Public Employees' Retirement System, classified positions
3301	OASDI/Medicare/Alternative, certificated positions
3302	OASDI/Medicare/Alternative, classified positions
3401	Health and Welfare Benefits, certificated positions
3402	Health and Welfare Benefits, classified positions
3501	State Unemployment Insurance, certificated positions
3502	State Unemployment Insurance, classified positions
3601	Workers' Compensation Insurance, certificated positions
3602	Workers' Compensation Insurance, classified positions
3701	OPEB, Allocated, certificated positions
3702	OPEB, Allocated, classified positions
3751	OPEB, Active Employees, certificated positions
3752	OPEB, Active Employees, classified positions
3801	PERS Reduction, certificated positions
3802	PERS Reduction, classified positions
3901	Other Benefits, certificated positions

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Code	Title
3902	Other Benefits, classified positions
4000–4999	Books and Supplies
4100	Approved Textbooks and Core Curricula Materials
4200	Books and Other Reference Materials
4300	Materials and Supplies
4400	Noncapitalized Equipment
4700	Food
5000–5999	Services and Other Operating Expenditures
5100	Subagreements for Services
5200	Travel and Conferences
5300	Dues and Memberships
5400	Insurance
5440	*Pupil Insurance*
5450	*Other Insurance*
5500	Operations and Housekeeping Services
5600	Rentals, Leases, Repairs, and Noncapitalized Improvements
5700–5799	Transfers of Direct Costs
5710	Transfers of Direct Costs
5750	Transfers of Direct Costs—Interfund
5800	Professional/Consulting Services and Operating Expenditures
5900	Communications
6000–6999	Capital Outlay
6100	Land
6170	Land Improvements
6200	Buildings and Improvements of Buildings
6300	Books and Media for New School Libraries or Major Expansion of School Libraries
6400	Equipment
6500	Equipment Replacement
6900	Depreciation Expense (for proprietary and fiduciary funds only)
7000–7499	Other Outgo
7100–7199	Tuition
7110	Tuition for Instruction Under Interdistrict Attendance Agreements
7130	State Special Schools
7141	Other Tuition, Excess Costs, and/or Deficit Payments to School Districts or Charter Schools
7142	Other Tuition, Excess Costs, and/or Deficit Payments to County Offices

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Code	Title
7143	Other Tuition, Excess Costs, and/or Deficit Payments to JPAs
7200–7299	Other Transfers Out
7211	Transfers of Pass-Through Revenues to Districts or Charter Schools
7212	Transfers of Pass-Through Revenues to County Offices
7213	Transfers of Pass-Through Revenues to JPAs
7221	Transfers of Apportionments to Districts or Charter Schools
7222	Transfers of Apportionments to County Offices
7223	Transfers of Apportionments to JPAs
7280	Transfers to Charter Schools in Lieu of Property Taxes
7281	All Other Transfers to Districts or Charter Schools
7282	All Other Transfers to County Offices
7283	All Other Transfers to JPAs
7299	All Other Transfers Out to All Others
7300–7399	Transfers of Indirect/Direct Support Costs
7310	Transfers of Indirect Costs
7350	Transfers of Indirect Costs—Interfund
7370	Transfers of Direct Support Costs
7380	Transfers of Direct Support Costs—Interfund
7430–7439	Debt Service
7432	State School Building Repayments
7433	Bond Redemptions
7434	Bond Interest and Other Service Charges
7435	Repayment of State School Building Fund Aid—Proceeds from Bonds
7436	Payments to Original District for Acquisition of Property
7438	Debt Service—Interest
7439	Other Debt Service—Principal
7600–7699	Other Financing Uses
7600–7629	Interfund Transfers Out
7611	From General Fund to Child Development Fund
7612	Between General Fund and Special Reserve Fund
7613	To State School Building Fund/County School Facilities Fund from All Other Funds of the District
7614	From Bond Interest and Redemption Fund to General Fund
7615	From General, Special Reserve, and Building Funds to Deferred Maintenance Fund
7616	From General Fund to Cafeteria Fund
7619	Other Authorized Interfund Transfers Out
7630–7699	All Other Financing Uses
7651	Transfers from Funds of Lapsed/Reorganized LEAs
7699	All Other Financing Uses

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Code	Title
8000–8999	**REVENUES**
8010–8099	Revenue Limit Sources
8010–8019	Principal Apportionment
8011	Revenue Limit State Aid—Current Year
8015	Charter Schools General Purpose Entitlement—State Aid
8019	Revenue Limit State Aid—Prior Years
8020–8039	Tax Relief Subventions
8021	Homeowners' Exemptions
8022	Timber Yield Tax
8029	Other Subventions/In-Lieu Taxes
8040–8079	County and District Taxes
8041	Secured Roll Taxes
8042	Unsecured Roll Taxes
8043	Prior Years' Taxes
8044	Supplemental Taxes
8045	Education Revenue Augmentation Fund (ERAF)
8047	Community Redevelopment Funds
8048	Penalties and Interest from Delinquent Taxes
8070	Receipts from County Board of Supervisors
8080–8089	Miscellaneous Funds
8081	Royalties and Bonuses
8082	Other In-Lieu Taxes
8089	Less: Non-Revenue Limit (50 Percent) Adjustment
8090–8099	Revenue Limit Transfers
8091	Revenue Limit Transfers—Current Year
8092	PERS Reduction Transfer
8097	Property Taxes Transfers
8099	Revenue Limit Transfers—Prior Years
8100–8299	Federal Revenue
8110	Maintenance and Operations (Public Law 81-874)
8181	Special Education—Entitlement
8182	Special Education—Discretionary Grants
8220	Child Nutrition Programs
8260	Forest Reserve Funds
8270	Flood Control Funds
8280	U.S. Wildlife Reserve Funds
8281	FEMA
8285	Interagency Contracts Between LEAs

Procedure 330 Object Classification

Code	Title
8287	Pass-Through Revenues from Federal Sources
8290	All Other Federal Revenue
8300–8599	Other State Revenue
8311	Other State Apportionments—Current Year
8319	Other State Apportionments—Prior Years
8425	Year-Round School Incentive
8434	Class Size Reduction, Grades K–3
8435	Class Size Reduction, Grade Nine
8480	Charter Schools Categorical Block Grant
8520	Child Nutrition
8530	Child Development Apportionments
8540	Deferred Maintenance Allowance
8545	School Facilities Apportionments
8550	Mandated Cost Reimbursements
8560	State Lottery Revenue
8571–8579	Tax Relief Subventions
8571	Voted Indebtedness Levies, Homeowners' Exemptions
8572	Voted Indebtedness Levies, Other Subventions/In-Lieu Taxes
8575	Other Restricted Levies, Homeowners' Exemptions
8576	Other Restricted Levies, Other Subventions/In-Lieu Taxes
8587	Pass-Through Revenues from State Sources
8590	All Other State Revenue
8600–8799	Other Local Revenue
8610–8629	County and District Taxes
8611	Voted Indebtedness Levies, Secured Roll
8612	Voted Indebtedness Levies, Unsecured Roll
8613	Voted Indebtedness Levies, Prior Years' Taxes
8614	Voted Indebtedness Levies, Supplemental Taxes
8615	Other Restricted Levies, Secured Roll
8616	Other Restricted Levies, Unsecured Roll
8617	Other Restricted Levies, Prior Years' Taxes
8618	Other Restricted Levies, Supplemental Taxes
8621	Parcel Taxes
8622	Other Non-Ad Valorem Taxes
8625	Community Redevelopment Funds Not Subject to Revenue Limit Deduction
8629	Penalties and Interest from Delinquent Non-Revenue Limit Taxes
8631–8639	Sales
8631	Sale of Equipment and Supplies
8632	Sale of Publications

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Code	Title
8634	Food Service Sales
8639	All Other Sales
8650	Leases and Rentals
8660	Interest
8662	Net Increase (Decrease) in the Fair Value of Investments
8670–8689	Fees and Contracts
8671	Adult Education Fees
8672	Nonresident Student Fees
8673	Child Development Parent Fees
8674	In-District Premiums/Contributions
8675	Transportation Fees from Individuals
8677	Interagency Services Between LEAs
8681	Mitigation/Developer Fees
8689	All Other Fees and Contracts
8690–8719	Other Local Revenue
8691	Plus: Miscellaneous Funds Non-Revenue Limit (50 Percent) Adjustment
8697	Pass-Through Revenue from Local Sources
8699	All Other Local Revenue
8710	Tuition
8780–8799	Other Transfers In
8780	Transfers from Sponsoring LEAs to Charter Schools in Lieu of Property Taxes
8781	All Other Transfers from Districts or Charter Schools
8782	All Other Transfers from County Offices
8783	All Other Transfers from JPAs
8791	Transfers of Apportionments from Districts or Charter Schools
8792	Transfers of Apportionments from County Offices
8793	Transfers of Apportionments from Joint Powers Agreements (JPAs)
8799	Other Transfers In from All Others
8900–8979	Other Financing Sources
8910–8929	Interfund Transfers In
8911	To Child Development Fund from General Fund
8912	Between General Fund and Special Reserve Fund
8913	To State School Building Fund/County School Facilities Fund from All Other Funds
8914	To General Fund from Bond Interest and Redemption Fund
8915	To Deferred Maintenance Fund from General, Special Reserve, and Building Funds
8916	To Cafeteria Fund from General Fund
8919	Other Authorized Interfund Transfers In
8930–8979	All Other Financing Sources

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Code	Title
8931	Emergency Apportionments
8951	Proceeds from Sale of Bonds
8953	Proceeds from Sale/Lease Purchase of Land and Buildings
8961	County School Building Aid
8965	Transfers from Funds of Lapsed/Reorganized LEAs
8971	Proceeds from Certificates of Participation
8972	Proceeds from Capital Leases
8973	Proceeds from Lease Revenue Bonds
8979	All Other Financing Sources
8980–8999	Contributions
8980	Contributions from Unrestricted Revenues
8990	Contributions from Restricted Revenues
8995	Categorical Education Block Grant Transfers
8997	Transfers of Restricted Balances
8998	Categorical Flexibility Transfers per Budget Act Section 12.40
9000–9999	**BALANCE SHEET**
9100–9499	Assets
9110	Cash in County Treasury
9111	Fair Value Adjustment to Cash in County Treasury
9120	Cash in Bank(s)
9130	Revolving Cash Account
9135	Cash with a Fiscal Agent/Trustee
9140	Cash Collections Awaiting Deposit
9150	Investments
9200	Accounts Receivable
9290	Due from Grantor Governments
9310	Due from Other Funds
9320	Stores
9330	Prepaid Expenditures (Expenses)
9340	Other Current Assets
9400–9499	Capital Assets
9410	Land
9420	Land Improvements
9425	Accumulated Depreciation—Land Improvements
9430	Buildings
9435	Accumulated Depreciation—Buildings
9440	Equipment
9445	Accumulated Depreciation—Equipment

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Code	Title
9450	Work in Progress
9500–9699	Liabilities
9500	Accounts Payable (Current Liabilities)
9501–9589	*Accounts Payable (Locally Defined)*
9590	Due to Grantor Governments
9610	Due to Other Funds
9620	Due to Student Groups/Other Agencies
9640	Current Loans
9650	Deferred Revenue
9660–9669	Long-Term Liabilities (not used in governmental funds)
9661	General Obligation Bonds Payable
9662	State School Building Loans Payable
9664	Net OPEB Obligation
9665	Compensated Absences Payable
9666	Certificates of Participation (COPs) Payable
9667	Capital Leases Payable
9668	Lease Revenue Bonds Payable
9669	Other General Long-Term Debt
9700–9799	Fund Balance / Net Assets
9700–9759	Fund Balance, Reserved
9710–9720	Reserve for Nonexpendable Assets
9711	Reserve for Revolving Cash
9712	Reserve for Stores
9713	Reserve for Prepaid Expenditures (Expenses)
9719	Reserve for All Others
9720	*Reserve for Encumbrances*
9730	General Reserve
9740	Legally Restricted Balance
9760–9799	Fund Balance, Unreserved
9770	Designated for Economic Uncertainties
9775	Designated for the Unrealized Gains of Investments and Cash in County Treasury
9780	Other Designations
9790	Undesignated/Unappropriated
9791	Beginning Fund Balance
9793	Audit Adjustments
9795	Other Restatements
9800–9839	*Budgetary Accounts*
9810	*Estimated Revenue*

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Code	Title
9815	*Estimated Other Financing Sources*
9820	*Appropriations*
9825	*Estimated Other Financing Uses*
9830	*Encumbrances*
9840–9899	*Control Accounts*
9840	*Revenue*
9845	*Other Financing Sources*
9850	*Expenditures*
9855	*Other Financing Uses*
9910–9979	*Nonoperating Accounts*
9910	*Suspense Clearing*

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Object Code Definitions

(Italicized codes are optional.)

Code	Definition
1000–7999	**EXPENDITURES**
	Note: See also Appendix A, "Analysis of Salaries," for common function/object relationships found in salary expenditures.
1000–1999	**Certificated Personnel Salaries.** Certificated salaries are salaries for positions that require a credential or permit issued by the Commission on Teacher Credentialing. Salaries paid to an employee on leave of absence continue to be charged in the same manner and to the same account classification that was applicable while the employee was in active service of the LEA. For compensated time off, a substitute for a position recorded in objects 1000–1999 should be charged to the same goal and function as the absent employee. For other than compensated time off, such as released time for negotiations, the substitute should be charged to the applicable goal and function.
1100	**Teachers' Salaries.** Record the full-time, part-time, and prorated portions of salaries for all certificated personnel employed to teach the pupils of the district or pupils in schools maintained by a county superintendent of schools. Include salaries for teachers of children in homes or hospitals, all special education resource specialists and teachers, substitute teachers, and instructional television teachers. Include salaries of teachers who provide instruction to students on a pullout basis. The separate recording of teachers' salaries is required by *Education Code* Section 41011 and is limited to salaries of certificated employees paid to teach the pupils of the district or pupils in schools maintained by a county superintendent. The following comments, interpretations, and definitions are included to guide school officials in determining whether the total salary or a portion of the salary would be charged to Object 1100, Teachers' Salaries. The total salary is recorded in Object 1100, Teachers' Salaries, under the following conditions: The teacher is an employee of the district or office of the county superintendent in a position requiring certification qualifications. The

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Code **Definition**

teacher's duties require him or her to teach pupils of the district for at least one full instructional period on each school day for which he or she is employed, and he or she is assigned no duties other than those that are connected with, or extensions of, classroom teaching. Such activities are limited to the following:

- Preparation for and evaluation of classroom work
- Extracurricular activities that arise from classroom work and are extensions of it (e.g., class or club sponsorship or supervision at school functions)
- Management of and instruction in a study hall
- Duties that are ordinarily assigned to certificated personnel in connection with the custody and control of pupils at recess or lunchtime, after school, or at other times

If a certificated employee teaches at least one instructional period each day that he or she is employed to teach and is also assigned other duties neither in connection with nor as an extension of classroom teaching, his or her salary must be prorated and recorded in Object 1100, Teachers' Salaries, and in the other objects that provide for recording of expenditures for the other assignment(s). The amount recorded in Object 1100, Teachers' Salaries, is the product of the employee's complete salary and the fraction of the full-time school day that the employee spent as a classroom teacher performing duties that are in connection with, or an extension of, classroom teaching as limited herein. The remaining portion is then charged to the object(s) in which expenditures for the other assignments are recorded. Some of the other assignments may pertain to work outside the field of teaching. If a teacher performs such assignments, it will be necessary to prorate a portion of the teacher's salary to classifications other than Object 1100, Teachers' Salaries.

The term *other assignments* that must be recorded or prorated to other object codes includes, but is not limited to, assignments usually and specifically assigned to persons employed in the following types of positions:

Certificated:

- General supervisors, coordinators, directors, specialists, consultants, supervisors of special subjects or grades, and certificated assistants (Function 2100, Instructional Supervision and Administration; Object 1300, Certificated Supervisors' and Administrators' Salaries)
- Chairperson of academic department (Function 2700, School Administration; Object 1300, Certificated Supervisors' and Administrators' Salaries)

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Code	Definition

- Principals, vice-principals, assistant principals, deans, and assistant deans in individual schools (Function 2700, School Administration; Object 1300, Certificated Supervisors' and Administrators' Salaries)
- Librarians, assistant librarians, and audiovisual personnel (Function 2420, Instructional Library, Media, and Technology; Object 1200, Certificated Pupil Support Salaries)
- Counselors, nurses, psychologists, psychometrists, audiometrists, and guidance and attendance personnel (Pupil Service functions 3110 through 3150; Object 1200, Certificated Pupil Support Salaries)

Classified:

- School bus driver, custodian, secretary to the governing board, and supervisor of transportation

1200 **Certificated Pupil Support Salaries**. Record the full-time, part-time, and prorated portions of salaries of all certificated personnel performing services of librarian, social worker, or certificated personnel doing pupil personnel work; psychologists and psychometrists; counselors, as well as health services rendered by physicians, oculists, dentists, dental hygienists, nurses, optometrists, school audiometrists, psychiatrists, otologists, and other personnel as authorized in the field of physical and mental health and who are on the payroll of the LEA. Health services personnel must possess a services credential (*Education Code* sections 44872–44879 and 49422–49427).

1300 **Certificated Supervisors' and Administrators' Salaries**. Record the full-time, part-time, and prorated portions of salaries of principals, vice-principals, administrative deans in individual schools, and other personnel performing similar duties; certificated personnel engaged in instructional supervision, including general supervisors, coordinators, directors, consultants, and supervisors of special subjects or grades and their certificated assistants (whether or not they supervise staff); superintendents and/or deputy, associate, area, and assistant superintendents in districts and offices of county superintendents of schools (*Education Code* sections 35028, 35029, 35030, 44065, 44066, and 44069).

Note: The term *supervision* is used to designate those activities having as their purpose the actual improvement of instruction under the direction of supervisors and assistants. Such activities include (1) personal conferences with teachers on instructional problems; (2) classroom visitation; (3) group conferences with teachers; and (4) demonstration teaching.

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Code	Definition
1900	**Other Certificated Salaries**. Record the full-time, part-time, and prorated portions of salaries for all certificated personnel who do not fall within one of the categories previously specified. Examples of such personnel are special education and/or other program specialists, certificated civic center employees, or resource teachers not performing duties as a classroom teacher. Object 1900 is not open to instructional functions.
2000–2999	**Classified Personnel Salaries**. Classified salaries are salaries for services that do not require a credential or permit issued by the Commission on Teacher Credentialing. Salaries paid to an employee on leave of absence will continue to be charged in the same manner and to the same account classification as was applicable while the employee was in active service for the LEA. For compensated time off, a substitute for a position recorded in objects 2000-2999 should be charged to the same goal and function as the absent employee. For other than compensated time off, such as released time for negotiations, the substitute should be charged to the applicable goal and function. Student employees are to be coded to the goal, function, and object that represent the position they are filling. However, if the student is being paid as part of an educational program such as work experience, use Function 1000, Instruction, and Object 2900, Other Classified Salaries.
2100	**Instructional Aides' Salaries**. Record total salaries paid to instructional aides who are required to perform any portion of their duty under the supervision of a classroom teacher or that of a special education resource specialist teacher (*Education Code* Section 41011). This code also includes other noncertificated instructional personnel, such as classified coaches, tutors, and drug/alcohol program mentors.
2200	**Classified Support Salaries**. This code is used to record the full-time, part-time, and prorated portions of salaries of classified employees not defined elsewhere who are working in the instructional media and library, student support, pupil transportation, food services, and maintenance and operations functions. Salaries for the instructional media and library function include the salaries of library and media aides. Salaries for the student support function include the salaries of counselor aides and health aides.

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Code	Definition
	Salaries for the pupil transportation function include the salaries of bus drivers, mechanics, field coordinators, gasoline-pump attendants, and all other personnel whose assignments are related to the transportation of students. Salaries for the food service function include the salaries of nutritionists, cooks, helpers, and all other food service personnel except those engaged in the management of the food service program on a districtwide basis. The salary of a classified director of food services, if districtwide, is recorded in Object 2300, Classified Supervisors' and Administrators' Salaries. The salary of a certificated director of food services, if districtwide, is recorded in Object 1300, Certificated Supervisors' and Administrators' Salaries. Salaries for the maintenance function include the salaries of carpenters, painters, plumbers, electricians, and other similar positions. The salaries for the operations function include the salaries of custodians, matrons, general utility workers, firefighters, dairy workers, guards, gardeners, elevator operators, warehouse workers, delivery personnel, truck drivers, and other similar positions.
2300	**Classified Supervisors' and Administrators' Salaries**. Record the full-time, part-time, and prorated portions of salaries of supervisory personnel who are business managers, controllers, directors, chief accountants, accounting supervisors, purchasing agents, site administrators, assistant superintendents, and superintendents. Include stipends for governing board members and personnel commission members. (For assistant superintendents and superintendents, see *Education Code* sections 35028, 35029, 35030, 44065, 44066, and 44069.)
2400	**Clerical, Technical, and Office Staff Salaries**. Record the full-time, part-time, and prorated portions of salaries paid to clerks, secretaries, accountants, bookkeepers, programmers and computer technical support, machine and computer operators, and others in similar positions.
2900	**Other Classified Salaries**. Record the full-time, part-time, and prorated portions of salaries not identifiable with objects 2100 through 2400 (e.g., noon supervision personnel, students employed for work experience, civic center aides, and building inspectors). Students employed as part of a work-study curriculum or job-training grant are coded to Function 1000, Instruction.
3000–3999	**Employee Benefits**. Record employers' contributions to retirement plans and health and welfare benefits, including cash in lieu of benefits for employees, their

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Code	Definition
	dependents, retired employees, and board members. Benefits are separated into two categories. A code that ends in 1 indicates benefits paid to personnel in certificated positions, and a code that ends in 2 indicates those paid to personnel in classified positions.
3101–3102	**State Teachers' Retirement System**. Record expenditures to provide personnel with retirement benefits under the State Teachers' Retirement System (STRS). This excludes employee contributions. Object 3101 is certificated personnel in STRS; Object 3102 includes those individuals who hold classified positions but are enrolled in STRS.
3201–3202	**Public Employees' Retirement System**. Record expenditures to provide personnel with retirement benefits under the Public Employees' Retirement System (PERS). This excludes employee contributions, although it does include the employer's payment of an employee's contribution. Object 3201 indicates those employees in certificated positions and enrolled in PERS; Object 3202 indicates employees in classified positions and enrolled in PERS.
3301–3302	**OASDI/Medicare/Alternative.** Record expenditures to provide employee benefits under the federal Social Security system. Include expenditures to qualifying alternative retirement plans for employees not covered under the Social Security system, STRS, or PERS. This excludes employee contributions. Object 3301 indicates that the Social Security benefits cover certificated positions; Object 3302 indicates that these benefits cover classified positions.
3401–3402	**Health and Welfare Benefits**. Record expenditures made to provide personnel with health and welfare insurance benefits. This excludes employee contributions but includes employer contributions charged by a Self-Insurance Fund. Object 3401 indicates that the benefits cover certificated positions; Object 3402 indicates that the benefits cover classified positions.
3501–3502	**State Unemployment Insurance**. Record the expenditures made to provide personnel with unemployment compensation. Object 3501 indicates that the state unemployment insurance covers certificated positions; Object 3502 indicates that the state unemployment insurance covers classified positions.
3601–3602	**Workers' Compensation Insurance**. Record the expenditures made to provide personnel with workers' compensation benefits. This includes benefit amounts paid to a self-insurance fund. Object 3601 covers certificated positions; Object 3602 covers classified positions.

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Code	Definition
3701–3702	**OPEB, Allocated**. Record expenditures for postemployment benefits other than pensions (OPEB) for retirees and other former employees, whether for current-year benefit costs financed on a pay-as-you-go basis or for amortization of that portion of the past unfunded liability relating to retirees and other former employees. Record expenditures for amortization of the past unfunded liability relating to active employees, if such costs are not direct-charged (see objects 3751-3752). Do not include expenditures for normal costs for active employees; these must be direct-charged using objects 3751-3752. Expenditures in objects 3701-3702 must be allocated to all programs in proportion to total salaries or total full-time equivalents (FTEs) in those programs. Object 3701 relates to certificated positions; Object 3702 relates to classified positions.
3751–3752	**OPEB, Active Employees**. Record expenditures for actuarially-determined normal costs for postemployment benefits other than pensions (OPEB) for OPEB-eligible active employees. Record expenditures for amortization of that portion of the past unfunded liability relating to OPEB-eligible active employees, to the extent that amortization costs are not unduly burdensome or distorting to programs. Where such costs would be unduly burdensome or distorting to programs, they should be allocated to all programs using objects 3701-3702. Do not include expenditures for retirees and other former employees; these must be allocated using objects 3701-3702. Expenditures in objects 3751-3752 must be direct-charged to the same resource, goal and function as the OPEB-eligible active employee's salary. Object 3751 relates to certificated positions; Object 3752 relates to classified positions.
3801–3802	**PERS Reduction**. Report the transfers of funds from the LEA to the state. Object 3801 covers certificated positions; Object 3802 covers classified positions. The charge for PERS Reduction should follow the function of the related salary. Function 9200, Transfers Between Agencies, may be used instead of identifying specific functions, but either method must be used exclusively, not together.
3901–3902	**Other Benefits**. Record the payment for tax-sheltered annuities, deferred compensation, cash-in-lieu, Golden Handshake, and other employee benefits not

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Code	Definition
	specified above. Object 3901 is used for certificated positions; Object 3902 is used for classified positions.
4000–4999	**Books and Supplies**. Record expenditures for books and supplies, including any associated sales or use tax and freight and handling charges.
4100	**Approved Textbooks and Core Curricula Materials**. Record expenditures for classroom instructional materials designed for use by pupils and their teachers as the basic curriculum adopted by the State Board of Education or the district board for required subject matter. Instructional materials may be printed or appear in some other form and may consist of textbooks, technology-based materials, and other educational materials, such as manipulatives (*Education Code* Section 60010[h]). The cost includes all consumable materials available in the approved series, such as kits, audiovisual materials, or workbooks. Teachers' manuals and editions relate to specific, basic, or supplementary textbooks and are intended for teachers' use rather than for pupils' use. They are part of the approved curriculum used in the classroom and so are part of Object 4100. Single issues of state-approved textbooks for review by research committees or curriculum directors would be coded to this object with an instruction-related service function, such as Function 2130, Curriculum Development.
4200	**Books and Other Reference Materials**. Record expenditures for books and other reference materials used by district personnel. Books used for reference are further identified by the appropriate function. For example, reference books for use in the nurse's office, in the district business office, or in the cafeteria would be coded to Function 3140, Health Services; Function 7200, Other General Administration; or Function 3700, Food Services, respectively. Function 1000, Instruction, would include (1) books that have not been adopted by the proper authority for use as basic curricula; (2) books, such as reference books, that are available for general use by students, even though such books may be used solely in the classroom; and (3) all other materials used for reference purposes. Generally, the purchase of library books or other reference materials is coded to Object 4200. However, expenditures for library books to stock a new school library or for material expansion are recorded in Object 6300, Books and Media for New School Libraries or Major Expansion of School Libraries.

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Code	Definition
	Consumable materials other than those directly related to adopted curricula (Object 4100) have a limited shelf life of less than one year. Such materials as periodicals, magazines, workbooks, drill books, exercise pads, and the like are recorded in Object 4300, Materials and Supplies.
4300	**Materials and Supplies**. Record expenditures for consumable materials and supplies to be used by students, teachers, and other LEA personnel. Instructional materials and supplies are those used in the classroom by students and teachers. Other materials and supplies included in Object 4300 are those used in services and auxiliary programs, such as food service supplies; custodial supplies; gardening and maintenance supplies; supplies for operations; transportation supplies, including gasoline; supplies for repair and upkeep of equipment or buildings and grounds; and medical and office supplies. Expenditures for rentals of materials are coded to Object 5600, Rentals, Leases, Repairs, and Noncapitalized Improvements. Incidental materials and supplies included in payments to outside vendors for repair and maintenance services are coded to Object 5600, Rentals, Leases, Repairs, and Noncapitalized Improvements. Payments to outside vendors for duplication services should be coded to Object 5800, Professional/Consulting Services and Operating Expenditures.
4400	**Noncapitalized Equipment**. Record expenditures for movable personal property of a relatively permanent nature that has an estimated useful life greater than one year and an acquisition cost less than the LEA's capitalization threshold but greater than the LEA's inventory threshold per *Education Code* Section 35168 or local policy. For information on the capitalization threshold, refer to Procedure 770.
4700	**Food**. Record expenditures for food used in food-service activities for which the purpose is nourishment or nutrition (i.e., breakfast, snacks, lunch, and other similar items). Include food purchased by the food service program for student meals on field trips even if not reimbursed through the school lunch program. Object 4700, Food, is used only with Function 3700, Food Services. Expenditures for food used for instruction in a regular classroom (e.g., in a cooking class or as an instructional reward) are recorded in Object 4300, Materials and Supplies, with an instructional function. Expenditures for food for

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	staff meetings and similar situations are recorded in Object 4300 and the appropriate function.
5000–5999	**Services and Other Operating Expenditures**. Record expenditures for services, rentals, leases, maintenance contracts, dues, travel, insurance, utilities, and legal and other operating expenditures. Expenditures may be authorized by contracts, agreements, purchase orders, and so forth.
5100	**Subagreements for Services**. Record expenditures for subagreements and subawards pursuant to certain contracts, subcontracts, and subgrants. Subagreements are indicated when a part or all of an instructional or support activity for which the LEA is responsible is conducted by a third party rather than by the LEA (see page 910-2, Categories of Costs, for definitions of instructional and support activities). The LEA's responsibility for the activity may originate from any grant, award, or entitlement. Some examples of subagreements include contracts with a third party to provide services required by a grant, such as the emergency services required by an Emergency Response Safety Grant; contracts with other entities to provide Home-to-School Transportation for the LEA's students; contracts with nonpublic schools for services to the LEA's special education students; and contracts between charter schools and management companies to provide instruction to the charter school's students. Subagreements typically include those cooperative projects and pass-through grants in which LEAs have both administrative and direct financial involvement. Subagreements exclude pass-through grants in which LEAs have administrative involvement only (refer to Procedure 750, Pass-through Grants and Cooperative Projects). Subagreements generally exclude contracts for central administrative services (see page 910-2, Categories of Costs, for a definition of central administration). Subagreements exclude routine purchases of standard commercial goods or services from a vendor (refer to Object 5800, Professional/Consulting Services and Operating Expenditures). When distinguishing between a subagreement and a routine purchase from a vendor, the substance of the transaction is more important than the form. For example, a contract with a vendor to provide home-to-school transportation to the LEA's students would be a subagreement, but a contract with the same vendor to

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	rent buses for the LEA to transport its own students would be a routine purchase from a vendor. The form of the written agreements might be identical in that they might both be contracts with a transportation vendor, yet the substance of the transactions is different. For purposes of indirect costs, subagreements must be excluded from the calculation of the indirect cost rate, except that up to $25,000 of an individual subagreement may be coded to Object 5800, Professional/Consulting Services and Operating Expenditures and included in the calculation of the rate. Indirect costs may not be assessed on subagreement expenditures (refer to Procedure 915, Indirect Cost Rate). The $25,000 limit per subagreement applies for the duration of the subagreement.
5200	**Travel and Conferences**. Record actual and necessary expenditures incurred by and/or for employees and other representatives of the LEA for travel and conferences (*Education Code* sections 35044 and 44032). Expenditures for employee conferences charged to this object should follow the goal and function of the employee. Object 5200 is designed to capture travel expenses of employees and other representatives of the LEA, which may include travel costs to conferences or fees paid for those individuals to attend conferences or training classes. Expenditures for conferences sponsored by the LEA are not coded to this object but are coded to the appropriate object for specific services purchased, such as Object 4300 for food, Object 5800 for caterers, Object 5600 for room rentals, and Object 2400 for staff time in preparing for the conference. (The use of Object 4700, Food, is restricted to Function 3700, Food Services.)
5300	**Dues and Memberships**. Record the membership fee of an LEA in any society, association, or organization as authorized by *Education Code* Section 35172. Object 5300 may be used for the dues of an employee, such as a chief business official or a superintendent, if it is deemed that the LEA is represented and benefits from the membership. Use objects 3901–3902 for employee dues if it is deemed that the dues are a benefit only for the employee.
5400	**Insurance**. Record expenditures for all forms of insurance other than employee benefits. Use Function 9100, Debt Service, for bond insurance costs when issuing new bonds.

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5440 ***Pupil Insurance (Optional)****. Record expenditures for accidental death insurance and medical and hospital insurance for pupils. Use Function 1000, Instruction.*

5450 ***Other Insurance (Optional).*** *Record expenditures for all forms of insurance other than pupils' insurance. For fire and theft liability and fidelity bond premiums, use Function 7200, Other General Administration; for school buses, use Function 3600, Pupil Transportation; for food service vehicles, use Function 3700, Food Services.*

5500 **Operations and Housekeeping Services.** Record expenditures for water, heating fuel, light, power, waste disposal, pest control, laundry and dry cleaning (such as laundering of curtains and cleaning of drapes), and so forth. Include contracts for these services. Object 5500 is used only with the maintenance and operation functions 8100–8500 and Function 6000, Enterprise.

Cleaning of uniforms, such as band or custodial uniforms, is charged to the appropriate function and Object 5800, Professional/Consulting Services and Operating Expenditures. Fuel for pupil transportation is coded to Object 4300, Materials and Supplies.

5600 **Rentals, Leases, Repairs, and Noncapitalized Improvements.** Record expenditures for rentals, leases without option to purchase, and repairs or maintenance (including maintenance agreements) of sites, buildings, and equipment by outside vendors. Include incidental materials and supplies included in the cost of repairs. Include expenditures for site or building improvements that do not meet the LEA's threshold for capitalization.

Capital leases should be recorded according to the accounting procedures for lease/purchase agreements in Procedure 710.

Rental of facilities is recorded in Function 8700, Facilities Rents and Leases, and includes all facilities, whether rented for a day, a month, or a year.

5700–5799 **Transfers of Direct Costs.** Record the transfer of expenditures from one function to another. Typical transfers using this object account include services provided or products developed by the LEA, such as maintenance and repair of duplicating, audiovisual, or other equipment; photocopying expenses; field trips; district vehicle use; and information technology expenses. These transfers normally change the function of the expenditures. For example, transfers related to costs of field trips are considered costs of the Instruction function, not of the Pupil

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	Transportation function (see Example 1 in Procedure 640). Transfers of expenditures that do not change functions, such as custodial costs, are normally transferred using Object 7370 or 7380, Transfers of Direct Support Costs. One exception to this guidance is special education transportation costs for severely disabled/orthopedically impaired (SD/OI) students that may be initially accumulated in Resource 7230, Transportation: Home-to-School, and subsequently transferred to Resource 7240, Transportation: Special Education (SD/OI). The transfer of these costs would be recorded using Object 5710, even though the Function 3600, Pupil Transportation, would not change. These costs are considered direct costs of the SD/OI transportation program.
5710	**Transfers of Direct Costs.** Record the transfers for direct costs of services provided within a fund from one function to another. This account must net to zero at the fund level.
5750	**Transfers of Direct Costs—Interfund.** Record the transfers for the direct costs of services that are provided on an interfund basis. This account will reflect a balance at the fund level but only for the amount of between-funds costs. The total between-funds debit and credit transactions must net to zero.
5800	**Professional/Consulting Services and Operating Expenditures.** Record the expenditures for personal services rendered by personnel who are not on the payroll of the LEA. Professional/consulting services are delivered by an independent contractor (individual, entity, or firm) that offers its services to the public. Such services are paid on a fee basis for specialized services that are usually considered to be temporary or short term in nature, normally in areas that supplement the expertise of the LEA. This includes all related expenditures covered by the personal services contract. Record expenditures for services such as printing, engraving, and so forth performed by an outside agency. This includes but is not limited to copies made from masters provided by the LEA. Record expenditures for catering services provided by an outside vendor. Record the expenditures for lodging and admission tickets for students and staff on field trips. Record expenditures for all advertising, including advertising for items such as bond sales, contract bidding, and personnel vacancies. Record expenditures for

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Code **Definition**

judgments, penalties, legal advice, attorneys, hearing officers, elections, audits, and other similar costs. Record expenditures for services provided, such as administration, bus transportation, audiovisual, and library.

Record assessments for other than capital improvements, including state assessment for nonuse of school sites. Record expenditures for surveys and appraisals of sites that are not purchased. Expenditures for surveys, appraisals, and assessments in connection with site purchases and/or improvements are recorded in Object 6100, Land, and/or Object 6170, Land Improvements.

Record expenditures for fees charged to LEAs by other local governmental agencies, such as counties, cities, and special districts, for required services. Such fees include those charged for health, building, and operating inspections and permits, plan reviews, and utility connection fees. These charges typically relate to emissions, fuel-tank operations, hazardous waste generation, chemical storage, food safety, water safety, and fire safety. Examples of departments and special districts that assess these fees include Air Pollution Control, Environmental or Public Health Services, Fire Department, and Public Water Control.

Record expenditures for Internet-based publications and materials. Record periodic costs of licensing, support, or maintenance agreements for nonequipment items, such as software. Initial licensing and other costs incurred as part of a major system acquisition should be recorded in Object 6400, Equipment.

Record expenditures not otherwise designated, such as payments of interest on loans repaid within the fiscal year, payments for damages to personal property, expenditures for fingerprints, physical and X-ray examinations required for employment, scholarship payments, and similar items.

Debt issuance costs, including underwriter discounts and fees, should be recorded here. If long-term debt is issued at a discount, the discount should be recorded in Object 7699, All Other Financing Uses.

May record expenditures of up to $25,000 for an individual subagreement as defined in Object 5100, Subagreements for Services. This $25,000 limit applies for the duration of the subagreement. Exclude the remainder of the subagreement, which must be recorded in Object 5100. Examples of subagreements include payments for pupil transportation made to common carriers or to parents in lieu of transportation; tuition for students attending instructional programs at a community college; and expenditures to nonpublic, nonsectarian schools for the

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Code	Definition
	education of exceptional children for whom appropriate services are neither available nor can be provided by the LEA. *Note*: Expenditures to nonpublic, nonsectarian schools for the education of children with exceptional needs should be charged to Object 5100, Subagreements for Services. Expenditures for excess costs and/or deficits in special education programs paid to provider school districts or county offices should be charged to objects 7141–7143, Other Tuition.
5900	**Communications**. Record expenditures for periodic servicing of all methods of communication, including pagers, cell phones, beepers, and telephone service systems. This object also includes the monthly charges for fax lines, TV cable lines, and Internet service and lines. The cost of postage stamps and "refill" of postage meters should be coded to Communications, as should the cost of parcel service or other means used to deliver a letter or other communications. Shipping of purchased goods by parcel service or other means is considered to be part of the cost of goods purchased and should not be charged to Object 5900, Communications. Generally, communication costs should be charged to either Function 2700, School Administration, or Function 7200, Other General Administration. Communication service fees may be charged to other functions by direct documentation, such as monthly statements. The monthly bills for pagers, cell phones, cable, and Internet services may follow the user if the charges can be documented. For example, Internet fees that are part of classroom instruction may be charged to Function 1000, Instruction. The cost of communication equipment is normally coded to Object 4400, Noncapitalized Equipment. If the cost of a unit of equipment exceeds the capitalization threshold of the LEA, use Object 6400, Equipment, or Object 6500, Equipment Replacement, as appropriate. However, if the cost is minor and the expected life short, the cost of the equipment should be coded to Object 4300, Materials and Supplies. The cost of wiring and installing cables for communication equipment that become an integral part of the building or building service system is coded to Object 6200, Buildings and Improvement of Buildings, with Function 8500, Facilities Acquisition and Construction. Repairs to these lines would be coded to Function 8100, Plant Maintenance and Operations, with either Object 5600, Rentals, Leases, Repairs, and Noncapitalized Improvements, or with the salary or supply object codes of the maintenance budget.

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Code	Definition
6000–6999	**Capital Outlay.** Record expenditures for land, buildings, equipment, capitalized collections of books, and other intangible capital assets, such as computer software, including items acquired through leases with option to purchase. These object codes are not used in proprietary funds, in which capital assets are recorded in Objects 9400–9499 and subsequently depreciated.
6100	**Land.** Record the costs of acquisition of land and additions to old sites and adjacent ways. Include incidental expenditures in connection with the acquisition of sites, such as appraisal fees, search and title insurance, surveys, and condemnation proceedings, and fees. If a site is not purchased after the appraisal or survey, record the expenditure in Object 5800, Professional/Consulting Services and Operating Expenditures. Include costs to remove buildings on newly acquired sites. Use with Function 8500, Facilities Acquisition and Construction.
6170	**Land Improvements.** Record expenditures for each of the following with Function 8500, Facilities Acquisition and Construction: Improvements of sites (new and old) and adjacent ways that meet the LEA's threshold for capitalization. Include such work as grading, landscaping, seeding, and planting shrubs and trees; constructing new sidewalks, roadways, retaining walls, sewers, and storm drains; installing hydrants; treating soil and surfacing athletic fields and tennis courts; furnishing and installing fixed playground apparatus, flagpoles, gateways, fences, and underground storage tanks that are not parts of building service systems; and doing demolition work in connection with improvement of sites. Leasehold improvements to sites. Include costs of site improvements to leased property. Payment of special assessments. Include assessments against the school district for capital improvements, such as streets, curbs, sewers, drains, and pedestrian tunnels whether on or off school property.
6200	**Buildings and Improvements of Buildings**. Record costs of construction or purchase of new buildings (including relocatable buildings, such as portable classrooms) and additions and replacements of obsolete buildings, including advertising; architectural and engineering fees; blueprinting; inspection service (departmental or contract); tests and examinations; demolition work in connection with construction of electrical, sprinkling, or warning devices; installation of

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Code	Definition
	heating and ventilating fixtures, attachments, and built-in fixtures; and other expenditures directly related to the construction or acquisition of buildings. Record costs of improvements of buildings, including alterations, remodeling, renovations, and replacement of buildings in whole or in part, that meet the LEA's threshold for capitalization. Include leasehold improvements. Use with Function 8500, Facilities Acquisition and Construction.
6300	**Books and Media for New School Libraries or Major Expansion of School Libraries**. Record expenditures for books and materials for new and materially expanded libraries.
6400	**Equipment**. Record expenditures for movable personal property, including such equipment as vehicles, machinery, computer systems, and playground equipment, that have both an estimated useful life over one year and an acquisition cost equal to or greater than the capitalization threshold established by the LEA. (For more detail, refer to Procedure 770.) Record the initial acquisition of computer software that exceeds the LEA's capitalization threshold, including research and development costs, licensing, and installation or training. Piece-for-piece replacements of equipment are recorded in Object 6500, Equipment Replacement, if the unit cost exceeds the LEA's capitalization threshold. Initial built-in fixtures that are integral parts of the building or building service system are recorded in Object 6200, Buildings and Improvement of Buildings.
6500	**Equipment Replacement.** Record expenditures for equipment replaced on a piece-for-piece basis as defined in Procedure 770.
6900	**Depreciation Expense (for proprietary and fiduciary funds only).** Record the portion of the cost of a capital asset charged as an expense during the fiscal year. In accounting for depreciation, the cost of a capital asset less any anticipated salvage value is prorated over the estimated service life of the asset, and each period is charged with a portion of that cost. Through this process, the cost of the asset less salvage value is ultimately charged as an expense. *Note:* This object is applicable only for funds 61, 62, 63, 66, 67, and 73.

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Code	Definition
7000–7499	**Other Outgo**
7100–7199	**Tuition**
7110	**Tuition for Instruction Under Interdistrict Attendance Agreements.** Record expenditures for tuition under interdistrict attendance agreements incurred as a result of a district's realizing a reduction of 25 percent or more in PL 81–874 funds if the average daily attendance of pupils residing within the district is credited to the district of attendance (*Education Code* Section 46607[b]).
7130	**State Special Schools.** Record payments for students placed in state special schools.
7141	**Other Tuition, Excess Costs, and/or Deficit Payments to School Districts or Charter Schools.** Record payments for tuition, excess costs, and/or deficits paid to programs operated by other school districts or charter schools. Use Function 9200, Transfers Between Agencies.
7142	**Other Tuition, Excess Costs, and/or Deficit Payments to County Offices.** Record payments for tuition, excess costs, and/or deficits paid to programs operated by county superintendents of schools. Use Function 9200, Transfers Between Agencies.
7143	**Other Tuition, Excess Costs, and/or Deficit Payments to JPAs.** Record payments for tuition, excess costs, and/or deficits paid to programs operated under a JPA. Use Function 9200, Transfers Between Agencies.
7200–7299	**Other Transfers Out**
7211	**Transfers of Pass-Through Revenues to Districts or Charter Schools.** Report disbursements of pass-through grants to school districts or charter schools in which the recipient LEA has administrative involvement only for the grants. (The recipient LEA does not also have a responsibility to operate the project.)
7212	**Transfers of Pass-Through Revenues to County Offices.** Report disbursements of pass-through grants to county offices in which the recipient LEA has administrative involvement only for the grants. (The recipient LEA does not also have a responsibility to operate the project.)

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Code	Definition
7213	**Transfers of Pass-Through Revenues to JPAs.** Report disbursements of pass-through grants to JPAs in which the recipient LEA has administrative involvement only for the grant. (The recipient LEA does not also have a responsibility to operate the project.)
7221	**Transfers of Apportionments to Districts or Charter Schools.** Record transfers to school districts or charter schools of apportionments, such as special education and regional occupational centers/programs.
7222	**Transfers of Apportionments to County Offices.** Record transfers to county offices of apportionments, such as special education and regional occupational centers/programs.
7223	**Transfers of Apportionments to JPAs**. Record transfers to JPAs of apportionments, such as special education and regional occupational centers/programs.
7280	**Transfers to Charter Schools in Lieu of Property Taxes.** Funds in lieu of property tax transferred by the sponsoring LEA to the charter schools according to *Education Code* Section 47635.
7281	**All Other Transfers to Districts or Charter Schools.** Record transfers to school districts or charter schools of resources other than apportionments or pass-through revenues. An example is the transfer of funding from a county office of education to a direct service district for health services.
7282	**All Other Transfers to County Offices.** Record transfers to county offices of resources other than apportionments or pass-through revenues.
7283	**All Other Transfers to JPAs.** Record transfers to JPAs of resources other than apportionments or pass-through revenues.
7299	**All Other Transfers Out to All Others.** Record transfers of resources to non-LEAs.
7300–7399	**Transfers of Indirect / Direct Support Costs.** Objects in this group are used to record transfers of direct support costs and indirect costs between resources, goals, and funds. When support and indirect costs are transferred, normally the function does not change.

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Code	Definition
	For transfers of indirect costs (Objects 7310 and 7350) and transfers of administrative costs other than indirect costs (Objects 7370 and 7380), use Function 7210, General Administration Cost Transfers. For transfers of other direct support costs (Objects 7370 and 7380), use the function in which the costs were accumulated. For example, when maintenance and operations costs are transferred to the adult education fund from the general fund the function remains 8100, Plant Maintenance and Operations.
7310	**Transfers of Indirect Costs.** Record the transfers of indirect costs within a fund. This account must net to zero by function at the fund level. Use with Function 7210, General Administration Cost Transfers, for both the debit and the credit.
7350	**Transfers of Indirect Costs—Interfund.** Record the transfers of indirect costs between funds. This account will reflect a balance at the fund level, but only for the amount of between-funds costs; the total between-funds debit and credit transactions must net to zero by object. Use with Function 7210, General Administration Cost Transfers, for both the debit and the credit.
7370	**Transfers of Direct Support Costs.** Record the transfer of direct support costs between programs within a fund. This account must net to zero by function at the fund level. The function used may be one of many support functions, such as Function 3110, Guidance and Counseling Services, or Function 8100, Plant Maintenance and Operations. This account may also be used to record transfers of administrative costs other than indirect costs using Function 7210, General Administration Cost Transfers.
7380	**Transfers of Direct Support Costs—Interfund.** Record the transfer of direct support costs between funds. This account will reflect a balance at the fund level but only for the amount of between-funds costs. The total between-funds debit and credit transactions must net to zero by object as well as by function. This account may also be used to record transfers of administrative costs other than indirect costs using Function 7210, General Administration Cost Transfers.
7430–7439	**Debt Service.** Debt service consists of expenditures for the retirement of debt and for interest on debt, except principal and interest on current or short-term loans (money borrowed and repaid during the same fiscal year). Use with Function 9100, Debt Service.
7432	**State School Building Repayments.** Record expenditures for state school building loan repayments (*Education Code* Section 16090).

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Code	Definition
7433	**Bond Redemptions.** Record expenditures to retire the principal of bonds.
7434	**Bond Interest and Other Service Charges.** Record expenditures to pay interest and other service charges on bonds.
7435	**Repayment of State School Building Fund Aid—Proceeds from Bonds.** Record expenditures for the repayment of the State School Building Aid Fund using the proceeds from the sale of bonds (*Education Code* Section 16058).
7436	**Payments to Original District for Acquisition of Property.** Record expenditures to cover the liability of a newly organized district to the original district for the new district's proportionate share of the bonded indebtedness of the original district.
7438	**Debt Service—Interest.** Record that portion of a debt service payment that represents the current interest expense due on the long-term debt.
7439	**Other Debt Service—Principal.** Record that portion of the other debt service payment that represents the repayment of principal of long-term debt. Examples of other long-term debt include capital leases and certificates of participation.
7600–7699	**Other Financing Uses.** The following objects are used for the transfer of funds or expenditures for other than general operations. They are used with the "Other Outgo" functions: Function 9100, Debt Service; Function 9200, Transfers Between Agencies; or Function 9300, Interfund Transfers.
7600–7629	**Interfund Transfers Out**
7611	**From General Fund to Child Development Fund.** Record transfers of moneys from the general fund to support the activities in the child development fund (*Education Code* Section 41013).
7612	**Between General Fund and Special Reserve Fund.** Record transfers of moneys between the general fund and the special reserve fund (*Education Code* sections 42840–42843).
7613	**To State School Building Fund/County School Facilities Fund from All Other Funds of the District.** Record transfers of any moneys of the district that are required to be expended for the project for which such apportionment was made.

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7614	**From Bond Interest and Redemption Fund to General Fund.** Record transfers of moneys from the bond interest and redemption fund to the general fund or to the special reserve fund after all principal and interest payments have been made (*Education Code* sections 15234 and 15235).
7615	**From General, Special Reserve, and Building Funds to Deferred Maintenance Fund.** Record transfers of moneys from the general, special reserve, and/or building funds to the deferred maintenance fund to support state match requirements (*Education Code* sections 17582–17587).
7616	**From General Fund to Cafeteria Fund.** Record transfers of moneys from the general fund to the cafeteria fund. LEAs may record the transfer of Meals for Needy Pupils as an interfund transfer rather than as a revenue limit transfer.
7619	**Other Authorized Interfund Transfers Out.** Record all other authorized transfers of moneys to another fund.
7630–7699	**All Other Financing Uses**
7651	**Transfers from Funds of Lapsed/Reorganized LEAs.** Record the disbursement of funds under *Education Code* sections 35560 and 35561. Also record the disbursement of funds from a defunct charter school or from a charter school whose authorizing agency changes.
7699	**All Other Financing Uses.** Record expenditures for other financing uses not specified above. If long-term debt is issued at a discount, record the discount here. Debt issuance costs such as underwriter discounts and fees should be recorded in Object 5800. Do not use Object 7699 for debt service payments or for the return of unexpended resources to the grantor agency.
8000–8999	**REVENUES**
8010–8099	**Revenue Limit Sources.** By law, most State School Fund apportionments or allowances to an LEA must be deposited in the general fund of the LEA. All such amounts must be accounted for in terms of the gross amount apportioned. Deductions and withholdings made by the State Controller, as required by law, must be accounted for as expenditures just as they would if the full apportionment had been received and an LEA warrant had been drawn for such purposes. Before the gross revenue limit apportionment is determined, the state makes the adjustments of special education and county community school revenue limit

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	funds for county-operated programs transferred from school districts to offices of county superintendents of schools. These adjustments will not be accounted for as expenditures. Revenue that was not previously accrued but is the result of the correction of a prior apportionment, or is included in the final state apportionment, should be recorded in the revenue class or classes that define the original apportionment.
8010–8019	**Principal Apportionment**
8011	**Revenue Limit State Aid—Current Year.** Record amounts allowed for the current year, including amounts accrued at the end of the fiscal year.
8015	**Charter Schools General Purpose Entitlement—State Aid.** Record the state-aid portion of the general purpose entitlement funding for charter schools. (Direct-funded charter schools use Object 8011 for summer school revenue.)
8019	**Revenue Limit State Aid—Prior Years**. Record the amounts received but not previously accrued for prior years' principal apportionments.
8020–8039	**Tax Relief Subventions**
8021	**Homeowners' Exemptions.** Record amounts received for loss of revenue because of homeowners' exemptions (*Revenue and Taxation Code* Section 218).
8022	**Timber Yield Tax.** Record the yield tax collected by the State Board of Equalization on timber harvested from private or public land (*Government Code* Section 27423; *Revenue and Taxation Code* Section 38905.1).
8029	**Other Subventions/In-Lieu Taxes.** Record amounts received for loss of revenue because of exemptions for motion picture films and wine and brandy products (*Revenue and Taxation Code* Section 988; *Education Code* Section 41052) and severance-aid allowances for real property acquired for state highway purposes (*Education Code* Section 41960).
8040–8079	**County and District Taxes.** Record revenue from local sources in the appropriate subordinate classifications in this major classification. All revenue received from tax sources is to be accounted for when received (cash basis). Credits to the various LEA tax accounts are made on receipt of an apportionment notice from the county superintendent of schools indicating that taxes have been deposited in the county treasury.

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8041	**Secured Roll Taxes.** Record revenue from taxes levied on the secured roll (*Education Code* Section 2500 et seq.).
8042	**Unsecured Roll Taxes.** Record revenue from taxes levied on the unsecured roll.
8043	**Prior Years' Taxes.** Record revenue from tax levies of prior years. Include secured and unsecured receipts from redemptions and tax sales.
8044	**Supplemental Taxes.** Record taxes resulting from changes in assessed value due to changes in ownership and completion of new construction at the time they occur (*Revenue and Taxation Code* sections 75–75.9).
8045	**Education Revenue Augmentation Fund (ERAF).** Report the shift of property taxes from local agencies to schools according to SB 617 (Chapter 699, 1992), SB 844 (Chapter 700, 1992) and SB 1559 (Chapter 691, 1992).
8047	**Community Redevelopment Funds.** Report community redevelopment funds, except for any amount received pursuant to Section 33401 or Section 33676 of the *Health and Safety Code* that are used for land acquisition, facility construction, reconstruction or remodeling, or deferred maintenance, and except for any amount received pursuant to sections 33492.15, 33607.5, and 33607.7 of the *Health and Safety Code* that is allocated exclusively for educational facilities (*Education Code* Section 42238[h][6]). These exceptions should be recorded in Object 8625, Community Redevelopment Funds Not Subject to Revenue Limit Deduction.
8048	**Penalties and Interest from Delinquent Taxes.** Record penalties and interest assessed on objects 8041–8044.
8070	**Receipts from County Board of Supervisors (County School Service Fund [CSSF] only).** Record receipts of taxes levied by county governments for the operations of fiscally dependent county offices of education.
8080–8089	**Miscellaneous Funds.** Include miscellaneous funds received from federal, state, and local sources (*Education Code* Section 41604).
8081	**Royalties and Bonuses.** Record the total amount of payments of all or a portion of the royalties and bonuses received from the operation of any law under the terms of any agreement. Subsequently, 50 percent of the amounts recorded here should be transferred to Other Local Revenue by debiting Object 8089 and crediting Object 8691.

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Code	Definition
8082	**Other In-Lieu Taxes.** Record payments received by the school district or county office in lieu of taxes on property or other tax base not subject to taxation on the same basis as privately owned property. Amounts received by a charter school in lieu of property taxes from its sponsoring LEA should be recorded in Object 8780, Transfers from Sponsoring LEAs to Charter Schools in Lieu of Property Taxes. Subsequently, 50 percent of the amounts recorded here should be transferred to Other Local Revenue by debiting Object 8089 and crediting Object 8691.
8089	**Less: Non-Revenue Limit (50 Percent) Adjustment.** Record the transfer of 50 percent of the amounts in objects 8081 and 8082 from unrestricted Revenue Limit Sources to Other Local Revenue by debiting Object 8089 and crediting Object 8691. Objects 8089 and 8691 must net to zero.
8090–8099	**Revenue Limit Transfers**
8091	**Revenue Limit Transfers—Current Year.** Record transfers of Revenue Limit Sources to applicable restricted resources, such as special education or continuation education, in the general fund or other funds.
8092	**PERS Reduction Transfer.** Record the reduction to the revenue limit as a result of the PERS transfer.
8097	**Property Tax Transfers.** For county offices, report any transfer of taxes within the County School Service Fund, such as excess taxes transferred to the ROC/P; or the Special Education portion of revenue limit taxes; or transfers between LEAs, such as excess special education taxes transferred to districts or transfers of special education taxes between counties. For school districts, report any excess special education taxes collected by the county offices of education and subsequently transferred to the school districts.
8099	**Revenue Limit Transfers—Prior Years.** Record prior year adjustments of revenue limit sources transferred to applicable restricted resources, such as special education or continuation education.
8100–8299	**Federal Revenue.** Record in the appropriate subordinate classifications revenue received from the federal government. Record federal revenue for which the state or any other agency serves as the distributing agency.

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Code	Definition
8110	**Maintenance and Operations (Public Law 81-874).** Record the amounts allowed for maintenance and operations of the district resulting from the identification of students or parents in federally impacted areas in accordance with Impact Aid programs. These funds are in lieu of property taxes and, except for the additional funds provided for federally connected children with disabilities, are unrestricted.
8181	**Special Education—Entitlement.** Record the federal Individuals with Disabilities Education Act (IDEA) entitlement, which is deducted from the state apportionment for special education (see Resource 3310).
8182	**Special Education—Discretionary Grants.** Record all other federal revenues for special education (PL 101-476, Individuals with Disabilities Education Act [IDEA]).
8220	**Child Nutrition Programs.** Record federal revenues for child nutrition programs.
8260	**Forest Reserve Funds.** Record all revenue from forest reserve funds apportioned by the federal government and distributed to the district by the county superintendent of schools with the approval of the county board of education (*Education Code* Section 2300).
8270	**Flood Control Funds**. Record all revenue from flood-control funds apportioned by the federal government and distributed to the district by the county superintendent of schools with the approval of the county board of education (*Education Code* Section 1606).
8280	**U.S. Wildlife Reserve Funds**. Record amounts received from U.S. Wildlife Reserve funds.
8281	**FEMA**. Record revenues received from U.S. Federal Emergency Management Agency.
8285	**Interagency Contracts Between LEAs**. Record federal revenues received from another LEA for providing services on a contractual basis for the other LEA.
8287	**Pass-Through Revenues from Federal Sources.** Record the receipts of those federal pass-through grants in which the recipient LEA has administrative involvement only. (Refer to Procedure 750 for information regarding pass-through activities.)

Procedure 330 Object Classification

Code	Definition
	The disbursements of these pass-through grants should be recorded using objects 7211, 7212, and 7213, as appropriate.
8290	**All Other Federal Revenue.** Record all other federal funds received.
8300–8599	**Other State Revenue**
8311	**Other State Apportionments—Current Year.** Report revenues received under the Principal Apportionment other than the state-aid portion of the revenue limit and the adult block entitlement. Include apportionments for Regional Occupational Centers/Programs, special education programs, and Gifted and Talented Education. Report revenues received under the Special Purpose Apportionment. They include apportionments for Home-to-School: Transportation, Special Education Transportation, School Improvement Program, and Economic Impact Aid. This account is intended to record amounts allowed for the current year, including amounts accrued at the end of the fiscal year.
8319	**Other State Apportionments—Prior Years.** Record the amounts received but not previously accrued for prior years' revenues received under the Principal Apportionment other than the state portion of the revenue limit.
8425	**Year-Round School Incentive.** Record revenues for year-round school pursuant to *Education Code* Section 42260 et seq.
8434	**Class Size Reduction, Grades K–3.** Record revenues realized for reducing class size in kindergarten and grades 1 to 3, inclusive, pursuant to *Education Code* sections 52120–52128. Note that Resource 6200, Class Size Reduction Facilities, uses Object 8590, All Other State Revenue.
8435	**Class Size Reduction, Grade Nine.** Record unrestricted revenues for reducing class size in grade 9 pursuant to *Education Code* sections 52080–52090.
8480	**Charter Schools Categorical Block Grant.** Record the charter schools block grant amount in lieu of categorical funding.
8520	**Child Nutrition.** Record state revenues for child nutrition programs.

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Code	Definition
8530	**Child Development Apportionments.** Record revenues for child development programs.
8540	**Deferred Maintenance Allowance.** Record the allocation of the State School Deferred Maintenance Fund received by the LEA from the State Allocation Board (*Education Code* sections 17582–17587).
8545	**School Facilities Apportionments.** Record state apportionments received for the State School Building Lease-Purchase projects (*Education Code* sections 17000–17039) or the School Facilities Act of 1998 (*Education Code* sections 17070–17076).
8550	**Mandated Cost Reimbursements.** Record in the year received amounts for reimbursements of costs of legislatively mandated programs (*Government Code* sections 17500–17616).
8560	**State Lottery Revenue.** Record the revenue received under the California State Lottery Act of 1984 (*Government Code* Section 8880.4). This revenue is recorded in the general fund.
8571–8579	**Tax Relief Subventions**
8571	**Voted Indebtedness Levies, Homeowners' Exemptions.** Record amounts received for loss of revenue because of homeowners' exemptions. These amounts are restricted levies for debt service repayment proceeds.
8572	**Voted Indebtedness Levies, Other Subventions/In-Lieu Taxes.** Record amounts received for loss of revenue because of certain exemptions. These amounts are restricted levies for debt service repayment proceeds.
8575	**Other Restricted Levies, Homeowners' Exemptions**. Record amounts received for loss of revenue because of homeowners' exemptions. These amounts are restricted levies for other than debt service repayment proceeds, such as the County Free Library Tax.
8576	**Other Restricted Levies, Other Subventions/In-Lieu Taxes.** Record amounts received for loss of revenue because of certain exemptions. These amounts are restricted levies for other than debt service repayment proceeds, such as the County Free Library Tax.

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Code	Definition
8587	**Pass-Through Revenues from State Sources**. Record the receipts of those state pass-through grants in which the recipient LEA has only administrative involvement. Refer to Procedure 750 for information regarding pass-through activities. The disbursements of these pass-through grants should be recorded using objects 7211, 7212, and 7213, as appropriate.
8590	**All Other State Revenue.** Record all other state funds received.
8600–8799	**Other Local Revenue.** Record in the appropriate subordinate classifications in this major classification revenue from local sources. All revenue received from tax sources is to be accounted for when it is received (cash basis). Credits to an LEA's various tax accounts are made on receipt of an apportionment notice from the county superintendent of schools indicating that taxes have been deposited in the county treasury.
8610–8629	**County and District Taxes**
8611	**Voted Indebtedness Levies, Secured Roll.** Record revenue from taxes levied on the secured tax roll for debt service repayment.
8612	**Voted Indebtedness Levies, Unsecured Roll.** Record revenue from taxes levied on the unsecured tax roll for debt service repayment.
8613	**Voted Indebtedness Levies, Prior Years' Taxes.** Record revenue from tax levies of prior years for debt service repayment. Include secured and unsecured receipts from redemptions and tax sales.
8614	**Voted Indebtedness Levies, Supplemental Taxes.** Record taxes resulting from changes in assessed value because of changes in ownership and completion of new construction at the time they occur. Record in this account those taxes for debt service repayment.
8615	**Other Restricted Levies, Secured Roll.** Record revenue from taxes levied on the secured tax roll in excess of the statutory rates authorized in the *Education Code* for purposes other than debt service repayment, such as the County Free Library Tax.
8616	**Other Restricted Levies, Unsecured Roll.** Record revenue from taxes levied on the unsecured tax roll in excess of the statutory rates authorized in the *Education*

Procedure 330 Object Classification

Code	Definition
	Code for purposes other than debt service repayment, such as the County Free Library Tax. Include secured and unsecured receipts from redemptions and tax sales.
8617	**Other Restricted Levies, Prior Years' Taxes.** Record revenue from tax levies of prior years in excess of the statutory rates authorized in the *Education Code* for purposes other than debt service repayment, such as the County Free Library Tax. Include secured and unsecured receipts from redemptions and tax sales.
8618	**Other Restricted Levies, Supplemental Taxes**. Record taxes resulting from changes in assessed value because of changes in ownership and completion of new construction at the time they occur. Record in this account those restricted levies for purposes other than debt service repayment, such as the County Free Library Tax.
8621	**Parcel Taxes.** Record the special taxes based on other than the value of properties (not ad valorem) levied by LEA.
8622	**Other Non-Ad Valorem Taxes.** Record all other non-ad valorem taxes, such as sales taxes or maintenance assessment district funds or Mello-Roos special tax receipts.
8625	**Community Redevelopment Funds Not Subject to Revenue Limit Deduction.** Record community redevelopment funds not subject to the revenue limit deduction pursuant to *Education Code* Section 42238(h)(6). Include amounts received pursuant to *Health and Safety Code* Section 33401 or Section 33676 that are used for land acquisition, facility construction, reconstruction, remodeling, or deferred maintenance and amounts received pursuant to *Health and Safety Code* sections 33492.15, 33607.5, or 33607.7 that are allocated exclusively for educational facilities.
8629	**Penalties and Interest from Delinquent Non-Revenue Limit Taxes.** Record penalties and interest collected on delinquent nonrevenue limit taxes.
8631–8639	**Sales**
8631	**Sale of Equipment and Supplies.** Record revenue from the sale of supplies and equipment no longer needed by the LEA. The money received is to be placed to the credit of the fund from which the original expenditure for the purchase of the personal property was made (*Education Code* Section 17547).

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Code	Definition
8632	**Sale of Publications.** Record revenue from the sale of publications.
8634	**Food Service Sales.** Record sales of meals and other food items.
8639	**All Other Sales.** Record revenue received from all other sales, such as farm products and printed forms. In the Warehouse Revolving Fund, record revenue received for items requisitioned by site, program, or department staff.
8650	**Leases and Rentals.** Record revenue for the use of school buildings or portions thereof, houses and other real or personal property of the LEA, and fees collected for civic center use, including reimbursements for custodial salaries and other costs.
8660	**Interest.** Record revenue credited or prorated by the county auditor for interest on deposits of the LEA's funds with the county treasurer and interest earnings. Record any premium on issuance of short-term debt such as Tax and Revenue Anticipation Notes (TRANs).
8662	**Net Increase (Decrease) in the Fair Value of Investments.** Report gains and losses on investments, including changes in the fair value of investments that include the realized and unrealized gains and losses. Refer to Procedure 425 for information regarding accounting for and reporting the fair value of investments.
8670–8689	**Fees and Contracts**
8671	**Adult Education Fees.** Record revenue received from students enrolled in classes for adults under *Education Code* Section 52612. This revenue is recorded in the Adult Education Fund.
8672	**Nonresident Student Fees.** Record the revenue received from parents or guardians for the total cost of educating foreign residents in the schools of the LEA (*Education Code* Section 48052).
8673	**Child Development Parent Fees.** Record revenue received from parents or guardians as fees for the instruction and care of children in child development programs. This revenue is recorded in the Child Development Fund.
8674	**In-District Premiums/Contributions.** Record revenue received by a self-insurance fund from other funds of the district for insurance protection,

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Code	Definition
	necessary reserves, or deductible amounts or revenue received by the Retiree Benefit Fund for restricted money from salary-reduction agreements, other contributions for employee retirement benefit payments, or both.
8675	**Transportation Fees from Individuals.** Report fees paid by students to be transported to school. This object may be used only with Resource 7230, Transportation: Home to School.
8677	**Interagency Services Between LEAs.** Record revenue received from another LEA for contract services provided for the other LEA, except for federal moneys. Include amounts received for supervisorial oversight or for administrative or other services provided to a charter school by an authorizing LEA pursuant to *Education Code* Section 47613. To ensure that federal interagency revenues retain their federal identity, they should be reported in Object 8285, Interagency Contracts Between LEAs. Expenditures made by an LEA to fulfill contracts on behalf of another LEA should be coded to Goal 7110, Nonagency—Educational.
8681	**Mitigation/Developer Fees.** Report, in the general fund, only those fees collected by agreement between the school district and the developer that are not imposed as a condition for approving a residential development. Any fees that are collected as a condition to approving a development must be deposited in the Capital Facilities Fund (Fund 25).
8689	**All Other Fees and Contracts.** Record revenue received for all other fees and contract services from entities other than LEAs.
8690–8719	**Other Local Revenue**
8691	**Plus: Miscellaneous Funds Non-Revenue Limit (50 Percent) Adjustment.** Record the transfer of 50 percent of the amounts in objects 8081 and 8082 from Revenue Limit Sources to Other Local Revenue by debiting Object 8089 and crediting Object 8691. Objects 8089 and 8691 must net to zero.
8697	**Pass-Through Revenue from Local Sources.** Record the receipts of those local pass-through grants in which the recipient LEA has administrative involvement. Refer to Procedure 750 for information regarding pass-through activities.

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Code	Definition
	The disbursements of these pass-through grants should be recorded using objects 7211, 7212, and 7213, as appropriate.
8699	**All Other Local Revenue.** Record all other local revenue, except funds defined as "miscellaneous funds" in *Education Code* Section 41604, received from entities other than LEAs. Examples of revenue recorded in this account are library fines, contributions, gifts, and reimbursement for practice teaching.
8710	**Tuition.** Record tuition payments received from the following sources: Tuition contracts for general or specific instructional services, including transportation for interdistrict attendance agreement (IDAA) pupils (*Education Code* sections 46600–46611). (See Object 8677, Interagency Services Between LEAs, for revenue from contracts for services provided for another LEA's pupils.) Payments from governing boards or authorities in other states for the total cost of educating elementary or high school students whose places of residence are in the other states (*Education Code* Section 48050). No California state aid is apportioned for such students. Revenues received for excess costs and/or deficits for providing services to other LEAs' pupils. All other tuition payments not identified above.
8780-8799	**Other Transfers In**
8780	**Transfers from Sponsoring LEAs to Charter Schools in Lieu of Property Taxes.** Record the transfer of local revenues from the sponsoring LEAs to the charter schools.
8781	**All Other Transfers from Districts or Charter Schools.** Record transfers of resources other than apportionments or pass-through revenues from school districts or charter schools.
8782	**All Other Transfers from County Offices.** Record transfers of resources other than apportionments or pass-through revenues from county offices. An example is the transfer of funding from a county office of education to a direct-service district for health services.

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Code	Definition
8783	**All Other Transfers from JPAs.** Record transfers of resources other than apportionments or pass-through revenues from JPAs.
8791	**Transfers of Apportionments from Districts or Charter Schools.** Record transfers of apportionments of special education or regional occupational centers/programs from school districts or charter schools.
8792	**Transfers of Apportionments from County Offices.** Record transfers of apportionments of special education or regional occupational centers/programs from county offices.
8793	**Transfers of Apportionments from Joint Powers Agreements (JPAs).** Record transfers of apportionments of special education or regional occupational centers/programs from JPAs.
8799	**Other Transfers In from All Others.** Record transfers of resources from non-LEAs.
8900–8979	**Other Financing Sources**
8910–8929	**Interfund Transfers In**
8911	**To Child Development Fund from General Fund.** Record transfers of moneys from the general fund to support the activities in the child development fund (*Education Code* Section 41013).
8912	**Between General Fund and Special Reserve Fund.** Record transfers of moneys between the general fund and the special reserve fund (*Education Code* sections 42840–42843).
8913	**To State School Building Fund/County School Facilities Fund from All Other Funds.** Record transfers of any moneys of the district that are required to be expended for the project for which such apportionment was made.
8914	**To General Fund from Bond Interest and Redemption Fund.** Record transfers of moneys from the bond interest and redemption fund, after all principal and interest payments have been made, to the general fund or to the special reserve fund (*Education Code* sections 15234 and 15235).
8915	**To Deferred Maintenance Fund from General, Special Reserve, and Building Funds.** Record transfers of moneys from the general, special reserve, and/or

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Code	Definition
	building funds to the deferred maintenance fund to support state match requirements (*Education Code* sections 17582–17587).
8916	**To Cafeteria Fund from General Fund.** Record transfers of moneys from the general fund to the cafeteria fund. LEAs may record the transfer of Meals for Needy Pupils as an interfund transfer rather than as a revenue limit transfer.
8919	**Other Authorized Interfund Transfers In.** Record all other authorized transfers of moneys from another fund.
8930–8979	**All Other Financing Sources**
8931	**Emergency Apportionments.** Record the amount of emergency apportionments authorized under *Education Code* sections 41320–41322.
8951	**Proceeds from Sale of Bonds.** Record proceeds from the sale of bonds at par value. The amounts received from the sale of bonds must be deposited in the building fund of the LEA (*Education Code* Section 15146).
8953	**Proceeds from Sale/Lease Purchase of Land and Buildings.** Record revenue from the sale or lease-purchase of land and buildings. The funds may be used under the provisions of *Education Code* Section 17462.
8961	**County School Building Aid.** Record revenue received for payments required pursuant to School Building Aid laws (*Education Code* sections 16196, 16202, and 16204).
8965	**Transfers from Funds of Lapsed/Reorganized LEAs.** Record revenue received under *Education Code* sections 35560 and 35561. Also record revenue received from a defunct charter school or from a charter school whose authorizing LEA changes.
8971	**Proceeds from Certificates of Participation.** Record the proceeds received from the issuance of certificates of participation.
8972	**Proceeds from Capital Leases.** Record the proceeds that result from entering into a capital lease.
8973	**Proceeds from Lease Revenue Bonds.** Record the proceeds from the issuance of lease revenue bonds that are deposited to the general fund or to capital project funds (other than the special reserve fund).

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Code	Definition
8979	**All Other Financing Sources.** Record the proceeds from other financing sources not specified above. If long-term debt is issued at a premium, record the premium here. Use Object 8979 for charter school loans.
8980–8999	**Contributions**
8980	**Contributions from Unrestricted Revenues.** Record the amount of money that must be transferred from unrestricted resources in the general fund when the revenues for a given restricted resource are less than the expenditures. This account may also apply to transfers of unrestricted resources to other unrestricted resources. Also record in this account the LEA's contribution of matching funds (the cash match) if required by a special project. A transfer is recorded by a debit in this account from Resource 0000, Unrestricted, and by a credit in this account to the given restricted resource. This account must net to zero at the fund level.
8990	**Contributions from Restricted Revenues.** Record the transfers of restricted revenues to another resource, such as transfers to a School-Based Coordination Program (SBCP) or a Schoolwide Plan (SWP) or the annual allocation of revenue from former Resource 7005, Categorical Programs Per ADA Allocation. The resource transferring out the revenues records a debit in this account, and the resource receiving the revenues records a credit in this account. This account must net to zero at the fund level.
8995	**Categorical Education Block Grant Transfers**. Record transfers of categorical education block grant apportionments pursuant to *Education Code* Section 41500, enacted by AB 825. A maximum of 15 percent of these apportionments may be transferred to any other programs for which the school district or county office of education is eligible for state funding, including programs not included in the block grants. The total amount of funding for a program to which funds are transferred may not exceed 120 percent of the amount of state funding originally allocated to the school district or county office for that program in a fiscal year. This account must net to zero at the fund level. Transfers involving these apportionments other than those transfers specified in *Education Code* Section 41500, such as the transfer of School and Library Improvement Block Grant (Resource 7395) revenue into School Based Coordinated Programs (Resource 7250), should be recorded using Object 8990. Transfers among categorical programs pursuant to Section 12.40 of the annual Budget Act should be recorded using Object 8998.

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Code	Definition
8997	**Transfers of Restricted Balances.** Record the transfer of restricted account balances pursuant to enacted legislation authorizing such transfers. For example, this account was used in 2003-04 to record transfers of restricted account balances pursuant to AB 1754. AB 1754 authorized LEAs to use certain restricted account balances for general operating purposes to mitigate the effects of state budget reductions. Other transfers between or from restricted programs should be recorded in Object 8990 or Object 8998. This account must net to zero at the fund level.
8998	**Categorical Flexibility Transfers per Budget Act Section 12.40.** Record the reallocation of categorical revenue among categorical programs defined in Section 12.40 of the annual Budget Act (formerly referred to as Mega-Item Transfers and Flexibility Transfers). This account must net to zero at the fund level.
9000–9999	**BALANCE SHEET**
9100–9499	**Assets**
9110	**Cash in County Treasury.** Beginning cash balance, plus all moneys deposited in the county treasury less disbursements. Included are all amounts added or deducted at the county level.
9111	**Fair Value Adjustment to Cash in County Treasury.** The difference between the fair value and the reported amount of cash in county treasury.
9120	**Cash in Bank(s).** Indicated balances in separate bank accounts for adult education incidentals, scholarships and loans, school farm accounts, and cafeteria accounts (*Education Code* sections 35314, 52704, and 38093). This account also includes any money in a bank clearing account awaiting deposit in the county treasury (*Education Code* Section 41017).
9130	**Revolving Cash Account.** (1) A recording of the establishment and maintenance of a cash account for use of the chief accounting officer or other designated official of the LEA in accordance with *Education Code* sections 42800–42806, 42810, 42820, and 42821. This account is similar in use and control to accounts known as petty cash funds, and includes petty cash funds. Once this account is established, it should be carried indefinitely in the general ledger and shown in all balance sheets and budgets until it is abolished. The amount recorded will vary only through increase or decrease in the total amount approved for the account. It

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Code	Definition
	should be noted that the revolving cash account is a reservation of cash within an already established fund and is not to be considered or accounted for as a separate fund or entity. (2) A sum of money, either in the form of currency or a special bank account, set aside for the purpose of making change or immediate payments of small amounts. The invoices for these payments are accumulated, and the account is reimbursed from the LEA's funds, thus maintaining the account at the predetermined amount. Checks drawn on a prepayment account may not be for more than $1,000, including tax and freight (*Education Code* Section 42821).
9135	**Cash with a Fiscal Agent/Trustee.** Deposits with a fiscal agent, such as a third-party administrator for self-insurance. This account also includes the proceeds of certificates of participation deposited with a trustee, and amounts in an escrow account.
9140	**Cash Collections Awaiting Deposit.** Money received by an LEA and not yet deposited in a bank account or the county treasury (*Education Code* Section 41001). This account is usually posted on June 30 for those material revenues in the LEA safe/vault.
9150	**Investments.** Investments authorized by the governing board of the LEA recorded at fair value (GASB Statement 31) (*Education Code* Section 41015).
9200	**Accounts Receivable.** Amounts due from private persons, firms, or corporations. Accounts receivable will be limited to auditable amounts (usually based on contractual agreements); to amounts billed but not received; and, within provision of law, to amounts that were earned by the close of the fiscal year and that might have been received and deposited in the county treasury by that date except for the lack of time for settlement.
9290	**Due from Grantor Governments.** This account is used to record amounts receivable from state and federal agencies. It represents amounts earned by or allocated to a school district from state sources or earned under a federal financial assistance program in excess of cash receipts during the fiscal year. This account is also used if the grantors are other governmental entities, including counties, cities, and other school districts.
9310	**Due from Other Funds.** Amounts due from other funds of the LEA.
9320	**Stores.** Amounts of materials, supplies, and possibly certain equipment kept in a central warehouse and subject to requisition and use.

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Code	Definition
9330	**Prepaid Expenditures (Expenses).** Payments made in advance of the receipt and use of services. Prepaid insurance premiums are illustrative. That portion of the premium paid in advance for coverage beyond the current fiscal year may be charged to Prepaid Expenditures. Adjustments to this account in the succeeding fiscal years apportion the premium over the period covered. In governmental fund accounting, expenditures for insurance and similar services extending over more than one accounting period need not be allocated between or among accounting periods but may be accounted for as expenditures in periods of acquisition.
9340	**Other Current Assets.** Assets that are available or that can be made readily available to meet operating costs or to pay current liabilities.
9400–9499	**Capital Assets.** Accounts used in the proprietary or trust funds to present the assets of the LEA. These assets are of a permanent character and are intended to continue to be held or used.
9410	**Land.** A capital asset account reflecting the cost of land owned by the LEA.
9420	**Land Improvements.** A capital asset account reflecting the cost of permanent improvements, other than buildings, which add value to land, such as sidewalks, gutters, pavement, and fences.
9425	**Accumulated Depreciation—Land Improvements.** A contra-asset account used to report the accumulation of systematic and rational allocations of the estimated cost of using land improvements on a historical cost basis over the useful life of the improvement. The depreciation expense is reported in Object 6900, Depreciation Expense, in proprietary and fiduciary funds only.
9430	**Buildings.** A capital asset account reflecting the cost of permanent structures owned or held by the LEA.
9435	**Accumulated Depreciation—Buildings.** A contra-asset account used to report the accumulation of systematic and rational allocations of the estimated cost of using buildings on a historical cost basis over the useful life of the building. The depreciation expense is reported in Object 6900, Depreciation Expense, in proprietary and fiduciary funds only.

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Code	Definition
9440	**Equipment.** A capital asset account reflecting the cost of properties that do not lose their identity when removed from their location and are not changed materially or consumed immediately (e.g., within one year) by use. Equipment has relatively permanent value, and its purchase increases the total value of an LEA's physical properties. Examples include furniture, vehicles, machinery, motion picture film, videotape, furnishings that are not an integral part of the building or building system, and certain intangible assets, such as major software programs.
9445	**Accumulated Depreciation—Equipment.** A contra-asset account used to report the accumulation of systematic and rational allocations of the estimated cost of using equipment on a historical cost basis over the useful life of the equipment. The depreciation expense is reported in Object 6900, Depreciation Expense, in the proprietary and fiduciary funds only.
9450	**Work in Progress.** An asset account representing the value of partially completed work.
9500–9699	**Liabilities**
9500	**Accounts Payable (Current Liabilities).** Amounts due to private persons, firms, or corporations for services rendered and goods received on or before the close of the fiscal year. Do not include encumbrances represented by purchase orders or contracts, or portions thereof, for services or goods to be furnished after the close of the fiscal year. Include salaries earned but not paid until after June 30, amounts owed to other LEAs for tuition payments, that portion of construction contracts represented by work done by the close of the fiscal period, invoices for materials or equipment received prior to June 30, and so forth. Use Object 9620, Due to Student Groups/Other Agencies, for the liabilities of a trust or agency fund. *Note*: Range 9501–9589 is reserved for local use, such as for payroll tax accruals.
9501–9589	***Accounts Payable (Locally Defined).*** *These accounts are used at the option of LEAs to track current liabilities, such as payroll withholdings and deductions. For CDE reporting, these accounts must be converted to Object 9500.*
9590	**Due to Grantor Governments.** This account is used to record amounts owed to state entities and federal agencies. The account represents cash received from state sources or under a federal financial assistance program that exceeds the amounts earned and which must be returned to the grantors. This account would

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Code	Definition
	also be used if the grantors are other governmental entities, including counties, cities, and other school districts.
9610	**Due to Other Funds.** Amounts due to other funds within the LEA.
9620	**Due to Student Groups/Other Agencies.** This account is used to record amounts owed to student groups or other agencies within agency funds. Amounts recorded as Due to Student Groups/Other Agencies equal the difference between amounts recorded as assets and any recorded liabilities of student groups/other agencies, such as accounts payable. The assets held should equal the net assets and liabilities of the agencies, and there is no ending fund balance. Do not use Object 9500, Accounts Payable, in a trust or agency fund. Other general receivables from students in the general fund should be coded to Object 9200, Accounts Receivable. There is no fund balance in an agency fund. Assets held equal the liability to the other agency.
9640	**Current Loans.** Short-term obligations representing amounts borrowed for short periods of time and usually evidenced by notes payable. Such loans may be unsecured or secured by specific revenues to be collected, such as tax-anticipation notes.
9650	**Deferred Revenue**. Revenue that has been received but is unearned as of June 30.
9660–9669	**Long-Term Liabilities.** An account set up to reflect long-term liabilities in the proprietary or trust funds (not used in governmental funds).
9661	**General Obligation Bonds Payable.** The liability account reflecting the outstanding balance of general obligation bonds.
9662	**State School Building Loans Payable.** A liability account reflecting the outstanding principal balance of State School Building Loans. State School Building Loans were granted in the past to facilitate school construction. These loans are no longer being offered under this program; however, some LEAs still have outstanding balances that are being repaid.
9664	**Net OPEB Obligation.** The cumulative difference, following the effective date of GASB Statement 45, between an LEA's annual postemployment benefits other than pensions (OPEB) cost (in relation to its Annual Required Contribution) and the LEA's actual contributions to its OPEB plan, including any net OPEB

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Code	Definition
	obligation (or asset) at transition. The Net OPEB Obligation is reported only in the LEA's accrual-basis financial statements.
9665	**Compensated Absences Payable.** A liability account reflecting accumulated unpaid benefits that are provided to employees. These benefits include vacation and sick leave and sabbatical leaves that are paid to employees upon termination or retirement. However, this liability account does not include sick-leave balances for which employees receive only additional service time for pension benefit purposes.
9666	**Certificates of Participation (COPs) Payable.** The liability account reflecting the outstanding principal balance of COPs.
9667	**Capital Leases Payable.** A liability account reflecting the noncurrent portion of the discounted present value of total future stipulated payments on lease agreements that are capitalized.
9668	**Lease Revenue Bonds Payable.** A liability account reflecting the outstanding balance of lease revenue bonds.
9669	**Other General Long-Term Debt.** A liability account reflecting other long-term liabilities such as the noncurrent portions of liabilities for termination benefits paid over time, unfunded pension obligations, and other similar items.
9700–9799	**Fund Balance / Net Assets**. Fund balance represents the difference between the assets and liabilities of a governmental fund. Net assets represents the difference between the assets and liabilities of a proprietary or fiduciary fund. In the following definitions, references to fund balance also apply to net assets.
9700–9759	**Fund Balance, Reserved**
9710–9720	**Reserve for Nonexpendable Assets.** An account set up to reflect the value of nonexpendable asset accounts. At the beginning of the fiscal year, this account is credited with the same amounts that are set up as debits to the previously described asset accounts.
9711	**Reserve for Revolving Cash.** The portion of fund balance reflecting the value of the revolving cash account.
9712	**Reserve for Stores.** The portion of fund balance reflecting the value of stores.

Procedure 330 Object Classification

Code	Definition
9713	**Reserve for Prepaid Expenditures (Expenses).** The portion of fund balance reflecting the value of prepaid expenditures/expenses.
9719	**Reserve for All Others**. The portion of fund balance reflecting the value not specified above. For example, this object is used for the legal reserve required for Certificates of Participation.
9720	***Reserve for Encumbrances.*** *An amount set aside to provide for encumbrances. Generally, encumbrances are closed at the end of the fiscal year, and new purchase orders or contracts are opened for the subsequent year. However, an LEA may disclose outstanding purchase orders or contracts that will be included in the budget either as a footnote to the financial statements or in the Reserve for Encumbrances.*
9730	**General Reserve.** The amount set aside by the governing board to meet cash requirements in the succeeding fiscal year until adequate proceeds from the taxes levied or from the apportionment of state funds are available (*Education Code* Section 42124).
9740	**Legally Restricted Balance**. Segregation of a portion of a fund balance for legally restricted funds, for example, unspent instructional material funds or unspent proceeds from Certificates of Participation.
9760–9799	**Fund Balance, Unreserved**
9770	**Designated for Economic Uncertainties.** The portion of the fund balance that has been designated (set aside) by the governing board to provide for emergencies or economic events, such as revenue shortfalls, that could not be anticipated.
9775	**Designated for the Unrealized Gains of Investments and Cash in County Treasury.** The portion of the fund balance attributable to an increase in the fair value of investments or cash in the county treasury, an unrealized gain that is not available for spending.
9780	**Other Designations.** The portion of the fund balance that has been set aside by the governing board for specific purposes.
9790	**Undesignated/Unappropriated.** This account represents the excess of the fund's assets over its liabilities and may include a budgetary element: the excess of estimated revenue (and estimated other financing sources) over appropriations (and estimated other financing uses).

Procedure 330 Object Classification

Code	Definition
9791	**Beginning Fund Balance.** This account represents the difference between the assets and liabilities of a fund at the beginning of the fiscal year. Audit adjustments and other restatements that restate the beginning fund balance are recorded using objects 9793 and 9795, as appropriate.
9793	**Audit Adjustments.** This account is used to record the audit adjustments that restate the beginning fund balance.
9795	**Other Restatements.** This account is used to record material prior-year corrections that restate the beginning fund balance.
9800–9839	***Budgetary Accounts.*** *The following budgetary accounts are used by LEAs to record the budget. These accounts are not reported to CDE.*
9810	***Estimated Revenue.*** *The budgetary account that shows all revenue estimated to be received or accrued during the fiscal year. This account is a control account in a fund's general ledger, and it must agree with the subsidiary ledger.*
9815	***Estimated Other Financing Sources.*** *The budgetary account that shows all the other financial resources that are estimated to be received or accrued during the fiscal year. This account is optional; LEAs may use Object 9810 to record both budgeted revenue and other sources.*
9820	***Appropriations.*** *Authorization granted by the governing board to make expenditures and to incur obligations for specific purposes and amounts within the fiscal year. This account is a control account in the general ledger, and it must agree with the subsidiary ledger.*
9825	***Estimated Other Financing Uses.*** *The budgetary account that shows all of the other financial obligations that will be paid or will accrue during the fiscal year. This account is optional; LEAs may use Object 9820 to record both appropriations and estimated other uses.*
9830	***Encumbrances.*** *Obligations in the form of purchase orders, contracts, salaries, or other commitments that are chargeable to an appropriation and for which part of the appropriation is reserved. Encumbrances are canceled when the obligation is paid or when the actual liability is set up. This control account represents the total amount of the appropriations that has been designated for expenditures for specified purposes. Details*

Procedure 330 Object Classification

Code **Definition**

of encumbrances by classification or account are recorded in the same subsidiary appropriations ledger in which expenditures are recorded.

9840–9899 ***Control Accounts***

9840 ***Revenue.*** *The control account for all revenue that is received or accrued during the fiscal year.*

9845 ***Other Financing Sources.*** *The control account for other financing sources. This account is optional; LEAs may use Object 9840 as the control account for revenue and other financing sources.*

9850 ***Expenditures.*** *The control account for all expenditures that are paid or accrued during the fiscal year.*

9855 ***Other Financing Uses****. The control account for other financing uses. This account is optional; LEAs may use Object 9850 as the control account for expenditures and other financing uses.*

9900–9979 ***Nonoperating Accounts***

9910 ***Suspense Clearing.*** *An account that carries charges or credits temporarily pending determination of the proper account or accounts to which they are to be posted and that may be used for posting of amounts not yet analyzed to decide whether they should be revenue, expenditure, or abatement. Charges that must be allocated or prorated may be posted in this account until such allocation or proration can be calculated. This account must balance to zero at the close of the fiscal year and should be reviewed monthly.*

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Procedure 640 Transportation—Coding Examples

The main purpose of most LEA transportation departments is to provide home-to-school transportation for its own students, but other types of transportation services may be provided as well including transportation for field trips, athletic events, and other special events. Transportation other than home-to-school is considered "Other Miles." The transportation department may also provide home-to-school transportation for students in other districts.

Example 1: Transportation Costs for "Other Miles" Are Transferred Out of the Home-to-School Transportation Program.

Many LEAs collect costs in a "cost pool" and then transfer out costs on the basis of documentation. For example, the costs of instructional field trips ("Other Miles") are often charged to the home-to-school transportation resource and function (the transportation "cost pool") and subsequently transferred to the user program. The accounting for costs of various activities that are not part of the home-to-school transportation program are illustrated in this example. Such costs ("Other Miles") are excluded from Resource 7230, Transportation: Home-to-School, and Function 3600, Pupil Transportation.

(a) Initially, all costs of the transportation system are collected in the home-to-school transportation resource and function. These costs include salaries, benefits, supplies, services, and capital outlay.

Fund	Resource	Project Year	Goal	Function	Object	School
01	7230	0	0000	3600	2200	000

- Fund 01 is the General Fund.
- Resource 7230 is Transportation: Home-to-School.
- Project Year is not applicable in this example.
- Goal 0000 is Undistributed. The home-to-school activity is provided for all students.
- Function 3600 is Pupil Transportation.
- Object 2200 is Classified Support Salaries.
- School is not required.

Procedure 640 Transportation—Coding Examples

(b) The cost of the field trip is documented and moved out of the home-to-school transportation resource and function. Field trips ("Other Miles") are not included in the home-to-school transportation program.

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	01	7230	0	0000	0000	9110	000
Cr	01	7230	0	0000	3600	5710	000
Dr	01	0000	0	1110	1000	5710	000
Cr	01	0000	0	0000	0000	9110	000

- Fund 01 is the General Fund.
- Resource 7230 is Transportation: Home-to-School, and Resource 0000 is Unrestricted.
- Project Year is not applicable in this example.
- Goal 0000 is Undistributed, and Goal 1110 is Regular Education, K–12. Goal is not required for balance sheet accounts.
- Function 3600 is Pupil Transportation, and Function 1000 is Instruction. Function is not required for balance sheet accounts.
- Object 5710 is Transfers of Direct Costs; Object 9110 is Cash in County Treasury.
- School is not required.

(c) During the year, students are transported by bus from School Site A to School Site B to participate in an instructional program. The documented costs are transferred to the instructional program. Again, this type of activity is considered "Other Miles" and is not included in the home-to-school transportation program (resource and function).

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	01	7230	0	0000	0000	9110	000
Cr	01	7230	0	0000	3600	5710	000
Dr	01	0000	0	1110	1000	5710	000
Cr	01	0000	0	0000	0000	9110	000

- Fund 01 is the General Fund.
- Resource 7230 is Transportation: Home-to-School, and Resource 0000 is Unrestricted.
- Project Year is not applicable in this example.
- Goal 0000 is Undistributed, and Goal 1110 is Regular Education, K–12. Goal is not required for balance sheet accounts.

Procedure 640 Transportation—Coding Examples

- Function 3600 is Pupil Transportation, and Function 1000 is Instruction. Function is not required for balance sheet accounts.
- Object 5710 is Transfers of Direct Costs, and Object 9110 is Cash in County Treasury.
- School is not required.

(d) Costs of other than home-to-school transportation may be directly charged to the proper resource, goal, and function. In this example, the high school band charters a private bus to attend a weekend parade.

Fund	Resource	Project Year	Goal	Function	Object	School
01	0000	0	1677	4000	5800	000

- Fund 01 is the General Fund.
- Resource 0000 is Unrestricted.
- Project Year is not applicable in this example.
- Goal 1677 is a locally defined goal for a regular high school music program.
- Function 4000 is Ancillary Services. The optional Function 4100, School-Sponsored Co-Curricular, may be used.
- Object 5800 is Professional/Consulting Services and Operating Expenditures.
- School is not required.

LEAs often provide transportation services for other LEAs' pupils. In some cases, the operating LEA contracts with the other LEAs and the LEAs for which the services are provided retain prime responsibility. In other cases, the operating LEA is directly funded and has prime responsibility. The accounting for these two scenarios is different.

Example 2: A School District Provides Transportation Services for Contracting LEAs.

a) District A contracts with District B to provide busing service from home to school for its students. District B, the providing district, transfers those costs associated with providing services to District A from the pool of costs it has incurred to transport its own students. Those costs are identified using Goal 7110, Nonagency—Educational.

Procedure 640 Transportation—Coding Examples

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	01	7230	0	7110	3600	5710	000
Cr	01	7230	0	0000	3600	5710	000

- Fund 01 is the General Fund of District B.
- Resource 7230 is Transportation: Home-to-School.
- Project Year is not applicable in this example.
- Goal 7110 is Nonagency—Educational, and Goal 0000 is Undistributed.
- Function 3600 is Pupil Transportation.
- Object 5710 is Transfers of Direct Costs.
- School is not required.

b) District A contracts with District B to provide buses for its football team. Again, District B, the providing district, transfers those costs associated with providing services to District A from the pool of costs it has incurred to transport its own students. Unlike Example 2, however, these costs are considered "Other Miles" and may not be charged to the home-to-school transportation program (function).

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	01	0100	0	7110	4000	5710	000
Cr	01	0100	0	0000	0000	9110	000
Dr	01	7230	0	7110	0000	9110	000
Cr	01	7230	0	0000	3600	5710	000

- Fund 01 is the General Fund of the providing district.
- Resource 7230 is Transportation: Home-to-School. The district has optionally defined an unrestricted Resource 0100 to track the revenue and expenditures of transportation contracts other than home-to-school contracts.
- Project Year is not applicable in this example.
- Goal 7110 is Nonagency—Educational, and Goal 0000 is Undistributed. Goal is not required for balance sheet accounts.
- Function 4000 is Ancillary Services, and Function 3600 is Pupil Transportation. Function is not required for balance sheet accounts.
- Object 5710 is Transfers of Direct Costs, and Object 9110 is Cash in County Treasury.
- School is not required.

Procedure 640 Transportation—Coding Examples

c) District B has a central garage that provides services for the vehicles of other LEAs as well as for its own buses and other vehicles. District A contracts with District B to provide maintenance service for District A's vehicles other than its school buses. District B transfers the costs of the maintenance services it provides for District A from the pool of costs it has accumulated in its home-to-school transportation program, which includes all costs of vehicle maintenance. These costs are not considered home-to-school transportation costs because the maintenance is not performed on buses used to transport pupils between home and school; rather, the costs are considered part of the maintenance and operations function.

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	01	0100	0	7110	8100	5710	000
Cr	01	0100	0	0000	0000	9110	000
Dr	01	7230	0	0000	0000	9110	000
Cr	01	7230	0	0000	3600	5710	000

- Fund 01 is the General Fund of the district operating the central garage.
- Resource 7230 is Transportation: Home-to-School. The district has optionally defined an unrestricted Resource 0100 to track the revenue and expenditures of transportation contracts other than home-to-school contracts.
- Project Year is not applicable in this example.
- Goal 7110 is Nonagency—Educational, and Goal 0000 is Undistributed. Goal is not required for balance sheet accounts.
- Function 8100 is Plant Maintenance and Operations, and Function 3600 is Pupil Transportation. Function is not required for balance sheet accounts.
- Object 5710 is Transfers of Direct Costs, and Object 9110 is Cash in County Treasury.
- School is not required.

Example 3: A School District Receives Payment from Contracting LEAs.

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	01	0100	0	0000	0000	9110	000

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Cr	01	0100	0	0000	4000	8677	000
Cr	01	0100	0	0000	8100	8677	000
Dr	01	7230	0	0000	0000	9110	000
Cr	01	7230	0	0000	3600	8677	000

- Fund 01 is the General Fund of the providing district.
- Resource 7230 is Transportation: Home-to-School. The district has created an unrestricted Resource 0100 to track transportation contracts other than home-to-school contracts.
- Project Year is not applicable in this example.
- Goal 0000 is Undistributed. Goal is generally not required for revenues or balance sheet accounts.
- Function 0000 is not required for revenue accounts or balance sheet accounts. However, the LEA may use the function field to match revenue to the expenditures. In this case, Function 4000 is Ancillary Services; Function 8100 is Plant Maintenance and Operations; and Function 3600 is Pupil Transportation.
- Object 8677 is Interagency Services between LEAs, and Object 9110 is Cash in County Treasury.
- School is not required.

Example 4: A Contracting LEA Pays Another School District for Transportation Services.

(a) District A records the payment to District B for home-to-school transportation services.

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	01	7230	0	0000	3600	5100	000
Cr	01	7230	0	0000	0000	9110	000

- Fund 01 is the General Fund.
- Resource 7230 is Transportation: Home-to-School.
- Project Year is not applicable in this example.
- Goal 0000 is Undistributed. Goal is not required for balance sheet accounts.
- Function 3600 is Pupil Transportation. Function is not required for balance sheet accounts.
- Object 5100 is Subagreements for Services, and Object 9110 is Cash in County Treasury.
- School is not required.

Procedure 640 Transportation—Coding Examples

(b) District A records the payment to District B for the use of buses for a field trip and the transport of the football team.

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	01	0000	0	1110	1000	5800	000
Dr	01	0000	0	1110	4000	5800	000
Cr	01	0000	0	0000	0000	9110	000

- Fund 01 is the General Fund.
- Resource 0000 is Unrestricted.
- Project Year is not applicable in this example.
- Goal 1110 is Regular Education, K–12. Goal is not required for balance sheet accounts.
- Function 1000 is Instruction, and Function 4000 is Ancillary Services. Function is not required for balance sheet accounts.
- Object 5800 is Professional/Consulting Services and Operating Expenditures, and Object 9110 is Cash in County Treasury.
- School is not required.

(c) District A records the payment to District B for the cost of vehicle maintenance performed on the superintendent's car, the cafeteria's delivery van, and a maintenance pickup truck.

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	01	0000	0	0000	7100	5800	000
Dr	01	0000	0	0000	3700	5800	000
Dr	01	0000	0	0000	8100	5800	000
Cr	01	0000	0	0000	0000	9110	000

- Fund 01 is the General Fund.
- Resource 0000 is Unrestricted.
- Project Year is not applicable in this example.
- Goal 0000 is Undistributed. Goal is not required for balance sheet accounts.
- Function 7100 is Board and Superintendent; Function 3700 is Food Services; and Function 8100 is Plant Maintenance and Operations. Function is not required for balance sheet accounts.
- Object 5800 is Professional/Consulting Services and Operating Expenditures, and Object 9110 is Cash in County Treasury.
- School is not required.

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Example 5: An LEA Pays a Transportation JPA for the Excess Costs of Providing Transportation Services to the LEA's Pupils.

A transportation joint powers agreement/agency (JPA) is funded for and provides transportation services for another LEA's pupils. The JPA is responsible for reporting all costs of its home-to-school transportation services since it receives the home-to-school apportionment, not the participating LEA. In providing the services, the JPA incurs excess costs beyond what is covered by the home-to-school apportionment; therefore it charges the participating LEA for these excess costs.

A contract for services does not exist in this situation. Therefore, the JPA would not record the costs associated with providing transportation services to the LEA's pupils using Goal 7110, Nonagency-Educational, and would not record the revenue received from billing the LEA for the excess costs of transporting the LEA's pupils using Object 8677, Interagency Services Between LEAs. (For additional JPA accounting guidance, refer to Procedure 805.)

For the same reason, the participating LEA would not record the payment of excess costs to the JPA using Object 5800, Professional/Consulting Services and Operating Expenditures. Doing so could result in double counting expenditures at the State level.

The JPA and the LEA will record excess cost payments and receipts as shown below:

a) The JPA records the transportation costs in the home-to-school transportation resource and function using the undistributed goal.

Fund	Resource	Project Year	Goal	Function	Object	School
01	7230	0	0000	3600	2200	000

- Fund 01 is the General Fund.
- Resource 7230 is Transportation: Home-to-School.
- Project Year is not applicable in this example.
- Goal 0000 is Undistributed. The home-to-school activity is provided for all students.
- Function 3600 is Pupil Transportation.
- Object 2200 is Classified Support Salaries.
- School is not required.

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b) The LEA records the payment to the transportation JPA for the excess costs of transporting the LEA's pupils.

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	01	0000	0	0000	9200	7143	000
Cr	01	0000	0	0000	0000	9110	000

- Fund 01 is the General Fund.
- Resource 0000 is Unrestricted.
- Project Year is not applicable in this example.
- Goal 0000 is Undistributed. Goal is not required for balance sheet accounts.
- Function 9200 is Transfers Between Agencies. Function is not required for balance sheet accounts.
- Object 7143 is Other Tuition, Excess Costs, and/or Deficit Payments to JPAs, and Object 9110 is Cash in County Treasury.
- School is not required.

c) The JPA records the receipt of the LEA's payment for excess costs.

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	01	7230	0	0000	0000	9110	000
Cr	01	7230	0	0000	0000	8710	000

- Fund 01 is the General Fund.
- Resource 7230 is Transportation: Home-to-School.
- Project Year is not applicable in this example.
- Goal 0000 is Undistributed. Goal is not required for balance sheet accounts.
- Function is not required for balance sheet accounts or revenues.
- Object 9110 is Cash in County Treasury, and Object 8710 is Tuition.
- School is not required.

Example 6: A School District Transfers the Cost of Home-to-School Transportation to Special Education Goals.

The following are three different illustrations of how the costs of home-to-school transportation can be charged to special education goals. The

Procedure 640 Transportation—Coding Examples

examples vary according to the accounting used at the time the costs are initially incurred. Note that only the costs of transporting severely disabled students are accounted for in Resource 7240, Transportation: Special Education (Severely Disabled/Orthopedically Impaired).

(a) Initially, the costs of transporting severely disabled students for whom transportation is required by their individualized education programs (IEPs) are distinguished from the costs of transporting regular and other special education students by using the goal appropriate to each population.

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	01	7230	0	1110	3600	2200	000
Dr	01	7230	0	5001	3600	2200	000
Dr	01	7230	0	5770	3600	2200	000
Dr	01	7240	0	5750	3600	2200	000
Cr	01	7230	0	0000	0000	9110	000
Cr	01	7240	0	0000	0000	9110	000

- Fund 01 is the General Fund.
- Resource 7230 is Transportation: Home-to-School, and Resource 7240 is Transportation: Special Education (Severely Disabled/Orthopedically Impaired).
- Project Year is not applicable in this example.
- Goal 1110 is Regular Education, K–12; Goal 5001 is Special Education—Unspecified; Goal 5750 is Special Education, Ages 5–22 Severely Disabled; and Goal 5770 is Special Education, Ages 5–22 Nonseverely Disabled. Goal is not required for balance sheet accounts.
- Function 3600 is Pupil Transportation. Function is not required for balance sheet accounts.
- Object 2200 is Classified Support Salaries, and Object 9110 is Cash in County Treasury.
- School is not required.

(b) Initially, all the costs of the transportation system are collected using Goal 0000, Undistributed, in the home-to-school resource.

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	01	7230	0	0000	3600	2200	000
Cr	01	7230	0	0000	0000	9110	000

Procedure 640 Transportation—Coding Examples

At year-end, the costs of transporting severely disabled students for whom transportation is required by their individualized education programs (IEPs) are transferred from Resource 7230 and Goal 0000 to Resource 7240 and Goal 5750. The costs of transporting nonseverely disabled students are transferred from Goal 0000 to Goal 5770, but the resource remains 7230 because transportation is not required by their IEPs.

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	01	7230	0	0000	0000	9110	000
Dr	01	7230	0	5770	3600	5710	000
Cr	01	7230	0	0000	3600	5710	000
Dr	01	7240	0	5750	3600	5710	000
Cr	01	7240	0	0000	0000	9110	000

- Fund 01 is the General Fund.
- Resource 7230 is Transportation: Home-to-School, and Resource 7240 is Transportation: Special Education (Severely Disabled/ Orthopedically Impaired).
- Project Year is not applicable in this example.
- Goal 0000 is Undistributed; Goal 5750 is Special Education, Ages 5–22 Severely Disabled; and Goal 5770 is Special Education, Ages 5–22 Nonseverely Disabled. Goal is not required for balance sheet accounts.
- Function 3600 is Pupil Transportation. Function is not required for balance sheet accounts.
- Object 2200 is Classified Support Salaries; Object 5710 is Transfers of Direct Costs; and Object 9110 is Cash in County Treasury.
- School is not required.

(c) Initially, the costs of transporting all Special Education students are charged to Goal 5001, Special Education—Unspecified.

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	01	7230	0	0000	3600	2200	000
Dr	01	7230	0	5001	3600	2200	000
Cr	01	7230	0	0000	0000	9110	000

At year-end, the costs of transporting severely disabled students for whom transportation is required by their individualized education programs (IEPs) are transferred from Resource 7230 and Goal 5001 to Resource 7240 and Goal 5750.

Procedure 640 Transportation—Coding Examples

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	01	7230	0	0000	0000	9110	000
Cr	01	7230	0	5001	3600	5710	000
Dr	01	7240	0	5750	3600	5710	000
Cr	01	7240	0	0000	0000	9110	000

- Fund 01 is the General Fund.
- Resource 7230 is Transportation: Home-to-School, and Resource 7240 is Transportation: Special Education (Severely Disabled/ Orthopedically Impaired).
- Project Year is not applicable in this example.
- Goal 0000 is Undistributed; Goal 5001 is Special Education—Unspecified; and Goal 5750 is Special Education, Ages 5–22 Severely Disabled. Goal is not required for balance sheet accounts.
- Function 3600 is Pupil Transportation. Function is not required for balance sheet accounts.
- Object 2200 is Classified Support Salaries; Object 5710 is Transfers of Direct Costs; and Object 9110 is Cash in County Treasury.

Example 7: An LEA Acquires a Bus Through a Capital Lease that will be Paid for Using Home-to-School Transportation Funds.

a) The LEA records the acquisition of the bus. The amount to record is the entire principal that is due. (See Procedure 710 for additional information on capital leases.)

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	01	7230	0	0000	3600	6400	000
Cr	01	7230	0	0000	0000	8972	000

- Fund 01 is the General Fund.
- Resource 7230 is Transportation: Home-to-School.
- Project Year is not applicable in this example.
- Goal 0000 is Undistributed. Goal is not required for balance sheet accounts
- Function 3600 is Pupil Transportation. Function is not required for revenues.

Procedure 640 Transportation—Coding Examples

- Object 6400 is Equipment, and Object 8972 is Proceeds from Capital Leases.
- School is not required.

b) The LEA records a lease payment.

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	01	7230	0	0000	9100	7438	0000
Dr	01	7230	0	0000	9100	7439	000
Cr	01	7230	0	0000	0000	9110	000

- Fund 01 is the General Fund.
- Resource 7230 is Transportation: Home-to-School.
- Project Year is not applicable in this example.
- Goal 0000 is Undistributed. Goal is not required for balance sheet accounts.
- Function 9100 is Debt Service. Function is not required for balance sheet accounts.
- Object 7438 is Debt Service—Interest; Object 7439 is Debt Service—Principal; and Object 9110 Cash in County Treasury.
- School is not required.

Procedure 650 Facility Maintenance Programs—Coding Examples

Local educational agencies (LEA) that participate in certain school facility programs are required by state law to establish various restricted funds or accounts for facility maintenance purposes. These facility maintenance programs, which are administered by the Office of Public School Construction (OPSC), include the Deferred Maintenance Program and the School Facility Program Restricted Maintenance Account.

For guidance and coding examples for routine facilities maintenance expenditures, refer to Procedure 770, Distinguishing Between Supplies and Equipment.

Deferred Maintenance Fund

In order to receive state deferred maintenance money, LEAs must establish a restricted fund referred to as the Deferred Maintenance Fund (Fund 14) and make annual deposits to this fund (Section 1866, Title 2, of the *California Code of Regulations*). Fund 14 is established in the standardized account code structure (SACS) to account for state apportionments and LEA contributions for deferred maintenance purposes pursuant to these requirements. (For additional information, refer to the definition of Fund 14 in Procedure 305). Deposits to the Deferred Maintenance Fund are coded to Fund 14 and Resource 6205. Both codes are necessary for proper treatment.

Example 1: An LEA Makes Its Deferred Maintenance Match with an Interfund Transfer from the General Fund to the Deferred Maintenance Fund.

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	01	0000	0	0000	9300	7615	000
Cr	01	0000	0	0000	0000	9110	000
Dr	14	6205	0	0000	0000	9110	000
Cr	14	6205	0	0000	0000	8915	000

- Fund 01 is the General Fund, and Fund 14 is the Deferred Maintenance Fund.
- Resource 0000 is Unrestricted, and Resource 6205 is Deferred Maintenance Apportionment.

- Project Year is not applicable in this example.
- Goal 0000 is Undistributed. Goal is generally not required for revenues or balance sheet transactions.
- Function 9300 is Interfund Transfers. Function is not required for revenues or balance sheet transactions.
- Object 7615 is From General, Special Reserve, and Building Funds to Deferred Maintenance Fund; Object 9110 is Cash in County Treasury; and Object 8915 is To Deferred Maintenance Fund from General, Special Reserve, and Building Funds.
- School is not required.

Example 2: An LEA Receives a Deferred Maintenance Allocation from the State Allocation Board.

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	14	6205	0	0000	0000	9110	000
Cr	14	6205	0	0000	0000	8540	000

- Fund 14 is the Deferred Maintenance Fund.
- Resource 6205 is Deferred Maintenance Apportionment.
- Project Year is not applicable in this example.
- Goal is generally not required for revenues or balance sheet transactions.
- Function is not required for revenues or balance sheet transactions.
- Object 9110 is Cash in County Treasury, and Object 8540 is Deferred Maintenance Allowance.
- School is not required.

Example 3: An LEA Posts Interest Earnings to the Deferred Maintenance Fund.

Generally, any interest earned on money deposited in the Deferred Maintenance Fund is applied to the fund and used for projects listed on the LEA's Five Year Plan approved by the State Allocation Board (Section 1866.12, Title 2, of the *California Code of Regulations*).

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	14	6205	0	0000	0000	9110	000
Cr	14	6205	0	0000	0000	8660	000

Procedure 650 Facility Maintenance Programs—Coding Examples

- Fund 14 is the Deferred Maintenance Fund.
- Resource 6205 is Deferred Maintenance Apportionment.
- Project Year is not applicable in this example.
- Goal is generally not required for revenues or balance sheet transactions.
- Function is not required for revenues or balance sheet transactions.
- Object 9110 is Cash in County Treasury, and Object 8660 is Interest.
- School is not required.

Example 4: An LEA Transfers Unmatched Deferred Maintenance Funds to the General Fund.

If the deferred maintenance funds allocated by the State Allocation Board pursuant to *Education Code* sections 17584 and 17585 are insufficient to fully match the local funds deposited in the Deferred Maintenance Fund, the LEA may use the unmatched funds in various ways. The OPSC encourages LEAs to use any unmatched local funds on deferred maintenance projects. However, OPSC also allows LEAs to count unmatched local funds towards the subsequent year's deposit. Additionally, the governing board of the LEA may adopt a resolution to transfer the excess local funds deposited in this fund to any other expenditure classifications in other LEA funds (*Education Code* Section 17583).

If an LEA chooses to transfer the excess funds back to the fund from which it made the initial deposit in the same fiscal year as the deposit, it should reverse that portion of the original transfer.

If an LEA chooses to transfer the excess funds to a fund other than the fund from which it made the initial deposit, or in a subsequent fiscal year, the LEA would record the transfers in the following manner (example assumes transfer to the general fund):

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	14	6205	0	0000	9300	7619	000
Cr	14	6205	0	0000	0000	9110	000
Dr	01	0000	0	0000	0000	9110	000
Cr	01	0000	0	0000	0000	8919	000

- Fund 14 is the Deferred Maintenance Fund, and Fund 01 is the General Fund.
- Resource 6205 is Deferred Maintenance Apportionment, and Resource 0000 is Unrestricted.
- Project Year is not applicable in this example.
- Goal 0000 is Undistributed. Goal is generally not required for revenues or balance sheet transactions.
- Function 9300 is Interfund Transfers. Function is not required for revenues or balance sheet transactions.
- Object 7619 is Other Authorized Interfund Transfers Out; Object 9110 is Cash in County Treasury; and Object 8919 is Other Authorized Interfund Transfers In.
- School is not required.

Ongoing and Major Maintenance Account

To ensure that state funded facility projects are kept in good repair, pursuant to *Education Code* Section 17070.75, LEAs with a project funded by the State Allocation Board after November 1998 under the Leroy F. Greene School Facilities Act of 1998 must establish and maintain a restricted maintenance account within their general fund to be used for ongoing and major maintenance of school buildings. For the next 20 years after receiving facility funds, districts must annually make a deposit into the account that is equal to or greater than three percent of their total general fund budgeted expenditures, including other financing uses, for that fiscal year; for COEs, the three percent requirement shall be based on the COE's county school service fund less any restricted accounts. (See EC 17070.75 for exceptions to the annual contribution requirement.)

Activity for this restricted account is recorded in Resource 8150, Ongoing and Major Maintenance Account (OMMA), which is sometimes referred to as the Restricted Maintenance Account (RMA).

LEAs must be sure to make OMMA contributions to Resource 8150 and not confuse those contributions with Resource 8100, Routine Repair and Maintenance (RRMF: Education Code Section 17014). Resource 8100 is related to the Leroy F. Greene State School Building Lease-Purchase Law of 1976 and does not apply to school districts that received funds under the Leroy F. Greene School Facilities Act of 1998. Failure to correctly code the contributions may adversely affect reports, such as the LEA's Criteria and Standards report.

Procedure 650 Facility Maintenance Programs—Coding Examples

Example 1: An LEA Makes a Contribution to the Ongoing and Major Maintenance Account.

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	01	0000	0	0000	0000	8980	000
Cr	01	0000	0	0000	0000	9110	000
Cr	01	8150	0	0000	0000	9110	000
Cr	01	8150	0	0000	0000	8980	000

- Fund 01 is the General Fund.
- Resource 0000 is Unrestricted, and Resource 8150 is Ongoing & Major Maintenance Account.
- Project Year is not applicable in this example.
- Goal is generally not required for revenues or balance sheet transactions.
- Function is not required for revenues or balance sheet transactions.
- Object 8980 is Contributions from Unrestricted Revenues, and Object 9110 is Cash in County Treasury.
- School is not required.

Example 2: An LEA Makes an Expenditure in the Ongoing and Major Maintenance Account.

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	01	8150	0	0000	8100	4300	000
Cr	01	8150	0	0000	0000	9110	000

- Fund 01 is the General Fund.
- Resource 8150 is Ongoing & Major Maintenance Account.
- Project Year is not applicable in this example.
- Goal 0000 is Undistributed. Goal is generally not required for revenues or balance sheet transactions.
- Function 8100 is Plant Maintenance and Operations.
- Object 4300 is Materials and Supplies.
- School is not required.

Example 3: An LEA Makes a Transfer of Ongoing and Major Maintenance Account Funds to the Deferred Maintenance Fund.

Procedure 650 Facility Maintenance Programs—Coding Examples

Annual deposits to the OMMA (Resource 8150) in excess of two and one-half percent may count towards the required contribution to the Deferred Maintenance Fund (*Education Code* Section 17070.75 (b)(2)).

(a) The LEA transfers the funds from the General Fund to the Deferred Maintenance Fund.

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	01	8150	0	0000	9300	7615	000
Cr	01	8150	0	0000	0000	9110	000
Dr	14	6205	0	0000	0000	9110	000
Cr	14	6205	0	0000	0000	8915	000

- Fund 01 is the General Fund, and Fund 14 is the Deferred Maintenance Fund.
- Resource 8150 is Ongoing & Major Maintenance Account, and Resource 6205 is Deferred Maintenance Apportionment.
- Project Year is not applicable in this example.
- Goal 0000 is Undistributed. Goal is generally not required for revenues or balance sheet transactions.
- Function 9300 is Interfund Transfers. Function is not required for revenue or balance sheet transactions
- Object 7615 is From General, Special Reserve, and Building Funds to Deferred Maintenance Fund; Object 9110 is Cash in County Treasury; and Object 8915 is To Deferred Maintenance Fund from General, Special Reserve, and Building Funds.
- School is not required.

(b) Alternatively, for tracking purposes, the LEA may post the transfer of funds in a two-step process, beginning with the transfer of funds to Fund 14 in Resource 8150. Then, once the money is in the Deferred Maintenance Fund, the LEA will post a contribution to Resource 6205, Deferred Maintenance Apportionment.

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	01	8150	0	0000	9300	7615	000
Cr	01	8150	0	0000	0000	9110	000
Dr	14	8150	0	0000	0000	9110	000
Cr	14	8150	0	0000	0000	8915	000

	Fund	Resource	Project Year	Goal	Function	Object	School
Dr	14	8150	0	0000	0000	8990	000

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Cr	14	8150	0	0000	0000	9110	000
Dr	14	6205	0	0000	0000	9110	000
Cr	14	6205	0	0000	0000	8990	000

- Fund 01 is the General Fund, and Fund 14 is the Deferred Maintenance Fund.
- Resource 8150 is Ongoing & Major Maintenance Account, and Resource 6205 is Deferred Maintenance Apportionment.
- Project Year is not applicable in this example.
- Goal 0000 is Undistributed. Goal is generally not required for revenues or balance sheet transactions.
- Function 9300 is Interfund Transfers. Function is not required for revenues or balance sheet transactions.
- Object 7615 is From General, special Reserve, and Building Funds to Deferred Maintenance Fund; Object 9110 is Cash in County Treasury; Object 8915 is To Deferred Maintenance Fund from General, Special Reserve, and Building Funds; and Object 8990 is Contributions from Restricted Revenues.
- School is not required.

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Procedure 655 Employment Separation Costs—Coding Examples

When an employee separates from service (e.g., retires or terminates), the LEA may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional separation costs can be categorized as "normal" and "abnormal or mass." While most separation costs can be charged to the same goal and function as the employee's regular salary, special treatment may be required for the resource and object.

Normal Separation Costs

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. These normal separation costs are charged to the same goal, function, and object as the employee's regular salary. However, special consideration must be given to the resource.

Federal guidelines prohibit charging normal separation costs directly to a federal program; rather, an unrestricted resource (0000-1999) must be used. State programs may have similar restrictions. Federal guidelines and California's indirect cost plan allow for these normal separation costs that would have been charged to a restricted resource to be included in the LEA's indirect cost pool. LEAs that choose to do this will manually identify and enter the costs during calculation of the indirect cost rate (see Procedure 915, Indirect Cost Rate).

Example 1: Normal Separation Costs for Employees Funded from an Unrestricted Resource

A general education teacher leaves the district. In addition to receiving regular pay for the final pay period, the teacher also receives payment for accumulated unused leave. Since the teacher's position was funded from an unrestricted resource, both the regular salary for the final pay period and the payment for accumulated unused leave can be charged to the same resource, goal, function, and object as the teacher's regular salary:

Procedure 655 Employee Separation Costs—Coding Examples

Fund	Resource	Project Year	Goal	Function	Object	School
01	0000	0	1110	1000	1100	000

- Fund 01 is the General Fund.
- Resource 0000 is Unrestricted.
- Project Year is not applicable in this example.
- Goal 1110 is Regular Education, K-12.
- Function 1000 is Instruction.
- Object 1100 is Teachers' Salaries.
- School is not required.

Example 2: Normal Separation Costs for an Employee Funded from a Federal Resource

An instructional aide retires from a federal Title I position. The amounts paid to the aide at separation include regular salary for the final pay period, plus normal separation costs for accumulated unused leave. Since federal guidelines prohibit charging separation costs directly to the program, the regular salary for the final pay period can be charged to the same resource, goal, function, and object as the aide's regular salary, but the separation costs must be charged to an unrestricted resource:

Regular Salary Costs:

Fund	Resource	Project Year	Goal	Function	Object	School
01	3010	0	1110	1000	2100	000

Normal Separation Costs:

Fund	Resource	Project Year	Goal	Function	Object	School
01	0000	0	1110	1000	2100	000

- Fund 01 is the General Fund.
- Resource 3010 is NCLB, Title I, Part A; Resource 0000 is Unrestricted.
- Project Year is not applicable in this example.
- Goal 1110 is Regular Education, K-12.
- Function 1000 is Instruction.

Procedure 655 Employee Separation Costs—Coding Examples

- Object 2100 is Instructional Aides' Salaries.
- School is not required.

Because the separation costs were charged to an unrestricted resource rather than to the employee's regular restricted resource, the LEA will have the option during the indirect cost rate calculation to manually include the costs in the indirect cost pool.

Example 3: Leave is Used Before Separation Occurs

An employee working in a federal program retires on June 30, and uses up his accumulated leave time during the period(s) leading up to retirement.

In this example, special coding is not required. The leave is charged to the same resource, goal, function, and object as the employee's regular salary. This is because federal guidelines provide that costs of leave taken during authorized absences from the job are allowable to the extent the leave is reasonable and required by law, and is consistent with employer–employee agreement or established policy of the LEA (refer to OMB Circular A-87(8)(d)(1)).

Abnormal or Mass Separation Costs

Costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have are considered abnormal or mass separation costs. The most common examples of these costs include early retirement incentives offered in the form of additional pay or added benefits (e.g., a golden handshake) and severance packages negotiated to effect termination.

Abnormal or mass separation costs may not be charged to a federal program either as a direct or indirect cost. State programs may have similar restrictions. These costs may be charged to the same goal and function, and possibly the same object, as the employee's regular salary, but they must be charged to an unrestricted resource (0000-1999).

Because abnormal or mass separation costs can not be charged to a federal program either directly or indirectly, in addition to using an unrestricted resource LEAs must also ensure that the costs are excluded from the indirect cost pool. Where there are abnormal or mass separation costs

Procedure 655 Employee Separation Costs—Coding Examples

relating to employees charged to indirect activities (e.g., Function 7200, Other General Administration, and Function 7700, Centralized Data Processing), LEAs must manually identify and exclude them during calculation of the indirect cost rate (see Procedure 915, Indirect Cost Rate).

Example 1: Teachers Receive Enhanced Pension Benefits in Exchange for Early Retirement

Teachers are offered 2 extra years of retirement service credit in exchange for early retirement (e.g., a golden handshake) and a teacher working in a federal special education program accepts the offer. The benefit cost can be charged to the employee's regular goal and function, along with an object for golden handshake, but because it is a federal program the resource must be unrestricted (0000-1999):

Fund	Resource	Project Year	Goal	Function	Object	School
01	0000	0	5770	1110	3901	000

- Fund 01 is the General Fund.
- Resource 0000 is Unrestricted.
- Project Year is not applicable in this example.
- Goal 5770 is Special Education, Ages 5–22, Nonseverely Disabled.
- Function 1110 is Special Education: Separate Classes.
- Object 3901 is Other Benefits, Certificated Positions.
- School is not required.

Example 2: Downsizing of Fiscal Services Staff Effects an Early Separation

An LEA is considering downsizing its fiscal services staff. Employees in the accounting office are offered, and one accepts, a 2-month salary severance package. Since this position is already being coded to an unrestricted resource, the costs of the 2-month salary severance package can be charged to the employee's regular resource, goal, function, and object:

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Fund	Resource	Project Year	Goal	Function	Object	School
01	0000	0	0000	7200	2400	000

- Fund 01 is the General Fund.
- Resource 0000 is Unrestricted.
- Project Year is not applicable in this example.
- Goal 0000 is Undistributed.
- Function 7200 is Other General Administration.
- Object 2400 is Clerical, Technical, and Office Staff Salaries.
- School is not required.

However, because abnormal separation costs may not be included in the indirect cost pool, and this employee's costs are charged to a function within the pool, the LEA must manually exclude these costs during calculation of the indirect cost rate (see Procedure 915, Indirect Cost Rate).

Example 3: A Federally Funded Teacher Accepts a Salary Bonus in Exchange for Early Retirement

Teachers are offered a 2-month salary bonus in exchange for early retirement and a teacher working in a federal Title III program accepts the offer. Because this salary bonus is an abnormal or mass separation cost, it cannot be charged to a federal program; rather, it must be coded to an unrestricted resource:

Fund	Resource	Project Year	Goal	Function	Object	School
01	0000	0	4760	1000	1100	000

- Fund 01 is the General Fund.
- Resource 0000 is Unrestricted.
- Project Year is not applicable in this example.
- Goal 4760 is Bilingual.
- Function 1000 is Instruction.
- Object 1100 is Teachers' Salaries.
- School is not required.

Procedure 655 Employee Separation Costs—Coding Examples

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Procedure 750 Pass-Through Grants and Cooperative Projects

Frequently, local educational agencies (LEAs) have occasion to pass grant funds on to other LEAs. As examples, school districts and county offices of education often enter into subagreements with other LEAs to operate a program more effectively, or several LEAs may pool their resources to operate certain projects cooperatively (cooperative projects), or an LEA may simply pass funds to other LEAs (pass-through grants). There are three models commonly used to account for these transactions between LEAs: cash conduits, pass-through grants, and subagreements for services.

Cash Conduit Model

Governmental Accounting Standard Board (GASB) Statement 24, *Accounting and Financial Reporting for Certain Grants and Other Financial Assistance*, generally requires the original recipient LEA to report pass-through grants in a governmental fund. However, when the recipient LEA acts only as a cash conduit that transfers money to the subrecipient grantee, and has no administrative or direct financial involvement in the program, the recipient LEA should report the grant in an agency fund. Unlike governmental funds, agency funds are custodial, where only the assets held for other agencies and the corresponding amounts due to those agencies are reported. Revenues and expenditures are not recorded in an agency fund. As a practical matter, it is rare for a grant to qualify as a pure cash conduit.

Pass-Through Grants and Subagreements for Services Models

For recipient LEAs that have either administrative or direct financial involvement in a pass-through grant, the pass-through transactions must be recorded in a governmental fund. The model used to account for the pass-through transactions depends on whether the recipient LEA has (1) only administrative involvement; or (2) both administrative and financial involvement. Generally, an LEA with only administrative involvement will use the pass-through grant model. An LEA with both administrative and direct financial involvement will use the subagreement for services model.

1. **Administrative Involvement Only: Pass-through Grant Model**

A recipient LEA has only administrative involvement in a pass-through grant if it (a) monitors subrecipient LEAs for compliance with requirements; (b) determines eligibility of subrecipient LEAs, even if using grantor-established criteria; or (c) has the ability to exercise discretion in how the funds are allocated. The accounting for this type of pass-through grant is as follows:

Recipient LEA (administrative involvement only)
The recipient LEA reports the receipt of the grant revenue as a pass-through revenue using object 8287, 8587, or 8697 with the resource code for the grant. The recipient LEA reports the pass-through of funds to the subrecipient LEA as an inter-agency transfer using object 7211, 7212, or 7213 with Goal 0000, Undistributed, and Function 9200, Transfers Between Agencies.

Subrecipient LEAs
Subrecipient LEAs report receipt of the grant revenues in the normal revenue object for the grant (e.g., 8290, All Other Federal Revenue) with the resource code for the grant. Subrecipient LEAs report their grant expenditures in the resource for the grant with the normal goals, functions, and objects.

Exception for Special Education and ROC/P
Pass-throughs of state apportionments for special education and ROC/P are accounted for as "transfers of apportionment" rather than as pass-through grants. For example, a district participating in an ROC/P Joint Power Authority or Agreement (JPA) would recognize its ROC/P apportionment as other state apportionments (Resource 6350 and Object 8311) and would record the pass-through of funds to the JPA as a transfer of apportionment (Resource 6350, Function 9200, and Object 7223).

2. **Administrative and Direct Financial Involvement: Subagreement for Services Model**
A recipient LEA has direct financial involvement in a pass-through grant if it is liable for disallowed costs or if it funds part of the costs. By having financial involvement in a pass-through grant, a recipient LEA automatically has administrative involvement as well. These types of pass-through grants are commonly referred to

as "subagreements for services" between LEAs, that is, transactions in which the recipient LEA to whom the funding was originally awarded contracts with subrecipient LEAs to carry out the terms of the grant under the direction of the recipient LEA. The accounting for this type of pass-through grant is as follows:

Recipient LEA (administrative and direct financial involvement)
The recipient LEA reports the receipt of the grant revenue in the normal revenue object for the grant (e.g., 8290, Other Federal Revenue) with the resource code for the grant. The recipient LEA reports the disbursement of funds to subrecipient LEAs in Object 5100, Subagreements for Services, in the normal goals and functions for the grant expenditures.

Subrecipient LEAs
Subrecipient LEAs report the receipt of subagreement revenues in Object 8677, Interagency Services Between LEAs (or in Object 8285, Interagency Contracts Between LEAs, if the original grant is of federal origin) and in an applicable resource. Subrecipient LEAs report their subagreement expenditures in Goal 7110, Nonagency—Educational, in the normal functions and objects.

Cooperative Projects

California school districts and county offices of education often pool their resources and operate certain federal and state projects cooperatively for economic efficiency.

Some cooperative projects are formed to meet certain objectives established by the participants. This approach usually calls for the participants to pool their resources and for one school district or county office to serve as the lead and operate the project for the others. Typically this is a local decision, not a condition of the grant itself, and the appropriate accounting is the "subagreement for services" model.

Other cooperative projects are formed in order to meet specific federal grant or entitlement conditions and requirements. This approach usually requires that one LEA serve as the applicant for purposes of receiving federal funds and disbursing them to the other participating LEAs, who

Procedure 750 Pass-Through Grants and Cooperative Projects

operate their own projects. Periodic cash advances may be made directly to the applicant LEA for deposit and disbursement. The appropriate accounting for this type of cooperative project is the "pass-through" model.

Summary Examples of Pass-Through Transactions

I. Transfer of Apportionment (Special Education and ROC/P only)

Original Recipient	Subrecipient
Receipt of ROC/P apportionment 01-6350-0-0001-0000-8311	
Transfer of ROC/P apportionment 01-6350-0-0001-9200-7221, 2, 3	Receipt of transfer of ROC/P apportionment 01-6350-0-0000-0000-8791, 2, 3
	Expenditure of ROC/P funds 01-6350-0-6000-XXXX-XXXX

II. Pass-Through of All Other Resources (Federal, State, or Local)

Original Recipient	Subrecipient
Receipt of federal revenue to be passed through 01-3310-0-5001-0000-8287	
Pass-through of federal revenue 01-3310-0-5001-9200-7211, 2, 3	Receipt of passed-through federal revenue 01-3310-0-5001-0000-8181
	Expenditure of federal program funds 01-3310-0-5XXX-XXXX-XXXX
Receipt of state revenue to be passed through 01-7110-0-0000-0000-8587	
Pass-through of state revenue 01-7110-0-0000-9200-7211, 2, 3	Receipt of passed-through state revenue 01-7110-0-0000-0000-8590
	Expenditure of state program funds 01-7110-0-XXXX-XXXX-XXXX
Receipt of local revenue to be passed through 01-9010-0-0000-0000-8697	
Pass-through of local revenue 01-9010-0-0000-9200-7211, 2, 3	Receipt of passed-through local revenue 01-9010-0-0000-0000-8699
	Expenditure of local program funds 01-9010-0-XXXX-XXXX-XXXX

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III. Subagreements for Services

Original Recipient	Subrecipient
Receipt of grant revenue 01-6500-0-5001-0000-8311	
Payment to subrecipient for subagreement services 01-6500-0-5750-1110-5100	Receipt of payment for subagreement services 01-9010-0-7110-0000-8677 (or 8285 if federal)
	Expenditures for subagreement services 01-9010-0-7110-1110-XXXX

Sample Journal Entries for a Cooperative Project

Small school districts may find it advantageous to pool their resources to provide programs that could not be financed by one district alone. The following example assumes that five small districts contract with the county office of education (COE) to use Tobacco-Use Prevention Education (TUPE) money to run a program designed to reach students at risk of using tobacco.

Example: COE Receives TUPE Grant Money for Administrative Purposes, and Districts Receive TUPE Money for Program Purposes; Districts and the COE Form a Cooperative Project for TUPE Services

(a) The following entries record the receipt of the TUPE grants:

For the COE:

Fund	Resource	Project Year	Goal	Function	Object	School
01	6680	0	0000	0000	8590	000

- Fund 01 is the County School Service Fund.
- Resource 6680 is TUPE: COE Administration Grants.
- Project Year is not applicable in this example.
- Goal is not required for revenue.
- Function is not required for revenue.
- Object 8590 is All Other State Revenue.
- School is not required.

For the districts:

Fund	Resource	Project Year	Goal	Function	Object	School

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01	6660	0	0000	0000	8590	000
01	6670	0	0000	0000	8590	000

- Fund 01 is the General Fund.
- Resource 6660 is TUPE: Elementary Grades 4–8, and Resource 6670 is TUPE: High School Competitive Grants.
- Project Year is not applicable in this example.
- Goal is not required for revenues.
- Function is not required for revenues.
- Object 8590 is All Other State Revenue.
- School is not required.

(b) According to the contractual agreement, the districts use their TUPE program funds to pay the COE to operate a Friday Night Live program designed for regular education students.

The COE records the revenue received from the districts in a locally defined restricted local resource:

Fund	Resource	Project Year	Goal	Function	Object	School
01	9150	0	0000	0000	8677	000

- Fund 01 is the County School Service Fund.
- Resource 9150 is a locally defined restricted code for the Friday Night Live contract. Resource 9150 rolls up to Resource 9010, Other Local, when data are submitted to CDE at year-end.
- Project Year is not applicable in this example.
- Goal is not required for revenue.
- Function is not required for revenue.
- Object 8677 is Interagency Services Between LEAs.
- School is not required.

The districts, as the original recipient LEAs, are responsible for reporting their expenditures to CDE; they use the applicable goal and functions, and the object illustrates that they subcontracted with the COE:

Fund	Resource	Project Year	Goal	Function	Object	School
01	6660	0	1110	4000	5100	000
01	6670	0	1110	4000	5100	000

- Fund 01 is the district's General Fund.

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- Resource 6660 is TUPE: Elementary Grades 4–8, and Resource 6670 is TUPE: High School Competitive Grants.
- Project Year is not applicable in this example.
- Goal 1110 is Regular Education, K–12 because the Friday Night Live program targets regular education students.
- Function 4000 is Ancillary Services.
- Object 5100 is Subagreements for Services.
- School is not required.

(c) The COE operates the Friday Night Live program using the funds received from the districts:

Fund	Resource	Project Year	Goal	Function	Object	School
01	9150	0	7110	4000	1200	000

- Fund 01 is the County School Service Fund.
- Resource 9150 is a locally defined restricted code for the Friday Night Live contract. Resource 9150 rolls up to Resource 9010, Other Local, when data are submitted to CDE at year-end.
- Project Year is not applicable in this example.
- Goal 7110 is Nonagency—Educational. the money of another entity is used to provide services on behalf of that entity, not on behalf of its own student population.
- Function 4000 is Ancillary Services.
- Object 1200 is Certificated Pupil Support Salaries.
- School is not required.

The districts have no further entries because they have spent their grants.

When the COE spends its own TUPE money administering the districts' TUPE programs, the TUPE resource is retained.

Fund	Resource	Project Year	Goal	Function	Object	School
01	6680	0	8600	2100	2400	000

- Fund 01 is the County School Service Fund.
- Resource 6680 is TUPE: COE Administrative Grants.
- Project Year is not applicable in this example.
- Goal 8600 is County Service to Districts.
- Function 2100 is Instructional Supervision and Administration.

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- Object 2400 is Clerical, Technical, and Office Staff Salaries.
- School is not required.

(d) At year-end, not all funds have been spent, and the remaining funds are carried over into the next year. The terms of the contract with the districts allow carryover only into the following year; money not spent in the following year must be returned to the districts.

The COE books deferred revenue as follows:

Fund	Resource	Project Year	Goal	Function	Object	School
01	9150	0	0000	0000	9650	000

- Fund 01 is the County School Service Fund.
- Resource 9150 is a locally defined restricted code for the Friday Night Live contract. Resource 9150 rolls up to Resource 9010, Other Local, when data are submitted to CDE at year-end.
- Project Year is not applicable in this example.
- Goal is not required for balance sheet accounts.
- Function is not required for balance sheet accounts.
- Object 9650 is Deferred Revenue.
- School is not required.

Procedure 755 Special Education

Special education budgets are complex and are of great interest to the public, both locally and statewide. Federal and state legislation during 1998 changed the way in which special education programs are funded and reported.

As of 1998, *Education Code* Section 56205(b)(1) requires that a special education budget shall separately identify the following elements:

1. Apportionment received by the local educational agency (LEA) in accordance with the allocation plan adopted by the special education local plan area (SELPA) (The state funding is tracked in SACS in the resource field in combination with a specific revenue code in the object field.)
2. Administrative costs of the plan (These costs are tracked in the function field.)
3. Costs of special education services to pupils with severe disabilities and low-incidence disabilities (This population is identified by the goal field.)
4. Costs of special education services to pupils with nonsevere disabilities (This population is identified by the goal field.)
5. Costs of supplemental aids and services provided to meet the individual needs of pupils placed in regular education classrooms and environments (Costs of these aids and services, which may be provided to both severe and nonsevere students, are tracked in the function field.)
6. Regionalized operations and services and direct instructional support by program specialists in accordance with Article 6, *Program Specialists and Administration of Regionalized Operations and Services* (These costs are tracked in the goal field for regionalized operations and in the function field for instructional services.)
7. Use of property taxes allocated to the SELPA pursuant to *Education Code* Section 2572 (Property taxes allocated to the SELPA are tracked in the resource field and identified by a specific revenue code in the object field.)

Maintenance of Effort

Funds provided under Part B of the federal Individuals with Disabilities Education Act (IDEA) are subject to a maintenance of effort (MOE)

requirement. This is stipulated in Section 1413 of Title 20 of the *United States Code*, Section 300.231 of Part 34 of the *Code of Federal Regulations*, and *Education Code* Section 56205.

The MOE requirement is that Part B IDEA funds shall not be used, except in specified situations, to reduce the level of expenditures for the education of children with disabilities made by the LEA from state and local funds or from local funds only, below the prior year's level. This test must be met on either an aggregate or a per capita basis.

The California Department of Education (CDE) monitors compliance with the MOE requirement at the SELPA level. The administrative unit (AU) of a multi-LEA SELPA monitors compliance of its member LEAs.

Recording Special Education Transactions

For state reporting, direct costs will be reported as the costs of providing services to infants, preschool-age students, severely disabled students from ages five through twenty-two, and nonseverely disabled students from ages five through twenty-two. This classification is done through the goal field. The costs are further broken down by the type of instructional service provided: separate classes, resource specialist instruction, supplemental aids and services to students in regular classrooms, services of nonpublic agencies or schools, and other specialized instructional services. This classification is done through the function field.

Shown below are discussions of how certain special education transactions are accounted for. Later in this section, examples of transactions are given to illustrate the accounting entries.

1. Salaries of certificated employees providing other specialized instructional services are recorded in Function 1190, Special Education: Other Specialized Instructional Services, with Object 1100, Teachers' Salaries.

2. Salaries of instructional aides are recorded in the special education instructional functions 1100–1199, except 1180, with Object 2100, Instructional Aides' Salaries. If a classified employee provides other support services, that cost should be coded to a support function with Object 2200, Classified Support Salaries.

3. Administrative costs of the SELPA administrative unit (AU) are recorded in Function 2200, Administrative Unit of Multidistrict SELPA. A school district or county superintendent of schools may be the Administrative Unit (AU) of a SELPA.

4. Salaries of a program specialist providing regionalized services as defined by *Education Code* Section 56836.23 are recorded in Goal 5060, Regionalized Program Specialist, with Function 2100, Instructional Supervision and Administration, and Object 1900, Other Certificated Salaries.

   Salaries of a program specialist not providing regionalized services but instead working locally with students as a support to teachers are recorded in Function 2100, Instructional Supervision and Administration, with the appropriate special education goal, and Object 1900, Other Certificated Salaries.

5. Apportionments for regionalized operations and services and the direct instructional support of program specialists are made directly to the SELPA administrative unit (AU) (*Education Code* Section 56836.23). These apportionments are recorded by the AU using Object 8311, Other State Apportionments, Current Year (or Object 8319, Other State Apportionments, Prior Year).

   The AU, by agreement, may transfer these apportionments to a participating agency. It can do the transfer in one of two ways: by transferring to the other LEA the responsibility for providing regionalized services or by contracting with the other LEA to provide the services while retaining the responsibility for providing the services.

   An AU transferring to another LEA the responsibility for providing regionalized services records the transfer as a transfer of apportionments using Function 9200, Transfers Between Agencies, and the transfers of apportionments objects, such as Object 7221, Transfers of Apportionments to Districts or Charter Schools; Object 7222, Transfers of Apportionments to County Offices; or Object 7223, Transfers of Apportionments to JPAs.

   The LEA receiving the apportionment under this arrangement records the revenues in Resource 6500, Special Education, in the appropriate special education goals, with a transfers of

apportionments object, such as Object 8791, Transfers of Apportionments from Districts or Charter Schools; or Object 8792, Transfers of Apportionments from County Offices. The expenditures are recorded in the same goals as the revenues, in Function 2100, Instructional Supervision and Administration, and in the appropriate object (e.g., Object 1300, Certificated Supervisors' and Administrators' Salaries).

An AU contracting with another LEA to provide regionalized services while retaining the responsibility for providing the services records the payments to the other LEA as payments for contracted services. The AU records these payments in Object 5100, Subagreements for Services, still in Resource 6500 with a special education goal (e.g., Goal 5xxx), and an appropriate expenditure function.

The LEA providing the services under the contract does not record the revenues and expenditures in the special education resource or a special education goal but in Resource 9010, Other Local (or a locally defined resource), and Goal 7110, Nonagency—Educational (use of this goal in this revenue transaction is optional; otherwise, use Goal 0000), with Object 8677, Interagency Services Between LEAs. It records expenditures in Goal 7110, Nonagency—Educational (whether or not Goal 7110 was used for the revenue), Function 2100, Instructional Supervision and Administration, and the appropriate objects for salaries, benefits, and supplies.

See Example 8 and Example 9 later in this procedure for the complete entries for these types of transactions.

6. Apportionments for other than regionalized services may be allocated to districts and county offices of education in accordance with the allocation plan adopted pursuant to *Education Code* Section 56836.05 unless the allocation plan specifies that funds will be apportioned to the AU of the SELPA (*Education Code* Section 56195.7).

   Method 1—Special Education Apportionment Allocated to the Administrative Unit (AU):

If the SELPA has elected for the apportionments to be made to the AU, the AU records the receipt of apportionment and the transfer of funds to the members basically in the same manner as recording the transfer of apportionments for program specialists and regionalized services, where the AU also transfers to the participating LEA the responsibility for providing regionalized services, as discussed in the previous Item 5.

By the same token, the participating LEA records the receipt of these moneys from the AU and the expenditures basically in the same manner as discussed in that part of Item 5.

Method 2—Special Education Apportionment Allocated to Districts and County Superintendents of Schools

If the SELPA has opted for special education apportionments (other than for regionalized services) to be made directly to the participating agencies, each district or county office records the apportionment as Resource 6500, Special Education, an appropriate special education goal, such as Goal 5001, Special Education—Unspecified, and Object 8311, Other State Apportionments—Current Year.

7. A district, county office, or JPA billing for and receiving payment for special education excess costs or deficits, or payments for special education transportation excess costs or deficits, records the revenue received as Object 8710, Tuition, with the appropriate special education resource and an appropriate special education goal.

   The LEA paying the excess costs or deficits records the payment with an appropriate resource, a special education goal, Function 9200, Transfers Between Agencies, and Object 7141, Other Tuition, Excess Costs, and/or Deficit Payments to School Districts or Charter Schools; Object 7142, Other Tuition, Excess Costs, and/or Deficit Payments to County Offices; or Object 7143, Other Tuition, Excess Costs, and/or Deficit Payments to JPAs.

8. A district or county office receiving the federal Individuals with Disabilities Education Act (IDEA) basic local assistance revenue records the revenue in Resource 3310, IDEA Basic Local Assistance Entitlement, Part B, with a special education goal, in

Object 8181, Special Education—Entitlement, and records the expenditures in Resource 3310, with the appropriate special education goals, functions, and objects.

9. A district or county office that receives a federal IDEA grant-in-aid for approved special projects records the revenue as Object 8182, Special Education—Discretionary Grants, with the appropriate resource and the appropriate special education goal.

10. Any AU receiving federal IDEA money of either the local assistance entitlement or a discretionary grant that is to be distributed to a district or county office records the revenue to be passed to participating LEAs as Object 8287, Pass-Through Revenues from Federal Sources, with the appropriate resource and Goal 5001, Special Education—Unspecified.

    The AU distributes these funds, using the appropriate resource, the appropriate special education goal, Function 9200, Transfers Between Agencies, and Object 7211, Transfers of Pass-Through Revenues to Districts or Charter Schools; Object 7212, Transfers of Pass-Through Revenues to County Offices; or Object 7213, Transfers of Pass-Through Revenues to JPAs.

The following are examples of recording revenues received and expenditures incurred to educate special education students. The illustration of which codes to use for these transactions has been simplified. Only one side of the accounting entry is shown; in actual entries, the debit(s) must equal the credit(s).

Sample Journal Entries

Example 1: Splitting an Employee's Costs Between Functions

A teaching assistant is hired to work half a day in a separate class for severely disabled children and half a day in assisting a severely disabled student who has been mainstreamed in a regular education class.

Because the teaching assistant is working solely with severely disabled students, his salary has one goal. However, his work is split between two functions.

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Fund	Resource	Project Year	Goal	Function	Object	School
01	6500	0	5750	1110	2100	000
01	6500	0	5750	1130	2100	000

- Fund 01 is the General Fund.
- Resource 6500 is Special Education.
- Project Year is not required in this example.
- Goal 5750 is Special Education, Ages 5–22 Severely Disabled.
- Function 1110, Special Education: Separate Classes, captures the costs of running a separate class for severely disabled students; and Function 1130, Special Education: Supplemental Aids and Services in Regular Classrooms, captures the costs of providing a teaching assistant for a student who attends a regular education class.
- Object 2100 is Instructional Aides' Salaries.
- School is not required.

Example 2: Splitting an Employee's Salary Between Goals

An adaptive physical education teacher is hired to provide physical education classes for special education students attending regular education classes on several campuses and for students attending special education separate classes. Some of the students are categorized as severely disabled, others as nonseverely disabled. The teacher's salary is split between two goals because two populations of students are served. (*Note*: The salary may also be coded to a single goal, Goal 5001, and subsequently divided on the basis of the documented hours spent with each population.)

Fund	Resource	Project Year	Goal	Function	Object	School
01	6500	0	5750	1190	1100	000
01	6500	0	5770	1190	1100	000

- Fund 01 is the General Fund.
- Resource 6500 is Special Education.
- Project Year is not required in this example.
- Goal 5750 is Special Education, Ages 5–22 Severely Disabled, and Goal 5770 is Special Education, Ages 5–22 Nonseverely Disabled. (The salary may be coded instead to one goal during the year and split between the goals at year-end when the ratio of

service to severely and nonseverely disabled students is documented.)

- Function 1190 is Special Education: Other Specialized Instructional Services. This function includes pullout services that may be provided to students who are normally found in separate classes or regular education classes.
- Object 1100 is Teachers' Salaries.
- School is not required.

Example 3: Costs for Special Education Students in Regular Education Classrooms

A student who has a low-incidence disability has been placed in a juvenile court school. His individualized education program (IEP) necessitates the presence of an interpreter and the services of a resource specialist. The following services are being provided by different resources and for different populations. The cost of the teacher in the juvenile court school is chargeable to regular education; the costs of the interpreter and the resource specialist are chargeable to special education.

The cost of the juvenile court school teacher is coded as follows:

Fund	Resource	Project Year	Goal	Function	Object	School
01	2400	0	3600	1000	1100	000

- Fund 01 is the County School Service Fund.
- Resource 2400 is Juvenile Court/County Community Schools. This resource is for the state apportionment for these schools. The funds are used to pay for the juvenile court teacher.
- Project Year is not required in this example.
- Goal 3600, Juvenile Courts, identifies the costs of educating juvenile court school students.
- Function 1000 is Instruction. General education teachers are coded to the general population they are contracted to teach. A special education student who attends a regular education class is considered a part of the general education class.
- Object 1100 is Teachers' Salaries.
- School is not required.

The cost of the interpreter assigned to the student who has an IEP and has been placed in the juvenile court classroom is coded as follows:

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Fund	Resource	Project Year	Goal	Function	Object	School
01	6500	0	5750	1130	2100	000

- Fund 01 is the County School Service Fund.
- Resource 6500 is Special Education.
- Project Year is not applicable in this example.
- Goal 5750 is Special Education, Ages 5–22 Severely Disabled. (Students with a low-incidence disability are classified as severely disabled. The LEA may have locally defined goals to separate low-incidence disabilities from other severe disabilities if management needs to identify these costs locally.)
- Function 1130 is Special Education: Supplemental Aids and Services in Regular Classrooms.
- Object 2100 is Instructional Aides' Salaries. (The LEA may have locally defined objects if it is important to track the costs of interpreters separately from those of classroom assistants.)
- School is not required.

The cost of the resource specialist who works with this student on a pullout basis is coded as follows:

Fund	Resource	Project Year	Goal	Function	Object	School
01	6500	0	5750	1120	1100	000

- Fund 01 is the County School Service Fund.
- Resource 6500 is Special Education.
- Project Year is not applicable in this example.
- Goal 5750 is Special Education, Ages 5–22 Severely Disabled. (Students with a low-incidence disability are classified as severely disabled students. The LEA may have locally defined goals to separate these two types of severe conditions if the information is important locally.)
- Function 1120 is Special Education: Resource Specialist Instruction. This is a resource specialist who works directly with the students in an instructional setting.
- Object 1100 is Teachers' Salaries.
- School is not required.

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Example 4: Costs for Special Education Students in a Regional Occupational Center/Program (ROC/P)

Some special education students are in transition, going from the special education K–12 program into the adult workforce. The students have been placed in an ROC/P class, where they receive training at a fast-food business supplemented with ROC/P classes. The cost of the ROC/P instructor is coded as follows:

Fund	Resource	Project Year	Goal	Function	Object	School
01	6360	0	6000	1000	1100	000

- Fund 01 is the school district's General Fund.
- Resource 6360 is Pupils with Disabilities Attending ROC/P.
- Project Year is not applicable in this example.
- Goal 6000 is Regional Occupational Center/Program.
- Function 1000 is Instruction.
- Object 1100 is Teachers' Salaries.
- School is not required.

The cost of a teaching assistant assigned to the special education students to enable them to participate in the ROC/P class is coded as follows:

Fund	Resource	Project Year	Goal	Function	Object	School
01	6500	0	5770	1130	2100	000

- Fund 01 is the school district's General Fund.
- Resource 6500 is Special Education.
- Project Year is not applicable in this example.
- Goal 5770 is Special Education, Ages 5–22 Nonseverely Disabled.
- Function 1130 is Special Education: Supplemental Aids and Services in Regular Classrooms.
- Object 2100 is Instructional Aides' Salaries.
- School is not required.

Example 5: Costs of Instruction Provided on a Pullout Basis

An orientation and mobility (O & M) specialist is hired to teach students how to travel safely and independently around the school and in the

community. He or she works with blind students who attend regular classes at the elementary and high schools. This service is provided on a pullout basis. The O & M specialist has a teaching credential and is trained to teach special education students.

Fund	Resource	Project Year	Goal	Function	Object	School
01	6500	0	5750	1190	1100	000

- Fund 01 is the General Fund.
- Resource 6500 is Special Education.
- Project Year is not applicable in this example.
- Goal 5750 is Special Education, Ages 5–22 Severely Disabled, which includes students with a low-incidence disability.
- Function 1190 is Special Education: Other Specialized Instructional Services. This function includes pullout services that may be provided to students who are normally found in separate classes or regular education classes.
- Object 1100 is Teachers' Salaries.
- School is not required.

Example 6: Costs of Pupil Services

A counselor is hired to provide special education students with behavior management services, a systematic implementation of procedures designed to promote lasting, positive changes in the students' behavior, resulting in greater access to a variety of community settings, social contacts, and public events, and placement in the least restrictive environment. The counselor is a licensed professional with a certificate for school service. The salary is coded as follows:

Fund	Resource	Project Year	Goal	Function	Object	School
01	6500	0	5750	3110	1200	000

- Fund 01 is the General Fund.
- Resource 6500 is Special Education.
- Project Year is not applicable in this example.
- Goal 5750 is Special Education, Ages 5–22 Severely Disabled.
- Function 3110 is Guidance and Counseling Services.
- Object 1200 is Certificated Pupil Support Salaries.
- School is not required.

The students receiving this behavior modification training are enrolled in a separate class for severely emotionally disabled (SED) students or autistic students. This class is taught by a special education teacher who works with the counselor to apply the behavior modification procedures in the classroom. The cost of the teacher is coded as follows:

Fund	Resource	Project Year	Goal	Function	Object	School
01	6500	0	5750	1110	1100	000

- Fund 01 is the General Fund.
- Resource 6500 is Special Education.
- Project Year is not applicable in this example.
- Goal 5750 is Special Education, Ages 5–22 Severely Disabled.
- Function 1110 is Special Education: Separate Classes.
- Object 1100 is Teachers' Salaries.
- School is not required.

Example 7: Costs Related to Federal Resources

(a) Funds from the Individuals with Disabilities Education Act (IDEA) basic local assistance entitlement were used to pay a classified assistant to work with students who are in transition from K–12 special education into gainful employment in local businesses.

Fund	Resource	Project Year	Goal	Function	Object	School
01	3310	4	5750	1190	2100	000

- Fund 01 is the school district's General Fund.
- Resource 3310 is Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611.
- Project Year refers to the report year for this program; 4 in this case is for federal fiscal year 2003-04, which ended September 30, 2004.
- Goal 5750 is Special Education, Ages 5–22 Severely Disabled.
- Function 1190 is Special Education: Other Specialized Instructional Services. The student has been transferred from a regular or separate classroom to a work site or other setting.
- Object 2100 is Instructional Aides' Salaries.
- School is not required.

(b) An LEA uses IDEA basic local assistance entitlement funds to purchase assistive technology for a student who will use the computer to communicate with teachers and peers in a regular education classroom.

Fund	Resource	Project Year	Goal	Function	Object	School
01	3310	4	5750	1130	6400	000

- Fund 01 is the General Fund.
- Resource 3310 is Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611.
- Project Year refers to the report year for this program; 4 in this case is for federal fiscal year 2003-04, which ended September 30, 2004.
- Goal 5750 is Special Education, Ages 5–22 Severely Disabled.
- Function 1130 is Special Education: Supplemental Aids and Services in Regular Classrooms. The equipment is an aid to the student in a regular classroom.
- Object 6400 is Equipment.
- School is not required.

Example 8: A County Office, as the SELPA Administrative Unit (AU), Receives the Apportionment and Transfers It to Participating LEAs.

(a) As the SELPA AU, the county office records the receipt of the state apportionment.

Fund	Resource	Project Year	Goal	Function	Object	School
01	6500	0	5001	0000	8311	000

- Fund 01 is the County School Service Fund.
- Resource 6500 is Special Education.
- Project Year is not applicable in this example.
- Goal 5001 is Special Education—Unspecified. A special education goal is required for special education revenue (but not for other revenues).
- Function is not necessary for revenue.
- Object 8311 is Other State Apportionments—Current Year.
- School is not required.

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(b) The SELPA AU distributes the apportionment to the participating LEAs.

Fund	Resource	Project Year	Goal	Function	Object	School
01	6500	0	5001	9200	7221	000
01	6500	0	5001	9200	7222	000
01	6500	0	5001	9200	7223	000

- Fund 01 is the County School Service Fund.
- Resource 6500 is Special Education.
- Project Year is not applicable in this example.
- Goal 5001 is Special Education—Unspecified.
- Function 9200 is Transfers Between Agencies.
- Object 7221 is Transfers of Apportionments to Districts or Charter Schools; Object 7222 is Transfers of Apportionments to County Offices; and Object 7223 is Transfers of Apportionments to JPAs.
- School is not required.

(c) The member LEA (in this case a school district) makes the following entry to record receipt of apportionment from the SELPA AU (in this case a county office):

Fund	Resource	Project Year	Goal	Function	Object	School
01	6500	0	5001	0000	8792	000

- Fund 01 is the school district's General Fund.
- Resource 6500 is Special Education.
- Project Year is not applicable in this example.
- Goal 5001 is Special Education—Unspecified. A Special Education goal is required for Special Education revenue.
- Function is not required for revenue.
- Object 8792 is Transfers of Apportionments from County Offices. In this case, the AU is a county office of education.
- School is not required.

Example 9: A County Office, as the AU, Receives the Apportionment for Regionalized Services and Then Contracts with a Participating District to Provide Regionalized Services.

Procedure 755 Special Education

(a) The county office, as the SELPA AU, records payment on a contract with a district to provide regionalized services, in this case to coordinate curriculum development.

Fund	Resource	Project Year	Goal	Function	Object	School
01	6500	0	5001	2130	5100	000

- Fund 01 is the County School Service Fund.
- Resource 6500 is Special Education.
- Project Year is not applicable in this example.
- Goal 5001 is Special Education—Unspecified. The AU may choose to use the optional Goal 5050, Regionalized Services.
- Function 2130 is Curriculum Development.
- Object 5100 is Subagreements for Services.
- School is not required.

(b) The district records the interagency revenue from the AU.

Fund	Resource	Project Year	Goal	Function	Object	School
01	9010	0	7110	0000	8677	000

- Fund 01 is the General Fund.
- Resource 9010 is Other Local, in this case a contract with another LEA.
- Project Year is not applicable in this example.
- Goal 7110 is Nonagency—Educational. (Use of this goal for a revenue transaction is optional; it will enable the LEA to match contract revenue with the contract expenditures.)
- Function is not required for revenue.
- Object 8677 is Interagency Services between LEAs.
- School is not required.

(c) As part of this contract, the district pays a program specialist who provides regionalized services to members of the SELPA.

Fund	Resource	Project Year	Goal	Function	Object	School
01	9010	0	7110	2100	1900	000

- Fund 01 is the General Fund.
- Resource 9010 is Other Local.

- Project Year is not applicable in this example.
- Goal 7110 is Nonagency—Educational.
- Function 2100 is Instructional Supervision and Administration.
- Object 1900 is Other Certificated Salaries.
- School is not required.

Example 10: A School District, a Member of a SELPA, Makes Payments to Another Entity for a Special Education Student's Education.

(a) The district makes payments to a State Special School.

Fund	Resource	Project Year	Goal	Function	Object	School
01	0000	0	5001	9200	7130	000

- Fund 01 is the General Fund.
- Resource 0000 is Unrestricted Resource.
- Project Year is not applicable in this example.
- Goal 5001 is Special Education—Unspecified.
- Function 9200 is Transfers Between Agencies.
- Object 7130 is State Special Schools.
- School is not required.

(b) The district makes payments to a nonpublic school for a severely disabled student's education.

Fund	Resource	Project Year	Goal	Function	Object	School
01	6500	0	5750	1180	5100	000

- Fund 01 is the General Fund.
- Resource 6500 is Special Education.
- Project Year is not applicable in this example.
- Goal 5750 is Special Education, Ages 5–22, Severely Disabled.
- Function 1180 is Special Education: Nonpublic Agencies/Schools.
- Object 5100 is Subagreements for Services.
- School is not required.

(c) A school district pays excess costs for a program run by the SELPA.

Procedure 755 Special Education

(1) The SELPA AU bills the district for excess costs. The revenue is coded as follows:

Fund	Resource	Project Year	Goal	Function	Object	School
01	6500	0	5750	0000	8710	000

- Fund 01 is the County School Service Fund.
- Resource 6500 is Special Education.
- Project Year is not applicable for this example.
- Goal 5750 is Special Education, Ages 5–22, Severely Disabled.
- Function is not required for revenue or balance sheet accounts.
- Object 8710 is Tuition.
- School is not required.

(2) The school district pays the SELPA AU its share of excess costs of the program per the local plan agreement.

Fund	Resource	Project Year	Goal	Function	Object	School
01	6500	0	5750	9200	7142	000

- Fund 01 is the district's General Fund.
- Resource 6500 is Special Education.
- Project Year is not applicable for this example.
- Goal 5750 is Special Education, Ages 5–22 Severely Disabled.
- Function 9200 is Transfers Between Agencies.
- Object 7142 is Other Tuition, Excess Costs, and/or Deficit Payments to County Offices.
- School is not required.

Example 11: Identifying Administrative Costs

(a) A multidistrict SELPA AU pays its director.

Fund	Resource	Project Year	Goal	Function	Object	School
01	6500	0	5001	2200	1300	000

- Fund 01 is the General Fund.
- Resource 6500 is Special Education.

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- Project Year is not applicable in this example.
- Goal 5001 is Special Education—Unspecified.
- Function 2200 is Administrative Unit of a Multidistrict SELPA.
- Object 1300 is Certificated Supervisors' and Administrators' Salaries.
- School is not required.

(b) A district charges its special education programs its indirect cost rate as follows:

Fund	Resource	Project Year	Goal	Function	Object	School
01	6500	0	5001	7210	7310	000

- Fund 01 is the General Fund.
- Resource 6500 is Special Education.
- Project Year is not applicable in this example.
- Goal 5001 is Special Education—Unspecified.
- Function 7210 is General Administration Cost Transfers.
- Object 7310 is Transfers of Indirect Costs.
- School is not required.

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Procedure 760 Regional Occupational Centers/Programs (ROC/Ps)

The ROC/P program is different from regular instructional programs in that *Education Code* Section 52301 allows two or more school districts to form a joint powers agency (JPA) to provide ROC/P vocational training.

The California Department of Education (CDE) apportions ROC/P funding to school districts and county offices of education on the basis of their ROC/P average daily attendance (ADA). The school districts and county offices of education may then provide ROC/P instruction themselves or contract for services or transfer the apportionment to JPAs to provide ROC/P instruction. School districts, county offices of education, and joint powers agencies have structured their ROC/P instruction in a variety of ways in California to meet local needs for ROC/P education.

The following examples of coding address the various forms of interagency agreements between LEAs:

Example 1: Both a County Office of Education (COE) and School Districts Receive Funding Based on ROC/P ADA Reported to CDE.

Fund	Resource	Project Year	Goal	Function	Object	School
01	6350	0	0000	0000	8311	000

- Fund 01 is the General Fund or the County School Service Fund.
- Resource 6350 is ROC/P Apportionment.
- Project Year is not applicable in this example.
- Goal is not required for revenue. Goal 6000, Regional Occupational Center/Program, may be used for local purposes.
- Function is not necessary for revenue.
- Object 8311 is Other State Apportionments—Current Year.
- School is not required.

Example 2: A COE Contracts with a School District to Operate an Auto-Body Class for the County ROC/P Program.

Procedure 760 Regional Occupational Centers/Programs (ROC/Ps)

(a) The COE makes the following entry to record payment of the contract for services. The COE retains full administrative and financial authority over the program.

Fund	Resource	Project Year	Goal	Function	Object	School
01	6350	0	6150	1000	5100	000

- Fund 01 is the County School Service Fund.
- Resource 6350 is ROC/P Apportionment.
- Project Year is not applicable in this example.
- Goal 6150 is a locally defined classification for trade and industry classes. LEAs have the option of tracking ROC/P subject matter in the goal field as long as it rolls up to Goal 6000 when data are submitted to CDE at year-end.
- Function 1000 is Instruction.
- Object 5100 is Subagreements for Services.
- School is not required.

(b) The school district makes the following entry to record receipt of funds to operate the shop class. The district is performing a contract service on behalf of the COE and does not report the ADA as its own.

Fund	Resource	Project Year	Goal	Function	Object	School
01	9635	0	0000	0000	8677	000

- Fund 01 is the district's General Fund.
- Resource 9635 is a unique code the district is using for its ROC/P contract. This and other local restricted resources must roll up to Resource 9010, Other Local, when data are submitted to CDE.
- Project Year is not applicable in this example.
- Goal is not required for revenue.
- Function is not required for revenue.
- Object 8677 is Interagency Services Between LEAs.
- School is not required.

(c) The district expenditures for the shop class are coded as follows:

Procedure 760 Regional Occupational Centers/Programs (ROC/Ps)

Fund	Resource	Project Year	Goal	Function	Object	School
01	9635	0	7110	1000	1100	000

- Fund 01 is the district's General Fund.
- Resource 9635 is the district's code for the contract.
- Project Year is not applicable in this example.
- Goal 7110 is Nonagency—Educational. The district's expenditures are made on behalf of the COE, which retains the final responsibility for the ROC/P class.
- Function 1000 is Instruction.
- Object 1100 is Teachers' Salaries.
- School is not required.

Example 3: Participating School Districts Transfer Their Apportionments to the Joint Powers Agency (JPA) Operating the ROC/P.

Per *Education Code* Section 52301, school districts may form a JPA to operate ROC/Ps, and the *Education Code* section allows the JPA to receive the apportionments through the participating districts.

(a) The districts transfer their apportionment to the JPA.

Fund	Resource	Project Year	Goal	Function	Object	School
01	6350	0	0000	9200	7223	000

- Fund 01 is the district's General Fund.
- Resource 6350 is ROC/P Apportionment.
- Project Year is not applicable in this example.
- Goal 0000 is Undistributed. Goal 6000, ROC/P, may be used for local identification.
- Function 9200 is Transfers Between Agencies.
- Object 7223 is Transfers of Apportionments to JPAs.
- School is not required.

(b) The JPA receives the transfer of apportionment.

Procedure 760 Regional Occupational Centers/Programs (ROC/Ps)

Fund	Resource	Project Year	Goal	Function	Object	School
01	6350	0	0000	0000	8791	000

- Fund 01 is the JPA's General Fund.
- Resource 6350 is ROC/P Apportionment.
- Project Year is not applicable in this example.
- Goal is not required for revenue.
- Function is not required for revenue.
- Object 8791 is Transfers of Apportionments from Districts or Charter Schools.
- School is not required.

(c) The JPA operates all of the ROC/P classes with many types of expenditures. For example, the JPA operates an auto-body class and has designated locally defined goals to track each of the classes as follows:

Fund	Resource	Project Year	Goal	Function	Object	School
01	6350	0	6150	1000	1100	000

- Fund 01 is the JPA's General Fund.
- Resource 6350 is ROC/P Apportionment.
- Project Year is not applicable in this example.
- Goal 6150 is the JPA's code for trade and industry classes. LEAs have the option of tracking ROC/P subject matter in the goal field as long as it rolls up to Goal 6000 when data are submitted to CDE at year-end.
- Function 1000 is Instruction.
- Object 1100 is Teachers' Salaries.
- School is not required.

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Procedure 780 Consolidation of NCLB Administrative Funds

The No Child Left Behind Act (NCLB) allows a local educational agency (LEA), upon approval by the California Department of Education (CDE), to consolidate funds from various NCLB programs for use in the administration of one or more NCLB programs (refer to United States Code, Title 20, Section 7823). LEAs may request to consolidate NCLB funds for administration in Part II of the Consolidated Application (for further information on the Consolidated Application, refer to the CDE's Web site at *http://www.cde.ca.gov/fg/aa/co*).

Benefits of Consolidation

Consolidating funds will provide flexibility in charging administrative costs and result in simplified accounting and personnel activity timekeeping. LEAs that consolidate administrative costs will have considerable discretion in how those costs get distributed back to the individual NCLB programs, as discussed later. Further, the consolidated funds may be treated as one cost objective; as such, LEAs are not required to maintain separate records by individual program to account for costs relating to administration, nor maintain personnel activity reports to document the time spent for administrative activities performed exclusively for the programs. (Note that semi-annual certifications are still required. Refer to Procedure 905, Documenting Salaries and Wages.)

Allowable Expenditures

For programs with no specified limits, the maximum amount available for administrative costs is what is reasonable and necessary for the proper and efficient administration of the programs, provided that the LEA budgets and expends at least 85 percent of the grant amounts at school sites for direct services to pupils.

When an LEA chooses to consolidate administrative funds in a particular fiscal year, it must pay all administrative costs from an administrative cost pool; no additional administrative cost may be charged directly to a participating program. (However, see treatment of indirect costs beginning on page 780-4.)

Consolidated funds may be used for the administration of any program included in the consolidation, and may be used at the school district and

Procedure 780 Consolidation of NCLB Administrative Funds

school levels, for such activities as coordination of the NCLB programs with other federal and nonfederal programs, establishment and operation of peer-review mechanisms for NCLB, administration of Title IX of the Elementary and Secondary Education Act (ESEA) (General Provisions), dissemination of information regarding model programs and practices, technical assistance for any NCLB program, and training personnel engaged in audit and other monitoring activities.

Accounting for Consolidated Administrative Funds

Accounting for consolidated administrative funds is a three-step process. As costs are incurred, they are recorded in a pooled resource, and then the pooled costs are distributed to the various NCLB programs. Finally, using funds available for the consolidation, indirect costs are charged directly to the programs.

Incurring Costs

Expenditures for administration are initially recorded in Resource 3155, NCLB: Consolidated Administrative Funds, rather than in the resources of the individual participating programs. LEAs should charge administrative costs they incur for participating programs (except for indirect costs, as explained following) to Resource 3155 in combination with the optional Function 2150, Instructional Administration of Special Projects, or the more general Function 2100, Instructional Supervision and Administration:

Object Title	SACS Account String	Debit	Credit
Certificated Supervisors' and Administrators' Salaries	01-3155-0000-2150-1300	$5,500	
Clerical, Technical, and Office Staff Salaries	01-3155-0000-2150-2400	$8,900	
Health and Welfare Benefits, Certificated Positions	01-3155-0000-2150-3401	$2,000	
Health and Welfare Benefits, Classified Positions	01-3155-0000-2150-3402	$2,300	
Materials and Supplies	01-3155-0000-2150-4300	$700	
Noncapitalized equipment	01-3155-0000-2150-4400	$3,000	
Cash in County Treasury	01-3155-0000-2150-9110		$22,400

To record expenditures made from funds available in the NCLB consolidated administrative cost pool.

(Note: After these entries, Resource 3155 has a negative cash balance of $22,400.)

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Distributing Accumulated Costs

Procedure 780 Consolidation of NCLB Administrative Funds

Because Section 1127 of the ESEA, as amended by the NCLB Act, requires that allowable program carryover be calculated based on total program expenditures, LEAs must distribute the pooled costs (Resource 3155 expenditures) to the programs participating in the consolidation before carryover can be calculated. LEAs can do this at the end of the year, or at other intervals they deem appropriate. The costs are distributed using Object 5710, Transfers of Direct Costs, and will result in zero net expenditures in Resource 3155 at the end of the year.

LEAs do not have to distribute pooled costs back to the individual programs on the basis of benefits received by each program, or in the same ratio that each program contributed to the pool. Rather, LEAs may distribute the costs as they see fit, provided that:

- The amount distributed to any program, when combined with the program's indirect costs, does not exceed 15 percent of total program expenditures or the program's maximum allowable administrative costs, whichever is less.
- The total grant amount is not exceeded after the distribution.

For the following example, assume that the LEA recorded expenditures in Resource 3155 with Function 2150, and it is now ready to distribute the expenditures to the following programs in the following amounts:

Title I, Part A (Resource 3010)	$16,300
Title I, Part C (Resource 3060)	$3,500
Title I, Part D (Resource 3025)	$2,300
Title II, Part A (Resource 4035)	$300
Total	$22,400

The LEA records the distribution using Function 2150 in combination with Object 5710, Transfers of Direct Costs:

Object Title	SACS Account String	Debit	Credit
Transfers of Direct Costs	01-3010-0000-2150-5710	$16,300	
	01-3060-0000-2150-5710	$3,500	
	01-3025-0000-2150-5710	$2,300	
	01-4035-0000-2150-5710	$300	
	01-3155-0000-2150-5710		$22,400
Cash in County Treasury	01-3155-0000-0000-9110	$22,400	
	01-3010-0000-0000-9110		$16,300
	01-3060-0000-0000-9110		$3,500

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Procedure 780 Consolidation of NCLB Administrative Funds

	01-3025-0000-0000-9110	$2,300
	01-4035-0000-0000-9110	$300

To distribute costs recorded in Resource 3155 to the various NCLB programs.

(Note: After the distribution, Resource 3155 has zero net expenditures and zero cash balance, but the details of the accumulated costs and distribution are retained.

Indirect Costs

Indirect costs are considered costs of administration for purposes of consolidating administrative funds. However, to simplify the necessary accounting entries CDE recommends that, rather than using Resource 3155, LEAs charge indirect costs pertaining to the individual programs directly to those programs after the LEA has distributed all pooled administrative costs.

The process is as follows:

1. At the end of the year, distribute all remaining Resource 3155 costs to the participating programs.

2. Compute indirect costs that may be charged to the programs. Depending on program guidelines, this is usually done by multiplying the direct costs of the program (objects 1000-5999, less object 5100) times the LEA's approved indirect cost rate.

3. Charge up to the computed indirect cost amounts to the individual programs, making sure to take into account any indirect or administrative cost caps the programs may have.

As shown in the following example, the indirect costs are charged to the programs using Function 7210, General Administration Cost Transfers, and Object 7310, Transfers of Indirect Costs. The corresponding transfer of cash between resources is done at the same time.

Object Title	SACS Account String	Debit	Credit
Transfers of Indirect Costs	01-3010-0000-7210-7310	$ 5,100	
	01-3060-0000-7210-7310	$ 2,050	
	01-3025-0000-7210-7310	$ 1,200	
	01-4035-0000-7210-7310	$ 550	
	01-0000-0000-7210-7310		$ 8,900

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Procedure 780 Consolidation of NCLB Administrative Funds

Cash In County Treasury	01-0000-0000-0000-9110	$ 8,900	
	01-3010-0000-0000-9110		$ 5,100
	01-3060-0000-0000-9110		$ 2,050
	01-3025-0000-0000-9110		$ 1,200
	01-4035-0000-0000-9110		$ 550

To record transfers of indirect costs to programs included in the consolidation of NCLB administrative funds.

The administrative costs, including indirect costs, charged to each program in the consolidation should be verified, making sure that administrative cost limits have not been exceeded.

Procedure 780 Consolidation of NCLB Administrative Funds

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Procedure 805 Joint Powers Agreements/Agencies (JPAs)

Pursuant to *Education Code* Section 41023, joint powers agreements/agencies (JPAs) consisting solely of school districts and county offices of education are subject to the same restrictions (e.g., financial reporting requirements) applicable to school districts and county offices, including preparation of budget and financial statements, certifications, accounting and auditing requirements, and expenditure and appropriation controls.

Education Code Section 41023 exempts from the financial reporting requirements those JPAs established to provide insurance funds for losses and payments for such things as health and welfare benefits for employees, school district liability, and workers' compensation pursuant to *Education Code* Section 17567.

Guidelines for JPA Financial Reporting

The following guidelines for the standardized account code structure (SACS) budget and financial reports have been developed to standardize reporting for JPAs. The guidelines are designed to ensure that the revenues and expenditures for JPAs are not inadvertently "double counted" when financial data from all local educational agencies (LEAs) are aggregated into statewide totals.

1. When JPAs operate Regional Occupational Centers and Programs (ROC/Ps):

   Education Code Section 52321(a) allows ROC/Ps established and maintained by JPAs to receive annual operating funds from each of the participating districts.

   A district participating in a JPA in which the JPA operates the ROC/P will recognize the ROC/P apportionments as Other State Apportionments (Resource 6350 and Object 8311) and report the transfer of funds to the JPA as Transfers of Apportionments to JPAs (Resource 6350, Function 9200, and Object 7223).

   The JPA will recognize the revenues as Transfers of Apportionments from Districts or Charter Schools (Resource 6350 and Object 8791). The expenditures will be reported in the

Procedure 805 Joint Powers Agreements/Agencies (JPAs)

Goal 6000, ROC/P, and the appropriate functions, such as Function 1000, Instruction.

2. When JPAs are responsible for administering a Special Education Local Plan Area (SELPA):

   In accordance with *Education Code* Section 56195.1(b), a school district may, in conjunction with one or more school districts, form a JPA and prepare a plan for the education of individuals with "exceptional needs" residing within those districts. The plan must include the designation of a "responsible local agency or alternative administrative agency" (e.g., one of the participating school districts) to receive and distribute the special education moneys.

   The responsible agency will report the special education funds in the appropriate special education resource categories (Resource 6500) and report the transfer of funds to the JPA as Transfers of Apportionments to JPAs (Resource 6500, Function 9200, and Object 7223).

   The JPA will recognize the revenues as Transfers of Apportionments from Districts or Charter Schools (Resource 6500 and Object 8791). The expenditures will be reported in the special education goals (goals 5000–5999) and the appropriate functions, such as Function 1000, Instruction.

3. When JPAs are organized for the purpose of providing transportation or food services:

   JPAs providing transportation or food services do so either (a) as a designated single school district; or (b) through a contract.

   a. **Single School District JPA.** If a JPA's sole function is to provide school transportation services or school food services, the JPA may be designated as a single school district in accordance with *Education Code* sections 41980(a) and 41980(b) to receive state apportionments. No activity is reported on the district's books if its transportation/food services are provided by a single district JPA.

The JPA will report the apportionments in the appropriate resource and object (Transportation—Home-to-School [Resource 7230, Object 8311]; Transportation—Special Education [Resource 7240, Object 8311]; and Child Nutrition Programs [Resource 5310, objects 8220 and 8520]). The expenditures will be reported in the appropriate functions (Function 3600, Pupil Transportation, and Function 3700, Food Services).

b. **Contracted JPAs.** When JPAs provide transportation/food services through a contract, the reporting is as follows:

The district will report the expenditures associated with the JPA using Object 5100, Subagreements for Services, within the appropriate goal and function.

The JPA will report the revenue received from the district as Object 8677, Interagency Services Between LEAs, and report the expenditures as Goal 7110, Nonagency—Educational, in the appropriate function activity (e.g., Function 3600, Pupil Transportation, and Function 3700, Food Services).

4. When school districts or county offices contract with JPAs for certain services:

If the reporting situations described previously do not apply, then the following guidelines should be used whenever school districts or county offices contract with JPAs for services (e.g., instructional services, support services):

The school district or county office will report the expenditures associated with the JPA as Subagreements for Services (Object 5100) within the appropriate goal and function.

The JPA will report the revenue received from the school district or county office using Object 8677, Interagency Services Between LEAs, and report expenditures as Goal 7110, Nonagency—Educational, in the appropriate function activity (e.g., Function 1000, Instruction, or Function 2100, Instructional Supervision and Administration).

Indirect Cost Rates for JPAs

The California Department of Education (CDE) is responsible for approving indirect cost rates for all LEAs. Although it does not generally approve indirect cost rates for JPAs, CDE can approve an indirect cost rate for a JPA if the JPA meets the following conditions:

1. The JPA has a county-district code and is included on the CDE active list of JPAs filing the SACS financial reports. (See "County-District Codes for JPAs," page 805-5.)

2. The JPA is established to provide direct instructional and support services and operates its own administrative unit (e.g., ROC/P or SELPA JPAs), or the JPA is established to provide direct support services and operates its own administrative unit (e.g., pupil transportation, food services JPAs).

   Note: Indirect cost rates will not be approved for JPAs that provide only central administrative services (e.g., payroll, accounting, centralized data processing).

3. The JPA has filed a SACS financial report for the appropriate year. Under the negotiated agreement with the United States Department of Education, indirect cost rates derived from the expenditure data of one fiscal year are applicable to programs in the second succeeding fiscal year. For example, rates derived from 2007-08 expenditure data are applicable to 2009-10 fiscal year programs.

4. The JPA has assigned only those costs normally associated with central administrative services, such as agencywide budgeting, accounting, purchasing, personnel, and centralized data processing, to Function 7200, Other General Administration. Costs relating to the administration of the program(s) provided by the JPA should be charged according to the function definitions in Procedure 325, the same as it would be if the program was provided by the district.

   For example, directors of instructional programs should be charged to Function 2100, Instructional Supervision and Administration. Directors of transportation programs should be charged to Function 3600, Transportation. Directors of food service programs should be charged to Function 3700, Food Services.

5. The JPA makes a written request to CDE to approve its rate. This request process is part of the SACS unaudited actual financial data certification form.

   Note: Expenditure reports submitted by JPAs are subject to the same analysis that CDE applies to school districts and county offices of education, including verification that indirect cost rate calculations are reasonable.

County-District Codes for JPAs

The issuance of county-district codes will be limited to those JPAs that, consistent with the requirements of *Education Code* Section 41023, would appropriately file the SACS financial reports. JPAs established for insurance purposes under *Education Code* Section 17567 are excluded from the reporting requirements of *Education Code* Section 41023 and will not be issued county-district codes. When requesting a county-district code from CDE, the JPA must:

1. Complete an application for a county-district code for a JPA, following the instructions available on the Internet at *http://www.cde.ca.gov/ds/si/ds*. (For assistance or questions regarding county-district code applications, please contact CDS Administration at (916) 327-4014 or by mail at CDS Administration, Data Management Division, California Department of Education, 1430 N Street, Suite 6308, Sacramento, CA 95814.)

2. Include evidence that *Government Code* requirements for JPAs have been met. (See *Government Code* sections 6503.5 and 6503.7 regarding filing a notice of the JPA agreement with the Office of the Secretary of State and payment of the filing fee.)

3. Submit the request through the county office of education and obtain the approval of the county superintendent.

4. List all participants in the JPA.

5. Provide a description of the type of service provided by the JPA to the educational programs. Generally, JPAs provide instructional and support services only (e.g., ROC/Ps, SELPAs), support services only (e.g., pupil transportation, food services, utilities,

Procedure 805 Joint Powers Agreements/Agencies (JPAs)

facilities acquisition, financing), or central administrative services (e.g., payroll, accounting, centralized data processing, legal). (CDE program approvals may be required for certain types of JPAs.)

6. Describe how the financial reporting will be accomplished. (See "Guidelines for JPA Financial Reporting," page 805-1.)

Procedure 805 Joint Powers Agreements/Agencies (JPAs)

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Procedure 810 Charter Schools

The *California School Accounting Manual (CSAM)* provides guidance on generally accepted accounting principles for all local educational agencies (LEAs) as well as specific guidance for LEAs in California. Section 15071 of *Title 5* of the *California Code of Regulations* requires that charter schools follow the guidelines in *CSAM*, to the extent the guidelines apply, for reporting of financial data. Much of the guidance in *CSAM* is relevant for charter schools.

GAAP for Charter Schools

Governmental agencies, such as traditional school districts and county offices of education, use the governmental fund accounting model and the modified accrual basis of accounting for their governmental activities. Charter schools that are governmental also use this basis of accounting. The authoritative source of generally accepted accounting principles (GAAP) for this model is the Governmental Accounting Standards Board (GASB).

Not-for-profit charter schools approved under *Education Code* Section 47604 that operate as, or are operated by, a nonprofit public benefit corporation pursuant to Section 501(c) (3) of the *Internal Revenue Code* typically use the not-for-profit accounting model and the accrual basis of accounting. The authoritative source of GAAP for this model is the Financial Accounting Standards Board (FASB).

The not-for-profit model more closely resembles private-sector (for-profit) accounting than governmental fund accounting. Nongovernmental not-for-profit entities using this model present external financial statements consisting of a Statement of Financial Position, a Statement of Activities, a Statement of Cash Flows, and Notes to the Financial Statements.

Governmental fund accounting and the differences between the accrual and the modified accrual bases of accounting are discussed in Procedure 101, Governmental Accounting.

Formats for Reporting Charter School Financial Data to CDE

Procedure 810 Charter Schools

Pursuant to *Education Code* Section 42100, all LEAs, including charter schools, must report unaudited actual financial data to CDE. Charter data may be reported in either the standardized account code structure (SACS) format or in the alternative format for charter schools approved by the State Board of Education titled the Charter School Unaudited Actuals Financial Report—Alternative Form, hereinafter referred to as the Alternative Form. Charter schools are encouraged to discuss the reporting options with their authorizing agencies and their independent auditors before choosing a format.

Regardless of the format used, the data submitted for each charter school must be a complete report of the charter school's financial operations, including beginning balances, revenues, expenditures (or expenses), and ending balances.

Using SACS for Charter School Financial Reporting

Charter school financial data in the SACS format may be reported either within the financial data of the charter's authorizing LEA or separately from the authorizing LEA.

The decision as to whether a charter school should report to CDE as part of its authorizing LEA or separately should be based on whether the charter school is a part of the LEA or a separate reporting entity for purposes of GAAP. Authoritative guidance on the reporting entity is contained in GASB statements 14 and 39. A charter school that is the same reporting entity as its authorizing LEA as defined by GAAP will be included in the LEA's financial statements and will typically report to CDE as part of the LEA. A charter school that is a separate reporting entity as defined by GAAP will issue its own financial statements, separate from those of its authorizing LEA, and will typically report separately to CDE as well.

Whether reporting with the authorizing LEA or separately, the main operating funds available for charter school reporting are:

- General Fund (Fund 01)
- Charter Schools Special Revenue Fund (Fund 09)
- Charter Schools Enterprise Fund (Fund 62)

Only one main operating fund should be reported. However, charter schools using SACS may report additional funds (e.g., Fund 12, Child

Development Fund, or Fund 13, Cafeteria Special Revenue Fund) in addition to their main operating fund.

For charter schools using the modified accrual basis of accounting for their audited financial statements, it would be appropriate for them to report their data to CDE using either Fund 01 or Fund 09, along with any additional funds they may have.

Charter schools using the accrual basis of accounting for their audited statements should use Fund 62, Charter Schools Enterprise Fund, to report their data to CDE. In this case, Fund 62 serves as a financial statement rather than as a fund. Charter schools using Fund 62 should use functions 1000, 2000, and 3000 etc. for their instructional and support activities rather than Function 6000.

Regardless of the basis of accounting, using SACS for charter school financial reporting will typically be simpler than such reporting for traditional school districts because charter schools receive block grant funding in lieu of many individual categorical funds and typically operate fewer instructional programs. As with any other LEA, charter schools need only use what is necessary, required, and applicable to them. For guidance in using SACS, charter schools are encouraged to refer to applicable sections and procedures in this manual.

Using the Alternative Form for Annual Financial Reporting

Charter schools using the Alternative Form for financial reporting are encouraged to set up their accounts to align with the Alternative Form. A list of accounts that correspond to the Alternative Form is presented at the end of this procedure. Written definitions of each of the accounts (objects) can be found in Procedure 330.

Charter schools using the Alternative Form for financial reporting must use the spreadsheet version provided by CDE, and the county office of education must submit the data to CDE electronically. Because of the brevity of the form, additional data necessary for compliance or other calculations may be required separately.

The Alternative Form allows for either the modified accrual basis of accounting used by governmental agencies or the accrual basis of accounting normally used by not-for-profit entities. Regardless of the basis of accounting, charter schools using the Alternative Form should report all

of their financial data on the form, using one basis of accounting or the other. The data submitted for each charter school must be a complete report of the charter school's financial operations, including beginning balances, revenues, expenditures (or expenses), and ending balances.

If a charter school maintains more than one fund in its own accounting system and uses the Alternative Form for reporting to CDE, the charter school should consolidate all of the financial data from all of its funds on the Alternative Form.

For more information about the Alternative Form, a user's guide, along with other information about financial reporting, is posted on the following Web site: *http://www.cde.ca.gov/fg/sf/fr*.

Procedure 810 Charter Schools

Listing of Object Codes for the Charter School Alternative Form

The following codes from the Charter School Unaudited Actuals Financial Report Alternative Form (Alternative Form) correspond to the SACS object codes described in Procedure 330. **The following codes are generally listed in the same order as they appear on the Alternative Form.** Because of block granting of charter school funds, there are many more codes listed than most charter schools will need. (For more information about the object codes and their definitions, refer to Procedure 330.)

Object	Description
	REVENUES (8000–8999)
8010–8099	Revenue Limit Sources
8011	State Aid—Current Year
8015	Charter Schools General Purpose Entitlement—State Aid
8019	State Aid—Prior Years
8020–8039	Tax Relief Subventions (for revenue limit funded schools)
8021	Homeowners' Exemptions
8022	Timber Yield Tax
8029	Other Subventions/In-Lieu Taxes
8040–8079	County and District Taxes (for revenue limit funded schools)
8041	Secured Roll Taxes
8042	Unsecured Roll Taxes
8043	Prior Years' Taxes
8044	Supplemental Taxes
8045	Education Revenue Augmentation Fund (ERAF)
8047	Community Redevelopment Funds
8048	Penalties and Interest from Delinquent Taxes
8070	Receipts from County Board of Supervisors (County School Service Fund [CSSF] only)
8080–8089	Miscellaneous Funds (for revenue limit funded schools)
8081	Royalties and Bonuses
8082	Other In-Lieu Taxes
8089	Less: Non-Revenue Limit (50 Percent) Adjustment
8090–8099	Revenue Limit Transfers (for revenue limit funded schools)
8092	PERS Reduction Transfer
8091	Revenue Limit Transfers
8097	Property Tax Transfers
8100–8299	Federal Revenues

Procedure 810 Charter Schools

8290	No Child Left Behind
8181	Special Education—Federal (Entitlement)
Object	**Description**
8182	Special Education—Federal (Discretionary Grants)
8220	Child Nutrition Programs (Federal)
	Other Federal Revenues
8110	Maintenance and Operations (Federal Impact Aid)
8260–8299	Other Federal Revenues
8260	Forest Reserve Funds
8270	Flood Control Funds
8280	U.S. Wildlife Reserve Funds
8281	FEMA
8285	Interagency Contracts Between LEAs
8287	Pass-Through Revenues from Federal Sources
8300–8599	Other State Revenues
8480	Charter Schools Categorical Block Grant
	Special Education—State
	All Other State Revenues
8311	Other State Apportionments—Current Year
8319	Other State Apportionments—Prior Year
8425	Year-Round School Incentive
8434	Class Size Reduction, Grades K–3
8435	Class Size Reduction, Grade Nine
8520	Child Nutrition
8530	Child Development Apportionments
8540	Deferred Maintenance Allowance
8545	School Facilities Apportionments
8550	Mandated Cost Reimbursements
8560	State Lottery Revenue
8571	Voted Indebtedness Levies, Homeowners' Exemption
8572	Voted Indebtedness Levies, Other Subventions/In-Lieu Taxes
8575	Other Restricted Levies, Homeowners' Exemption
8576	Other Restricted Levies, Other Subventions/In-Lieu Taxes
8587	Pass-Through Revenues from State Sources
8590	All Other State Revenue

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8600–8799	Other Local Revenues
8780	Charter Schools Funding in Lieu of Property Taxes

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Object	Description
	All Other Local Revenues
8611	Voted Indebtedness Levies, Secured Roll
8612	Voted Indebtedness Levies, Unsecured Roll
8613	Voted Indebtedness Levies, Prior Years' Taxes
8614	Voted Indebtedness Levies, Supplemental Taxes
8615	Other Restricted Levies, Secured Roll
8616	Other Restricted Levies, Unsecured Roll
8617	Other Restricted Levies, Prior Years' Taxes
8618	Other Restricted Levies, Supplemental Taxes
8621	Parcel Taxes
8622	Other Non-Ad Valorem Taxes
8625	Community Redevelopment Funds Not Subject to Revenue Limit Deduction
8629	Penalties and Interest from Delinquent Non-Revenue Limit Taxes
8631	Sale of Equipment and Supplies
8632	Sale of Publications
8634	Food Service Sales
8639	All Other Sales
8650	Leases and Rentals
8660	Interest
8662	Net Increase (Decrease) in the Fair Value of Investments
8671	Adult Education Fees
8672	Nonresident Student Fees.
8673	Child Development Parent Fees
8674	In-District Premiums/Contributions
8675	Transportation Fees from Individuals
8677	Interagency Services Between LEAs
8681	Mitigation/Developer Fees
8689	All Other Fees and Contracts
8691	Plus: Miscellaneous Funds Non-Revenue Limit (50 Percent) Adjustment
8697	Pass-Through Revenue from Local Sources
8699	All Other Local Revenue
8710	Tuition
8781	All Other Transfers from Districts or Charter Schools
8782	All Other Transfers from County Offices
8783	All Other Transfers from JPAs
8791	Transfers of Apportionments from Districts or Charter Schools
8792	Transfers of Apportionments from County Offices
8793	Transfers of Apportionments from JPAs
8799	Other Transfers In from All Others

Procedure 810 Charter Schools

Object	Description
	EXPENDITURES (1000-7999)
1000-1999	Certificated Personnel Salaries (require a credential or permit)
1100	Teachers' Salaries
1200	Certificated Pupil Support Salaries
1300	Certificated Supervisors' and Administrators' Salaries
1900	Other Certificated Salaries
2000-2999	Noncertificated Salaries (do not require a credential or permit)
2100	Instructional Aides' Salaries
2200	Noncertificated Support Salaries
2300	Noncertificated Supervisors' and Administrators' Salaries
2400	Clerical and Office Staff Salaries
2900	Other Noncertificated Salaries
3000-3999	Employee Benefits Employers' contributions to retirement plans and health and welfare benefits. Codes ending in 1 indicate benefits paid to personnel in certificated positions, and codes ending in 2 indicate those paid to personnel in noncertificated positions.
3101–3102	State Teachers' Retirement System
3201–3202	Public Employees' Retirement System
3301–3302	OASDI/Medicare/Alternative
3401–3402	Health and Welfare Benefits
3501–3502	Unemployment Insurance
3601–3602	Workers' Compensation Insurance
3701–3702	OPEB, Allocated
3751–3752	OPEB, Active Employees
3801–3802	PERS Reduction (for revenue limit funded schools)
3901–3902	Other Employee Benefits
4000–4999	Books and Supplies Expenditures for books and supplies, including costs of sales/use tax and freight and handling charges
4100	Approved Textbooks and Core Curricula Materials
4200	Books and Other Reference Materials
4300	Materials and Supplies
4400	Noncapitalized Equipment
4700	Food

Procedure 810 Charter Schools

Object	Description
5000-5999	Services and Other Operating Expenditures Expenditures for services, rentals, leases, maintenance contracts, dues, travel, insurance, utilities, and legal and other operating expenditures
5100	Subagreements for Services
5200	Travel and Conferences
5300	Dues and Memberships
5400	Insurance
5500	Operations and Housekeeping Services
5600	Rentals, Leases, Repairs, and Noncapitalized Improvements
5800	Professional/Consulting Services and Operating Expenditures
5900	Communications
6000–6999	Capital Outlay Expenditures for sites, buildings, books, and equipment, including leases with option to purchase; 6100–6500 for modified accrual basis of accounting only
6100	Land
6170	Land Improvements
6200	Buildings and Improvement of Buildings
6300	Books and Media for New School Libraries or Major Expansion of School Libraries
6400	Equipment
6500	Equipment Replacement
6900	*Depreciation Expense (accrual basis of accounting only)*
7000–7499	Other Outgo
7110–7143	Tuition to Other Schools
7110	Tuition to Other Schools
7130	State Special Schools
7141	Other Tuition, Excess Costs, and/or Deficit Payments to School Districts or Charter Schools
7142	Other Tuition, Excess Costs, and/or Deficit Payments to County Offices
7143	Other Tuition, Excess Costs, and/or Deficit Payments to JPAs
7211–7213	Transfers of Pass-Through Revenues to Other LEAs
7211	Transfers of Pass-Through Revenues to Districts or Charter Schools
7212	Transfers of Pass-Through Revenues to County Offices
7213	Transfers of Pass-Through Revenues to JPAs
7211–7223	Transfers of Apportionments to Other LEAs—Special Education
7221	Transfers of Apportionments to Districts or Charter Schools—Special Education
7222	Transfers of Apportionments to County Offices—Special Education
7223	Transfers of Apportionments to JPAs—Special Education

Procedure 810 Charter Schools

7211–7223	Transfers of Apportionments to Other LEAs—All Other
7221	Transfers of Apportionments to Districts or Charter Schools—All Other
Object	**Description**
7222	Transfers of Apportionments to County Offices—All Other
7224	Transfers of Apportionments to JPAs—All Other
7280–7299	All Other Transfers (other than apportionments or pass-through)
7280	Transfers to Charter Schools Funding in Lieu of Property Taxes
7281	All Other Transfers to Districts or Charter Schools
7282	All Other Transfers to County
7283	All Other Transfers to JPAs
7299	All Other Transfers Out to All Others
7438–7439	Debt Service
7438	Debt Service—Interest
7439	Other Debt Service—Principal
	OTHER FINANCING SOURCES/ USES
8930–8979	Other Sources
8931	Emergency Apportionments
8951	Proceeds from Sale of Bonds
8953	Proceeds from Sale/Lease Purchase of Land and Buildings
8961	County School Building Aid
8965	Transfers from Funds of Lapsed/Reorganized LEAs
8971	Proceeds from Certificates of Participation
8972	Proceeds from Capital Leases
8973	Proceeds from Lease Revenue Bonds
8979	All Other Financing Sources (Use Object 8979 for proceeds of charter school loans.)
7630–7699	Less: Other Uses
7651	Transfers from Funds of Lapsed/Reorganized LEAs
7699	All Other Financing Uses
8980–8999	Contributions Between Unrestricted and Restricted Accounts
8980	Contributions from Unrestricted Revenues
8990	Contributions from Restricted Revenues
8995	Categorical Education Block Grant Transfers
8997	Transfers of Restricted Balances
8998	Categorical Flexibility Transfers per Budget Act Section 12.40.
	FUND BALANCE, RESERVES
9791	Beginning Fund Balance

Procedure 810 Charter Schools

9793	Audit Adjustments
9795	Other Restatements
9711	Reserve for Revolving Cash
9712	Reserve for Stores
Object	**Description**
9713	Reserve for Prepaid Expenditures (Expenses)
9719	Reserve for All Others
9730	General Reserve
9740	Legally Restricted Balance
9770	Designated for Economic Uncertainties
9775	Designated for the Unrealized Gains of Investments and Cash in County Treasury
9780	Other Designations
9790	Undesignated/Unappropriated Amount
	ASSETS
9110	Cash in County Treasury
9111	Fair Value Adjustment to Cash in County Treasury
9120	Cash in Bank(s)
9130	Cash in Revolving Fund
9135	Cash with a Fiscal Agent/Trustee
9140	Cash Collections Awaiting Deposit
9150	Investments
9200	Accounts Receivable
9290	Due from Grantor Governments
9320	Stores
9330	Prepaid Expenditures (Expenses)
9340	Other Current Assets
9400–9499	*Fixed Assets (accrual basis of accounting only)*
9410	*Land*
9420	*Improvement of Sites*
9425	*Accumulated Depreciation—Improvement of Sites*
9430	*Buildings*
9435	*Accumulated Depreciation—Buildings*
9440	*Equipment*
9445	*Accumulated Depreciation—Equipment*
9450	*Work in Progress*
	LIABILITIES
9500	Accounts Payable

Procedure 810 Charter Schools

9590	Due to Grantor Governments
9640	Current Loans
9650	Deferred Revenue
9660–9669	*Long-Term Liabilities (accrual basis of accounting only)*
9661	*General Obligation Bonds Payable*
9662	*State School Building Loans Payable*
9664	*Net OPEB Obligation*
9665	*Compensated Absences Payable*
9666	*Certificates of Participation (COPs) Payable*
9667	*Capital Leases Payable*
9668	*Lease Revenue Bonds Payable*
9669	*Other General Long-Term Debt*

Procedure 905 Documenting Salaries and Wages

The documenting of salaries and wages is necessary for a number of reasons, including identifying the funding source (resource), program or objective (goal), and activity (function). Personnel activity reports (PARs) and activity work sheets are an integral part of the documentation process. While some level of documentation is needed for all salaries and wages paid from federal funding, formalized documenting of salaries and wages for state programs is usually necessary only when the funds are restricted or if positions are split between goals or functions.

Salaries and Wages Charged to Federally Funded Programs

Office of Management and Budget (OMB) Circular A-87, *Cost Principles for State, Local, and Indian Tribal Governments,* is a policy directive affecting which costs are allowable charges to federal programs, which costs are not allowable, and how costs must be documented. OMB Circular A-87 applies to all local educational agencies (LEAs) receiving federal funds.

Compensation for personnel services is an allowable charge to federal programs. However, LEAs are required to document their salary and wage charges. The standards for documenting salary and wage charges are specified in OMB Circular A-87, Attachment B, Section 8(h). These standards are in addition to those for payroll documentation. In general, the level of detailed backup support for accounting for the time spent by an employee is determined by whether an employee is funded from a single federal categorical program or cost objective, from more than one federal categorical program, or from a mix of federal and state programs or cost objectives. (OMB Circular A-87 defines cost objective as a function, organizational subdivision, contract, grant, or other activity for which cost data are needed and for which costs are incurred.) The salaries and wages of employees used in meeting cost sharing or matching requirements of federal awards must be supported in the same manner.

How an employee is funded determines whether the documentation of the employee's time spent on federal programs can be satisfied by a periodic (e.g., semiannual) personnel certification or must be provided in the more detailed form of a personnel activity report (PAR) or equivalent documentation. (See "How to Document Federally Funded Salaries and Wages," page 905-6.) Each LEA needs to determine its time accounting requirements based on its own unique circumstances, and each LEA must

also ensure that its timekeeping efforts are compliant with the requirements of OMB Circular A-87. They may consult with their independent auditor for guidance on time documentation.

To aid LEAs in designing their own instruments for getting the required documentation, a sample PAR is provided on page 905-14, and a sample periodic certification is provided on page 905-15.

Employees Funded from a Single Federal Categorical Program or Cost Objective

1. If an employee is funded solely (100 percent) from a single federal categorical program or cost objective, or from a single nonfederal categorical program used in meeting cost sharing or matching requirements of federal awards, the minimum requirement for documenting salary or wages is a semiannual certification by the employee that he or she worked solely on that federal categorical or cost objective during the period covered by the certification. The certification must be signed by the employee or the supervisor having firsthand knowledge of the work performed (OMB Circular A-87, Attachment B, Section 8[h][3]).

2. An LEA that consolidates No Child Left Behind Act (NCLB) administrative funds may treat the consolidated administrative cost pool as a single cost objective. (See Procedure 780, Consolidation of NCLB Administrative Funds.)

3. Whenever a Schoolwide Program (SWP) plan has been approved by CDE, LEAs may use NCLB, Title I, funds in combination with other federal funds and state and local general-purpose funds to upgrade the entire educational program in a school (Title I, Part A, Subpart 1, Section 1114). A school-site employee working solely on an SWP may be considered to be funded from one cost objective, and a periodic certification is sufficient for time accounting.

   If there are employees in the schoolwide program who are paid, in whole or in part, by federal programs that have not been combined in the schoolwide program, personnel activity reports will still be necessary for those employees. (See "Employees Funded from More than One Federally Funded Categorical Program Source or Cost Objective," page 905-4.)

Procedure 905 Documenting Salaries and Wages

4. California's School-Based Coordinated Programs (SBCPs) combine several state categorical programs in a manner similar to but not identical with an SWP. Under *Education Code* Section 52853 (SBCP), employees of an SWP at a school site funded from SWP and SBCP funds (and assuming those are the only two fund sources) may be considered as funded by a single cost objective.

   Prior to considering the SWP and SBCP funds as a single cost objective, be sure that the SBCP school plan includes the proposed expenditure of NCLB funds available to the school. If NCLB funds are not included, the existing SBCP school plan should be revised to include them. For SWP and SBCP funds to be considered as a single cost objective, the school must operate the state-approved SWP in a manner consistent with the expenditure of funds available to the school under SBCP, which means that the SWP and SBCP funds must be used for the same purpose.

   Essentially, for employees at a school site to consider their SWP and SBCP funding sources as a single cost objective, the school's funding sources must be contained in an SBCP and a state-approved Title I SWP. That means that the school would use all the funds available to upgrade the entire educational program in the school. If all the funds are not available for all the students, the SBCP and SWP funding sources may not be considered as a single cost objective. There may be individual NCLB funds used at an SBCP school, such as for Title I Targeted Assistance schools; however, those funds may not be considered as a single cost objective unless they are included in a state-approved SWP that benefits all the pupils at the school.

5. Other instances occur in which it is unnecessary for every employee working in a project funded by a mix of federal, state, and local resources to substantiate federal time more often than semiannually. For example, the salary of a cook working in a school cafeteria may be funded from a mix of federal funds (free or reduced-price meal reimbursement), state funds (additional reimbursement funds), and local funds (lunch sales). If the cook spends all of his or her time in the preparation and serving of school lunches, the cook is not required to provide detailed documentation of the proportion of his or her time to be charged to the federal portion of the funding because the cook's time is all one

cost objective—food service. The cook must certify semiannually that 100 percent of his or her time was spent providing food service.

Similarly, an aide working in a child care center may be receiving wages from child development funds, which may include federal, state, and local resources. If the aide spends 100 percent of his or her time providing child care, the aide's time may be considered one cost objective. The aide must certify semiannually that 100 percent of his or her time was spent providing child care.

These are simplistic examples. More complex situations would require more detailed time accounting by the employees rather than semiannual certifications. LEAs need to evaluate each situation to determine the time accounting requirements, ensuring its timekeeping efforts are compliant with OMB Circular A-87.

Employees Funded from More Than One Federally Funded Categorical Program Source or Cost Objective

Whenever an employee works in more than one categorical program or cost objective and at least one of the sources is federal, the employee's entire salary must be supported by a PAR or equivalent documentation (OMB Circular A-87, Attachment B, Section 8[h][4], [5], and [7]). (See "How to Document Federally Funded Salaries and Wages," page 905-6.)

The requirement to document the employee's time with a PAR or equivalent documentation is triggered by one or more of the following:

- The employee is funded by more than one federal categorical program source, and the funding is not combined in an SWP.
- The employee is funded by a mix of federal and state categorical program funding sources, and those sources are not combined in an SWP.
- The employee is funded by a mix of federal categorical programs (other than an SWP) and general-purpose funding sources.
- The employee is funded by more than one nonfederal categorical program source, and one of the sources is used in meeting cost sharing or matching requirements of federal awards.

OMB Circular A-87 allows for substitute systems that use sampling methods that meet statistical sampling standards for allocating salary and

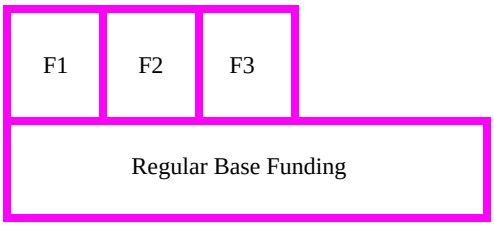
wages to be used in place of a PAR (OMB Circular A-87, Attachment B, Section 8[h][6]). The United States Department of Education has approved a substitute sampling system for time accounting for federal programs for the LEAs in California. (See "Substitute System for Time Accounting for Federally Funded Programs," page 905-7.)

Whenever federal funding is used to fund an employee's salary (unless the employee is 100 percent funded from only one federal source or in an SWP or covered under the federally approved substitute system as noted previously), the time spent by the employee on federal projects must be documented with a PAR or an equivalent documentation.

Examples of documentation required according to different funding configurations are presented as follows:

School A

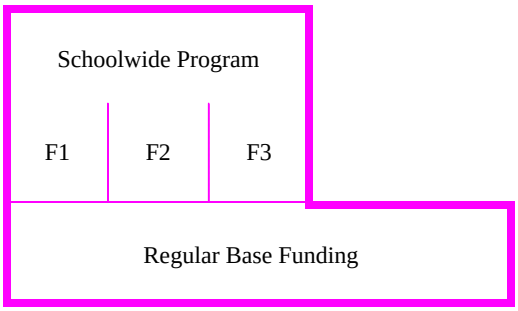
School A has three federal categorical programs (F1, F2, and F3) that supplement the school's regular base funding. All categorical employees are multifunded, either by more than one federal categorical or by a federal categorical and other general-purpose revenues (regular base funding).



Requirements
In this example all of School A's categorical employees are required to provide PARs for their total work time at least monthly because they are funded by two or more federal programs or by a federal program and general-purpose revenues.

School B

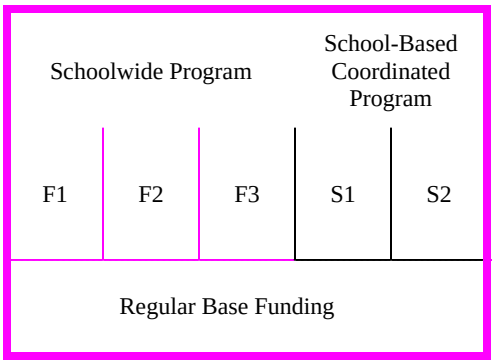
School B has been approved as an SWP school. It has the same three federal categorical programs supplementing its regular base funding. In its SWP plan School B has combined F1, F2, and F3 and its regular base funding into a single cost objective.



Requirements
In this example employees working solely at the School B site do not need to prepare PARs; semiannual certifications are sufficient. However, an employee who works at the School B site and works on other activities at another site must prepare a PAR.

School C

School C has been approved as an SWP school and has combined its regular base funding, its three federal categorical programs (F1, F2, and F3), and its SBCP funds from two state categorical programs (S1 and S2) as a single cost objective in its SWP plan.



Requirements
In this example School C employees working solely on the SWP do not need to prepare PARs; semiannual certifications are sufficient. However, an employee who works at the School C site and works on other activities at another site must prepare a PAR.

How to Document Federally Funded Salaries and Wages

Procedure 905 Documenting Salaries and Wages

OMB Circular A-87 requires PARs or equivalent documentation to support the costs of salaries and wages charged to federal programs in which employees work on multiple activities or cost objectives (OMB Circular A-87, Attachment B, Section 8[h][4]).

The intent of a PAR is to document the employee's certification of work performed in each categorical program or cost objective during the month. The PAR may be as detailed as a time sheet that identifies the employee's activity daily by hours, or it may be as simple as a report of the total hours or percentage of hours spent in each categorical program or cost objective for the month. The level of detail can generally be determined by the diversity and variation of the employee's work activities, keeping in mind that the safest approach is to provide more documentation rather than less.

OMB Circular A-87 states that PARs or equivalent documentation must:

- Reflect an after-the-fact distribution of the actual activity of each employee.
- Account for the total activity for which each employee is compensated.
- Be prepared at least monthly and coincide with one or more pay periods.
- Be signed by the employee.

Budget estimates or other distribution percentages determined before the services are performed do not qualify as support for charges to federal awards, but those figures may be used for interim accounting purposes provided that:

- The LEA's system for establishing the estimates produces reasonable approximations of the activities actually performed.
- Comparisons of actual costs with budgeted distributions based on the monthly activity reports are made at least quarterly. If the variances between budgeted and actual costs are 10 percent or more, adjustments must be made on the LEA's financial records, including billings made to federal grantor agencies. If the variances between budgeted and actual costs are less than 10 percent, the adjustments may be recorded annually.
- The budget estimates or other distribution percentages are revised at least quarterly if necessary to reflect changed circumstances.

A sample PAR is provided on page 905-14. The sample may help LEAs in designing their own instrument for getting the required documentation.

Substitute System for Time Accounting for Federally Funded Programs

The United States Department of Education approved a substitute sampling system of time accounting for federally funded programs for California's LEAs in 1998. The substitute system was made available to California's LEAs to use, at their option, for substantiating federal salary and wage charges for those employees working on multiple-funded activities or cost objectives.

The substitute system is intended to simplify recordkeeping for LEAs that must substantiate salary and wage charges to federal programs through the use of PARs or equivalent documentation. Unless the LEA uses this approved substitute system, PARs must be prepared at least monthly for employees working on activities funded from multiple resources whenever federal funds are involved.

Under the substitute system approved for California, PARs may be required less frequently. Specifically, the approved substitute system allows LEAs to collect PARs from employees every fourth month (three times a year). The information from the PARs is used to estimate the percentage of time employees would spend on various federal programs in the next three months and reconcile the federal timekeeping estimates from the previous three months. This system works best when the composite workload produces an even distribution of salaries to accounts over the full 12-month period.

The following is a description of the substitute system process. The description assumes that the LEA begins the substitute recordkeeping process in July. However, LEAs may choose any month to begin the cycle. Because the starting month establishes the recordkeeping cycle for the year, LEAs should choose a starting month that most accurately reflects their annual average labor cost experience.

- All multiple-resource-funded employees (i.e., those employees funded from more than one resource, at least one of which is federal or one used in meeting cost sharing or matching requirements of federal awards) keep PARs for the full month of July to account for 100 percent of their time spent on activities for which they are compensated. From the PARs, labor distribution

reports for July are generated to support effort distribution and charges for incurred costs in July and provide the basis for employee salary and fringe benefit allocations for August, September, and October.

- In November and again in March, employees keep PARs, which are used to:

    1. Support effort and labor costs incurred in November and March.
    2. Compare with and make any necessary adjustments to the budgeted effort distribution for August through October and December through February.
    3. Project salary and fringe benefit allocations for December through February and April through June.

- The same process is followed once more in July to support incurred labor cost allocations for that month and to compare and adjust the budgeted effort distribution for April through June. Further, the July PARs start another round of labor distribution estimates for the second year.

- After the first full year on the system, LEAs may shift from collecting PARs three times a year to two times a year if the deviation between their total estimated and total actual time charges is constantly less than 10 percent. Thereafter, the twice-yearly PAR collection may be maintained as long as the deviation is constantly less than 10 percent.

Written policies and procedures are essential to implementing an effective labor distribution system. Each LEA must develop its own instructions for the following:

1. Completion of PARs (including information about how frequently PAR data must be recorded and what constitutes adequate documentation)
2. Review and approval cycle that is required
3. Handling of completed forms
4. Internal review process that will be established to ensure compliance

Generally, this information should provide enough detail to permit an understanding of how this system will operate from the point labor is expended to the point it is recorded in the accounting records and charged to federal awards.

LEAs must develop forms and management and employee instructional materials to meet their particular needs for time accounting. They may consult with their independent auditor for guidance specific to the LEA in this process. LEAs should provide training before implementing the system and do a trial run before beginning the actual substitute system process.

Important Rules:

1. For purposes of this substitute system, a "multifunded" or "multiple-resource-funded" employee means that the employee is funded from one of the following:

    a. The employee is funded by more than one federal categorical program source, and that funding is not combined in an SWP.

    b. The employee is funded by a mix of federal and state categorical program funding sources, and those sources are not combined in an SWP.

    c. The employee is funded by a mix of federal categorical programs (other than an SWP) and general-purpose funding sources.

    d. The employee is funded by more than one nonfederal categorical program source, and one of the funding sources is used in meeting cost sharing or matching requirements of federal awards.

2. Those employees funded solely (100 percent) from a single federal source must be excluded from the substitute system because their data would distort the aggregate results of the multifunded data. Those employees must prepare semiannual certifications.

3. If LEAs use the substitute system, all multifunded employees who are required to complete PARs must participate.

4. PARs completed by each participating multifunded employee must cover the entire month that is being sampled.

The decision to use this substitute system for allocating salaries and wages to federal programs is completely optional for each LEA. After examining this substitute system, LEAs may wish to continue their current methods of substantiating salary and wage charges to federal programs rather than use the substitute system.

Salaries and Wages Charged to State Programs

LEAs are required to provide supporting documentation for salaries and wages charged to *state restricted programs* (resources). The LEA may elect to use either the same OMB Circular A-87 documentation methods used to support salaries and wages charged to federal programs, as described in "How to Document Federally Funded Salaries and Wages" beginning on page 905-6, or alternative documentation requirements for state programs as described following. The single cost objective rules that apply to federal programs, as explained beginning on page 905-2, can also be used when substantiating salaries and wages charged to state restricted resources. However, if an employee being funded from state restricted funds is also funded from one or more federal categorical programs, that employee's time must be documented following OMB Circular A-87 documentation methods. As noted on page 905-7, under OMB Circular A-87 rules, personnel activity reports or equivalent documentation must account for the total activity for which each employee is compensated.

Salaries and wages charged to *state unrestricted programs* are not required to follow these documentation rules. However, if their time is charged to a specific instructional goal or to multiple instructional goals, they must follow the rules outlined in "Documenting Salaries and Wages to a Goal" beginning on page 910-10. Procedure 910 also includes a number of standard cost distributions that may be made in lieu of time accounting when charging salaries and wage paid from state unrestricted funds.

How to Document State Restricted Salaries and Wages

As stated previously, salaries and wages paid from state restricted funds must have supporting documentation conforming to either the OMB

Circular A-87 rules or the alternative documented method. For the documented method to be used, the following criteria must be met:

1. The specific costs would not occur if the program being documented were discontinued.
2. The costs must be supported by auditable documentation, including time reports and contemporaneous records of activities.
3. All parts of the product or service (e.g., a position or service contract) must be documented.

Components of the Documented Method

Use of the documented method requires the maintenance of specific records. Costs documented to single or multiple state restricted programs require at least the following documentation:

Program Staff. An activity work sheet must be completed if the program employee's time is to be charged to a restricted program. Use of an activity work sheet to report time spent in various programs means that the employee must be able to substantiate the information that is reported. This substantiation consists of contemporaneous documentation, such as appointment calendars, caseload records, and notices of meetings. The school district or the county office must retain such documentation for a minimum of three years after the year of audit.

Employees working in more than one activity or position whose time is being documented (e.g., an employee working half-time as a project director and half-time as a psychologist) need to maintain time-accounting records for each activity. Employees working part-time in a teaching position and part-time in a support position also need to maintain an activity work sheet to record the time spent in the teaching activity and that spent in the support activity.

Support Service Staff. Positions providing a support service function that are charged to multiple activities need to maintain time-accounting records for each activity. When only one program is charged, consistent and verifiable supporting documentation is still needed and may be documented by identification with a position in the personnel/payroll system or an individual's contract.

Clerical Staff. Activity work sheets are not normally needed for clerical staff. The costs of their services should be charged in the same manner as

the costs for the manager to whom they report. An exception is if the clerical duties do not correspond to those of the manager, in which case the clerical staff should document their time by using an activity work sheet.

Activity Work Sheets. Unless otherwise stated, personnel whose costs are being documented under this method must complete an activity work sheet. The work sheet must include as a minimum the following elements (but additional information may be incorporated to meet local needs):

- *Reporting frequency.* An employee's activity work sheet must be completed at least monthly and filed with the business office.

- *Information to be reported.* The following basic information must be recorded for each employee being documented:

    1. Name of the school district
    2. Employee's name
    3. Employee's position title
    4. Period covered by the work sheet
    5. Signature of the employee
    6. Signature of the employee's supervisor
    7. Work activity information

    For employees assigned to a single program or cost objective, record in the work sheet the name/description of the program or cost objective. The basic activity work sheet provides the minimum required documentation when an employee's assignment is in support of only one program or cost objective.

    Employees who are assigned to positions that serve more than one program should also record the following:

    - Name/description of each program or cost objective
    - Dates worked
    - Hours worked

    Record only actual hours worked. (These hours will be used as the basis for distribution of costs to the programs or cost objectives.) Include overtime hours worked whether paid or unpaid. Exclude time off (vacation, sick leave, and any other time off). Report to the nearest quarter hour any time worked that is less than one hour.

Substantiation of the time spent for each program at a minimum is to include a summary time sheet plus contemporaneous records that detail the time spent on each task.

Note: These time accounting requirements are provided as general guidance and may not be sufficient documentation for all programs. It is recommended that LEAs look to specific program guidance to ensure they are meeting all requirements.

Procedure 905 Documenting Salaries and Wages

Sample Personnel Activity Report

Personnel Activity Report (PAR)

Period Covered [1]_____ Fiscal Year _____

Name _____ Division or Department _____

Program Title	Account/Resource Number	Percent of Effort
Sample Project A	1111	20
Sample Project B	2222	40
Sample Project C	3333	35
Program Administration		5
Total Effort[2]		100 %

I hereby certify that this report is an after-the-fact determination of actual effort expended for the period indicated and that I have full knowledge of 100 percent of these activities.

_____ _____
Employee Date

[1]This report must be prepared at least monthly and coincide with one or more pay periods.

[2]This report must account for the total activity for which each employee is compensated.

***Note of caution**:* This sample form will work well in those situations when an employee's time spent on programs is fairly predictable and does not vary much during the month. However, for those employees whose time is unpredictable and varies significantly from day to day, a more detailed personnel activity report may be appropriate. Keep in mind that hourly time accounting is the most acceptable method for auditors and that the safest approach is always to provide more documentation rather than less.

Sample Periodic Personnel Certification

Semiannual Certification[1]

Period Covered [2]_____ Fiscal Year _____

Employee Name _____

Division or Department _____

Program Title	Account/Resource Number	Percent of Effort
Program Name	1111	100%

I hereby certify that this report is an after-the-fact determination of actual effort expended for the period indicated and that I have full knowledge of 100 percent of these activities.

_____ _____
Employee or Supervisory Official[3] Date

[1]This sample certification is for employees funded solely (100 percent) from a single federal categorical program or cost objective or from a single nonfederal categorical program used in meeting cost sharing or matching requirements of federal awards.

[2]Certification must be prepared at least semiannually and cover the entire period of the certification (e.g., six months for a semiannual certification).

[3] Must be signed by the employee or supervisory official having firsthand knowledge of the work performed by the employee.

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Procedure 910 Program Cost Accounting

General education instructional programs, which include pre-kindergarten, elementary, secondary, occupational, and adult education, are designed to prepare students for occupations and their common activities as citizens. While many costs are easily identifiable with an instructional setting (e.g., teachers' salaries and student textbooks), many other costs, such as support services and general administration, are often harder to identify with an individual program.

Program cost accounting provides a standardized method of identifying all costs of a particular program, including its instructional, support, and central administration costs. Such cost identification is critical to a meaningful cost-reporting system for use by state and local decision makers in assessing the fiscal impact of programs and projects.

In the standardized account code structure (SACS), the goal field provides the framework for program cost accounting. Throughout this section the terms "goal" and "program" are virtually interchangeable.

Direct-Charged Versus Allocated Costs

When costs are being assigned to programs, many costs are easily identifiable with a specific program and can be charged to that program's goal at the time of expense, especially costs that apply to a single program (e.g., an elementary classroom teacher's salary). But for certain types of costs, LEAs may prefer to accumulate them in an "undistributed" cost pool (Goal 0000) for later distribution to programs.

Costs may be charged to a program using two methods:

- **Direct-Charged Costs.** Direct costs that are charged to a program at the time of expense or that are distributed from Goal 0000 to the program on the basis of specific documentation (e.g., time sheets or work orders) are referred to as direct-charged costs.

- **Allocated Costs.** Costs that are accumulated in a Goal 0000 cost pool and are subsequently distributed to programs on the basis of standard allocation factors (e.g., full-time-equivalents, classroom units, pupils transported) are referred to as allocated direct costs. This usually applies to costs of support-type activities, such as

instructional or school administration, pupil transportation, and plant maintenance and operations.

Categories of Costs

Identifying costs for program cost accounting follows a stair-step model, starting with those closest to the classroom. The categories of costs include:

- Instructional costs
- Support costs
- Central administration costs
- Other costs

Instructional costs relate directly to instructional programs. Examples include the salaries and benefits of teachers and instructional aides, payments for textbooks and instructional supplies, travel and conference expenses for all employees in the instructional programs, and payments for the repair, maintenance, acquisition, and replacement of instructional equipment. Instructional costs are always direct-charged to a specific goal.

Support costs relate to the peripheral services necessary to maintain the instructional programs, including supervision of instruction, library, classroom technology, school administration, pupil support services, plant maintenance and operations, facilities rentals and leases, and pupil transportation. Support costs may be direct-charged to a goal if proper documentation exists; but, more commonly, they are accumulated in Goal 0000, Undistributed, and subsequently allocated to programs on the basis of standardized program cost allocation factors.

Central administration costs are farthest removed from the classroom but are still necessary for programs to operate. These agencywide costs, including budgeting, personnel, accounting, centralized data processing, school board, and superintendent, are collected in Goal 0000, Undistributed, and then distributed proportionately to all programs on the basis of a central administrative ratio (percentage).

Other costs, such as debt service, transfers between agencies, and facilities acquisition and construction, are not usually associated with individual programs for cost accounting purposes.

Procedure 910 Program Cost Accounting

Each category of cost is necessary for instructional programs to exist and therefore should be considered when identifying total program costs. The following pages include explanations of the different cost categories and any steps necessary to distribute the costs to specific programs.

Instructional Costs

Instructional costs are costs identifiable with a specific goal indicating the instructional setting or group of students receiving the services. Accounting guidelines require that instructional costs always be direct-charged to a specific goal. Expenditures in the instructional functions (1000s), ancillary functions (4000s), and community service functions (5000s) are always classified as an instructional cost and must always be direct-charged to a specific goal.

Charging costs directly to a goal requires consistent and verifiable supporting documentation that indicates how the costs relate to the goal:

- **Personnel costs.** Examples of supporting documentation for charging salaries and wages to a specific goal include identification with a position in the personnel/payroll system, time-sheet information, language in a contract, or a class schedule with assigned student enrollment. (For additional information, see "Documenting Salaries and Wages to a Goal," page 910-10.)

- **Nonpersonnel costs.** Nonpersonnel costs charged to a specific goal should have supporting documentation that identifies the program(s) receiving the service, supply, or equipment. The program administrator's signature on a tracking document (invoice, requisition request, purchase order, receiving report, contract, equipment inventory listing) acknowledging receipt of the product will validate the charge.

Support Costs

Support costs are costs of activities conducted in support of instructional programs. They are typically charged to a common pool of costs by using Goal 0000, Undistributed, or Goal 9000, Other Local Goals. (For ease in reading the remainder of this section, goals 0000 and 9000 are intended whenever Goal 0000 is referenced.) Support costs may also be direct-charged to a specific goal at the time of expenditure or may be

subsequently transferred to a specific goal, provided that sufficient documentation exists (see "Documenting Salaries and Wages to a Goal," page 910-10, and "Documenting Nonpersonnel Costs to a Goal," page 910-14). Before total program costs can be determined, any costs remaining in the "undistributed" goal must be allocated to the LEA's programs.

Costs in the following support functions may be accumulated in Goal 0000:

- Instruction-Related Services (functions 2000–2999)
- Pupil Services (functions 3000–3999, except 3700)
- Plant Services (functions 8000–8999, except 8500)

To provide consistent, comparable LEA program cost information, a specific allocation methodology is used to distribute support costs remaining in Goal 0000. (See "Allocating Support Costs Using Allocation Factors," page 910-5.) Use of this allocated method provides a systematic way of distributing costs from Goal 0000 to programs without requiring the supporting documentation needed when the documented method is used.

Central Administration Costs

Central administration costs (CAC) are those business and administrative costs that are agencywide (e.g., accounting, budgeting, personnel, purchasing). CAC functions include:

- Board and Superintendent (functions 7100–7180)
- Other General Administration (functions 7000–7600)
- Centralized Data Processing (Function 7700)

Because of the agencywide nature of central administration costs, they are not documented or allocated to specific goals. Rather, they are accumulated in CAC functions using Goal 0000, Undistributed, and then proportionately distributed to each program on the basis of a central administrative cost ratio.

It should be noted that central administration costs in program cost accounting are similar, but not identical, to the indirect cost pool used for calculation of the indirect cost rate. Differences include (1) counting board and superintendent costs in the CAC pool for program cost accounting but excluding it from the indirect cost pool; and (2) including a minor portion

of administrative maintenance and operations costs in the indirect cost pool but not in the CAC for program cost accounting.

A CAC ratio, expressed as a percentage, represents total general fund central administration costs divided by direct-charged and allocated costs from all funds that historically benefit from the administrative services. The resulting ratio, or percentage, can then be multiplied by a program's total direct-charged and allocated costs to arrive at the amount of central administration costs applicable to that program.

"Other" Costs

"Other" costs are those costs that are not associated with a specific goal. They include the food service, enterprise, facilities acquisition and construction, and other outgo functions. For purposes of program cost accounting, these costs are kept separate, even if the agency direct-charges the costs to a specific goal in their accounting records.

Allocating Support Costs Using Allocation Factors

The benefit provided to instructional programs by a support service function varies with the type of support provided. The benefit to programs from certain support services might vary in relation to the number of instructional staff receiving the support. The benefit to programs from other support services might vary in relation to the amount of space occupied by the instructional program or the number of students being served.

Three cost allocation factors provide the basis for allocating to programs the different types of support service costs:

1. Full-Time-Equivalent Teachers (FTEs)
2. Classroom Units (CUs)
3. Pupils Transported (PTs)

Through a determination of the counts of each factor by program, Goal 0000 costs can be proportionately distributed to each goal.

Allocation Factors

Procedure 910 Program Cost Accounting

Full-Time-Equivalent Teachers (FTE)	**Definition:** The full-time-equivalent teacher (FTE) allocation factor is the number of full-time-equivalent teachers serving (assigned) in each instructional program (goal). An assignment is a specific responsibility, classroom assignment, or course section taught. Teachers or assistant teachers (certificated or classified) should be included in the FTE count if they carry active student registers and their services generate average daily attendance (ADA). Certificated and classified employees providing special education designated instructional services and carrying active student registers should also be included in the FTE count. Full-time equivalency is determined on the basis of the number of hours (i.e., of actual instruction of students) that constitutes a full-time teaching assignment for the agency. Taking the ratio of assignment hours to the number of hours that constitutes a full-time assignment calculates the FTE. The four common categories for assignments are: 1. *Single assignment*: A full-time teacher assigned to a single goal is counted as 1.0 FTE for that goal. 2. *Split assignment:* A full-time teacher assigned to two or more goals is split between the goals on the basis of the proportionate share of hours in each assignment. For purposes of determining the number of FTEs to be allocated to each assignment, preparation periods, supervision, noon duty, individualized educational program (IEP) assessments, and other ancillary assignments are to be disregarded in the FTE calculation. Study halls are considered a regular class assignment. 3. *Semester assignment:* A full-time teacher assigned to programs of one semester or less is counted as a 0.5 FTE. Full-time teachers assigned to programs of more than one semester are counted as 1 FTE. 4. *Part-time assignment:* Prorate, using the preceding basic definition. For example, a teacher instructing in a program on a one-fourth time basis would be counted as a .25 FTE. Totaling the computed number of FTE teacher units determines the FTE teacher count for each instructional goal. If applicable, FTE teacher counts may also be calculated for the community services and child care and development services goals. Include in the count those teachers who are assigned to programs operated in the district but who are not employed by the district (e.g., those in special education or regional occupational center/program classes in which the teachers are paid by the county office). These FTE counts are to be recorded in the nonagency activities educational program.

Procedure 910 Program Cost Accounting

	For consistency, the FTE teacher count may be developed at any time after classes have been established for the second semester. In a large district an efficient way to compile the total FTE units may be to have each administrator complete a count and then to combine the information into a composite work sheet. Care must be taken to ensure that more than one site administrator does not report the same FTE units. **FTE Functions:** FTE factors are used to allocate costs in instruction-related functions (2100, 2420, 2490 and 2700) and pupil services functions (3110, 3120, 3130, 3140, 3150, 3160 and 3900).
Classroom Units (CU)	**Definition:** The classroom unit (CU) allocation factor is the number of units of space occupied by each program. The CU provides a method of converting each program's square footage into a standardized allocation factor. While the name "classroom unit" derives from originally using an "average" classroom as the basis for the measurement, all types of space are included in the CU count, not just classrooms. When calculating CUs, count space that is occupied by an identifiable function or activity. If multiple programs share an area, the CU is allocated to each program on the basis of the percentage of hours the room is used by each program. Report noninstructional programs occupying space in district administration facilities as part of the district administration program. Common-use areas are considered to benefit all programs and are not included in the calculation of CUs. They include areas such as school offices, media centers, libraries, corridors, restrooms, faculty rooms, unoccupied rooms, and outdoor areas (swimming pools, ball fields). *Instruction and office areas.* For "people-occupied" areas, such as instruction or office space, a room that falls with the general range of 800 to 1,100 square feet counts as one (1.0) CU. Areas that fall outside this range are converted to CUs by dividing the actual square footage by 960. For example, a room occupying 1,200 square feet is 1.25 CU (1,200 divided by 960). Examples of areas converted to CUs by using 960 might include large areas, such as science labs, computer labs, multipurpose rooms, and gymnasiums; small areas, such as cubicles for speech therapy; and agencywide administration facilities. *Operational areas.* Buildings such as maintenance shops, warehouses, and transportation facilities generally require approximately one-third the amount of maintenance and upkeep required for spaces used for students and other services. Convert these operational areas to CUs by dividing square footage by 2,880 (960 x 3). Partially enclosed spaces, such as sheds or patios, may be excluded from the calculation. *Food services.* In the area of food services, only the kitchen and serving areas are counted as CUs. The eating area is considered common space and is omitted from the

Procedure 910 Program Cost Accounting

	calculation unless other activities occur in this area. If a multipurpose room is used for part of the day for classes and part of the day as the eating area, the CUs for the portion of the day attributable to classes are assigned to the appropriate program, and the portion attributable to food services is omitted. **CU Functions:** CU factors are used to allocate costs in the plant services functions (8100 and 8700).
Pupils Transported (PT)	**Definition:** The pupils transported (PT) allocation factor is the number of students transported in the year, which is determined by counting the number of students in each program transported from home to school. This factor represents the number of students, not the number of trips. Special education pupils receiving home-to-school transportation may be counted in the special education program only if their IEPs require home-to-school transportation. Otherwise, these children will be counted as regular students. Pupils who receive home-to-school transportation to attend schools *other than their neighborhood schools* because of requirements of their IEPs should also be counted as special education PTs. **PT Function:** PT factors are used only to allocate costs in Function 3600, Pupil Transportation.

Note: Effective in 2004-05, the workstation allocation factor, used during earlier stages of SACS implementation, is no longer a part of program cost accounting. Costs reported in Function 7700, Centralized Data Processing, by definition should be agencywide and are a central administrative cost for program cost reporting and indirect cost purposes. Data processing costs that are not agencywide should be charged to the appropriate function. For example, personal computers used for instructional programs are charged to Function 1000, Instruction, or Function 2420, Instructional Library, Media, and Technology.

Developing Allocation Factor Counts

Because the allocated method applies to costs that did not qualify to be distributed using the documented method, and the purpose of the allocated method is to distribute Goal 0000 costs in a standardized manner, it is important to compile complete factor counts for each instructional setting operated by the LEA. If a function (or group of functions) has costs in Goal 0000, unless specific exclusion conditions have been met, the factor counts for the function(s) must represent all programs operated by the LEA.

For each type of factor, the count should represent a point-in-time to prevent double counting. For instance, if FTE teacher counts were taken for some programs in the fall and for others in the spring, teachers that were reassigned in the interim could be inadvertently counted in more than one program.

Factor counts (FTE, CU, or PT) should be taken at a time that best represents each factor and can correspond with other uses of the same factor, such as pupil transportation counts taken for reports on the transportation program.

Excluding Factors from the Count

The allocated method of distributing support costs is based on the premise that all programs benefit to some degree from the services provided by the support programs. If a program does not benefit from a support service program or if the program has already been direct-charged for its share of the support service costs, the specific factor count (FTE, CU, PT) that corresponds to the nonbenefiting program is to be excluded (subtracted) from the factor count for that program. For example, if the Continuation Schools program was already direct-charged for costs of school administration, or if it did not benefit at all from the Goal 0000 school administration costs, then the FTE count for the Continuation Schools program would be excluded under the school administration function.

Excluding factors from the count is an exception to the standardized allocation process and requires that documentation exists to substantiate the exclusion. If an instructional program did not benefit from the services of a support program and is being excluded from a factor count, both the instructional program administrator and the administrator of the support service program should confirm the exclusion. If the exclusion is being made because the instructional program has already been direct-charged for a particular support service cost, documentation verifying this should be kept as backup to the count of allocation factors.

Transferring Allocated Costs

Once allocation factors have been calculated, the allocated support costs can be distributed from Goal 0000, Undistributed, to each benefiting

program as part of the program cost report process. LEAs are not required to record this transfer of allocated costs in their accounting ledgers.

For those LEAs that choose to record the distribution of these costs, the following is an example where total Goal 0000 costs in Function 3140, Health Services, are distributed to specific goals on the basis of the number of FTE teachers in each instructional goal. A ratio for each instructional setting is determined by dividing the total FTEs in each goal by the total of all FTEs. In this example, this ratio is then applied to the costs in Function 3140, Health Services, and the prorated costs are distributed using Object 7370. (*Note:* The schedule of allocated costs in the program cost report shows, by goal, the amount of support costs allocated to each program. LEAs may wish to use the figures provided by their completed program cost report as the basis for their accounting entries.)

Dr	01-0000-0-1110-3140-7370	$500,000	Regular Ed, K–12
Dr	01-0000-0-6000-3140-7370	$100,000	ROC/P
Dr	01-0000-0-3200-3140-7370	$100,000	Continuation Schools
Dr	01-0000-0-5001-3140-7370	$150,000	Special Education
Cr	01-0000-0-0000-3140-7370	$850,000	Undistributed

In the example, costs have been credited to Goal 0000, Undistributed, and debited to specific goals but not to specific resources, which matches the level of detail in the program cost report.

Documenting Salaries and Wages to a Goal

Charging costs of salaries and wages to federal funds or state restricted funds is allowed when the documentation requirements outlined in Procedure 905 have been met. There are also times when salaries and wages charged to state unrestricted funds must be substantiated, such as when the costs are direct-charged to a specific instructional goal or when costs are split between instructional goals.

The following are general guidelines and examples of how salaries and wages directly charged to an instructional goal may be documented:

A. **Instructional Salaries and Wages**
Generally, the class roster provides sufficient documentation for substantiating the salaries and wages of classroom teachers charged to specific goals.

The documentation for instructional aides may be based on their assignment to teachers with class rosters or the category of students to whom they are assigned.

B. **Noninstructional Salaries and Wages with a Single Goal**
When supported by proper documentation, noninstructional salaries and wages may be directly charged to a single goal. For example, the contract or job description of a school nurse or counselor may specify the category of student they will solely serve, such as special education students; or the contract or job description of a project director may specify the category of student served, such as Director of Adult Education or ROC/P Administrator. If proper documentation does not exist, the costs should be charged as Goal 0000, Undistributed, and subsequently allocated to specific goals during the program cost accounting process by using standardized allocation factors (see "Allocating Support Costs Using Allocation Factors," page 910-5).

C. **Noninstructional Salaries and Wages with Multiple Goals**
Direct-charging noninstructional salaries and wages to multiple goals requires documentation supporting the amount of time spent on each goal.

The salaries and wages of certificated administrators in instruction-related services (functions 2100 through 2700) or certain pupil services (functions 3100 through 3160 and 3900) that are charged directly to multiple goals are to be supported by time-activity work sheets. In many cases, documentation (e.g., time cards, personnel activity reports, or time-activity work sheets) already provided to substantiate the use of federal or state restricted funds is sufficient for documenting to a goal. The salaries and wages of classified support staff should usually be distributed to the same goals and in the same ratio as for the certificated personnel to whom they report.

Noninstructional salaries and wages of personnel other than administrators may be supported by time-activity work sheets, current job descriptions, or employee contracts. If job descriptions or contracts are used for documentation, they must be regularly reviewed and updated to ensure that they are current and reflect the

actual activities of the staff. The actual charges should be based on actual time spent on specific goals rather than on budgeted figures.

In many situations, rather than charging noninstructional salaries and wages directly to specific goals, it is appropriate to charge them to Goal 0000, Undistributed, for later allocation to specific goals during the program cost accounting process, using standardized allocation factors (see "Allocating Support Costs Using Allocation Factors," page 910-5).

D. **Salaries and Wages with Multiple Resources and Multiple Goals**

The documentation for positions that are funded with multiple funding sources (resources) will in most cases support the division between multiple goals. For example:

A counselor, hired to serve all students, is paid with a combination of unrestricted resources, a special education apportionment, and a federal categorical grant for low-income students. As stated on page 905-4, because part of this funding is federal, the salary split among these three resources must be documented by a personnel activity report or equivalent documentation. This documentation to the resources will also serve as the documentation between goals.

A project director's salary is split among four state categorical funding sources. As discussed in "Salaries and Wages Charged to State Programs," page 905-11, the salary split among four state resources must be documented by an activity work sheet or personnel activity report. This documentation to the resources will also serve as the documentation between goals.

A school psychologist, under contract to serve all students, spends time doing assessment testing for special education children with existing individualized education programs (IEPs). If the salary is partially paid with special education money, the documentation of salaries split among resources will also support the split among goals. If the psychologist is paid solely with state unrestricted money but the LEA wishes to directly charge this cost among goals, then those charges must be supported by time reports, calendars, or other documentation substantiating the actual time spent on the multiple goals.

To recap, salaries and wages charged to a specific goal require supporting documentation indicating how the costs relate to the goal. For federal funds or state restricted funds, personnel activity reports or activity work sheets are generally necessary. For state unrestricted funds charged to a specific goal, the supporting documentation should be consistent and verifiable, such as costs documented to a goal by identification with a position in the personnel/payroll system, an individual's contract, or a class schedule with assigned student enrollment.

If supporting documentation is not available for support costs charged to activities (functions) other than instruction, ancillary services, and community services, the costs should be charged as Goal 0000, Undistributed, and subsequently distributed to specific goals on the basis of appropriate program cost allocation factors (see "Allocating Support Costs Using Allocation Factors," page 910-5).

Distribution of Costs Based on Activity Work Sheets

The monthly time accounting documents (personnel activity reports, activity work sheets, time cards) detail the percent of time employees spent on each activity and become the basis for the distribution of costs. In some instances the monthly documents support the charging of costs directly to programs during the year; in other instances the documents are used to periodically distribute costs to programs.

When working with state funds, the timing for distribution of costs to the specific programs or cost objectives may be done on a schedule that best meets local needs (e.g., monthly, quarterly, at the first or second interim budget reporting periods, or at some other periodic interval). To determine the distribution of costs, record the actual hours worked in each program or cost objective as reported on the time accounting documents. Determine a proration by computing a ratio of the time spent in each to the total time worked. Distribute the salaries and wages costs on the basis of the computed proration. The same proration will be applied to all costs associated with the activity, including the cost of associated clerical staff.

Cost Distributions in Lieu of Time Accounting

The charging of salaries and wages to more than one goal usually requires documentation of the time spent in each goal. However, when charging salaries and wages paid from state unrestricted funds, there are a number of standardized distributions that may be used in lieu of time accounting.

These standard time distributions are only applicable for use when the positions are paid from state unrestricted funds.

County Office of Education Services to School Districts. County offices with staff performing similar activities within the areas of County Services to Districts and county office support services may charge costs as follows:

- 50 percent to Goal 8600, County Services to Districts
- 50 percent to Goal 0000, Undistributed

County offices with county board of education staff (Function 7100) performing similar activities within the areas of County Services to Districts and county office general administrative support may charge costs as follows:

- 50 percent to Goal 8600, County Services to Districts
- 50 percent to Goal 0000, Undistributed

Assistant Superintendents. The costs of assistant superintendents for instruction or equivalent positions having first-line responsibility for instructional administration and for participation in district/county policy may be charged as follows:

- 50 percent to Function 2100, Instructional Supervision and Administration
- 50 percent to Function 7200, Other General Administration

Small School Districts and Charter Schools. Small school districts and charter schools with one person performing the functions of both the principal and the superintendent may charge costs as follows:

- 70 percent to Function 2700, School Administration
- 30 percent to Function 7100, Board and Superintendent

Small school districts and charter schools with staff performing support duties for both school administration and business office administration may charge costs as follows:

- 70 percent to Function 2700, School Administration
- 30 percent to Function 7200, Other General Administration

Documenting Nonpersonnel Costs to a Goal

Nonpersonnel costs charged to a specific goal should be substantiated by documentation that identifies the program(s) that received the service, supply, or equipment. The signature of a program administrator acknowledging receipt of the service, supply, or equipment on a document, such as an invoice, a requisition request, a purchase order, a receiving report, a contract, or an inventory listing of equipment, will validate the charge.

Program Cost Reporting

Program cost reporting involves a series of work sheets that use general ledger data by goal and function, plus allocation factors (FTE, CU, PT) for the distribution of support costs to specific goals. These work sheets are largely automated in CDE's financial data collection software.

The following is a brief description of each work sheet:

- **Schedule of Direct-Charged Costs:** Summarizes, by goal and function, costs direct-charged to a goal.

- **Schedule of Allocation Factors for Support Costs:** Provides for entering allocation factors (full-time-equivalent teachers, classroom units, pupils transported) by goal for functions with costs in Goal 0000, Undistributed, or Goal 9000, Other Local Goals. The factors entered provide the basis for allocating support costs to programs.

- **Schedule of Allocated Support Costs:** Uses information from the allocation factor work sheet to assign a proportionate share of Goal 0000 and 9000 costs to each goal that has factors.

- **Schedule of Central Administration Costs:** Summarizes central administration costs (CAC) and shows the ratio, expressed as a percentage, of CAC costs to non-central administration costs. This CAC ratio is similar but not identical to an LEA's indirect cost rate (see Procedure 915).

- **Schedule of Other Costs:** Summarizes food service, enterprise, facilities acquisition and construction, and other outgo function

costs, which for program cost accounting purposes are not associated with a particular goal.

- **The Program Cost Report:** Compiles information from the previous schedules to display total General Fund (Fund 01) costs by goal and category (e.g., direct-charged, allocated support, central administration). Also includes an "other" costs section.

Procedure 910 Program Cost Accounting

Summary of Program Cost Guidelines

The following are summarized guidelines that show for each group of functions the program cost category, guidelines for charging to goals, and program cost allocation rules.

Function and Title

1000–1999 Instruction

- Direct instructional cost.
- Must be charged directly to a specific goal; may not be charged to Goal 0000, Undistributed; Special Education instruction functions may not be charged to Goal 5001, Special Education—Unspecified.
- Costs may not be allocated.

2100–2999 Instruction-Related Services

2100 Supervision of Instruction
2420 Instructional Library, Media, and Technology
2490 Other Instructional Resources

- Support cost.
- May be charged directly to a specific goal when documentation exists; or may be accumulated in Goal 0000, Undistributed.
- May be reclassified to a specific goal or more appropriate function when documentation exists.
- Allocation basis is FTE (full-time-equivalent teachers).

2700 School Administration

- Support cost.
- May be charged directly to a specific goal when documentation exists and the school site offers only one type of program; or may be accumulated in Goal 0000, Undistributed.
- Allocation basis is FTE (full-time-equivalent teachers).

3000–3999 Pupil Services

3110 Guidance and Counseling Services
3120 Psychological Services
3130 Attendance and Social Work Services
3140 Health Services
3150 Speech Pathology and Audiology Services
3160 Pupil Testing Services

- Support cost.

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- May be charged directly to a specific goal when documentation exists; or may be accumulated in Goal 0000, Undistributed.
- May be reclassified to a specific goal or more appropriate function when documentation exists.
- Allocation basis is FTE (full-time-equivalent teachers).

3600 Pupil Transportation

- Support cost.
- May be charged directly to a specific goal when documentation exists; or may be accumulated in Goal 0000, Undistributed.
- May be reclassified to a specific goal or more appropriate function when documentation exists.
- Allocation basis is PT (pupils transported).

3700 Food Services

- "Other" cost.
- Generally charged to a specific goal if proper documentation exists; otherwise, costs are accumulated in Goal 0000, Undistributed.
- Costs may not be allocated.

3900 Other Pupil Services

- Support cost.
- May be charged directly to a specific goal when documentation exists; or may be accumulated in Goal 0000, Undistributed.
- May be reclassified to a specific goal or more appropriate function when documentation exists.
- Allocation basis is FTE (full-time-equivalent teachers).

4000-4999 Ancillary Services

- Direct instructional cost.
- Must be charged directly to one of the following goals: 1110–Regular Education; 3100–Alternative Schools; 3200–Continuation Schools; 3400–Opportunity Schools; 3700–Specialized Secondary Programs; 7100–Nonagency.
- Costs may not be allocated.

5000–5999 Community Services

- Direct instructional cost.
- Must be charged directly to one of the following goals: 7100–Nonagency; 8100–Community Services; 8500–Child Care and Development Services.
- Costs may not be allocated.

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Function and Title

6000–6999 Enterprise
- "Other" cost.
- Costs are accumulated in Goal 0000, Undistributed.
- Costs may not be allocated.

7000–7999 General Administration

7100 Board and Superintendent
7200 Other General Administration
7700 Centralized Data Processing
- Central administration cost.
- Accumulated in Goal 0000, Undistributed.
- Distributed proportionately to programs on the basis of the total amount of direct costs (i.e., direct-charged together with allocated) in each goal.

8000–8999 Plant Services

8100 Plant Maintenance and Operations
8700 Facilities Rents and Leases
- Support cost.
- May be charged directly to a specific goal when documentation exists; or may be accumulated in Goal 0000, Undistributed.
- May be reclassified to a specific goal or more appropriate function when documentation exists.
- Allocation basis is CU (classroom units).

8500 Facilities Acquisition and Construction
- "Other" cost.
- Generally accumulated in Goal 0000, Undistributed.
- Costs may not be allocated.

9000–9999 Other Outgo

9100 Debt Service
9200 Transfers Between Agencies
9300 Interfund Transfers
- "Other" cost.
- Generally accumulated in Goal 0000, Undistributed.
- Costs may not be allocated.

Procedure 915 Indirect Cost Rate

Costs of an LEA can be categorized as direct or indirect. A cost's related activity (e.g., instruction, school administration, pupil transportation, fiscal services) rather than its type (e.g., salaries, benefits, books, supplies) is what determines if it is a direct or indirect cost. While direct costs can be identified with a particular instruction or instruction-related grant, contract, or function (activity), indirect costs are more global in nature.

Indirect costs are those costs of general management that are agencywide. General management costs consist of expenditures for administrative activities necessary for the general operation of the LEA (e.g., accounting, budgeting, payroll preparation, personnel management, purchasing, centralized data processing). The standardized method for distributing these indirect costs to programs is referred to as the indirect cost rate.

The indirect cost rate process in California is based on the California Department of Education's (CDE's) federally approved indirect cost plan for K–12 local educational agencies (LEAs), which include school districts, joint powers agencies, county offices of education, and charter schools. California's plan includes specifics on indirect cost components, including indirect costs, base costs, and the carry-forward adjustment.

The United States Department of Education has approved the fixed-with-carry-forward restricted rate methodology for calculating indirect cost rates for California LEAs. CDE has been delegated authority to calculate and approve indirect cost rates annually for LEAs. The approved indirect cost rate provides LEAs with a standardized way to recover indirect costs from federal and state programs without having to time-account for the general administrative support provided to each program.

Components of the Indirect Cost Rate Calculation

In simple terms, an indirect cost rate is determined by dividing an agency's indirect costs by the majority of its other expenditures, or base costs. However, the realities of the calculation are much more complex. Compliance with federal indirect cost guidelines requires that specific rules must be followed when categorizing expenditures as indirect or base

costs. Fortunately for California, the majority of these rules are built into the function code within the standardized account code structure.

An LEA's general ledger data, in combination with a minimal amount of supplemental data, are used to categorize the LEA's expenditures as indirect costs, base costs or excluded costs. The indirect costs become the numerator of the calculation, and the base costs are the denominator. Certain costs, such as debt service and facility construction, are excluded entirely from the calculation.

Numerator of the Calculation

The numerator of the indirect cost rate calculation—the indirect cost pool—is the cornerstone of the calculation. Costs in the pool come from the general fund and the charter school special revenue and/or charter school enterprise fund. There are three components to the numerator: indirect costs, general administration's share of certain plant services costs (e.g., maintenance and operations, facilities rents and leases), and the carry-forward adjustment.

Indirect costs consist of agencywide expenditures for general management (administrative) activities that are not readily identifiable with a particular program but are necessary for the overall operation of the LEA (e.g., accounting, budgeting, payroll preparation, personnel management, purchasing, warehousing, centralized data processing). *Note:* Per federal guidelines, most of the costs of the school board and superintendent are excluded from indirect costs and are instead categorized as base costs.

Certain plant services costs (e.g., heating, lighting, custodial services) are also included in the indirect cost pool, but only the portion applicable to the general administrative offices. (See "Supplemental Data" on page 915-3 for further information on determining the administrative portion of plant services costs.)

The carry-forward adjustment is an after-the-fact correction for the difference between the indirect cost rate approved for use in a given year and the actual percentage (amount) of indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from estimated indirect costs. (See "Calculating

the Rate" beginning on page 915-4 for an example that illustrates the use of the carry-forward adjustment.)

Denominator of the Calculation

Once indirect costs have been identified, base costs are almost all of the remaining general fund costs of the LEA except for a few costs that are excluded entirely from the calculation. Examples of costs included in the base are those for instructional salaries and benefits, program supplies, contracts for instructional and support services, most board and superintendent services, and the majority of plant maintenance and operations and facilities rents and leases. Examples of costs excluded from the base are subagreements for services, debt service, facility construction, and capitalized equipment.

Besides costs of the general fund, base costs include similar expenditures from five special revenue funds (charter schools, adult education, cafeteria, child development, and foundation), the foundation permanent fund, and two enterprise funds (charter schools and cafeteria) because the activities in these funds generally benefit on an ongoing basis from services provided by the LEA's general administrative offices. Other governmental funds (e.g., deferred maintenance, capital facilities), proprietary funds other than cafeteria, and fiduciary funds fall under the category of "excluded" costs and are not part of the base costs.

Supplemental Data

In certain circumstances a minimal amount of supplemental data may be necessary in order to capture all indirect costs and to fully comply with federal indirect cost guidelines.

Percent of administrative salaries and benefits. In an effort to ensure that LEAs use a standardized method of attributing facility costs associated with general administrative offices, a "percent of administrative salaries and benefits" ratio is used in the indirect cost rate calculation. This ratio of salaries and benefits for administration is used as proxy for the ratio of space utilized by administration, to spare LEAs the necessity of annually calculating the space utilized by various activities.

When calculating the ratio, an adjustment may be required in those occasional circumstances where costs for administrative salaries and benefits are understated because certain administrative services, although performed on-site, are provided through contract. If this occurs, LEAs may provide supplemental data to adjust the ratio for costs relating to such services.

The ratio of administrative salaries and benefits to other salaries and benefits is then multiplied by the costs of plant maintenance and operations and facilities rents and leases to assign to the indirect cost pool an "administrative offices" share of these facility costs.

Employment separation costs. Some costs relating to employees' separation from service may have restrictions on how they can be charged (see Procedure 655, Employment Separation Costs).

"Normal" separation costs are unallowable as direct costs to federal programs and possibly to some state programs. If unallowable as a direct cost, they are allowable as an indirect cost. Normal separation costs that are unallowable as direct costs to a restricted program are charged to the same goal, function, and object as the employee's regular salary, but are charged to an unrestricted resource; the LEA may provide supplemental data to include these costs in the indirect cost pool.

"Abnormal or mass" separation costs, such as retirement incentives or contract buyouts, are unallowable either as direct costs or indirect costs to federal programs and possibly to some state programs. Abnormal or mass separation costs that are unallowable as direct costs to a restricted program are charged to the same goal, function, and object as the employee's regular salary, but are charged to an unrestricted resource. Where an LEA has incurred abnormal or mass separation costs for employees charged to the indirect cost pool (Function 7200, Other General Administration, or Function 7700, Centralized Data Processing), the LEA must provide supplemental data to exclude these costs from the pool.

Calculating the Rate

The actual calculation of the indirect cost rate includes components from both the current year plus the second prior year (two years before the

current period). The rate based on this data will then be used in the second subsequent fiscal year (two years after the current period). This span of time is characteristic of the fixed-with-carry-forward type of rate calculation.

The following example uses 2007-08 as the current reporting period and illustrates the fiscal years affected by the indirect cost rate calculation:

> In 2007-08, indirect costs are charged to programs using an indirect cost rate that was calculated and approved based on 2005-06 data. Any difference between the indirect costs that theoretically could be charged to programs in 2007-08 based on this approved rate, and the actual indirect costs incurred in that year (i.e. the theoretical over or under recovery of indirect costs) is called a carry-forward adjustment. Note that this adjustment compares what could be charged based on the approved rate, not what was actually charged.
>
> Then, based on the actual indirect costs and base costs incurred in 2007-08, and the carry-forward adjustment, a new indirect cost rate will be calculated for use in 2009-10.

An indirect cost rate work sheet (Form ICR) in CDE's year-end financial software automatically calculates LEA indirect cost information. (See page 915-10 for an excerpt from the work sheet.) The work sheet uses both general ledger data (for indirect and base costs) and supplemental "percent of administrative salaries and benefits" and "employment separation costs" data. These general ledger and supplemental data, along with certain second prior year indirect cost information, produce both the straight percentage of indirect costs (the indirect cost pool divided by base costs) and the fixed-with-carry-forward restricted indirect cost rate (the indirect cost pool, adjusted by the carry-forward calculation, then divided by base costs).

Using the Rate

LEA indirect cost rates are submitted annually to CDE with the unaudited actual financial statements. The straight percentage of indirect costs is provided for informational purposes only and is not for use in recovering indirect costs from programs; it is the fixed-with-carry-forward restricted

indirect cost rate that is for use by LEAs to recover indirect costs on applicable federal and state programs.

Indirect cost rates are published annually on the Internet, usually in early spring, at *http://www.cde.ca.gov/fg/ac/ic*. LEA indirect cost rates may be used, as appropriate, to budget, allocate, and recover indirect costs for federal programs, grants, and other assistance governed by the Office of Management and Budget (OMB) Circular A-87, the *Education Department General Administrative Regulations* (EDGAR), and the *Code of Federal Regulations* (CFR), *Title 34*. The rates may also be used for state programs, subject to any restrictions that may govern the individual programs.

Indirect Cost Rates for Individual Schools

Individual schools may use an indirect cost rate not to exceed their school district's rate (or county office of education's rate, if applicable). An exception to this is charter schools, which have separate indirect cost rate guidelines. The preceding Internet site includes a listing of rates for school districts and county offices of education that should be used by noncharter schools, together with a separate listing of charter school rates.

General Guidelines for Claiming Indirect Costs

While the specifics for charging indirect costs may vary by program, the following are general guidelines for using the indirect cost rate:

- **Budgeting.** An estimate of indirect costs may be used for budgeting purposes, but the claiming of indirect costs must be done using the approved rate and actual program expenditures. If a program has a set award amount, it is important to budget indirect costs that fit within the award amount rather than add them to the award amount. To do this, and assuming that none of the award amount will be spent on costs that do not qualify for indirect costs, divide the award amount by 1.xx, where xx equals the decimal equivalent of the approved indirect cost rate, then subtract the result from the original award amount to arrive at the amount of budgeted indirect costs. For example, using 8 percent as the approved rate and $10,000 as the award amount, divide $10,000 by 1.08, equaling $9,259.26, and then subtract $9,259.26 from

$10,000, equaling $740.74, which is the amount that may be budgeted for indirect costs ($9,259.26 + $740.74 = $10,000).

- **Amount of Indirect Costs to Charge.** The maximum amount of indirect costs that may be charged in a year to an award is determined by multiplying the restricted indirect cost rate by the total direct costs of the award less any excluded costs, such as subagreements for services, capital outlay, other outgo, and other distorting or unallowable costs. In terms of SACS, this equates to totaling the program expenditures in objects 1000–5999, except 5100, and multiplying that total by the indirect cost rate approved for use with the program. Expenditures in objects 5100, 6000 and 7000 are excluded when calculating or claiming indirect costs because they are generally one-time expenditures or are distorting in nature.

  LEAs have the option of charging less than the approved rate when recovering indirect costs. However, whether the approved rate or a lesser rate is used, the fixed-with-carry-forward adjustment is calculated by using the LEA's approved rate.

- **Program Limitations on Charging Indirect Costs.** The indirect cost rate provides a starting point for charging indirect costs to a program. Funding applications or award letters should be consulted to determine whether programs limit or prohibit the claiming of indirect costs. Some of the more common limitations include:

  1. Limiting the indirect cost rate to the lesser of the LEA's approved rate or a predetermined capped rate
  2. Having an "administrative cap" that limits a combination of direct administrative costs and indirect costs
  3. Not allowing indirect costs (i.e., requiring that the entire award amount be spent on direct costs)

  As a help in identifying the indirect cost rules for most programs, a SACS resource code query system is available on the Internet at *http://www.cde.ca.gov/fg/ac/ac/ap/querybyresource.asp*. The data provided for each resource code (i.e., funding source) include the general guidelines for claiming indirect costs.

- **Administrative Cost Caps.** Indirect costs are usually a subset of the broader category of administrative costs. A program that has an

administrative cost cap should be reviewed to determine whether the cap encompasses both direct administrative costs (e.g., salaries of program administrators, costs of program monitoring and preparing program plans) and indirect costs (e.g., personnel/human resources, accounting, and procurements). For example, if an LEA claims indirect costs for a program that has an administrative cap of 15 percent and the LEA has already spent 11 percent on direct administrative costs, then it can claim only 4 percent for indirect costs, even if the approved indirect cost rate is higher than 4 percent.

- **Multiple-Year Awards.** For program awards that cover more than one year, a single rate may not be used to recover indirect costs for the entire award; the indirect cost rate must be the rate approved for each year.

- **Qualifying Funds.** The indirect cost rate is appropriate for use with only those operating funds and costs that are part of the calculation. For instance, costs in objects 1000–5999, except 5100, in Fund 01 (general), funds 09 and 62 (charter schools), Fund 11 (adult education), Fund 12 (child development), funds 13 and 61 (cafeteria), and funds 19 and 57 (foundation) are part of the indirect cost rate calculation; therefore, expenditures in these fund and object combinations may be considered when charging indirect costs. Costs in objects that are excluded from the calculation of the rate (e.g., subagreements for services, capital outlay, other outgo) and in funds not included in the calculation should not have indirect costs charged against them.

Indirect, Central Administration and Program Administration Costs

For California LEAs, three cost accounting concepts are similar but not identical: indirect costs, central administration costs, and overall program administrative costs.

- **Indirect costs,** which can be seen in the indirect cost rate calculation, include costs of agencywide accounting, budgeting, payroll preparation, personnel management, purchasing, warehousing, and centralized data processing services, together with the portion of plant maintenance and operations and facilities rents and leases spent in support of indirect cost activities (i.e., general administration offices).

- **Central administration costs** are a component of program cost accounting and include indirect costs, less the maintenance and operations costs, plus costs for the school board and superintendent.

- **Overall administrative costs of a program,** in the context of indirect costs or administrative cost caps, generally refer to indirect costs charged to the program together with any administrative costs direct-charged to the program (e.g., salaries of program administrators, costs of program monitoring and preparing program plans). Note, however, that individual programs may have different definitions of administrative costs. There is currently no single definition that applies to all programs.

Because there are differences in the three cost pools, percentages or ratios calculated from them will differ. While these differences could be minor, it is important to note that the three cost pools have unique purposes and are not interchangeable.

Transferring Indirect/Administrative Costs

Specific function and object codes exist in the standardized account code structure to aid in tracking the transfer of indirect costs between programs:

- Function 7210, General Administration Cost Transfers
- Object 7310, Transfers of Indirect Costs
- Object 7350, Transfers of Indirect Costs—Interfund

The following sample transaction (offsetting entries to cash in each resource are assumed) shows indirect costs being transferred within the general fund to Resource 3010 (NCLB, Title I):

Dr	01-3010-0-1110-7210-7310-0000	$4,500	
Cr	01-0000-0-0000-7210-7310-0000		$4,500

In the case where a program is authorized to charge for administrative fees on the basis of something other than the indirect cost rate, transfers should be done by using the following codes:

- Function 7210, General Administration Cost Transfers
- Object 7370, Transfers of Direct Support Costs

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- Object 7380, Transfers of Direct Support Costs—Interfund

For example, administrative costs incurred by the general fund to calculate and collect developer's fees are an allowable cost. These costs, which shall not exceed 3 percent of the fees collected during the period *(Education Code* Section 17620[a][1][c][5]), should be transferred to Fund 25, Capital Facilities Fund:

Dr	25-0000-0-0000-7210-7380-0000	$9,000	
Cr	01-0000-0-0000-7210-7380-0000		$9,000

Note: Administrative costs transferred using Object 7380 do not remain a part of the indirect cost pool.

For further examples involving the transfer of indirect costs, refer to Procedure 615.

Indirect Cost Rate Work Sheet

Indirect Cost Rate Calculation Based on the 2007-2008 Reporting Period (Funds 01, 09 and 62, unless indicated otherwise)

A. Indirect Costs (numerator)

1. Other General Administration – (Functions 7200–7600, Objects 1000–5999 and 7380, less portion on line B8 charged to restricted resources or specific goals)

2. Centralized Data Processing – (Function 7700, Objects 1000–5999, less portion on line B9 charged to restricted resources or specific goals)

3. External Financial Audit – Single Audit (Function 7190, Objects 5000–5999)

4. Staff Relations and Negotiations (Function 7120, Objects 1000–5999)

5a. Employment Separation Costs – add normal separation costs charged to Resource 0000 for restricted positions, from line B12a

5b. Employment Separation Costs – subtract abnormal separation costs charged to Functions 7200–7700 and included in lines A1 or A4

6. Plant Maintenance and Operations – only indirect portion (Functions 8100–8400, Objects 1000–5999, except 5100, times the percentage of total salaries and benefits attributable to other general administration and centralized data processing)

7. Facilities Rents and Leases – only indirect portion (Function 8700, Resources 0000–1999, Objects 1000–5999, times the percentage of total salaries and benefits attributable to other general administration and centralized data processing)

8. Total Indirect Costs (sum lines A1 through A7)

9. Carry-Forward Adjustment (line A8 plus 2005-06 carry-forward adjustment, minus [2007-08 approved indirect cost rate times line B17])

10. Total Adjusted Indirect Costs (line A8 plus line A9)

B. Base Costs (denominator)

1. Instruction (Functions 1000–1999, Objects 1000–5999, except 5100)

2. Instruction-Related Services (Functions 2000–2999, Objects 1000–5999, except 5100)

3. Pupil Services (Functions 3000–3999, Objects 1000–5999, except 5100)

4. Ancillary Services (Functions 4000–4999, Objects 1000–5999, except 5100)

5. Community Services (Functions 5000–5999, Objects 1000–5999, except 5100)

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6. Enterprise (Function 6000, Objects 1000–5999, except 5100)

7. Board and Superintendent (Functions 7100–7180, except 7120, Objects 1000–5999)

7a. External Financial Audit—Other (Function 7191, Objects 5000–5999)

8. Other General Administration—portion charged to restricted resources or specific goals (Functions 7200–7600, Resources 2000–9999, Objects 1000–5999 and 7380; plus Functions 7200–7600, Resources 0000–1999, Goals 0001–8999, Objects 1000–5999 and 7380)

9. Centralized Data Processing—portion charged to restricted resources or specific goals (Function 7700, Resources 2000–9999, Objects 1000–5999, plus Function 7700, Resources 0000–1999, Goals 0001–8999, Objects 1000–5999)

10. Plant Maintenance and Operations—all except indirect portion (Functions 8100–8400, Objects 1000–5999, except 5100, minus line A6)

11. Facilities Rents and Leases—all except indirect portion (Function 8700, Resources 0000–1999, Objects 1000–5999, except 5100, minus line A7; plus Function 8700, Resources 2000–9999, Objects 1000–5999, except 5100)

12a. Employment Separation Costs – reclassification from "base" to "indirect" (subtract normal separation costs charged to Resource 0000 for restricted positions and included in lines B1 to B10)

12b. Employment Separation Costs – reclassification from "indirect" to "base" (add abnormal separation costs charged to Functions 7200–7700 from line A5b)

13. Adult Education (Fund 11, Functions 1000–6999, 8100–8400, 8700, Objects 1000–5999, except 5100)

14. Child Development (Fund 12, Functions 1000–6999, 8100–8400, 8700, Objects 1000–5999, except 5100)

15. Cafeteria (Funds 13 and 61, Functions 1000-6999, 8100–8400, 8700, Objects 1000–5999, except 5100)

16. Foundation (Funds 19 and 57, Functions 1000–6999, 8100–8400, 8700, Objects 1000–5999, except 5100)

17. Total Base Costs (sum lines B1 through B16)

C. Straight Indirect Cost Percentage (before carry-forward adjustment) (line A8 / line B17)

D. Indirect Cost Rate (fixed with carry-forward rate for use in 2009-10, subject to CDE approval) (line A10 / line B17)

Note: When recovering indirect costs from federal and state programs, the following expenditures are excluded from the indirect cost rate calculation and therefore cannot have indirect costs

charged against them: Subagreements for Services (Object 5100), Capital Outlay (Objects 6000-6999), Other Outgo (Objects 7000-7499), Other Financing Uses (Objects 7600-7699), Facilities Acquisition and Construction (Function 8500), and Debt Service, Transfers Between Agencies, and Interfund Transfers (Functions 7000-7999) (see page 915-5, Using the Rate).

Definitions of Indirect Cost Terms

Administrative costs. Any costs, indirect or direct, that are administrative in nature and support the management of a program. Costs of program administration may encompass both direct costs (e.g., salaries of program administrators, costs of program monitoring and preparing program plans) and indirect costs (e.g., personnel/human resources, accounting, and procurements).

Approved rate. Same as *Indirect cost rate.*

Base costs. Pool of direct costs from the general, charter schools, adult education, cafeteria, child development, and foundation funds, minus any cost categories considered one-time or distorting in nature, such as subagreements for services, major equipment purchases, facility construction, debt service, and transfers to other agencies.

Carry-forward adjustment. An adjustment used in calculating the indirect cost rate where the difference between the estimated indirect costs and the actual indirect costs is "carried forward." The adjustment takes into account (1) the LEA's approved indirect cost rate for the year; (2) the original carry-forward amount used to calculate that rate; and (3) that year's estimated indirect costs (i.e., base costs times the approved rate).

Consistent cost treatment. To prevent programs from being charged for similar services as both a direct cost and an indirect cost, costs incurred for the same purpose in like circumstances should be treated as only direct or only indirect. For example, staff that provide services normally done by the business office should be charged to the indirect cost pool (Function 7200), even if they spend 100 percent of their time working on items for a particular program. This is to prevent that program from being charged for business office services as both a direct cost and then again as an indirect cost. However, if staff provide supplemental services above the level provided by the business office, or if they provide services normally required of program managers, then this cost would normally be considered a project-related administration cost (Function 2150) rather than an indirect cost.

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Direct costs. Expenditures identified with a specific goal or objective. In education, cost objectives are generally the instructional programs and services provided by the agency.

Estimated indirect costs. The amount of indirect costs arrived at by multiplying the base costs by the approved rate for that year.

Excluded costs. Cost categories considered for indirect cost purposes to be one-time or distorting in nature, including subagreements for services, capital outlay (sites, improvement of sites, buildings, improvement of buildings, new or major expansions of school libraries, capitalized equipment) and other outgo (tuition, transfers to other agencies, debt service, financing uses).

Fixed-with-carry-forward. For California LEAs, the restricted indirect cost rate is computed and "fixed" for a specific period on the basis of an estimate of that period's level of operations. Once the actual costs of that period are known, the difference between the estimated and actual indirect costs is "carried forward" as an adjustment to the new calculation.

Form ICR. A work sheet within CDE's year-end financial data collection software that calculates the LEA's percentage of indirect costs and its fixed-with-carry-forward indirect cost rate.

Function code. The field in the standardized account code structure that identifies a cost's general operational area and distinguishes whether it is an indirect or base cost.

Indirect cost percentage. A percentage arrived at by dividing the current period's indirect costs by the base costs.

Indirect cost pool. The indirect costs of the agency together with the portion of plant maintenance and operations and facilities rents and leases spent in support of indirect cost activities (i.e., general administration offices).

Indirect cost rate (ICR). An allocation technique used to distribute indirect costs to federal, state and local programs. The indirect cost rate is the ratio (expressed as a percentage) of the adjusted indirect costs to the direct base costs. For California LEAs, the indirect cost rate represents a fixed-with-

carry-forward restricted indirect cost rate used to recover indirect costs from federal and state programs.

Indirect costs. Agencywide general management costs not readily identifiable with a particular program but necessary for the overall operation of the agency (e.g., costs of accounting, budgeting, payroll preparation, personnel management, purchasing, warehousing, centralized data processing).

OMB Circular A-87. The Office of Management and Budget (OMB) Circular A-87, titled *Cost Principles for State, Local and Indian Tribal Governments*. OMB Circular A-87 includes the general cost principles that govern California's indirect cost plan and process.

Restricted rate. Same as *Indirect cost rate*.

Appendix B Normal Balances of Balance Sheet Accounts

Chart of Accounts

		Normal Balance
	Assets	
9110	Cash in County Treasury	Dr
9111	Fair Value Adjustment to Cash in County Treasury	Dr
9120	Cash in Bank(s)	Dr
9130	Revolving Cash Account	Dr
9135	Cash with a Fiscal Agent/Trustee	Dr
9140	Cash Collections Awaiting Deposit	Dr
9150	Investments	Dr
9200	Accounts Receivable	Dr
9290	Due from Grantor Governments	Dr
9310	Due from Other Funds	Dr
9320	Stores	Dr
9330	Prepaid Expenditures (Expenses)	Dr
9340	Other Current Assets	Dr
9410	Land	Dr
9420	Improvements of Sites	Dr
9425*	Accumulated Depreciation—Improvements of Sites	Dr
9430	Buildings	Dr
9435*	Accumulated Depreciation—Buildings	Dr
9440	Equipment	Dr
9445*	Accumulated Depreciation—Equipment	Dr
9450	Work in Progress	Dr
	Liabilities	
9500	Accounts Payable (Current Liabilities)	Cr
9590	Due to Grantor Governments	Cr
9610	Due to Other Funds	Cr
9620	Due to Student Groups/Other Agencies	Cr
9640	Current Loans	Cr

*Accumulated depreciation accounts are contra-asset accounts that reduce the carrying value of the capital assets to which they relate. Accumulated depreciation accounts may technically be reported either as debit accounts with negative balances or as credit accounts with positive balances. For clarity of presentation and consistency of LEA data statewide, accumulated depreciation accounts shall be reported as debit accounts with their credit balances displayed as negatives.

Appendix B Normal Balances of Balance Sheet Accounts

9650	Deferred Revenue	Cr
9661	General Obligation Bonds Payable	Cr
9662	State School Building Loans Payable	Cr
9664	Net OPEB Obligation	Cr
9665	Compensated Absences Payable	Cr
9666	Certificates of Participation (COPs) Payable	Cr
9667	Capital Leases Payable	Cr
9668	Lease Revenue Bonds Payable	Cr
9669	Other General Long-Term Debt	Cr
	Fund Balance	
9711	Reserve for Revolving Cash	Cr
9712	Reserve for Stores	Cr
9713	Reserve for Prepaid Expenditures (Expenses)	Cr
9719	Reserve for All Other	Cr
9720	*Reserve for Encumbrances*	*Cr*
9730	General Reserve	Cr
9740	Legally Restricted Balance	Cr
9770	Designated for Economic Uncertainties	Cr
9775	Designated for the Unrealized Gains of Investments and Cash in County Treasury	Cr
9780	Other Designations	Cr
9790	Undesignated/Unappropriated	Cr
9791	Beginning Fund Balance	Cr
9793	Audit Adjustments	Cr
9795	Other Restatements	Cr
	Budgetary Accounts	
9810	Estimated Revenue	Dr
9815	Estimated Other Financing Sources (Optional)	Dr
9820	Appropriations	Cr
9825	Estimated Other Financing Uses (Optional)	Cr
9830	Encumbrances	Dr
	Control Accounts	
9840	Revenue	Cr
9845	Other Financing Sources (Optional)	Cr
9850	Expenditures	Dr
9855	Other Financing Uses (Optional)	Dr
	Nonoperating Accounts	
9910	Suspense Clearing	Dr, Cr

Appendix D Function Codes for Common Activities

The following table lists many common activities and the function code(s) typically associated with each. Optional codes are *italicized*. The activities shown are intended as a guide rather than a definitive list. It is important to be familiar with the function descriptions in Procedure 325 to ensure proper use of function codes.

Description	Typical Function(s)
Accounting—Agencywide	7200
Accounting—Administration of Instructional Special Projects	2100/*2150*
Adaptive Physical Education—Special Education	1190
Administration of Instruction	2100
Administration of Instructional Special Projects	2100/*2150*
Administrative Activities—Agencywide	7100 or 7200
Administrative Unit (AU) of a Multidistrict SELPA	2200
Alarm Systems	8100/*8300*
Ancillary Services	4000
Appraisal Services—Students	3110
Assistant Principal	2700
Assistant Superintendent—Agencywide	7100/*7150*
Assistant Superintendent—Business	7200
Assistant Superintendent—Instruction	2100
Assistive Services—Special Education	1190
Assistive Technology—Special Education	1130
Athletics—School-Sponsored (e.g., competition between schools)	4000/*4200*
Attendance Reporting—Agencywide	7200
Attendance Reporting—School	2700
Attendance Services—Improve Student Attendance	3130
Attendance Truancy Officer	3130
Audiology Services	3150
Audit—Annual Independent	7190 or 7191
Audit—Program Performance or Monitoring	2100/*2150*
Auditing—Internal	7200/*7370*
Auditors—External	7190 or 7191
Board of Education	7100/*7110*
Books—Materially expand library or stock new library	8500
Books and Other Reference Materials	Function of area requesting the purchase
Braille Services—Special Education	1130

Appendix D Function Codes for Common Activities

Description	Typical Function(s)
Budget Monitoring—Program Specific (instruction-related)	2100/*2150*
Budgeting—Agencywide	7200
Buildings and Improvements of Buildings	8500
Bus Driver Training and Certification	3600
Bus Driver	3600
Bus Maintenance Personnel	3600
Career Counseling	3110
Chief Business or Financial Officer	7200
Chief Executive Officer	7100/*7150*
Child Care—Community Services (e.g., day care center to assist working parents)	5000
Child Development—Preschool	1000
Cocurricular Activities—School-Sponsored (e.g., band, chorus, choir, speech)	4000/*4100*
Communications—Telephone lines, fax lines, pagers	2700 or 7200 (refer to Object 5900)
Communications—Agencywide data processing (e.g., connectivity to county data processing systems)	7700
Communications—Instruction related (e.g., Internet access, cable television)	1000, 2420 or 2700 (refer to Object 5900)
Community Relations	7100/*7150*
Community Services	5000
Community Services—Custodian (paid overtime or extra time for services performed entirely as a result of community services)	5000
Computer-assisted Instruction—Classroom, school networks, computer labs	1000 or 2420
Conference Fees—Staff Development	Normally employee's function
Counseling Services	3110
Credential Services	7200/*7430*
Curriculum Development	2100/*2130*
Curriculum Improvement	2100
Custodian	8100/*8200*
Custodian—Community Services (paid overtime or extra time for services performed entirely as a result of community services)	5000
Data Processing—Centralized (e.g., computer facility management, systems development, agencywide attendance applications, fiscal systems)	7700
Data Processing—Classroom- or Instruction-Related	1000 or 2420
Dental Services to Students	3140

Appendix D Function Codes for Common Activities

Description	Typical Function(s)
Department Chairperson	2700
Deputy Superintendent—Agencywide	7100/*7150*
Director of Instructional Program (e.g., special education, bilingual education, or similar programs)	2100
Duplicating—Instructional Materials	1000-1999
Duplicating—Program Specific (may be accumulated in Function 7200 then transferred, using Objects 5710/5750)	Use program function.
Duplicating, Printing, Publishing—Administrative Publications (e.g., annual reports, agencywide directories or bulletins)	7200/*7550*
Education Technological Services—Special Education	1190
Educational Television Instructional Programs	2420
Election Costs	7100/*7110*
Evaluate School Staff Members	2700
Field Trip Transportation (may be accumulated in Function 3600, then transferred using Objects 5710/5750)	1000-1999
Fiscal Services—Agencywide	7200
Food—Instruction Related (e.g., cooking class supplies, instructional rewards)	1000-1999
Food Services to Students	3700
Graduation Expenses	2700
Grant Procurement	7100/*7150*
Guidance Services	3110
Hall Monitoring	8100/*8300*
Health Services	3140
Hearing Screening	3140
Hearing Services (e.g., loss, function, impaired hearing)	3150
Home and Hospital Instruction—Regular Education	1000
Home and Hospital Instruction—Special Education	1130
Human Resources (e.g., recruitment, credential services, agencywide training for noninstructional staff)	7200/*7400*
Information Dissemination to Students (e.g., educational, occupational, personal, and social)	3110
In-house Instructional Staff Development	2100/*2140*
Instruction—Home and Hospital	1000 or 1130
Instruction—Special Education	1100-1199
Instruction—Teachers in the classroom and via alternate media (e.g., computer, television, correspondence, radio)	1000
Instructional Administration	2100
Instructional Administration—Special Projects (typically funded from a specific resource and requires project budget and audit)	2100/*2150*

Appendix D Function Codes for Common Activities

Description	Typical Function(s)
Instructional Aide—Regular Education	1000
Instructional Aide—Special Education	1110-1130
Instructional Staff Development—In-house	2100/*2140*
Instructional Library	2420
Instructional Materials—Guidance of Teachers	2100
Instructional Media	2420
Instructional Programs—Selecting, preparing, and making available to instructional staff television or computer-assisted services	2420
Instructional Research	2100/*2120*
Instructional Supervision	2100/*2110*
Instructional Technology	2420
Insurance—Buses	3600
Insurance—Driver Training Vehicle Insurance	1000
Insurance—Food Service Vehicles	3700
Insurance—General property and liability not covered elsewhere	7200
Insurance—Pupil	1000
Interpreter Services—Special Education	1130
Language and Speech—Special Education	1190
Language Disorders—Assess	3150
Language Services	3150
Legal – General Legal Counsel (e.g., interpret laws and statutes, general liability)	7100/*7110*
Legal – Directly Identifiable with an Activity (e.g., instruction, fiscal services, personnel/human resources services, capital projects)	Use activity function.
Medical Services to Students	3140
Negotiations (Contractual) and Staff Relations	7100/*7120*
Network Manager—Noninstructional Networks	7700
News Media—Dissemination of Educational Public Information	7100/*7180*
Nonpublic Agencies/Schools (NPA/S)—Special Education	1180
Noon-duty Personnel	1000
Nursing Services	3140
Orientation and Mobility Instruction—Special Education	1190
Other Specialized Instructional Services—Special Education	1190
Parent Counseling—Special Education	3110
Parent Participation—School Activities	2490/*2495*
Parent-Teacher Association (PTA) Meetings	5000
Payroll Services	7200/*7340*
Personnel Services	7200/*7400*

Appendix D Function Codes for Common Activities

Description	Typical Function(s)
Photocopying—Administrative Publications (e.g., annual reports, agencywide directories or bulletins)	7200/*7550*
Photocopying—Instructional Materials	1000-1999
Photocopying—Program Specific (may be accumulated in Function 7200 then transferred, using Objects 5710/5750)	Use program function.
Placement Services—Students	3110
Plant Maintenance (e.g., repairing, restoring, renovating school property)	8100/*8110*
Plant Operations (e.g., heating, lighting, power, grounds keeping, housekeeping)	8100/*8200*
Police Activities for School Functions	8100/*8300*
Policy Administration—Agencywide	7100 or 7200
Principal	2700
Printing, Publishing and Duplicating—Administrative Publications (e.g., annual reports, agencywide directories or bulletins)	7200/*7550*
Printing, Publishing and Duplicating—Instructional Materials	1000-1999
Program Manager—Instruction Related	2100
Psychological Services	3120
Public Information	7100/*7180*
Public Relations	7100/*7150*
Purchasing—Activities to purchase supplies, furniture, equipment	7200/*7530*
Recreation Program—Community	5000
Renovating School Property	8100/*8110*
Repairing and Restoring School Property	8100/*8110*
Retiree Benefits (Use equitable means to prorate costs, such as proportion of current benefit-eligible salaries, or ratio of current benefit costs, charged to each function.)	Prorate between functions.
Salary Stipend—Staff Development	Employee's function
Scholarship Payments	5000
School Activities—Coordination	2700
School Administration	2700
School Records—Supervise and Maintain	2700
School-Sponsored Athletics (e.g., competition between schools)	4000/*4200*
School-Sponsored Cocurricular Activities	4000/*4100*
Secretary—School	2700
Secretary—Superintendent or Governing Board	7100
Security	8100/*8300*
Sign Language Service—Special Education	1190
Social Work Services	3130
Special Education—Adaptive Physical Education	1190

Appendix D Function Codes for Common Activities

Description	Typical Function(s)
Special Education—Assistive Services	1190
Special Education—Assistive Technology	1130
Special Education—Braille Services	1130
Special Education—Education Technological Services	1190
Special Education—Home and Hospital Instruction	1130
Special Education—Instructional Aides	1130
Special Education—Interpreter Services	1130
Special Education—Language and Speech	1190
Special Education—Nonpublic Agencies/Schools (NPA/S)	1180
Special Education—Orientation and Mobility Instruction	1190
Special Education—Other Specialized Instructional Services	1190
Special Education—Resource Specialist Instruction	1120
Special Education—Separate Classes	1110
Special Education—Sign Language Service	1190
Special Education—Supplemental aids and services in regular classrooms	1130
Special Education—Transportation (specialized services specified in IEP)	3600
Special Education—Vision Services	1190
Special Education—Vocational Education Training	1190
Special Education Instruction	1100-1199
Special Project—Instructional Administration (typically funded from a specific resource and requires project budget and audit)	2100/*2150*
Special Project—Support Staff for Instructional Administration (includes administrative services beyond general level provided by the business office)	2100/*2150*
Speech Disorders—Assess	3150
Speech Pathology	3150
Staff Development and Training—Conference Fees	Employee's function
Staff Development and Training—Instructional (e.g., techniques of instruction, how children learn)	2100
Staff Development and Training—Noninstructional Staff (developing agencywide programs not related to instructional staff or programs)	7200/*7400*
Staff Development and Training—Salary Stipend	Employee's function
Staff Development Consultant—Work with teachers outside the classroom	2100/*2140*
Staff Evaluations—School	2700
Staff Relations and Contractual Negotiations	7100/*7120*
Superintendent	7100/*7150*
Supervisor of Instructional Program (e.g., special education, bilingual education, or similar programs)	2100

Appendix D Function Codes for Common Activities

Description	Typical Function(s)
Technology—Instructional	2420
Telephone Lines—Communications	2700 or 7200 (refer to Object 5900)
Telephone Lines—Centralized Data Processing	7700
Telephone Lines—Instructional Internet Access	1000 or 2420
Testing—Classroom teachers administering tests to students	1000-1999
Testing—Coordinate standardized student testing	3160
Testing—Psychological Services	3120
Transportation—Home to School	3600
Transportation—Other Miles (e.g., field trips, between school sites, summer school hours) (may be accumulated in Function 3600, then transferred using Objects 5710/5750)	1000-1999
Transportation—Special Education (specialized services specified in IEP)	3600
Truancy Officer—Attendance	3130
Tuition—Outgoing to another agency	9200
Utilities (e.g., heat, light, power, garbage) (See Communications for telephones.)	8100/*8200*
Vision Screening	3140
Vision Services—Special Education	1190
Vocational Education Training—Special Education	1190
Warehousing and Distribution	7200/*7540*
Xeroxing—Administrative Publications (e.g., annual reports, agencywide directories or bulletins)	7200/*7550*
Xeroxing—Instructional Materials	1000-1999
Xeroxing—Program Specific (may be accumulated in Function 7200 then transferred, using Objects 5710/5750)	Use program function.

Appendix D Function Codes for Common Activities

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ITEM #21

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	
Appeal from a decision of the Santa Barbara County Committee on School District Organization to deny a petition to transfer territory from the Santa Barbara Elementary School District to the Cold Spring School District in Santa Barbara County	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) deny the appeal, thereby ratifying the action of the Santa Barbara County Committee (SBCC) on School District Organization to disapprove a petition to transfer territory from the Santa Barbara Elementary School District (ESD) to the Cold Spring School District (SD) in Santa Barbara County.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has not heard this item previously.

SUMMARY OF KEY ISSUES

Pursuant to *Education Code* (*EC*) Section 35710.5, chief petitioners may appeal county committee decisions on petitions to transfer territory. In the current matter, the chief petitioners are appealing the SBCC's denial of a petition to transfer one residential parcel (on which no children currently live) from the Santa Barbara ESD to the Cold Spring SD. The appellants claim that the SBCC erred in denying the petition on the basis that the proposed transfer does not substantially meet two conditions of *EC* 35753(a):

- **Condition 4**. District reorganizations should preserve the districts' ability to educate students in an integrated environment and not promote racial or ethnic discrimination or segregation.

  Prior to voting (6-4) that this condition is not substantially met, the SBCC noted that currently, the ethnic population of the Cold Spring SD is predominantly white (92.8 percent), while Hispanic is the dominant ethnic population of the Santa Barbara ESD (69.4 percent) and its Cleveland Elementary School (94.8 percent), the school of attendance for the parcel proposed for transfer. The appellants claim the SBCC lacked supporting evidence to demonstrate that the proposed transfer would promote racial segregation or discrimination. The CDE does not

SUMMARY OF KEY ISSUES (CONT.)

agree with the SBCC's vote that Condition 4 is not substantially met since the proposed transfer currently affects no students.

- **Condition 8**. District reorganizations should be primarily designed for purposes other than to significantly increase property values.

  The SBCC based its unanimous (10-0) vote that this condition is not substantially met on the fact that: (1) a realtor representing the petitioners made the initial contact regarding the petition; (2) the petitioners claim they cannot sell their residence because it is in the Santa Barbara ESD; and (3) three realtors queried by Santa Barbara County Office of Education (SBCOE) staff indicated that a significant premium exists ($50,000 to $100,000 or more) for residences within the boundaries of the Cold Spring SD.

  The appellants, "an elderly couple with no children living at home," concede that their property may increase in value if the school district boundary is changed. However, they maintain that the primary purpose for the proposed transfer is to unite their property with nearby homes as part of the Cold Spring SD and sell the house to a family with young children.

  The CDE agrees with the SBCC's unanimous (10-0) vote that Condition 8 is not substantially met.

Both districts spoke in opposition to the transfer at the May 31, 2005, public hearings. The Cold Spring SD's opposition stems from concerns regarding its special funding status (basic aid) and the prospect of the transfer setting a precedent for granting transfer requests that "could lead to an unsustainable increase in the district's student population."

The Santa Barbara ESD gave three reasons for opposing the transfer: (1) the residence is within Santa Barbara's boundaries, and the city and school district boundaries are coterminous; (2) approval of the petition would not promote ethnic balance given the demographics of each district; and (3) approval of the petition would result in a significant economic benefit to the petitioners attributable to an increase in property value.

The CDE concurs with the SBCC's disapproval of the petition because if found all the conditions of *EC* 35753(a) are not substantially met, specifically Condition 8. In addition, the CDE finds no compelling educational reason for the proposed district reorganization.

The SBE may, but is not required to, approve proposals if it determines all the conditions of *EC* 35753(a) are substantially met. Because *EC* 35753 is permissive, providing minimum standards, it does not preclude the SBE from rejecting proposals for other concerns. (Under *EC* 35710, county committees also have discretion to disapprove a transfer of territory even if the county committee finds that all the minimum conditions have been met.)

SUMMARY OF KEY ISSUES (CONT.)

The SBE has two options: (1) ratify the SBCC's decision by summarily denying review of the appeal; or (2) review the appeal either on the administrative record or in conjunction with a public hearing. If the SBE chooses to review the appeal, the SBE, following the review, must affirm or reverse the action of the SBCC; and if the petition will be sent to election, determine the territory in which the election will be held.

The CDE recommends that the SBE, following a review based solely on the administrative record, affirm the action of the SBCC in denying the appeal. The CDE's analysis is provided as Attachment 1. A proposed resolution denying the appeal is provided as Attachment 2 for the SBE's consideration.

FISCAL ANALYSIS (AS APPROPRIATE)

No significant effects on local funding or state costs were identified. Because no students would transfer from one district to another, Santa Barbara ESD's total base "revenue limit" funding (general purpose funding per student using average daily attendance [ADA]) would not change. The district's revenue limit, or state funding guarantee, includes local property taxes and additional state aid per ADA if local property taxes do not exceed the revenue limit. With the transfer, the state's portion of the Santa Barbara ESD's revenue limit funding would increase slightly to replace the loss of property taxes from one residence.

Since the Cold Spring SD is a basic aid district, with local property taxes exceeding the state funding guarantee, the district would receive some additional money from local taxes if the parcel at 751 Skyview Drive is transferred from the Santa Barbara ESD. However, the Cold Spring SD would not incur a corresponding increase in expenditures since the student enrollment at Cold Spring Elementary School, the only school in the district, would not change.

ATTACHMENT(S)

Attachment 1: Analysis of Issues of Appeal (11 pages)

Attachment 2: Proposed Resolution (1 page)

Attachment 3: "Petition for Transfer of Territory" (1 page) (This attachment is not available for Web viewing. A printed copy is available for viewing in the SBE Office.)

Attachment 4: Map of the proposed transfer area (1 page) (This attachment is not available for Web viewing. A printed copy is available for viewing in the SBE Office.)

ATTACHMENT(S) (CONT.)

Attachment 5: Minutes of May 31, 2005, public hearings and special meeting, including attachment of "Examination of *Education Code* Section 35753 Conditions" (11 pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the SBE Office.)

Attachment 6: Appeal statement of reasons with "Declaration of Bud and Jean Chandler" (6 pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the SBE Office.)

Attachment 7: Alternative Proposed Resolution (1 page)

TERRITORY TRANSFER APPEAL
SANTA BARBARA ELEMENTARY SCHOOL DISTRICT TO COLD SPRING SCHOOL DISTRICT

ANALYSIS OF ISSUES OF APPEAL

1.0 RECOMMENDATION

The CDE recommends that the State Board of Education (SBE) adopt the proposed resolution in Attachment 2 denying the appeal, thereby ratifying the action of the Santa Barbara County Committee (SBCC) on School District Organization to disapprove a petition to transfer territory from the Santa Barbara Elementary School District (ESD) to the Cold Spring School District (SD).

2.0 BACKGROUND

The chief petitioners (hereinafter appellants), and owners of the single-family residence proposed for transfer, have appealed the SBCC's denial of a petition to transfer their property at 751 Skyview Drive in the city and county of Santa Barbara from the Santa Barbara ESD to the Cold Spring SD. No children reside at the above address; the appellants are the only residents.

In Attachment 3, the "Petition for Transfer of Territory," the appellants provide two reasons for requesting the boundary change:

- Of 11 homes on Skyview Drive, their residence at 751 Skyview Drive is the only home not in the Cold Spring SD.

- The Cold Spring School (the only school in the Cold Spring SD) is closer to their home than Santa Barbara ESD's Cleveland Elementary School.

The SBCC denied the petition after voting it does not substantially comply with conditions 4 (promotion of racial/ethnic segregation) and 8 (increases in property values) of *Education Code* Section (*EC*) 35753(a). (See Section 4.0.)

3.0 POSITIONS OF AFFECTED SCHOOL DISTRICTS

3.1 Cold Spring SD

The Cold Spring SD opposes the transfer because its school is close to capacity for housing students and it is a basic-aid funded district. The governing board is concerned that approval of the petition would set a

precedent "leading to an unsustainable increase in the district's student population," since parents frequently request transfers for their children into the Cold Spring SD.

As a basic aid district, the Cold Spring SD's local property tax revenues for education exceed the amount of funding the state guarantees (also known as the revenue limit). Therefore, the district receives no supplemental general purpose state funding for additional students.

3.2 Santa Barbara ESD

The Santa Barbara ESD gave three reasons for opposing the transfer:

(1) The territory proposed for transfer is within the city of Santa Barbara's boundaries, which are coterminous with the boundaries of the Santa Barbara ESD.

(2) Approval of the petition would not promote ethnic balance, given the demographics of each district.

(3) Approval of the petition would provide a significant economic benefit to the petitioners, which is attributable to the projected increase in property value.

4.0 REASONS FOR THE APPEAL

The appellants contend that the proposed transfer complies with all the conditions of *EC* 35753(a) required for the reorganization of a school district, and for that reason the decision of the SBCC should be reversed. Following are the two conditions in question that the SBCC voted are not substantially met:

Condition 4: The reorganization of the districts will preserve each affected district's ability to educate students in an integrated environment and will not promote racial or ethnic discrimination or segregation.

Condition 8: The proposed reorganization is primarily designed for purposes other than to significantly increase property values.

5.0 *EC* 35710.5 CONDITIONS

Chief petitioners may appeal a county committee decision on territory transfers for issues of noncompliance regarding both the procedural and substantive matters of *EC* 35705, 35706, 35709, 35710, and *EC* 35753. The conditions of

EC 35753 are further clarified by the *California Code of Regulations,* Title 5*,* Education (*5 CCR*), Section 18573.

(Note: The appellants' reference to *EC* 35711 in the appeal is unnecessary in this case since that section enables **any person** to question the county committee's finding that the proposed transfer of territory **will not** adversely affect the racial or ethnic integration of the schools of the affected districts. The SBCC found the proposed transfer of territory **would** adversely affect the racial or ethnic integration of the schools. That determination cannot be appealed under *EC* 35711, but the chief petitioners do have standing to appeal the finding under *EC* 35710.5.)

Using the conditions set forth in *EC* 35753(a) and *5 CCR* Section 18573, the CDE reviewed the full administrative record provided by the SBCC in evaluating the appellants' claim that the SBCC erred in finding the petition does not substantially meet two conditions of *EC* 35753(a): (1) Condition 4 on integration and racial/ethnic discrimination or segregation; and (2) Condition 8, which requires that reorganizations be primarily designed for purposes other than to significantly increase property values.

The CDE's findings and conclusions regarding conditions 4 and 8 of *EC* 35753(a) and the *5 CCR* conditions that are issues of the appeal follow:

5.1 The reorganization of the districts will preserve each affected district's ability to educate students in an integrated environment and will not promote racial or ethnic discrimination or segregation. (*EC* 35753[a][4])

Standard of Review

In *5 CCR* Section 18573(a)(4), the SBE set forth five factors to be considered in determining whether a reorganization will promote racial or ethnic discrimination or segregation:

(1) The current number and percentage of pupils in each racial and ethnic group in the affected districts and schools in the affected districts, compared with the number and percentage of pupils in each racial and ethnic group in the affected districts and schools in the affected districts if the proposal or petition were approved.

(2) The trends and rates of present and possible future growth or change in the total population in the districts affected, in each racial and ethnic group within the total district, and in each school of the affected districts.

(3) The school board policies regarding methods of preventing racial and ethnic segregation in the affected districts and the effect of the

proposal or petition on any desegregation plan or program of the affected districts, whether voluntary or court ordered, designed to prevent or alleviate racial or ethnic discrimination or segregation.

(4) The effect of factors such as distance between schools and attendance centers, terrain, geographic features that may involve safety hazards to pupils, capacity of schools, and related conditions or circumstances that may have an effect on the feasibility of integration of the affected schools.

(5) The effect of the proposal on the duty of the governing board of each of the affected districts to take steps, insofar as reasonably feasible, to alleviate segregation of minority pupils in schools regardless of its cause.

County Committee Evaluation/Vote

Following is a chart summarizing data from the Santa Barbara County Office of Education (SBCOE) staff report regarding student enrollment in the one-school Cold Spring SD, the Santa Barbara ESD, and Santa Barbara ESD's Cleveland Elementary School. (The parcel proposed for transfer is in the Cleveland Elementary School attendance area.)

Percentages of Students by Race/Ethnicity

Districts Schools	Number of Students	Percent White	Percent Hispanic	Percent Other Minorities
Cold Spring SD (and school)	194	92.8%	2.6%	4.6%
Santa Barbara ESD	5,876	24.6%	69.4%	6.0%
Cleveland School	420	1.7%	94.8%	3.6%

Source: California Basic Educational Data System (CBEDS), October 6, 2004
(Because of rounding, percentages may not equal 100 percent.)

The SBCOE staff report also concludes that:

- The current racial/ethnic percentages of students are consistent with the trends and rates of the past four years. During that time, the Cold Spring Elementary School's white student population ranged from 88.7 percent to 94.8 percent, while Cleveland Elementary School's Hispanic student population fluctuated between 92.2 percent and 94.8 percent.

- No mitigating factors were found that affect the feasibility of integration of the schools such as divergent distances between schools, capacity of schools (both currently able to house students from the area), or geographic safety hazards (none exists between the transfer area and either school).

Accordingly, the SBCC determined (6-4) that Condition 4 is not substantially met based primarily on the "demographics of the two school districts and the schools in question, one being predominantly white and the other being predominantly Hispanic."

Appellants' Statement (Attachment 6)

The appellants state that the SBCC presented statistics showing that the Cold Spring SD is predominantly white, while the Santa Barbara ESD is predominantly Hispanic; and concluded, without supporting evidence, that "this transfer of territory could be construed as promoting racial or ethnic segregation, given the predominantly white population of the southeastern portion of the city of Santa Barbara from which the territory would be transferred."

Further, the appeal claims that the SBCC apparently assumed "that only a white family would desire to or could afford to live at 751 Skyview Drive if the district was changed to Cold Spring from Santa Barbara," but overlooked the fact that there would be no change in the makeup of the neighborhood if a white family purchased the house since the appellants are white.

Findings/Conclusion

Using the conditions set forth in *EC* 35753(a)(4) and *5 CCR* Section 18573, the numbers and percentages of pupils in each racial and ethnic group in the affected districts and schools in the affected districts will not change because no children reside at the residence proposed for transfer. In addition, the trends and rate of growth of minority pupils before and after the proposed transfer will not be affected. Therefore, the CDE does not support the SBCC's vote (6-4) that Condition 4 is not substantially met.

5.2 The proposed reorganization is primarily designed for purposes other than to significantly increase property values. (*EC* 35753[a][8])

County Committee Evaluation/Vote

The SBCC considered the following information from the SBCOE staff report in determining that the proposed transfer is not primarily designed for purposes other than to significantly increase property values:

(1) The real estate agent representing the residents of 751 Skyview Drive made the initial contact with the SBCOE, requesting information regarding the procedure to initiate a territory transfer.

(2) The petitioner (Mr. Chandler) informed SBCOE staff that he was unable to sell his home because potential buyers want to be within the boundaries of the Cold Spring SD. In a subsequent conversation, the other petitioner (Mrs. Chandler) asked about the timeline for the territory transfer process since she and her husband were quite anxious to sell their house.

(3) Several local realtors specializing in Montecito properties (the unincorporated county area of the Cold Spring SD) informed SBCOE staff that the difference in property value between a property located in the Santa Barbara ESD and a property located in the Cold Spring SD might be $50,000 to $100,000, or more.

The SBCOE staff report concluded that this transfer of territory would result in a significant increase in the property value of 751 Skyview Drive.

The SBCC unanimously (10-0) determined that Condition 8 is not substantially met.

Appellants' Statement (Attachment 6)

The appellants, "an elderly couple with no children living at home," concede that their property may increase in value if it is transferred to the Cold Spring SD. However, they assert that the primary purpose of the reorganization is to unite the property with the other homes in the neighborhood as part of the Cold Spring SD.

Further, the appellants state that the current boundary is arbitrary and places a significant impediment on them in selling their house because, located in the Santa Barbara ESD, the house does not appeal to families with children.

Findings/Conclusion

The CDE finds support for the SBCC's finding that Condition 8 is not substantially met based on the following bulleted rationale as well as the information in the SBCOE staff report regarding: (1) initial contact concerning the transfer being made by realtors; (2) experts in the field estimating an increase of $50,000 to $100,000 or more in property value; and (3) the appellants' claim of inability to sell the property if it remains in the Santa Barbara ESD.

- The proposed transfer of territory would not ensure, or restrict, the sale of the property to "a family with young children" who would attend the Cold Spring Elementary School.

- The reasons given for the proposed territory transfer appears to be questionable. Appellants base their argument on speculation─speculation on who will eventually purchase the house and speculation on the preferences of the currently unidentified future buyers. Appellants state a desire to sell their house to a family with young children. However, there is no guarantee that the prospective buyers will have young children. Even if that is the case, the buyers may prefer Santa Barbara ESD or may desire private school education. Moreover, the elementary district of residence would have absolutely no bearing on families with children attending middle school or high school since both the Cold Spring SD and the Santa Barbara ESD are components of the Santa Barbara High School District (HSD), which provides seventh through twelfth grade educational services to students residing in both districts.

- Children, if any, may attend the same school as "other children on the block." Interdistrict attendance options are available for children in kindergarten through sixth grade. As mentioned earlier, all neighborhood public school-age children in both districts reside within the boundaries of the Santa Barbara HSD. For seventh and eighth grade students, Santa Barbara Junior High School is the school of attendance; and for high school students, Santa Barbara High School is the school of attendance, unless the parents choose another school attendance option (e.g., private school, charter school, interdistrict transfers).

- Placement of the property proposed for transfer in the Santa Barbara ESD appears to be logical. The appellants' house (on the south side of Skyview Drive) and several other houses abutting the appellants' property are within the incorporated area of the city of Santa Barbara and the Santa Barbara ESD, although access to the neighboring houses may not be on Skyview Drive. The other homes on Skyview Drive are in unincorporated Santa Barbara County territory and the Cold Spring SD. (Please refer to the map in Attachment 4.)

For the foregoing reasons, the CDE agrees with the SBCC's unanimous (10-0) determination that Condition 8, which requires reorganizations to be primarily designed for purposes other than to significantly increase property values, is not substantially met.

6.0 COUNTY COMMITTEE REQUIREMENTS

Under *EC* 35710 a county committee may approve a territory transfer petition after finding all the conditions of *EC* 35753(a) are substantially met. If it approves

the petition and all the affected school districts have not consented to the transfer, the county committee must notify the county superintendent of schools to call an election in the territory determined by the county committee. *EC* 35710 also gives the county committee discretion to disapprove a transfer of territory even if finds that all the minimum conditions of 35753(a) have been met.

The SBCC determined that two of the nine conditions of *EC* 35753(a) are not substantially met and denied the petition.

7.0 AREA OF ELECTION

Under *EC* 35710.5(c), if the SBE elects to review the appeal, it must affirm or reverse the action of the county committee; and if the petition will be sent to election, the SBE must determine the territory in which the election is to be held. For this appeal, the SBE must determine the area of election only if it reverses the action of the SBCC by approving the transfer of territory.

In this case, there are three distinct groups of voters whose interest must be determined for purposes of the election area: (1) voters in the petition area, which is the residence at 751 Skyview Drive proposed for transfer from the Santa Barbara ESD to the Cold Spring SD; (2) voters in the Cold Spring SD, which would receive the territory; and (3) voters in the Santa Barbara ESD who live outside the territory proposed for transfer.

As the petition area is the territory proposed for reorganization, the petition area is also the "default" election area (*EC* 35732). Because the Cold Spring SD is a district with an average daily attendance (ADA) of 900 or less (serving approximately 200 students) and its governing board opposes the territory transfer, the "default" election area must be expanded to include the Cold Spring SD pursuant to *EC* 35756.5.

In addition, the SBE may further alter the "default" election area, but the alterations must comply with the following "Area of Election Legal Principles."

7.1 Area of Election Legal Principles

The Local Agency Formation Commission (LAFCO)[1] court decision provides the most current legal interpretations to be followed in deciding the area of school district reorganization elections. This decision upheld a limited area of election on a proposal to create a new city, citing the "rational basis test." The rational basis test may be used to determine whether the area of election should be less than the total area of the

[1] *Board of Supervisors of Sacramento County, et al., v. Local Agency Formation Commission (3 Cal. 4th 903, 1992)*

district affected by the proposed reorganization unless there is a declared public interest underlying the determination that has a real and appreciable impact upon the equality, fairness, and integrity of the electoral process, or racial issues. If so, a broader area of election is necessary.

In applying the rational basis test, a determination must be made as to whether:

(a) There is a genuine difference in the relevant interests of the groups, in which case an enhancement of the minority voting strength is permissible.

(b) The reduced voting area has a fair relationship to a legitimate public purpose. The fair relationship to a legitimate public purpose is found in *Government Code* Section 56001, which expresses the legislative intent "to encourage orderly growth and development," such as promoting orderly school district reorganization statewide that allows for planned, orderly community-based school systems that adequately address transportation, curriculum, faculty, and administration. This concept includes both:

(1) Avoiding the risk that residents of the area to be transferred, annexed, or unified might be unable to obtain the benefits of the proposed reorganization if it is unattractive to the residents of the remaining district; and

(2) Avoiding islands of unwanted, remote, or poorly served school communities within large districts.

However, even under the rational basis test, a determination to reduce the area of election would, according to LAFCO, be held invalid if the determination constituted an invidious discrimination in violation of the constitutional Equal Protection Clause (e.g., involving a racial impact of some degree).

7.2 Recommended Area of Election

Using the interpretations of the LAFCO court decision and *EC* 35756.5, the CDE concludes the area of election is the petition area of the Santa Barbara ESD and the entire territory of the Cold Spring SD based on the following rationale:

- There is a genuine difference in the relevant interest of the groups. Voters in the petition area of the Santa Barbara ESD wish to enhance the marketability of their residence. Voters in the Santa Barbara ESD who live outside the territory proposed for transfer do

not have a substantial interest in the outcome of the election since they are not significantly affected by the reorganization. Voters in the Cold Spring SD believe their school is close to capacity for housing students and wish to discourage expansion of its boundaries and any future students for whom the district would receive no additional state funding as a basic aid district.

- The reduced voting area has a fair relationship to the legitimate public purpose of encouraging orderly growth and development while avoiding the risk that residents of the area to be transferred might be unable to obtain the benefits of the proposed reorganization if it is unattractive to the residents of the remaining district.

- As mandated by *EC* 35756.5, the default election area must be expanded to include the Cold Spring SD because it is a district of less than 900 ADA that objects to the reorganization.

Thus, the CDE recommends the petition area of the Santa Barbara ESD and the entire territory of the Cold Spring SD as the area of election if the SBE reverses the action of the SBCC by approving the appeal.

8.0 STATE BOARD OF EDUCATION OPTIONS

As outlined under *EC* 35710.5(c) and 35753, the SBE has two options. Upon receipt of the appeal, the SBE may elect either to:

(a) Ratify the county committee's decision by summarily denying review of the appeal, *or*

(b) Review the appeal for issues of noncompliance with the provisions of the specified *EC* sections, either on the administrative record or in conjunction with a public hearing. If the SBE elects to review the appeal, the SBE, following the review, must:

(1) Affirm or reverse the action of the county committee, *and*

(2) If the petition will be sent to election, determine the area of election.

(The CDE recommends the territory proposed for transfer and the entire territory of the Cold Spring SD as the area of election if the SBE should choose to approve the appeal. Please refer to Item 7.2.)

9.0 RECOMMENDED ACTION

Because *EC* 35753 is permissive, providing minimum standards, the SBE has the discretion, but is not compelled, to approve a petition that substantially complies with the conditions of the section. The SBE may reject proposals for other concerns, even if it determines the proposal substantially meets all the conditions of *EC* 35753.

Consistent with the findings of the SBCC, the CDE finds the proposed transfer fails to substantially meet all the provisions of *EC* 35753(a), specifically Condition 8, which requires the proposed reorganization to be primarily designed for purposes other than to significantly increase property values.

Moreover, it is the intent of the Legislature that local educational needs and concerns serve as the basis for the reorganization of school districts, and the CDE finds no compelling educational reason for the proposed transfer.

For the foregoing reasons, the CDE recommends that the SBE review the appeal solely on the administrative record and affirm the action of the SBCC by adopting the proposed resolution in Attachment 2. However, if the SBE should choose to reverse the action of the SBCC by approving the appeal, an alternative proposed resolution that reverses the action of the SBCC is provided as Attachment 7.

CALIFORNIA STATE BOARD OF EDUCATION
January 2007

PROPOSED RESOLUTION

Appeal from a Decision of the Santa Barbara County Committee on School District Organization Denying a Petition to Transfer Territory from the Santa Barbara Elementary School District to the Cold Spring School District in Santa Barbara County

RESOLVED, that under the authority of *Education Code* Section 35710.5, the appeal filed on or about June 15, 2005, by chief petitioners from the May 31, 2005, action of the Santa Barbara County Committee on School District Organization disapproving a transfer of territory from the Santa Barbara Elementary School District to the Cold Spring School District in Santa Barbara County is hereby denied; and be it

RESOLVED further, that the Executive Director of the State Board of Education notify, on behalf of said Board, the Santa Barbara County Committee on School District Organization, the chief petitioners, and the affected school districts of the action taken by the State Board of Education.

CALIFORNIA STATE BOARD OF EDUCATION
January 2007

ALTERNATIVE RESOLUTION
(Approval of Appeal)

Appeal from a Decision of the Santa Barbara County Committee on School District Organization Denying a Petition to Transfer Territory from the Santa Barbara Elementary School District to the Cold Spring School District in Santa Barbara County

WHEREAS, in accordance with *Education Code* Section 35710.5, the chief petitioners filed an appeal on or about June 15, 2005, regarding the May 31, 2005, action of the Santa Barbara County Committee on School District Organization disapproving a transfer of territory from the Santa Barbara Elementary School District to the Cold Spring School District in Santa Barbara County; and

WHEREAS, pursuant to *Education Code* Section 35710.5, the State Board of Education finds that the Santa Barbara County Committee on School District Organization acted inappropriately in denying the petition; therefore, be it

RESOLVED, that the State Board of Education, pursuant to *Education Code* Section 35710.5, approves the appeal and reverses the action of the Santa Barbara County Committee on School District Organization; and be it

RESOLVED further, that the State Board of Education determines that the territory in which the election regarding the proposed transfer is to be held shall be the area under petition and the Cold Spring School District; and be it

RESOLVED further, that the Executive Director of the State Board of Education notify, on behalf of said Board, the Santa Barbara County Committee on School District Organization, the chief petitioners, and the affected school districts of the action taken by the State Board of Education.

ITEM # 22

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	☒ Action ☒ Information ☐ Public Hearing
Adoption of Kindergarten Through Grade Eight Instructional Materials: Approve Commencement of the Rulemaking Process for regulations to replace those currently found at *California Code of Regulations*, Title 5, Sections 9510- 9530	

RECOMMENDATION

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

- Approve the proposed regulations;
- Approve the Initial Statement of Reasons;
- Approve the Notice of Proposed Rulemaking; and
- Direct staff to conduct a public hearing and commence the rulemaking process.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In a recent court case, (HINDU AMERICAN FOUNDATION, et.al., Case No. 06 CS 00386), the court ruled that the regulations under which the State of California is currently conducting the adoption of kindergarten through grade eight instructional materials have not been properly enacted under the Administrative Procedures Act (APA). However, the ruling does permit the SBE to conduct the 2006 Science Adoption, the 2006 Visual and Performing Arts Adoption, the 2007 Mathematics Adoption, and potentially, the 2008 Reading/Language Arts/English Language Development (RLA/ELD) Adoption under the previously existing regulations. New regulations adopted pursuant to the APA must be in place prior to the commencement of the History-Social Science and Foreign Language Adoptions in 2009.

The court has ordered that the SBE formally initiate the APA rulemaking process on or before the January 11, 2007, SBE meeting, and thereafter, immediately submit the proposed new regulations to the Office of Administrative Law.

SUMMARY OF KEY ISSUES

The regulations currently found at Sections 9510-9530 of the California *Code of Regulations* (*CCR*), Title 5, Division I, CDE, will be revised, renumbered and adopted pursuant to the Administrative Procedure Act.

SUMMARY OF KEY ISSUES (Cont.)

A copy of the draft regulations, the Initial Statement of Reasons, and the Notice of Proposed Rulemaking will be provided as item addenda before the January 11, 2007, SBE meeting.

FISCAL ANALYSIS (AS APPROPRIATE)

A Fiscal Impact Statement, completed by the Fiscal and Administrative Services Division, may be provided as an addendum before the January 11, 2007, SBE meeting.

ATTACHMENT(S)

Attachment 1: The Proposed Title 5 Regulations Governing the Adoption of Curriculum Frameworks, Evaluation Criteria, and Instructional Materials and Acquisition of Adopted Instructional Materials will be provided as an item addendum.

Attachment 2: The Initial Statement of Reasons will be provided in an item addendum.

Attachment 3: The Notice of Proposed Rulemaking will be provided in an item addendum.

State of California **Department of Education**

ITEM ADDENDUM

DATE: December 28, 2006

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

FROM: GAVIN PAYNE
Chief Deputy Superintendent of Public Instruction

RE: Item No. 22

SUBJECT: Adoption of Kindergarten Through Grade Eight Instructional Materials: Approve Commencement of the Rulemaking Process for regulations to replace those currently found at *California Code of Regulations*, Title 5, Sections 9510- 9530

The following are attached as indicated in Agenda Item 22:

Attachment 1: Title 5. Education
Division 1. California Department of Education
Chapter 9. Instructional Materials (25 pages)

Attachment 2: Initial Statement of Reasons (4 pages)

Attachment 3: Notice of Proposed Rulemaking (4 pages)

Attachment 4: Economic and Fiscal Impact Statement (5 pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.)

Title 5. EDUCATION

Division 1. California Department of Education
Chapter 9. Instructional Materials

Article 2. ~~Standards and Criteria for Adoption of Instructional Materials~~ Adoption of Curriculum Frameworks, Evaluation Criteria and Instructional Materials – Procedures

§ 9510. Definitions ~~**Standards and Criteria for Specific Subject Matter Adoptions**~~**.**

For purposes of curriculum frameworks, evaluation criteria and instructional materials adoptions, the following definitions shall apply:

(a) “Adoption Report” is the final report reflecting the State Board of Education’s (SBE) action on instructional materials submitted for adoption.

(b) “CDE” is the California Department of Education.

(c) ”Content Standards” are those adopted by the SBE, pursuant to Education Code section 60605, et seq**.**

(d) “Curriculum Commission” is the Curriculum Development and Supplemental Materials Commission as referenced in Education Code section 33530.

(e) “Curriculum Commissioner” is one of the persons appointed to the Curriculum Commission, pursuant to Education Code section 33530.

(f) “Deliberations” means the time set forth in the Schedule of Significant Events when Content Review Experts (CREs) and Instructional Materials Reviewers (IMRs) meet in open public meetings to discuss the instructional materials submitted for adoption and to develop a report of findings.

(g) “Evaluation criteria” are adopted by the SBE for the evaluation of submitted instructional materials, pursuant to Education Code section 60005(c)(2).

(h) “Free or gratis items” refer to adopted instructional materials provided at no cost by a publisher to a district board, elementary school or high school.

(i) “Invitation to Submit Instructional Materials” (Invitation to Submit) is the document prepared by the CDE for each instructional materials adoption that sets out the statutes, regulations, specifications and timelines that govern the adoption process, and invites publishers to participate in the process.

(j) “Learning Resources Display Center” (LRDC) is where instructional materials and curriculum frameworks that are submitted for adoption shall be available for public viewing, pursuant to Education Code section 60202.

(k) “Edits and corrections” are changes that must be made to submitted instructional materials to meet the social content standards, to ensure accuracy, or to achieve clarity and that are minimal in number, and include, but are not limited to:

(1) Misquoted content standards;

(2) Imprecise definitions;

(3) Mislabeled pictures or objects;

(4) Grammatical errors or misspellings;

(5) Simple factual errors;

(6) Computational errors.

(l) “Period of adoption” is the length of time established by the SBE, as set forth in the Schedule of Significant Events, that instructional materials adopted by the SBE shall be available for procurement, pursuant to Education Code section 60200(i)

(m) “Publisher” is any company, person, or entity that submits instructional materials for adoption.

(n) “Report of Findings” is produced by IMRs and CREs to indicate whether instructional materials submitted for adoption meet the content standards, curriculum frameworks, evaluation criteria, and social content standards for a particular adoption. The report of findings shall include, at a minimum:

(1) a recommendation for or against the adoption of instructional materials, and

(2) if applicable, a list of edits and corrections that should be made to the instructional materials as a condition of adoption.

(o) “Rewrites” are extensive changes that would need to be made to instructional materials in order for them to meet the content standards, curriculum frameworks, evaluation criteria or social content standards and include, but are not limited to:

(1) Revising a paragraph, page, section or chapter;

(2) Adding new content;

(3) Moving materials from one grade level to another.

(p) “Schedule of Significant Events” is a timeline adopted by the SBE for each instructional materials adoption that sets out the dates for key events that will take place during the adoption. The Schedule of Significant Events is included in the Invitation to

Submit document and is posted on the CDE website.

(g) "Social content standards" are those set forth in the publication entitled *Standards for Evaluating Instructional Materials for Social Content*, 2000 Edition.

NOTE: Authority cited: Sections 33031, 60005 and 60206, Education Code. Reference: ~~Chapters 1 and 2 of Part 33 of Title 2,~~ Sections 33530, 60010, 60048, 60061, 60200, 60202, 60204 and 60605, Education Code.

§ 9511. ~~Standards and Criteria for All Subject Matter Adoptions~~ Curriculum Framework and Evaluation Criteria Committee Composition and Membership Qualifications.

~~The standards and criteria in the publication entitled *Standards for Evaluating the Social Content of Instructional Materials*, 2000 Edition, approved by the State Board of Education on January 13, 2000, and published by the California State Department of Education in 2000 are incorporated in this section by reference and apply to all State Board of Education adoptions of instructional materials in all subjects.~~

(a) The SBE may establish a Curriculum Framework and Evaluation Criteria Committee (CFCC) to assist in the process of reviewing and/or developing a curriculum framework and evaluation criteria and making a recommendation to the Curriculum Commission and SBE.

(b) The CFCC shall be composed of a minimum of 9 to a maximum of 20 members appointed by the SBE.

(c) The Curriculum Commission shall make recommendations to the SBE on appointing CFCC members according to the qualifications stated below.

(d) CFCC members shall have subject matter expertise and professional knowledge of, and successful experience with, effective educational programs and practices.

(e) A majority of CFCC members, at the time of appointment, shall be classroom teachers, or mentor teachers, currently assigned to teach kindergarten or grades 1-12.

(f) Nothing in this section shall preclude public members, i.e., non-educators, from serving as a CFCC member as the SBE may deem appropriate.

(g) All CFCC members operate under the guidance and at the pleasure of the SBE.

NOTE: Authority cited: Sections 33031, 60005, ~~60048(d),~~ 60200~~(e)~~ and 60206, Education Code. Reference: Sections ~~60040-60044, 60048, 60200 and 60200.2,~~33530, and 60204, Education Code.

§9512. Appointment of Instructional Materials Reviewers and Content Review Experts.

(a) The SBE shall appoint Instructional Material Reviewers (IMRs), and Content Review Experts (CREs) to serve as advisors to the Curriculum Commission and SBE, in the review of instructional materials submitted for adoption.

(b) The Curriculum Commission shall make recommendations to the SBE on appointing IMRs and CREs according to the qualifications stated below.

(c) The primary qualification for IMRs shall be subject matter expertise and professional knowledge of, and successful experience with, effective educational programs and practices.

(d) A majority of IMRs, at the time of appointment, shall be classroom teachers, or mentor teachers, currently assigned to teach kindergarten or grades 1-8.

(e) Nothing in this section shall preclude public members, i.e., non-educators, from serving as IMRs as the SBE may deem appropriate.

(f) CREs shall be experts in a content field who:

(1) hold a doctoral degree in that field, or

(2) have a masters degree or higher in that field and 5 or more years of curriculum expertise in that field.

(g) All IMRs and CREs operate under the guidance and at the pleasure of the SBE.

NOTE: Authority cited: Sections 33031, 60005, 60200, 60206, Education Code.
Reference: Sections 33530 and 60204, Education Code.

§9513. Application Process for Curriculum Framework and Evaluation Criteria Committee Members, Instructional Materials Reviewers and Content Review Experts.

(a) At least 90 days prior to appointment by the SBE, the CDE shall distribute CFCC member, IMR, and CRE applications to districts, county offices, Learning Resources Display Centers (LRDCs) and others upon request, as well as posting the applications on the CDE website, to ensure sufficient time for applications to be completed and submitted to CDE by interested parties.

(b) The CDE shall assist the Curriculum Commission in reviewing applications of CFCC members, IMRs, and CREs to ensure applications are complete before the

Curriculum Commission makes its recommendations to the SBE.

(c) The SBE shall consider the recommendations of the Curriculum Commission and appoint CFCC members, IMRs and CREs that in its view meet the qualifications set forth above.

NOTE: Authority Cited: Sections 33031, 60005, 60200 and 60206, Education Code. Reference: Sections 33530 and 60204, Education Code.

§9514. Prohibited Communications.

(a) CFCC members during their tenure shall not release draft copies of the curriculum framework or evaluation criteria.

(b) Publishers, or their representatives, shall not communicate with IMRs and CREs, during their tenure, about anything related to the evaluation or adoption of instructional materials, other than during the times for public comment in open public meetings. Such communication outside of the times designated in the Schedule of Significant Events may result in the disqualification of the publisher and IMR/CRE by the SBE from further participation in the subject adoption.

(c) Publishers, or their representatives, shall not communicate with Curriculum Commissioners about anything related to the evaluation or adoption of instructional materials, other than during the times for public comment in open public meetings, between the date set forth in the Schedule of Significant Events when instructional materials are delivered to IMRs, CREs and LRDCs and the date when the SBE takes action to adopt. Such contact may result in the disqualification of the publisher and the Curriculum Commissioner by the SBE from further participation in the subject adoption.

(d) Notwithstanding the above prohibitions, IMRs, CREs, and Curriculum Commissioners may contact publishers for technical assistance in using electronic instructional materials.

NOTE: Authority Cited: Sections 33031 and 60206, Education Code. Reference: Sections 33530, 60200 and 60204, Education Code.

§ 9515. ~~Definitions~~ Display of Curriculum Frameworks and Evaluation Criteria for Public Inspection and Comment.

~~(a) "Board means the State Board of Education.~~

~~(b) "Curriculum Commission" means the Curriculum Development and Supplemental~~

~~Materials Commission.~~

~~(c) "Department" means the California Department of Education.~~

~~(d) "Schedule of Significant Events" means the dates promulgated by the Department in the "Invitation to Submit Basic Instructional Materials for Adoption in California."~~

~~(e) "Period of Adoption" means the period of time that the instructional materials shall remain in adoption. This time period shall be specified in the "Schedule of Significant Events."~~

~~(f) "Primary Adoption" means the first instructional materials adoption following the approval of new evaluation criteria by the Board.~~

(a) Prior to recommending a curriculum framework and evaluation criteria to the SBE, the Curriculum Commission shall approve a draft curriculum framework and evaluation criteria for a minimum 45 day public review and comment period. The CDE shall ensure that the draft curriculum framework and evaluation criteria are posted on the CDE website and available at the LRDCs during this 45 day period.

(b) After the Curriculum Commission recommends a curriculum framework and evaluation criteria to the SBE for adoption, the CDE shall ensure that the recommended curriculum framework and evaluation criteria are available on the CDE website and available at the LRDCs during a minimum 30 day period prior to SBE consideration for adoption.

(c) Any person may submit a typewritten (or clearly legible handwritten) statement regarding the content of a draft curriculum framework and evaluation criteria to the Executive Director of the Curriculum Development and Supplemental Materials Commission, 1430 N Street, Suite 3207, Sacramento, California, 95814, postmarked not later than 10 days prior to the date set for the public hearing at which the Curriculum Commission is scheduled to vote on whether the draft curriculum framework and evaluation criteria should be recommended to the SBE for adoption.

(d) Nothing in this section shall restrict a member of the public from directly addressing a state body at any public meeting relating to a curriculum framework and evaluation criteria.

NOTE: Authority cited: Sections 33031, 60005 and 60206, Education Code. Reference: Sections ~~60200, 60201,~~ 60202, and 60204~~, 60206, 60221, 60222 and 60227~~, Education Code; Section 11125.7, Government Code.

§9516. ~~Advisory Task Forces and Committees to the Curriculum Commission~~ Public Hearings Held by the Curriculum Commission and the SBE Regarding Curriculum Frameworks and Evaluation Criteria.

~~The Board may, upon recommendation by the Curriculum Commission, appoint task forces or committees of subject matter experts to assist and advise the Curriculum Commission. Each task force or committee shall include, at the time of appointment, a majority of current classroom teachers providing instruction in kindergarten and grades one to either, inclusive, or mentor teachers, or certificated teachers employed by school districts of county offices of education who are not in a position that requires a services credential with a specialization in administrative services, or any combination of those teachers. The primary criteria for membership shall be subject matter expertise and professional knowledge of, and successful experience with, effective educational programs and practices for the full range of the state's diverse population. The Board shall, to the extent possible, appoint persons who are representative of the various ethnic groups and types of school districts in the state. Nothing in this section shall preclude public members, i.e., noneducators, from serving on a task force or committee as the Board may deem appropriate.~~

~~For purpose of developing a curriculum framework or for other activities not associated with the evaluation of basis instructional materials, the Board may expand the committees or task forces to include teachers who provide instruction in kindergarten and grades one to twelve, inclusive.~~

(a) Prior to recommending a curriculum framework and evaluation criteria to the SBE for adoption, the Curriculum Commission shall hold at least one public hearing and conduct a roll call vote with at least 9 votes required to recommend a curriculum framework and evaluation criteria to the SBE.

(b) Prior to adopting a curriculum framework and evaluation criteria, the SBE shall receive the recommendation of the Curriculum Commission and hold at least one public hearing.

NOTE: Authority cited: Sections 33031 ~~and 60004~~60005 and 60206, Education Code. Reference: Sections ~~33530~~60200 and 60204, Education Code.

§9517. ~~Invitation to Submit Basic Instructional Materials for Adoption.~~ Procedures for Submitting Instructional Materials for Adoption.

~~The Board shall ensure that a written notice of an upcoming primary and follow-up~~

~~adoption of instructional materials is posted on the Department Website and mailed to every person or firm who has submitted a request for notice to the Department and to any person or firm whom the Department, in its judgment, deems to be interested in the notice. This notice shall be known as the Invitation to Submit Basic Instructional Materials for Adoption in California. The failure to mail an invitation to any person as provided in this section shall not invalidate any action taken by the Board, Curriculum Commission, or Department.~~

~~With respect to the submission of instructional materials for adoption by the Board, publishers and manufacturers shall comply with the following requirements:~~

~~(a) Instructional materials may be submitted in any language, but essential teachers' materials shall be included in English.~~

~~(b) Publishers and manufacturers shall indicate, either in the teacher's edition or in the student's edition or both, which literary works contained in the student's edition or teacher's edition have been abridged, adapted, or excerpted. Publishers and manufacturers shall provide detailed descriptions of these changes upon request by the Department or local educational agencies.~~

~~(c) Publishers and manufacturers shall list, either in the teacher's edition or in the student's edition or both, only authors, reviewers, consultants, advisors, field-test teachers, and others who actually contributed to the development of the materials and shall indicate, for those who are listed, in what capacity they served. Publishers and manufacturers shall provide additional related information upon request by the Department or local educational agencies.~~

~~(d) Education Code sections 32060-32066 prohibit the purchase of toxic art or craft supplies for grades kindergarten through six and allow their purchase for grades seven through twelve only if they display a warning label. Publishers and manufacturers shall ensure that all art or craft materials included or suggested in their instructional materials comply with the requirements of these Education Code sections.~~

~~(e) On or before 5:00 P.M. of the date specified in the Schedule of Significant Events, which is included in the Invitation to Submit Basic Instructional Materials for Adoption, publishers and manufacturers shall provide to the Department a list of all instructional materials that will be submitted for adoption. Receipt of submission information after this deadline shall result in disqualification of the instructional materials from further consideration in the current adoption unless publishers or manufacturers~~

~~can show extenuating and compelling circumstances beyond their control.~~

~~(f) On or before 5:00 P.M. of the date specified in the Schedule of Significant Events, publishers and manufacturers shall deliver samples of instructional materials to the evaluators and locations specified by the Department. Failure to meet the deadline for delivery of samples shall result in disqualification of the instructional materials from further consideration in the current adoption unless the publisher or manufacturer can show extenuating and compelling circumstances involving natural disasters or independent carriers beyond the control of the publishers and manufacturers. In addition:~~

~~(1) Publishers and manufacturers shall deliver all samples in final form (i.e., a form that will be offered for purchase over the period of adoption) unless written permission to submit a sample in other than final form is obtained from the Department before any samples are shipped.~~

~~(2) Publishers and manufacturers shall deliver all samples free of shipping, handling, sampling, or other charges.~~

~~(3) After the final date for delivery of samples, changes or modifications to instructional materials during the adoption review period by the publisher or manufacturer shall result in disqualification of the materials from the adoption unless those changes or modifications are made pursuant to the Board's social content review or educational content review.~~

~~(4) Publishers and manufacturers shall retrieve samples of nonadopted instructional materials from display centers during the first thirty (30) days following the date of Board adoption. The deadline for retrieval shall be specified in the Schedule of Significant Events in the invitation. All materials shall be retrieved without any cost to the display center or its staff. Display center directors may dispose of or donate for educational use any samples of instructional materials not retrieved within the 30-day period. Board and Curriculum Commission members, instructional materials reviewers, and Department staff may offer their samples back to publishers and manufacturers, retain their samples, or donate them, provided that the materials are used to benefit public education in California.~~

~~(g) On or before 5:00 P.M. of the date specified in the Schedule of Significant Events, publishers and manufacturers shall submit to the Department price quotations (bids) for the sale of completed materials, including all transportation costs.~~

~~(h) Publishers and manufacturers are discouraged from withdrawing from a state adoption after the submission of their materials. No publisher or manufacturer may withdraw their submitted instructional materials from a state adoption within seven working days prior to the beginning of the Instructional Materials Advisory Panel educational content deliberations, which date(s) shall be specified in the Schedule of Significant Events. Publishers and manufacturers withdrawing prior to this date shall be so noted in the Curriculum Commission's report of adoption recommendations.~~

~~(i) Other than during the times specified in the Schedule of Significant Events, publishers and manufacturers shall not contact Instructional Materials Advisory Panel members during their tenure to discuss anything related to the state evaluation or state adoption of materials. Contact initiated by publishers or manufacturers regarding the evaluation or adoption of materials may lead to disqualification of the publisher's or manufacturer's materials from further consideration in the current adoption, legal action, or both. Instructional Materials Advisory Panel members shall not discuss materials under adoption consideration with publishers or manufacturers or their spokespeople or representatives.~~

~~(j) Publishers and manufacturers shall not publicize in printed marketing materials any part of the Instructional Materials Advisory Panel Report.~~

~~(k) Follow-up adoptions shall be based on the Invitation to Submit Basic Instructional Materials and evaluation criteria issued for the primary adoption. A new Schedule of Significant Events shall be approved prior to implementing a follow-up adoption.~~

(a) The CDE shall provide a copy of the Invitation to Submit to every publisher that submits a request and also make it available on its website.

(b) Publishers submitting instructional materials for SBE adoption shall comply with the Invitation to Submit.

(c) Publishers shall adhere to all dates and times set forth in the Schedule of Significant Events.

(d) Publishers shall include in instructional materials submitted for adoption, only content standards approved by the SBE and specified in the evaluation criteria for the adoption. Adopted instructional materials shall not include references to national standards or standards from other states.

(e) Publishers shall submit all instructional materials in the same physical form that will be offered for purchase during the adoption period with the following exceptions:

(1) Audio recordings may be submitted in manuscript form;

(2) Artwork may appear in black and white that will ultimately appear in color in the instructional materials offered for purchase during the adoption period.

(f) Publishers shall not change or modify instructional materials after the date specified in the Schedule of Significant Events for delivery of instructional materials to IMRs, CREs and LRDCs. Instructional materials changed or modified after this delivery date shall be disqualified from consideration in the Adoption unless the changes or modifications are made pursuant to the SBE's direction.

(g) Publishers shall not publicize in marketing materials any part of the Report of Findings or the Adoption Report.

NOTE: Authority cited: Sections 33031, 60005 and 60206, Education Code. Reference: Sections 60200, ~~60201,~~ 60202, 60204, ~~60206,~~ 60221~~,~~ and 60222~~, and 60227~~, Education Code.

§9517.1. Follow-Up Adoptions: Notice to Publishers and Manufacturers, Intent to Submit, Fee, List of Adopted Materials.

~~Follow-up adoptions shall be conducted according to the following requirements:~~

~~(a) The Board shall ensure that a written notice of an upcoming follow-up adoption in a given subject is posted on the Department Website and mailed to all publishers or manufacturers known to produce instructional materials in that subject. The notice shall include:~~

~~(1) A "Schedule of Significant Events."~~

~~(2) Specifications for "Intent to Submit."~~

~~(b) Each publisher or manufacturer shall provide an "Intent to Submit" that specifies the following:~~

~~(1) Number of programs that the publisher or manufacturer will submit.~~

~~(2) Number of grade levels covered by each program.~~

~~(c) Based on the specifications in subdivision (b) as reported in the "Intent to Submit," the Department shall assess a fee of $5,000 per grade level submitted for review.~~

~~(d) A "small publisher" or "small manufacturer," as defined in Education Code Section 50227(f)(3), may request a reduction of the fee by submitting documentation that includes, but is not limited to, the following:~~

~~(1) A statement of earnings for the most recent three fiscal years.~~

~~(2) Number of full-time employees excluding contracted employees.~~

~~(3) A statement verifying that the small publisher or small manufacturer is not dominant in its field for the subject matter being submitted for follow-up adoption.~~

~~(e) Instructional materials approved by the Board in a follow-up adoption shall be added to the existing adoption list for that subject and remain on the list until the established expiration date for that list.~~

NOTE: Authority cited: Sections 33031 and 60206, Education Code. Reference: Sections 60200, 60201, 60202, 60204, 60206, 60221, 60222 and 60227, Education Code.

§9518. Social Content ~~Review of Instructional Materials~~ <u>Standards for All Instructional Materials Adoptions</u>.

~~The standards and criteria in the publication entitled Standards for Evaluation of Instructional Materials with Respect to Social Content, referenced in Section 9511, shall apply to all instructional materials approved by the Board for compliance with social content requirements, as follows:~~

~~(a) Reviews of instructional materials for compliance with social content requirements may be conducted by the Department or its agent.~~

~~(b) The Department shall notify publishers or manufacturers in writing of approval of instructional materials for compliance with social content requirements or any citations of noncompliance.~~

~~(c) If a publisher or manufacturer requests that their instructional materials be reviewed for compliance with social content requirements, and those materials are not concurrently being submitted for adoption, the Department or its agent may charge publishers and manufacturers a fee not to exceed the cost of the service for conducting a social content review and/or for including them in the list of instructional materials which have been approved by the Board for compliance with social content requirements. The list of approved materials shall be available to all school districts in the state. The publisher or manufacturer requesting such a review shall provide samples of instructional materials in completed form and in numbers to be determined~~

~~by the Department.~~

~~(d) A publisher or manufacturer may appeal the decision of the Department or its agent to the Curriculum Commission. The following procedures apply:~~

~~(1) Within thirty (30) days from the postmark date of the Department's written notification to a publisher or manufacturer of noncompliance with social content requirements, a publisher or manufacturer shall notify the Department in writing of proposed revisions or intent to appeal.~~

~~(2) The appeal shall be limited to consideration of citations of noncompliance identified during the initial social content review.~~

~~(e) A publisher or manufacturer may appeal the decision of the Curriculum Commission to the Board.~~

~~(1) Within ten (10) days following the postmark date of the Curriculum Commission's written decision, a publisher or manufacturer shall notify the Curriculum Commission chairperson of any intent to appeal to the Board.~~

~~(2) An appeal to the Board shall be limited to consideration of revisions or issues raised during the first-level appeal.~~

~~(f) Instructional materials which have been approved for compliance with social content requirements shall not be re-evaluated unless the materials have changed substantively, or the Board's social content standards and criteria have been amended to the extent that, in the judgment of the Board, a re-evaluation is necessary.~~

~~(g) Publishers and manufacturers shall not describe or represent as adopted by the Board those instructional materials which have passed only a social content review at the state level. Misrepresentation may result in deletion of the instructional materials from the list of materials approved for compliance with social content requirements.~~

The social content standards in the publication entitled *Standards for Evaluating Instructional Materials for Social Content*, 2000 Edition, approved by the SBE on January 13, 2000, and maintained on the CDE website at http://www.cde.ca.gov/ci/cr/cf/lc.asp, is incorporated in this section by reference and applies to all SBE adoptions of instructional materials in all subjects.

NOTE: Authority cited: Sections 33031, 60005, 60048, 60200 and ~~60004~~60206,

Education Code. Reference: Sections 60040-60044, ~~and~~60048, 60200 and 60200.2, Education Code.

§9519. ~~Display of~~ Instructional Materials Review Panels and Report of Findings ~~and Curriculum Frameworks~~.

~~Before final adoption of any instructional materials, the Board shall make any instructional materials recommended for adoption available for public review for not less than thirty (30) days at display centers designated by the State Superintendent of Public Instruction. These dates shall be specified in the Schedule of Significant Events. Samples of instructional materials adopted by the Board shall be available at display centers for a minimum of two years from the date specified in the Schedule of Significant Events.~~

~~Prior to recommending any curriculum frameworks to the Board for adoption, the Curriculum Commission shall ensure that copies of the curriculum framework are mailed to any person upon request to the Curriculum Commission. Copies shall also be available at specified display centers throughout the state.~~

~~Public comment forms shall be provided at the display centers and may be used for written statements regarding instructional materials and curriculum frameworks. Use of a public comment form to submit a written statement shall not be required.~~

(a) The CDE will propose and the Curriculum Commission shall approve, for each adoption of instructional materials, the organization of IMRs and CREs into review panels.

(b) Each review panel shall be composed of 5 to 11 IMRs and CREs, of which a majority must be IMRs and at least 1 must be a CRE.

(c) Each review panel must evaluate instructional materials according to the SBE adopted content standards, curriculum frameworks, evaluation criteria and social content standards.

(d) Each review panel shall decide which instructional materials to recommend for adoption.

(e) Each review panel shall make recommendations as to edits and corrections that should be made to instructional materials.

(f) Review panels shall not recommend rewrites of instructional materials.

(g) Each review panel is encouraged to reach consensus on recommendations. If

necessary, the panel will conduct a vote with a simple majority necessary to put forward a recommendation.

(h) The recommendations of the review panels shall be compiled by the CDE into a document titled “Report of Findings” that shall be presented to the Curriculum Commission.

(j) The Curriculum Commission and the SBE may call upon IMRs and CREs to assist in understanding how instructional materials meet the content standards, curriculum frameworks, evaluation criteria and social content standards.

NOTE: Authority cited: Sections 33031, 60005, and 60206~~60004~~, Education Code. Reference: Sections 60200 and 60204~~60202~~, Education Code.

§9520. Written Statements to the Curriculum Commission Regarding Instructional Materials and Curriculum Frameworks Submitted for Adoption.

~~Any person may submit to the Curriculum Commission a written statement regarding any instructional materials or curriculum frameworks submitted for Board adoption, as follows:~~

~~(a) A statement of error appearing in the instructional materials or curriculum framework. The statement shall indicate the page, pages, or place in which the error appears, shall include a specification of the error, and, where possible, shall mention a responsible source of information from which the Curriculum Commission can confirm the existence of such error.~~

~~(b) A statement of objection to a specified item of content which shall include the page number of other identification of, and reference to, the item of content to which objection is made, and the grounds for the objection.~~

~~(c) Comments relating to any other factor of which the Curriculum Commission should be aware before making a decision to recommend the instructional materials or curriculum framework to the Board for adoption.~~

~~(d) A general objection to the adoption of the instructional materials or curriculum framework. The statement shall include a brief statement of the objection and evidence or grounds supporting the objection.~~

~~(e) A statement supporting the instructional materials or curriculum framework as a whole or any portion thereof. The statement shall include the reasons for supporting the recommended adoption or for supporting specified portions thereof.~~

~~Written statements, typewritten (or in clearly legible manuscript), shall be mailed postpaid, to the Executive Secretary of the Curriculum Development and Supplemental Materials Commission, 721 Capitol Mall, Sacramento, California, 95814, postmarked not later than ten (10) days prior to the date set for the Curriculum Commission's public hearing on the instructional materials or curriculum framework.~~

NOTE: Authority cited: Section~~s~~ 33031 and 60004, Education Code. Reference: Section 60202, Education Code.

§9521. ~~Public Hearings Held by the Curriculum Commission and the Board Regarding Instructional Materials and Curriculum Frameworks~~ Written Comments Regarding Content of Instructional Materials.

~~Prior to recommending a curriculum framework or any instructional materials to the Board for adoption, the Curriculum Commission shall hold at least one public hearing on the curriculum framework and at least one public hearing on any instructional materials submitted fro Board adoption.~~

~~Prior to adopting a curriculum framework, the Board shall hold a public hearing on the curriculum framework. Pursuant to Education Code section 602023, the Board shall hold a public hearing on any instructional materials submitted for adoption.~~

(a) Any person, including the CDE or its agent, may submit a typewritten (or clearly legible handwritten) comment regarding the content of instructional materials to the Executive Director of the Curriculum Development and Supplemental Materials Commission, 1430 N Street, Suite 3207, Sacramento, California, 95814, postmarked not later than 14 days prior to the date set for review panel deliberations in the Schedule of Significant Events. Notice of this deadline shall be posted at all LRDCs and on the CDE website.

(b) Any written comment received after the above deadline will be accepted, but may not be evaluated by the IMRs and CREs.

(c) Written comments challenging the content of instructional materials shall specifically identify the instructional material and page number where the subject content appears and provide a reason as to why the content is inaccurate or does not meet the content standards, curriculum frameworks, evaluation criteria or social content standards.

(d) No later than the first day of deliberations, CDE staff will distribute written comments that were received by the above deadline to the review panel that is reviewing the instructional material that is the subject of the written comment.

(e) IMRs and CREs on the review panel shall evaluate the written comments that were received by the above deadline during deliberations.

(f) All written comment received in accordance with this section shall be forwarded with the Report of Findings to the Curriculum Commission and to the SBE.

(g) Nothing in this section shall restrict a member of the public from directly addressing a state body at any public meeting relating to the adoption of instructional materials.

NOTE: Authority cited: Sections 33013, 60005 and ~~60004~~60206, Education Code. Reference: Sections 60200~~60203~~ and 60202~~60204~~, Education Code; Section 11125.7, Government Code.

§9522. ~~Speakers~~ Presentation of Public Testimony

~~Persons wishing to address the Curriculum Commission on a subject to be considered at a further meeting, including any matter designated as a public hearing, shall present a written request to the Executive Secretary of the Curriculum Development and Supplemental Materials Commission, 721 Capitol Mall, Sacramento, California, 95814, by noon of the third working day before the scheduled meeting, stating the subject they wish to address, the organization they represent, if any, and the nature of their testimony.~~

At or before any public hearing related to the evaluation or adoption of a curriculum framework, evaluation criteria, or instructional materials, at which oral comments from the public are to be received, the chairperson or presiding member of the hearing body shall 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.

NOTE: Authority cited: Sections 33031, 60005 and ~~60004~~60206, Education Code. Reference: Section~~s 33530, 33534 and 33535~~ 60200, Education Code; Section 11125.7, Government Code.

§ 9523. ~~Presentation of Public Testimony~~ Display of Instructional Materials for Public Inspection.

~~At or before the hearing at which oral comments from the public are to be received, the Curriculum Commission chairperson or the chairperson of a hearing body other than the full Curriculum Commission shall determine the total amount of time that will be devoted to hearing such oral comments, and may determine the time to be allotted to each person or to each side of an issue.~~

(a) On or before the delivery date designated in the Schedule of Significant Events, publishers shall send instructional materials that are being submitted for adoption to LRDCs at the addresses indicated in the Invitation to Submit. Instructional materials that are submitted for adoption shall be displayed at the LRDCs at least until the date the SBE adopts instructional materials.

(b) LRDCs shall ensure that instructional materials received are on display within three weeks after the date of receipt.

(c) Instructional materials adopted by the SBE shall be available at LRDCs for a minimum of two years after the date of adoption.

NOTE: Authority cited: Sections 33031 and 60005~~60004~~, Education Code. Reference: Section 60202~~33536~~, Education Code.

§ 9524. ~~Waiver by Chairperson~~ Public Hearings Held by the Curriculum Commission and the State Board of Education Regarding Instructional Materials.

~~At any time, upon a showing of good cause, the Curriculum Commission chairperson or the chairperson of a hearing body other than the full Curriculum Commission may waive the requirements of Sections 9522 and 9523.~~

(a) Prior to recommending instructional materials to the SBE for adoption, the Curriculum Commission shall do the following:

(1) Not more than 30 days after the issuance of the Report of Findings, the Curriculum Commission shall hold a public hearing during which any interested party may provide the Curriculum Commission with written or oral comments regarding the submitted instructional materials and/or the recommendations contained in the Report of Findings.

(2) Curriculum Commissioners must evaluate instructional materials according to the SBE adopted content standards, curriculum frameworks, evaluation criteria, and social content standards

(3) Not more than 30 days after the Curriculum Commission meeting discussed in

subdivision (a)(1) above, the Curriculum Commission will hold a second public meeting at which time it will adopt its recommendations to the SBE regarding instructional materials, and edits and corrections.

(4) The Curriculum Commission may add to the Report of Findings to include recommendations different than those of the review panels, but shall in no way delete or alter the recommendations of the review panels. The Curriculum Commission shall not recommend rewrites of instructional materials. The Report of Findings, as approved by the Curriculum Commission shall be presented to the SBE.

(b) Following the Curriculum Commission meetings described above, the SBE will hold at least one public meeting to adopt both instructional materials and edits and corrections.

NOTE: Authority cited: Sections 33031, 60005 and ~~60004~~60206, Education Code. Reference: Section ~~33536~~60200, 60203 and 60204, Education Code.

§ 9525. Post Adoption Edits and Corrections Procedures.

(a) Following the action of the SBE on a specific instructional materials adoption, CDE staff will notify publishers, in writing, of any edits and corrections adopted by the SBE.

(b) CDE staff will schedule individual meetings with each publisher to discuss edits and corrections, at which time publishers will provide evidence showing that the adopted edits and corrections have been made to the adopted instructional materials.

(c) Under direction from the SBE, CDE staff may work with Curriculum Commissioners, CREs, or any additional content experts as needed to evaluate whether publishers have made the adopted edits and corrections to their instructional materials.

NOTE: Authority cited: Sections 33031, 60005 and 60206, Education Code. Reference: Section 60200, Education Code.

Article 2.1. ~~Adoption of Curriculum Frameworks and Instructional Materials – Procedures~~ Acquisition of Adopted Instructional Materials

~~Article 2.2. Acquisition of Adopted Instructional Materials~~

§9527. Free or Gratis Items ~~Instructional Materials~~.

~~If free instructional materials are offered to school districts, publishers and~~

~~manufacturers shall comply with the following requirements in addition to those stated in Education Code section 60061:~~

~~(b) Publishers and manufacturers shall inform the Department in writing of all offers of free instructional materials within thirty (30) working days of the effective date of the offer so that all school districts may have the opportunity to order these materials. Failure or refusal by the publisher or manufacturer to inform the Department within this deadline shall constitute a rebuttable presumption that the violation of Education Code section 60061 was willful.~~

(a) Only adopted instructional materials may be offered by a publisher as free or gratis items to a district board, elementary school or high school.

(b) Publishers shall inform the CDE in writing of the terms and duration of an offer of free or gratis items at least 30 working days prior to the effective date of the offer.

(c) As a condition of adoption, any publisher choosing to provide free or gratis items shall provide CDE with the URL for a publisher-maintained website. This website shall be a direct link to the free or gratis items being offered so that they are easily discerned. The website will identify free or gratis items with the ISBN or identifier that appears on the list of adopted materials.

NOTE: Authority cited: Sections 33031, 60005 and ~~60004~~60206, Education Code. Reference: Section 60061, Education Code.

§9528. Alternate Formats of Adopted Instructional Materials.

~~Alternate formats are (1) Instructional materials which are identical in content to adopted instructional materials but different in physical format, or (2) translations or literature that is equivalent in content to adopted instructional materials. Publishers and manufacturers may submit alternate formats of adopted instructional materials to the Department for approval at any time during the period of adoption.~~

~~Submissions for approval shall include a sample of the proposed alternate format material.~~

~~An alternate format package may include free instructional materials that have not been adopted by the Board, provided that:~~

~~(a) the non-adopted free materials have passed a state review for legal compliance with the social content requirements as required by Section 9527 and in accordance with Section 9518.~~

~~(b) the purchase price of the alternate format package shall not include any costs attributable to the non-adopted free instructional materials such as, but not limited to, development and production, correlation to the adopted materials, packaging and shipping costs.~~

~~(c) the publisher or manufacturer includes with the submission a certification of compliance with the proviso in subdivision (b) of this section, and~~

~~(d) the publisher includes in the alternate format package a statement that identifies any items that are free and which have not been adopted by the Board.~~

(a) Publishers may submit alternate formats of adopted instructional materials to the CDE for approval at any time during the period of adoption.

(b) Alternate formats of adopted instructional materials shall include:

(1) instructional materials that are identical in content to adopted instructional materials, but that are different in physical format, and

(2) translations of adopted instructional materials into other languages. Translations of adopted instructional materials into other languages may include different literary selections that are equivalent in content to those contained in the English version.

(c) Submissions of alternate formats shall be reviewed as follows:

(1) For approval of an alternate physical format, the CDE staff will review submitted materials to confirm that the content is identical to the adopted instructional materials.

(2) For approval of alternate formats in languages other than English, the CDE will employ qualified CDE staff or contract with experts in the alternate language to review the materials to confirm that the translation is accurate and to determine if the materials are equivalent in content to the adopted instructional materials.

(d) The price of the alternate format shall be equal to or lower than the adopted instructional material.

NOTE: Authority cited: Sections 33031, 60005 and 60206, Education Code. Reference: Sections 60200 and 60222, Education Code.

§ 9529. New Editions of Adopted Instructional Materials.

~~Upon written request by a publisher or manufacturer, the Department may approve a new edition of an instructional material to replace the original edition adopted by the Board, provided that:~~

~~(a) Changes contained in the new edition are so minimal that both the new edition~~

~~and the old edition may be used together in a classroom environment. (Technical upgrades of computer software which do not contain educational or social content changes shall be exempt from this requirement.)~~

~~(b) All changes comply with the social content requirements of Education Code sections 60040-60044 and the Board's Standards for Evaluation of Instructional Materials with Respect to Social Content.~~

~~The price of the original edition or a lower price shall apply until the next scheduled biennial price adjustment for that subject area.~~

(a) Upon written request by a publisher, the CDE may approve a new edition of an adopted instructional material to replace the original adopted edition, provided that:

(1) Changes contained in the new edition are so minimal that both the new edition and the original adopted edition may be used together in a classroom environment. No additional content may be included in the new edition

(2) All changes comply with the social content standards set forth in the publication entitled Standards for Evaluating Instructional Materials for Social Content, 2000, as referenced in section 9518 above. The price of the new edition is equal to or lower than the price of the original adopted edition.

(b) Upgrades of technology-based materials that do not contain content changes can be made by publishers without CDE approval, unless the upgrade results in a new ISBN or identifier.

NOTE: Authority cited: Sections 33031, 60005 and ~~60004~~60206, Education Code. Reference: Sections 60040-60044, 60061, 60222 and 60223, Education Code.

§9530. School District Ordering of Instructional Materials.

~~Each school district shall purchase adopted instructional materials directly from publishers and manufacturers. With respect to the purchase of instructional materials by a school district, the publisher or manufacturer shall comply with the following requirements:~~

~~(a) The provisions of Education Code section 60061 and 60061.5.~~

~~(b) Instructional materials furnished and delivered to the school district by the publisher or manufacturer shall conform to and be of the same quality of workmanship as the samples of the respective instructional materials submitted by the publisher or~~

~~manufacturer to the Department, except that the instructional materials shall also include all revisions, corrections, additions, and substitutions required by the Board at the price adjusted by the Board and the publisher or manufacturer.~~

~~(c) Upon request by any school district, a publisher or manufacturer shall provide a copy of any manufacturing standards and specifications for textbooks with which the publisher or manufacturer is currently in compliance.~~

~~(d) A discontinuation of an instructional material before its adoption expiration date or before eight years, whichever is less, may cause a hardship on the school districts by limiting the reorder availability of components necessary for the use of instructional materials sets or programs. Should the publisher or manufacturer discontinue to supply an instructional material before its adoption expiration date or before eight years, whichever is less, without prior written approval from the district, upon receipt of written notice from the district, the publisher or manufacturer shall buy back, from all school districts having received the program, set, or system within the adoption period of the program, set, or system, all components of the instructional materials program, set, or system in which the discontinued item was designed to be used. The publisher shall buy back the instructional materials program, set, or system at the price in effect pursuant to the purchase order or agreement at the time the particular material from the program, set, or system is discontinued.~~

~~(e) The failure of the publisher or manufacturer to perform under the term of any purchase order or agreement by late or nondelivery of instructional materials, or the discontinuation to supply materials without prior approval by the Board and the delivery of unauthorized materials will disrupt and delay the intent of the school district's educational process, causing loss and damage to the school, its students, and the public interest. It is difficult to assess and fix the actual damages incurred due to the failure of the publisher or manufacturer to perform. Therefore, the publisher or manufacturer shall comply with any of the following requirements made by the school districts pursuant to this section as compensating or liquidating damages and not as penalties:~~

~~(1) For purposes of this subdivision, unauthorized instructional materials are those that do not appear in exact description and terms in the purchase order or agreement or are materials that have not been approved for delivery to California schools in written~~

~~notice to the publisher or manufacturer from the Board or Department.~~

~~Should the publisher or manufacturer deliver unauthorized instructional materials to the school district, on written notice from the district, the publisher or manufacturer shall comply with the following requirements:~~

~~(A) Withdraw the delivered unauthorized instructional materials from the school district.~~

~~(B) Replace the unauthorized instructional materials with authorized materials that are comparable in subject matter, quality, quantity, and price in the California schools.~~

~~(C) Incur all costs of transportation or any other costs involved to complete the transactions of withdrawing and replacing unauthorized materials.~~

~~(D) Complete the transactions of withdrawing unauthorized instructional materials and replacing them in the school district with comparable authorized materials within 60 calendar days of the receipt of written notice from the district.~~

~~(2) Should the publisher or manufacturer fail to deliver instructional materials within 60 days of the receipt of a purchase order from the school district and the publisher or manufacturer had not received prior written approval from the district for such a delay in delivery, which approval shall not be unreasonably withheld, the school district may assess as damages an amount up to five hundred dollars ($500) for each working day the order is delayed beyond sixty (60) calendar days. If late delivery results from circumstances beyond the control of the publisher or manufacturer, the publisher or manufacturer shall not be held liable. Pursuant to this section, the maximum dollar amount that shall be assessed to the publisher or manufacturer by the school district from any individual purchase order shall be twenty thousand dollars ($20,000.00). Should the district take such action, the district shall give the publisher or manufacturer written notification of the delivery delay and the date commencing the accrual of dollar amounts to be assessed to the publisher or manufacturer.~~

Each school district shall purchase adopted instructional materials directly from publishers. With respect to the purchase of adopted instructional materials by a school district, the publisher shall comply with the following requirements:

(a) Instructional materials furnished and delivered to the school district by the publisher shall conform to and be of the same quality of workmanship as the

instructional materials submitted for adoption.

(b) Upon request by any school district, a publisher shall provide a copy of any manufacturing standards and specifications for instructional materials with which the publisher is currently in compliance.

(c) Should the publisher discontinue an instructional material before its adoption expiration date or before eight years, whichever is less, upon receipt of a written request from a district that has purchased the discontinued instructional materials, the publisher shall buy back from the school district all of the instructional materials discontinued and any instructional materials designed to be used with the discontinued instructional material. The publisher shall buy back the instructional materials at the price in effect pursuant to the purchase order or agreement at the time when the instructional materials were purchased.

(d) Should the publisher fail to deliver adopted instructional materials within 60 days of the receipt of a purchase order from the school district, and the publisher has not received prior written approval from the district for such a delay in delivery, which approval shall not be unreasonably withheld, the school district may assess as damages an amount up to $500 for each working day the order is delayed beyond 60 calendar days. If late delivery results from circumstances beyond the control of the publisher, the publisher shall not be held liable. Pursuant to this section, the maximum dollar amount that shall be assessed to the publisher by the school district from any individual purchase order shall be $20,000.00. Should the district take such action, the district shall give the publisher written notification of the delivery delay and the date commencing the accrual of dollar amounts to be assessed to the publisher.

NOTE: Authority cited: Sections 33031, 60005 and ~~60004~~60206, Education Code. Reference: Sections 60061 and 60061.5, Education Code.

12-27-06 [California Department of Education]

INTITIAL STATEMENT OF REASONS

Instructional Materials

SECTIONS 9510, 9511, 9512, 9513, 9514, 9515, 9516, 9517, 9517.1, 9518, 9519, 9520, 9521, 9522, 9523, 9524, 9525, 9527, 9528, 9529, 9530

SPECIFIC PURPOSE OF THE REGULATIONS

The proposed regulations set forth the process by which the State Board of Education (SBE) adopts curriculum frameworks, evaluation criteria and instructional materials for kindergarten through grade eight.

NECESSITY/RATIONALE

In a recent court case, (HINDU AMERICAN FOUNDATION, et.al., Case No. 06 CS 00386), the court ruled that the regulations currently found at *California Code of Regulations*, Title 5, Sections 9510- 9530, under which the State of California has been conducting the adoption of kindergarten through grade eight curriculum frameworks, evaluation criteria and instructional materials, were not properly enacted under the Administrative Procedures Act (APA).

These regulations currently found at *California Code of Regulations*, Title 5, Sections 9510- 9530 have been revised, renumbered and reorganized to accurately reflect the procedures by which the adoption of kindergarten through grade eight curriculum frameworks, evaluation criteria and instructional materials takes place. It is necessary to adopt these regulations pursuant to the APA to ensure that the adoption process for kindergarten through grade eight is an open, public process, with clear timelines and procedures.

Section 9510. Definitions.

This section sets forth the definition of terms related to curriculum frameworks, evaluation criteria and instructional materials adoptions.

Section 9511. Curriculum Framework and Evaluation Criteria Committee Composition and Membership Qualifications.

This section describes the process used by the SBE in establishing a Curriculum Frameworks and Evaluation Criteria Committee (CFCC), the qualifications for members of the CFCC, and the role of the CFCC in the adoption of a curriculum framework and evaluation criteria.

Section 9512. Appointment of Instructional Materials Reviewers and Content Review Experts.

This section describes the process used by the SBE in appointing Instructional Material Reviewers (IMRs) and Content Review Experts (CREs), the qualifications of IMRs and CREs, and the role of IMRs and CREs in the adoption of instructional materials.

Section 9513. Application Process for Curriculum Framework and Evaluation Criteria Committee Members, Instructional Materials Reviewers and Content Review Experts.

This section describes the application process for CFCC members, IMRs, and CREs. The sections includes a timeline for the distribution of applications, and describes the role of the California Department of Education (CDE) in assisting the SBE and Curriculum Commission in the application process.

Section 9514. Prohibited Communications.

This section addresses the conduct of CFCC members, IMRs, CREs and publishers during the adoption process.

Section 9515. Display of Curriculum Frameworks and Evaluation Criteria for Public Inspection and Comment.

This section describes the timeframe and location where the public can view draft copies of the curriculum framework and evaluation criteria.

Section 9516. Public Hearings Held by the Curriculum Commission and the SBE Regarding Curriculum Frameworks and Evaluation Criteria.

This section provides that the Curriculum Commission shall hold at least one public hearing prior to recommending a curriculum framework and evaluation criteria. It requires the SBE to hold at least one public hearing prior to adopting a curriculum framework and evaluation criteria.

Section 9517. Procedures for Submitting Instructional Materials for Adoption.

This section describes the processes publishers must follow in submitting kindergarten through grade eight instructional materials for adoption. It requires that publishers submitting instructional materials comply with an Invitation to Submit (ITS), and adhere to all dates and times established in the Schedule of Significant Events.

Section 9517.1. Follow-Up Adoptions: Notice to Publishers and Manufacturers, Intent to Submit, Fee, List of Adopted Materials.

This section number is not being reused.

Section 9518. Social Content Standards for All Instructional Materials Adoptions.

This section incorporates by reference the publication entitled *Standards for Evaluating Instructional Materials for Social Content*, 2000 Edition.

Section 9519. Instructional Materials Review Panels and Report of Findings.

The section describes the organization of IMRs and CREs into review panels, the composition of the review panels, the role of the review panels in recommended

instructional materials and edits and corrections, and the role of the review panels in preparing a Report of Findings.

Section 9520. Written Statements to the Curriculum Commission Regarding Instructional Materials and Curriculum Frameworks Submitted for Adoption.

This section number is not being reused.

Section 9521. Written Comments Regarding Content of Instructional Materials.

This section describes the procedures and timelines for providing written comment regarding instructional materials that will be evaluated by the review panels during deliberations.

Section 9522. Presentation of Public Testimony.

This section describes how a chairperson or presiding member of a hearing body may allot time for public comment.

Section 9523. Display of Instructional Materials for Public Inspection.

This section sets forth the length of time that instructional materials must be displayed at Learning Resources Display Centers.

Section 9524. Public Hearings Held by the Curriculum Commission and the State Board of Education Regarding Instructional Materials.

This section describes the procedures the Curriculum Commission will follow prior to recommending instructional materials to the SBE for adoption.

Section 9525. Post Adoption Edits and Corrections Procedures.

This section describes how the CDE and SBE will ensure that adopted edits and corrections are made to adopted instructional materials.

Article 2.1. Acquisition of Adopted Instructional Materials.

The title of this article has been changed from “Adoption of Curriculum Frameworks and Instructional Materials – Procedures”.

Section 9527. Free or Gratis Items.

This section establishes that only adopted instructional materials can be provided as free or gratis items to district boards, elementary schools and high schools by publishers.

Section 9528. Alternate Formats of Adopted Instructional Materials.

This section describes procedures for submitting, reviewing, and approving alternate

formats of adopted instructional materials. Alternate formats include different physical formats, and translations of adopted instructional materials into languages other than English.

Section 9529. New Editions of Adopted Instructional Materials.

This section describes the conditions that must be met for CDE to approve new editions of adopted instructional materials.

Section 9530. School District Ordering of Instructional Materials.

This section describes responsibilities of publishers to provide quality instructional materials to districts in a timely manner. Remedies are provided for school districts against publishers that fail to deliver instructional materials as required.

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

The SBE relied on previously existing California Code of Regulations, title 5, that were found by the court not to be adopted pursuant to the APA as noted above, and evaluation of the statutes governing the adoption process as a basis for these proposed regulations. One document is also incorporated by reference in the proposed regulations:

- *Standard for Evaluating Instructional Materials for Social Content*, 2000
  Posted on the CDE Web site at http://www.cde.ca.gov/ci/cr/cf/lc/asp.

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

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

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

The proposed regulations would meet the requirements of establishing an open and transparent adoption process under the APA. Small publishers would not be adversely impacted by the regulations.

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

The proposed regulations, by providing an open and transparent adoption process, would not have an adverse impact on any business.

12-22-06 [California Department of Education

CALIFORNIA STATE BOARD OF EDUCATION

1430 N Street, Room 5111
Sacramento, CA 95814

NOTICE OF PROPOSED RULEMAKING
AMENDMENT TO TITLE 5, CALIFORNIA CODE OF REGULATIONS
REGARDING INSTRUCTIONAL MATERIALS

[Notice published January 19, 2007]

NOTICE IS HEREBY GIVEN that the State Board of Education (SBE) proposes to adopt the regulations described below after considering all comments, objections, or recommendations regarding the proposed action.

PUBLIC HEARING

California Department of Education (CDE) staff, on behalf of the SBE, will hold a public hearing beginning at **8:30 a.m. on March 13, 2007** at 1430 N Street, Room 1101, Sacramento. The room is wheelchair accessible. At the hearing, any person may present statements or arguments, orally or in writing, relevant to the proposed action described in the Informative Digest. The SBE requests that any person desiring to present statements or arguments orally notify the Regulations Coordinator of such intent. The SBE requests, but does not require, that persons who make oral comments at the hearing also submit a written summary of their statements. No oral statements will be accepted subsequent to this public hearing.

WRITTEN COMMENT PERIOD

Any interested person, or his or her authorized representative, may submit written comments relevant to the proposed regulatory action to:

Debra Strain, Regulations Coordinator
LEGAL DIVISION
California Department of Education
1430 N Street, Room 5319
Sacramento, California 95814

Comments may also be submitted by facsimile (FAX) at 916-319-0155 or by e-mail to regcomments@cde.ca.gov. Comments must be received by the Regulations Coordinator prior to **5:00 p.m. on March 13, 2007**.

AVAILABILITY OF CHANGED OR MODIFIED TEXT

Following the public hearing and considering all timely and relevant comments received, the SBE may adopt the proposed regulations substantially as described in this Notice or

may modify the proposed regulations if the modifications are sufficiently related to the original text. With the exception of technical or grammatical changes, the full text of any modified regulation will be available for 15 days prior to its adoption from the Regulations Coordinator and will be mailed to those persons who submit written comments related to this regulation, or who provide oral testimony if a public hearing is held, or who have requested notification of any changes to the proposal.

AUTHORITY AND REFERENCE

Authority: Section 30331, 60005, 60048, 60200 and 60206, Education Code.

Reference: Sections 33530, 60010, 60040 – 60044, 60048, 60061, 60061.5, 60200, 60200.2, 60202, 60203, 60204, 60605, 60206, 60221, 60222, 60223 and 60227, Education Code; Section 11125.7, Government Code.

INFORMATIVE DIGEST/POLICY STATEMENT OVERVIEW

In a recent court case, (HINDU AMERICAN FOUNDATION, et.al., Case No. 06 CS 00386), the court ruled that the regulations under which the State of California is currently conducting the adoption of kindergarten through grade eight instructional materials have not been properly enacted under the Administrative Procedures Act (APA). Therefore, these regulations, currently found at sections 9510-9530 of the *California Code of Regulations* (*CCR*), title 5, division 1, will be revised, renumbered and adopted pursuant to the Administrative Procedure Act.

The purpose of the regulations is to establish a clear, transparent process for the adoption of curriculum frameworks, evaluation criteria and instructional materials for kindergarten through grade eight in California.

INCORPORATION BY REFERENCE

One document is also incorporated by reference in the proposed regulations:

- *Standard for Evaluating Instructional Materials for Social Content*, 2000 Posted on the CDE Web site at http://www.cde.ca.gov/ci/cr/cf/lc/asp.

DISCLOSURES REGARDING THE PROPOSED REGULATION

The SBE has made the following initial determinations:

Mandate on local agencies or school districts: None

Cost or savings to state agencies: None

Costs to any local agencies or school districts for which reimbursement would be required pursuant to Part 7 (commencing with section 17500) of division 4 of the Government Code: None

Other non-discretionary cost or savings imposed on local educational agencies: None

Cost or savings in federal funding to the state: None

Significant, statewide adverse economic impact directly affecting business including the ability of California businesses to compete with businesses in other states: None

Cost impacts on a representative private person or businesses: The SBE is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Adoption of these regulations will not 1) create or eliminate jobs within California; 2) create new businesses or eliminate existing businesses within California; or 3) affect the expansion of businesses currently doing business within California.

Effect on housing costs: None

Effect on small businesses: The proposed regulations would not have a significant adverse economic impact on any business because they relate only to school districts and not to small business practices.

CONSIDERATION OF ALTERNATIVES

The SBE must determine that no reasonable alternative it considered or that has otherwise been identified and brought to the attention of the SBE, would be more effective in carrying out the purpose for which the action is proposed, or would be as effective and less burdensome to affected private persons than the proposed action.

The SBE invites interested persons to present statements or arguments with respect to alternatives to the proposed regulations at the scheduled hearing or during the written comment period.

CONTACT PERSONS

Inquiries concerning the content of this regulation may be directed to:

Jean James, Education Program Assistant
California Department of Education
Instructional Resources Unit
1430 N Street, 3rd Floor
Sacramento, CA 95814
Telephone: 916-319-0444
E-mail: jjames@cde.ca.gov

Inquiries concerning the regulatory process may be directed to the Regulations Coordinator or Connie Diaz, Regulations Analyst, at 916-319-0860.

INITIAL STATEMENT OF REASONS AND INFORMATION

The SBE has prepared an initial statement of reasons for the proposed regulation and has available all the information upon which the proposal is based.

TEXT OF PROPOSED REGULATION AND CORRESPONDING DOCUMENTS

Copies of the exact language of the proposed regulation and of the initial statement of reasons, and all of the information upon which the proposal is based, may be obtained upon request from the Regulations Coordinator. These documents may also be viewed and downloaded from the CDE's Web site at http://www.cde.ca.gov/re/lr/rr.

AVAILABILITY AND LOCATION OF THE FINAL STATEMENT OF REASONS AND RULEMAKING FILE

All the information upon which the proposed regulations are based is contained in the rulemaking file which is available for public inspection by contacting the Regulations Coordinator.

You may obtain a copy of the final statement of reasons once it has been prepared, by making a written request to the Regulations Coordinator.

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Unruh Civil Rights Act, any individual with a disability, who requires reasonable accommodation to attend or participate in a public hearing on proposed regulations, may request assistance by contacting Jean James, Instructional Resources Unit, 1430 N Street, Sacramento, CA, 95814; telephone, 916-319-0444. It is recommended that assistance be requested at least two weeks prior to the hearing.

ITEM # 23

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	
2007 Mathematics Primary Adoption of Instructional Materials: Appointment of Instructional Materials Advisory Panel Members and Content Review Panel Experts (Cohort 2)	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

March 9, 2005: The SBE adopted the 2006 edition of the *Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve*, which includes the evaluation criteria for the 2007 Mathematics Primary Adoption.

January 12, 2006: The SBE adopted the 2007 Mathematics Primary Adoption Timeline.

November 9, 2006: The SBE approved 85 applicants for appointment to the IMAP and 4 applicants for appointment to the Content Review Panel (CRP), conditioned upon legal counsel review of any potential conflicts of interest (Cohort 1).

SUMMARY OF KEY ISSUES

Background

In March 2006, a recruitment letter from State Superintendent of Public Instruction (SSPI) Jack O'Connell was sent to district and county superintendents, curriculum coordinators in mathematics, and other interested individuals and organizations to recruit mathematics educators to serve as IMAP members and CRP experts. Recruitment letters were also sent to college and university departments of mathematics and to a number of professional associations related to mathematics. The application forms for the IMAP and CRP have been on the CDE Web site since February 2006.

SUMMARY OF KEY ISSUES (Cont.)

On November 30, 2006, the Curriculum Commission approved to move forward to the SBE 76 applicants for appointment to the IMAP, **conditioned upon legal counsel review of any potential conflicts of interest.**

Profile of Applicants

The role of the IMAP is to review submitted programs to determine their alignment with the content standards and the evaluation criteria adopted by the SBE. The CRP members serve as mathematics content experts and confirm that the instructional materials are mathematically accurate and based on current and confirmed research.

A majority of the IMAP applicants are classroom teachers, as required by the *California Code of Regulations* (Title 5, Article 2.1, Section 9516), but this cohort also includes curriculum specialists, program coordinators, and consultants.

Of the 76 IMAP recommended by the Curriculum Commissioners, 15 applicants are male and 60 are female. One IMAP applicant declined to state gender. Twenty-six applicants are from Northern California, and 50 applicants are from Southern California. Attachment 1 contains additional information on these IMAP applicants.

Estimated Number of Panels

Approximately 40 publishers have expressed an interest in participating in the 2007 Mathematics Primary Adoption, though we may have fewer or more actual submissions following the Invitation to Submit meeting with publishers on January 9, 2007. Based on this number of publishers, we anticipate needing approximately 25 panels of reviewers. Each panel will have five-to-seven IMAP members and one CRP expert. With the appointment of the recommended IMAP applicants, we will not need to recruit additional IMAP members. However, to reach a sufficient number of CRP experts and to account for attrition, we will continue to recruit additional CRP applicants. Additional CRP recommendations will be brought to the SBE in March 2007 as Cohort 3.

FISCAL ANALYSIS (AS APPROPRIATE)

The estimated cost for travel, hotel accommodations, and per diem expenses based on approximately 150 IMAP members and 25 CRP members is $372,575. The final costs will vary depending upon the number of reviewers who actually serve on the IMAP and CRP.

ATTACHMENT(S)

Attachment 1: 2007 Mathematics Primary Adoption IMAP Applicants Report. (38 Pages)

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
88	2	IMAP	Donna	Mockenhaupt	Elementary Math Specialists	Flory Academy, Moorpark Unified Sch. Dist.

Highest Degree/Institution	Region	Gender	Panel
BA, Liberal Studies, CSU Northridge 1994	South	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has eleven years teaching experience. Currently, candidate is employed as a math specialist at Flory Academy of Sciences and Technology, Moorpark Unified School District, Ventura County, where her duties include creating and teaching grades K-5 hands-on enrichment units to all students at Flory. She also creates and teaches 6-week GATE enrichment activities; aligns, inputs, and implements state standards based assessments in mathematics on Edusoft; and creates and implements Extra Value standards in mathematics. She has also created a highly effective incentive program based on math facts for grades K-5 called Mighty Math Minds. Prior to her current assignment. She taught at Chatsworth Park Elementary School, LAUSD, where she was a teacher, math coach, and testing coordinator. Candidate was also employed for three years as grade 5-6 math teacher in the summer program, SAPESS Program, CSU Northridge where she had responsibilities to develop and implement a math enrichment program for future grade 5-6 students based on the California Mathematics Content Standards.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
89	2	IMAP	Diane	Fore	Teacher	Ethel Phillips Elementary School, Sacramento City USD

Highest Degree/Institution	Region	Gender	Panel
BA, Humanities, CSU Sacramento, 1986	North	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been teaching grades K-3 for 9 years at Ethel Phillips Elementary School, Sacramento City USD. She has served on a district review committee for Science textbooks. Candidate believes that there needs to be multiple approaches to teaching mathematics so that students can find a way that works for them.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
90	2	IMAP	Pam	Gonzales	Teacher	Thermalito Union School District

Highest Degree/Institution	Region	Gender	Panel
BA, Elementary Music, CSU San Jose, 1970	North	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been involved in the teaching profession for 36 years, primarily teaching grades K-4. She has been teaching in the Thermalito Union School District, Oroville, Ca, continuously for the past 23 years and currently teaches grade 4. Candidate has taught students two grades below grade level and sees a huge need to simplify math concepts and a need for math manipulatives.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
91	2	IMAP	Zhonghe	Wu	Assistant Professor	National University

Highest Degree/Institution	Region	Gender	Panel
Ph.D, Curriculum and Instruction - Mathematics Ed, Texas A&M University, College Station, TX, 2004	South	Male	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been working in the teaching profession for 6 years. Currently, he works for the Department of Teacher Education in School of Education, National University, San Diego, CA, where he has responsibility for teaching courses in credential programs and also teaches courses at the graduate level. His primary responsibility includes working with pre-service teachers in credentialing program to ensure students not only have mathematics content knowledge but also have pedagogical knowledge. Prior to his National University experience, he was a faculty member at Department of ELEC in College of Education, Slippery Rock University of Pennsylvania, Slippery Rock, PA. He has also been a teacher assistant at Department of TLAC, Texas A&M University, College Station, TX. Lastly, he served as a middle school teacher in Bryan, TX. Candidate has various professional experiences working on research projects. He has at least five publications to his credit and makes presentations at mathematical conferences throughout the United States.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
92	2	IMAP	Desiree	Olivas	Teacher	Santa Ana Unified School District

Highest Degree/Institution | **Region** | **Gender** | **Panel**

Ph.D., Education for International/Intercultural Learners, Walden University, Minneapolis, MN, 2005 | South | Female |

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 23 years. Currently, she teaches at Garfield Elementary School, Santa Ana USD, where she serves as teacher, GATE coordinator, Parent Project Coordinator, literacy coach, and site teacher leader in math and science. She also works as a school consultant with small private schools assisting in evaluation of school practices and restructuring and training teachers in literacy and mathematics. For four years she taught grades K-3 in Beijing, China. She has also taught in LAUSD, Compton USD, and was a special needs secondary instructor, UCLA Fernald School, UC Los Angeles.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
93	2	IMAP	Brenda	Owen	Teacher	Riverdale Joint Unified School District

Highest Degree/Institution | **Region** | **Gender** | **Panel**

MA, Educational Administration, University of Texas at Tyler, Tyler, TX, 1993 | South | Female |

Teaching Experience

K-12: ☑ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has taught first grade for 21 years. Candidate currently teaches at Fipps Primary School, Riverdale USD. She has experience in coordinating, organizing, and instructing inservice for K-2 teachers; has served on Superintendent's Advisory council; served on principal's committee for reading intervention of "at-risk" students. She has also taught at Central USD, Fresno, CA; Lindale Primary School, Lindale TX; All Saints Episcopal School, Tyler, TX; Flem Rees Elementary School, Houston, TX; and Woodland Park Elementary School, San Marcos, CA. Candidate has taught from gifted learners all the way to mildly mentally retarded and strives to meet the needs of each and every child through their learning modality. She has mentored many new teachers in the use of instructional materials for math and math instruction.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
94	2	IMAP	Debra	Kenneweg	Teacher	Marengo Ranch School, Galt Joint Union Elem. School District

Highest Degree/Institution: BA, Legal Studies, Pacific Lutheran University, Tacoma, WA, 1980; Multiple Subjects Credential, 1983

Region: North | **Gender**: Female | **Panel**:

Teaching Experience

K-12: ☑ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 23 years teaching experience in grades 1-6. Most recently she has taught grades 2-3, Galt Joint Union Elementary SD. She serves as SST coordinator, Explicit Direct Instruction (EDI) lead teacher. She has developed and taught extended day math and reading tutorials, and served on district math standards development team. Candidate has served as the lead person in the selection of math materials for the two private schools where she previously worked. The goal was to find materials that matched the CA framework and the standards of the school for which she taught.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
95	2	IMAP	Sharon	Shingai	Math Coach	Pomelo Drive Elementary School, Los Angeles USD

Highest Degree/Institution: BA, Spanish, UC Santa Barbara, 1969

Region: South | **Gender**: Female | **Panel**:

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been teaching for 11 years. She currently serves as a math coach at two high-performing elementary schools in West San Fernando Valley. She has responsibility for providing professional development and classroom support to all teachers, grades K-5. In the classroom she does demo lessons and offers small group intervention to assist the teacher in differentiating instruction. In the last district math adoption she assisted schools in selecting the best textbooks available for their students needs. Candidate is currently working on her single-subject certification in mathematics through UCLA.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
96	2	IMAP	Kim	Solomon	Teacher	Proctor Terrace Elementary School, Santa Rosa City Schools

Highest Degree/Institution	Region	Gender	Panel
BA, Biology, CSU Sonoma, 1988	North	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been an elementary teacher for 11 years, grades K-2. Currently, she teaches Kindergarten at Proctor Terrace Elementary School in Santa Rosa where she plans and implements all phases of the curriculum. Candidate has participated in the math adoption for her district, Santa Rosa City Schools USD. Originally, she was an engineering major at the start of her educational career and took mathematics courses through calculus, statistics, and physics.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
97	2	IMAP	Nela	Dwyer	Teacher	Deer Creek School, Nevada City School Dist.

Highest Degree/Institution	Region	Gender	Panel
BS, Education, University of Missouri, St. Louis, 1969	North	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☑ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 29 years. Currently, she teaches grade 5 in the Nevada City School District. Candidate has been a Math Coach for grade 3-5 teachers. Candidate has also served on site and district Curriculum Council Committees. She has also served as a Mentor Teacher.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
98	2	IMAP	Christina	Goennier	Principal (6-8)	Diamond Valley Middle School, Hemet USD

Highest Degree/Institution	Region	Gender	Panel
Ed.D., Organizational Leadership, University of LaVerne, 2006	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 12 years. Currently, candidate serves as principal and instructional leader at Diamond Valley Middle School, Hemet USD. She also had the experience of successfully opening and establishing this middle school. She has written grants and secured funding to establish Advancement Via Individual Determination program to increase student success in advanced classes. She has formulated, written and implemented staff and student manuals. While she has been a site administrator for the past six years, she previously served as a science instructor at Murrieta USD and was also the Science Department Head. She was also a science instructor for the Riverside USD. She has served on district curriculum committees.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
99	2	IMAP	Danelle	French	Math Coach	San Rafael City Schools

Highest Degree/Institution	Region	Gender	Panel
BA, Liberal Studies, CSU Sonoma, 1985	North	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☐ Grade 6 ☐ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 18 years of experience as a classroom teacher. For the past three years she has worked as a district math coach with K-5 teachers at different sites. As a math coach her responsibilities include the teaching of model lessons, curriculum mapping, plan and deliver professional development, creation of district assessments, and cognitative coaching. During the last mathematics adoption, she piloted several math programs and served on various district committees to evaluate materials.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
100	2	IMAP	Eileen	Smith	District Math Coordinator	San Rafael City Schools

Highest Degree/Institution: MA, Education with Administrative Credential (2004) Pending, CSU San Francisco,

Region: North | **Gender**: Female | **Panel**:

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 11 years teaching experience, including 7 years teaching at the middle school level (grades 6-8). Candidate is in her fifth year as district math coach coordinating the math program for K-8 teachers at San Rafael City Schools. Responsibilities include conduct model lessons in classrooms, coach teachers, create district benchmark assessments, write curriculum maps and pacing guides to go with textbooks, and plan and deliver professional development programs for teachers in mathematics. She worked at the district level in the last adoption of mathematics textbooks five years ago.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
101	2	IMAP	Don	Fisher	High School Math Teacher	Madera USD

Highest Degree/Institution: BA, Mathematics, CSU San Jose, 1965

Region: North | **Gender**: Male | **Panel**:

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession since 1966 having served in various teaching capacities, including teaching positions in four different countries and in several California counties. Candidate currently teaches Algebra 1, Algebra 1B and Pre-Algebra in grades 9-10 at Madera High School. Candidate has served on district and site teams that have recommended texts for adoption. Candidate has intervention experience as well as experience teaching ELL students.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
102	2	IMAP	Gina	Gudmundson	Teacher	Upland Unified School District

Highest Degree/Institution	Region	Gender	Panel
M.Ed, Special Emphasis, University of La Verne, La Verne, CA, 2004	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☑ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 8 years teaching experience. Currently, she serves at Upland High School where she teaches Algebra A-2/B-1 Repeat, Algebra I and Algebra II and has recently taught Geometry. Candidate is a mathematics teacher; GATE certified; TESA trained; CLAD certified; teaches Performing Arts Core classes; provides support for home teaching math component; assists in development of scope and sequence for math glasses; conducted geometry institute at CSU San Bernardino,Summer 2003; conducted Algebra Institute, CSU San Bernardino, Summer,2002; and Park City Mathematics Institute, Summer 2001.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
103	2	IMAP	Kimberly	Mathews	Alternative Teacher	Bel Aire Park, Napa USD

Highest Degree/Institution	Region	Gender	Panel
M.Ed, Lehigh University, Bethlehem, PA, 1998	North	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☑ Grade 5 ☑ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for seven years. During her first five years of teaching she taught in Connecticut. Presently, she is a grade 5 teacher at Napa Valley USD where she has participated in the district leadership course, and helped design grade 5 math benchmark tests using Pulliam. In Connecticut she taught at New Canaan School District, Whitehall Coplay School District, and also taught a graduate course on differentiated instruction to classroom teachers at Salem State College, MA.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
104	2	IMAP	Jeanine	Paul	Teacher	Highland Grove Elementary School, Redlands USD

Highest Degree/Institution	Region	Gender	Panel
MA, English As a Second Language, CSU Santa Barbara, 1994	South	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 21 years teaching experience at four different schools in the Redlands USD. Candidate currently teaches grade one at Highland Grove Elementary School. Candidate has served as Title 1 Instructor for mathematics and reading, and in a Renaissance Learning Accelerated Math Staff Suport position. She has taught math in grades 2-5. She assists her colleagues implement the Renaissance Learning Computer math program by helping them problem solve for their initial classroom implementation and organizational routines by meeting individually on an as needed basis. Candidate has served as an intervention teacher for three years

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
105	2	IMAP	Juanita	Dominguez	Teacher	Fremont Middle School, Pomona USD

Highest Degree/Institution	Region	Gender	Panel
BA, Diversified Education, University of LaVerne, 2000	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been teaching for 5 years. She has taught grade 7 Pre-Algebra, and grade 8 Algebra. She also teaches grade 8 A.V.I.D. class. Candidate has been involved in a professional learning community involving middle and high school math teachers where the use the ELD standards incorporated into Algebra and Algebra support courses to increase the level of students. The teachers work together to develop standards-based lesson plans, assessments and teacher created worksheets based on math curriculum.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
106	2	IMAP	Samuel	Carter	Teacher	Hueneme School District

Highest Degree/Institution	Region	Gender	Panel
BA, Social Studies, University of Redlands, 1972; Masters of Christian Education, Garrett Theologica	South	Male	

Teaching Experience

K-12: ☐ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

For the past nine years, candidate has taught sixth grade in a primarily self-contained classroom at E. O. Green Jr. High School, Hueneme School District. Currently, he is in the first year as lab instructor for a self-directed computer program for students in grades 7-8. Mr. Carter is a life long learner and he brings practical experience from his collaborative working positions.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
107	2	IMAP	Janet	Hollister	Math Teacher	Santa Barbara High School District

Highest Degree/Institution	Region	Gender	Panel
BA, Mathematics, UC Santa Barbara, 1987	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been teaching for 18 years in Santa Barbara High School District; 14 years at La Cumbre Junior High School, and 2 years at San Marcos High School. She has experience teaching Pre Algebra, Pre-AP Pre Algebra, Algebra 1-2, GATE Algebra for grade 7, and Beginning Algebra. Candidate has served as Math Department chair for the past three years. During the same time she has also served as Cal SOAP Coordinator, and LEAP team member and has been a co-leader for "TIMES 7" a year long professional development series that creates a collaborative working atmosphere where seventh grade teachers come together to improve the teaching of CA Content Standards to all 7th graders in the Santa Barbara High School District. Candidate also served as UC Santa Barbara Master Teacher from 1989-2002.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
108	2	IMAP	Victor	Gonzalez	Mathematics Coach	Los Angeles USD

Highest Degree/Institution	Region	Gender	Panel
MA, Education/Mathematics Education, CSU Northridge, 2005	South	Male	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☑ Grade 7 ☑ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☑ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 14 years of teaching experience having taught one year at the a middle school and the remaining 13 years at the high school level for either Los Angeles USD or Burbank USD. Candidate's current position is Mathematics Coach (LAUSD, District 4) where his main duties center around professional development, teacher/class support, and school-site support and leadership. He plans and provides professional development to teachers and administrators. He also co-teaches, models lessons, implement PLC's, observes lessons and offers feedback to teachers to improve teaching practices, and guides teachers to systematically examine student work and assessments to guide instruction. In addition, he works closely with administrators and other key personnel at the school site to monitor specific implementations of instructional initiatives and to prepare reports and records that reflect the efforts of the school.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
109	2	IMAP	Rita	Nutsch	Math Teacher	C. K. Price Middle School, Orland USD

Highest Degree/Institution	Region	Gender	Panel
BS, Secondary Education/Mathematics, University of Idaho	North	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☑ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☑ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 22 years teaching experience and currently teaches grades 7-8 at C. K. Price Middle School, Orland USD. She currently teaches grade 6 mathematics, grade 7 Pre-Algebra, and grade 8 Algebra. She has been the Mathematics Department Chair for 4 years and is the Math Olympiad Coach. Candidate also teaches Pre-Algebra, Algebra I and Algebra II for Butte Community College part-time. Candidate has been a mathematics professional development provider for the last ten years.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
110	2	IMAP	Jennifer	Francone	District Curriculum Coach	Visalia Unified School District

Highest Degree/Institution: MA, Curriculum & Instruction, Emphasis in Elem. Math, CSU Fresno, 2000

Region: South | **Gender**: Female | **Panel**:

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for ten years, teaching grades 1-3 from 1996 to 2002. Since that time she has served as a Math Coach at the district level, Visalia USD, as well as at Ivanhoe Elementary School. Currently, she serves as the District Curriculum Coach for Visalia USD, working with curriculum coaches in Elementary Program Improvement Schools. Her responsibilities include providing professional development for site coaches; providing suport at the site for fifteen elementary schools; providing school site staff development as needied; and providing district trainings and professional development as needed. Candidate has experience of reviewing materials and of making recommendations for programs to be adopted at the district level.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
111	2	IMAP	Rowena	Moreno	Math Dept. Chair; Math Teacher	Rim of the World USD

Highest Degree/Institution: MA, Educational Administration, CSU Los Angeles, 1998

Region: South | **Gender**: Female | **Panel**:

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☑ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 18 years teaching experience teaching grades 9-12 consumer math, Pre-Algebra, Algebra, Honors Geometry, Algebra II, and currently teaching grade 8 Introduction to Algebra and Algebra at Rim of the World USD. Candidate has served as Math Department Chair at all three schools where she has taught over the 18 years. She has attended various trainings/workshops throughout the years, including those sponsored by LAUSD.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
112	2	IMAP	Sherry	Skipper-Spurgeon	Kindergarten Teacher	Jim Thorpe Fundamental School, Santa Ana USD

Highest Degree/Institution	Region	Gender	Panel
MS, Educational Administration, National University, San Diego, CA	South	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 10 years teaching experience in grades 4, 5, and K. Candidate also has 18 years of administrative experience, sometimes coinciding with her teaching responsibilities. Candidate currently teaches grade K at Jim Thorpe Fundamental School, Santa Ana USD. She has been a project director for CLAMP, a California Mathematics Project; served as a mathematics specialist, Vanguard University, Costa Mesa, CA, providing mathematics instruction to pre-service elementary teachers; served as a SUMS (Students Using Mathematics Successfully) administrative coordinator; served as a LAMP (Language and Mathematics Project) Coordinator; and served as a Cluster Leader for Middle Grades Mathematics Renaissance, California Advocacy for Mathematics & Science. She has served as an IMAP panel member for the last four state level adoptions.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
113	2	IMAP	Glen Alan	Odabashian	Curriculum Coordinatror-Math	San Juan USD

Highest Degree/Institution	Region	Gender	Panel
MA, Education, Emphasis in Curriculum and Instruction, Chapman University, 1999	North	Male	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 12 years. For the past three years he has served as the Math Curriculum Coordinator for San Juan USD, Pre-school to Adult. His responsibilities in this position include working closely with Program Improvement, SAIT, and Title 1 schools. It is also his responsibility to organize and facilitate math adoption committees in the district. Prior to accepting his current position, he served four years as the district coach for grades 4-9 math intervention program which included ELL and Special Education classrooms. He has particular qualifications for middle school math instruction under NCLB.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
114	2	IMAP	Barbara	Goodwin	Mathematics Coach	Los Angeles USD

Highest Degree/Institution	Region	Gender	Panel
MA, School Administration, CSU Dominguez Hills, 1995	South	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for the past 17 years. All of her experiences have been at various schools and positions in Los Angeles USD. Candidate is currently in her sixth year as a mathematics coach. Her primary responsibility is to privide support to teachers in grades K-5 at the school site in the implementation of the state mathematics standards. She provides professional development to teachers on effective instruction strategies and facilitates grade level meetings to analyze data and plan for instruction. She conferences with teachers and provides feedback on standards based lessons.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
115	2	IMAP	Ryan	Galles	Teacher	Garden Valley School, Del Paso Heights SD

Highest Degree/Institution	Region	Gender	Panel
BA, History & Political Science, UC Davis, 1997	North	Male	S

Teaching Experience

K-12: ☐ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 6 years at Garden Valley Elementary School, Del Paso Heights School District, Sacramento, CA. He has taught grades 4-6. Candidate is also a AB 466 Math Trainer with the Sacramento COE where he trains teachers in a weeklong professional development workshop to use their core curriculum better. In addition, he is a Mentor Teacher with the CSU Sacramento Math Project where he works in a professional development institute preparing teachers to teach math using questioning strategies and emphasizing conceptual understanding. He has served as a member of the Del Paso Heights SD math committee that created the district pacing guide and common assessments.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
117	2	IMAP	Maryellen	McHenry	Teacher	Snowline Joint Unified Sch. Dist.

Highest Degree/Institution	Region	Gender	Panel
MA, Education, CSU San Bernardino, 1986	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☑ Grade 6 ☑ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 27 years teaching grades K-8 in California schools. Currently, candidate is teaching grade 7 math and science. Candidate has served on district committees for review and adoption of instructional materials. As a math coach, she has trained middle school and elementary teachers in the use of mathematics instructional materials. Candidate has used many different instructional materials across all subject areas. She has received and delivered inservice training in differentiation, and has received GATE and ELL certification and continues to work with students on a daily basis.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
118	2	IMAP	Rachelle	Wheelock	Teacher	Lake Elsinore School District

Highest Degree/Institution	Region	Gender	Panel
M. Ed., Adult Learning and Distance Education, University of Phoenix, Online, 2005	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☑ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 6 years teaching experience at three high schools, including Elsinore High in Wildomar, Century High in Santa Ana, and Ramona High in Riverside. Candidate is currently teaching two Algebra II courses, an AP Statistics course and a double blocked intensive intervention using the Ramp-up to Algebra 1 program. She has served on a district committee to select an Algebra 1 textbook for the 2005-06 school year, and plans on serving on the upcoming committee to select a new Algebra 2 textbook.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
121	2	IMAP	Jodi	Erlinger Irwin	Teacher	Claremont Unified School District

Highest Degree/Institution	Region	Gender	Panel
Masters of Education, University of La Verne, La Verne, CA, 2006	South	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 15 years. Candidate currently teaches in a multi-age classroom in a small school, Sycamore School, Claremont USD. For the past two years candidate has taught a combination classroom of grades K, 1, and 2 at Sycamore School. She has served as a Long Term Substitute; Lead Classroom Teacher; Assistant Director, The Seedling School, Claremont, USD; Assistant Classroom Teacher, The Children's School at Claremont McKenna College, Claremont, CA; Administrator in Charge, Sycamore School, Claremont USD; Curriculum and Assessment Committee Chair, Sycamore School, Claremont USD; Primary (K-3) Team Leader, Sycamore School, Claremont USD.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
122	2	IMAP	Suzy	Anderson	Assistant Coordinator	Moreno Valley Unified School District

Highest Degree/Institution	Region	Gender	Panel
Masters in Curriculum and Instruction, Chapman University, Orange, CA, 1992	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 21 years. Currently, candidate serves as the Assistant Coordinator, Staff Development for Moreno Valley USD where one of her primary responsibilities is mathematics. She is responsible for both the Elementary and Secondary Mathematics Curriculum Councils of the district. Candidate has also served as Assistant Principal; UC Riverside Extension Teacher; K-12 Mathematics Curriculum Specialists; Middle School Teacher, High School Summer School Principal for Special Education; Elementary School Teacher; and High School Teacher. In her capacity as a Mathematics Curriculum Specialist, she lead the 1995 mathematics adoption process for K-Algebra textbook materials Moreno Valley USD and then was also responsible for providing professional development for teachers using the textbooks. Most recently, candidate has written a curriculum for Algebra Readiness in an effort to prepare for the upcoming 2007 textbook adoption.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
124	2	IMAP	Mary	Olson	Secondary Math Expert	Los Angeles Unified SD

Highest Degree/Institution	Region	Gender	Panel
BA, Mathematics, CSU Northridge, 1973	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☑ Grade 7 ☑ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 32 years of professional teaching experience. The first two years of her experience were at a private school. Since then, she has been with LAUSD, teaching at Noble Middle School in Northridge; serving as a Teacher-Advisor for Eisenhower Secondary Mathematics Program; as mathematics teacher at John F. Kennedy High School, Granada Hills; and currently as Secondary Mathematics Advisor, LAUSD, Local District B. Her major current responsibility is to support math coaches, but she also writes and presents professional development in math content and pedagogy to teachers and administrators.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
125	2	IMAP	Barbara	Corna	Teacher	Northwood Elementary School, Napa Valley USD

Highest Degree/Institution	Region	Gender	Panel
BA, Liberal Arts, CSU Sonoma, 1990	North	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 16 years teaching experience at Northwood Elementary School, Napa Valley USD. Candidate has participated in various training programs, including CLAD training, the Redwood Empire Math Camp, which was a one week camp in which teachers did math morning, noon, and night. Participation included returning the next summer and presenting a math activity to the next year's participants. Candidate has also participated in the Sonoma County Math Program which is a year long program where teachers meet to improving mathematics instruction.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
126	2	IMAP	Judy	Ebey		Retired from Torrance USD

Highest Degree/Institution	Region	Gender	Panel
MA, Educational Computing, Pepperdine University, 1984	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☑ Algebra II
☑ Trigonometry

Short Bio:

Candidate has 30+ years of classroom teaching experience and is retired from Torrance USD. Candidate is currently contracted as a Professional Expert working at the Los Angeles County Office of Education in secondary mathematics. She works in the Division for School Improvement, providing support in program improvement and low performing schools, particularly deciles 1 and 2. Candidate has served as Math Consultant for School Assistance Intervention Teams (SAIT) for LACOE; Writer/editor of Data Analysis online course for MathStar for LACOE, Retired teacher of AP Statistics at West High School Torrance, Reader for Advanced Placement Exam in Statistics, University Supervisor for student teachers and interns for CSU Long Beach, and Mentor Teacher for Torrance USD.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
127	2	IMAP	Kelli	Wise	Teacher on Special Assignment/Program Director	Lake Elsinore Unified School District

Highest Degree/Institution	Region	Gender	Panel
MA, Education: School Administration, Azusa Pacific University, Murietta, CA, pending January 2007	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 19 years of professional teaching experience of which 13 were teaching mathematics to middle school children with diverse backgrounds. Currently, she is a teacher on Special Assignment in the position of Program Director of a California math Science Partnership Grant. Candidate is responsible for coordinating Math Staff Development in partnership with CSU San Marcos for grades 5-8 including Algebra 1. Candidate has also served on three district level math textbook adoption committees including the elementary and middle school levels.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
128	2	IMAP	Juan Carlos	Caraveo	Math Teacher	North Salinas High School, Salinas Union High School Dist.

Highest Degree/Institution	Region	Gender	Panel
BS, Civil Engineer; Single Subject Credential Mathematics	North	Male	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☑ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 6 years teaching experience as Mathematics Teacher, North Salinas High School, Salinas Union High SD where he teaches mathematics for grades 9-12, including Algebra I, II, Algebra Standards I and II, Geometry and Advanced Algebra. He teaches in Spanish for transitional ESL students and English for main stream classes. He also offers tutorials for California High School Exit Exam preparation before and after school for migrant and regular students. Candidate also taught in Mexico for three years and served as a Civil Engineer in Mexico for five years.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
129	2	IMAP	Patricia	Gorse	Mathematics Dept. Chair	Blair IB School, Pasadena Unified Sch. District

Highest Degree/Institution	Region	Gender	Panel
MA, Education Curriculum & Technology, University of Phoenix, 2006	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for six years as a high school mathematics teacher implementing the California mathematics standards and targeting diverse student populations. Her experience includes designing curriculum, assessments, and teaching Algebra 1, Geometry, SDAIE Algebra I, CAHSEE Preparation, Credit Reclamation and Remediation courses. Candidate has also simultaneously taught at UC Riverside; UC Extension, Riverside; Upward Bound, CSU Los Angeles. Candidate is currently serving as the Mathematics Department Chair, Blair High School, Pasadena USD where she also teaches.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
130	2	IMAP	Aura	Rodriguez	Teacher	Montebello Unified SD

Highest Degree/Institution: MA, Educational Administration, CSU Los Angeles, 1996

Region: South | **Gender**: Female | **Panel**:

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 14 years of professional teaching experience at Montebello USD where she has taught grades 3-4 in two school sites. Candidate has worked on the Montebello USD adoption committees for both Math and Language Arts. In addition, she was responsible for insuring that the Spanish versions were parallel with the English versions. She is also a member of the Math Cadre Committee for the district and chair for the Math Committee at her school site. The Math Cadre Committee has been trained on how to create district assessment tools and data analysis. They have created a pacing guide and trimester assessments for the district. She has also been trained to be a presenter for AB 466 Math and has conducted 4 one-week trainings for LACOE or Riverside County.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
131	2	IMAP	Stanley	Firestone	Teacher	Vista Unified School District

Highest Degree/Institution: Masters Degree, Curriculum & Instruction w/ emphasis in Elementary Mathematics, CSU San Diego, 2000

Region: South | **Gender**: Male | **Panel**:

Teaching Experience

K-12: ☐ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 18 years of professional teaching experience in California schools teaching grades 2-5. Candidate has attended various staff development trainings and worked on various committees, including serving on site level leadership teams, serving as chairperson Vista Unified Mathematics Curriculum Committee, serving as standards committee as site representative and liaison between school district and site committee. Candidate has facilitated the last mathematics district adoption by evaluating mathematics programs, piloting the programs, and leading staff development to aid the implementation of the program.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
132	2	IMAP	Prudence	Hull	Teacher	Clarendon Elementary School, San Francisco USD

Highest Degree/Institution	Region	Gender	Panel
BA, CSU San Francisco, 1975	North	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been teaching grade 1 for seven years at Clarendon Elementary School, San Francisco USD. Candidate participated in the 2001 Mathematics Adoption at the site level by training teachers on the newly adopted program. Candidate has participated in various professional development activities, including the Summer Technology Institute at CSU San Francisco, 2002; Making Math Real, UC Berkeley Extension, Education Therapy Department, 2002-03; Biology and Chemistry Courses, UC San Francisco, Science & Education Partnership, 2003-04; and Algebra and Number Sense, Geometry, Probability & Statiscs Courses, CSU San Francisco Education Department, 2004-05.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
133	2	IMAP	Jill	Manning	Elementary Mathematics Coach	LAUSD

Highest Degree/Institution	Region	Gender	Panel
MA, Elementary Mathematics Education, CSU Los Angeles, 2001	South	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 9 years teaching grades K-2 in LAUSD. Candidate has been an Elementary Mathematics Instructional Coach for the past three school years at Title 1 schools. She works with grades K-5 on improving mathematics instruction. In 2001 she was on the LAUSD Local District F Mathematics Materials Adoption Committee. From 2001-04 she served as an adjunct professor for UCLA and trained teachers teaching kindergarten through grade 2 in their LUCI program. Since 2005, candidate has been training teachers in AB 466 on the use of LAUSD's adopted mathematics textbooks.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
134	2	IMAP	Jennifer	Slay	Teacher	Center Unified School District

Highest Degree/Institution	Region	Gender	Panel
BA, Liberal Studies, CSU Chico	North	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☑ Grade 6 ☑ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been working in the teaching profession for 6 years in the Center USD, Antelope, CA. Candidate is currently teaching grade 7 math, including Pre-Algebra. She also teaches one period of AVID, a college prep elective which targets students from diverse backgrounds. She mentors new teachers in school site procedures and in curriculum, including serving as cooperating teacher for CSU Sacramento. She also serves on the school site STAR committee helping to implement the test in the spring while following all regulations.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
135	2	IMAP	Sibyl	Sperber	Teacher	LAUSD

Highest Degree/Institution	Region	Gender	Panel
MA, Educational Administration, CSU Northridge, 2005	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☑ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 6 years teaching grade 5 at Serrania Avenue School, Local District 1, LAUSD. She provides differentiated instruction for students ranging from English language learners, mainstreamed special needs students, and gifted and talented students using varied instructional methodologies. In addition, she serves as the Gifted and Talented Coordinator/SAS Coordinator where she is responsible for professional development, formulating and appropriating budget, identification and processing of potentially gifted and talented students in grades 1-5 and for preparation of instructional plan for school based gifted and talented program.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
136	2	IMAP	Stacey	MacPherson	Math Coach	Perris Union High School District

Highest Degree/Institution	Region	Gender	Panel
BA, Chemistry, CSU San Bernardino, 1994	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 9 years of professional teaching working for Moreno Valley USD, Val Verde USD, and presently for Perris Union High SD. Candidate's current position is Math Coach working w/ grade 7-8 middle school students with classes from PreAlgebra to Geometry. She asssists teachers with instructional strategies and incorporating standards based materials into their lessons. She also updates standards based benchmark assessments and assists teachers with planning instruction according to the district pacing guides. She has served as a classroom teacher and department chair. Candidate is a AB 466 trainer.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
137	2	IMAP	Kim	Mathis	Teacher	Livermore Valley Joint USD

Highest Degree/Institution	Region	Gender	Panel
BA, History, Gonzaga University, Spokane, Wa, 1999	North	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been teaching for 7 years, commencing her career in Spokane, WA, then teaching in Cupertino, San Jose, and presently in Livermore at Livermore High School where she teaches Algebra I to grade 9 students and also teaches Algebra II. Candidate has served on the math adoption committee when she worked for San Jose Unified (2001-02). She also served on the San Jose USD math task force for four years. During the time, the team developed standards based pacing calendars for all grades. Her contribution was working with the the grades 6-8 pacing guides.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
138	2	IMAP	Jennifer	Carolan	Teacher	Livermore High School, Livermore Valley Joint USD

Highest Degree/Institution	Region	Gender	Panel
MS w/ CLAD, Chapman University, San Diego, CA, 1998	North	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 8 years. Candidate currently teaches Algebra I, sheltered Algebra I, and math intervention classes, primarily for grade 9 at Livermore High School, Livermore Valley Joint USD. She has also taught pre-Algebra for grades 6 and 7 at Junction Middle School. She has served as a substitute teacher and inclusion aide at several different school districts. Candidate presently teaches Algebra and lower level math to at-risk students.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
139	2	IMAP	Susan	Sim-Kim	Math Teacher	Los Angeles USD

Highest Degree/Institution	Region	Gender	Panel
Doctorate of Education, University of Southern California, 2003	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☑ Algebra II
☑ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 11 years. Currently, candidate teaches Mathematics at Chatsworth High School, LAUSD. Her responsibilities include the introduction of computer based learning to at risk students, teaching honors Algebra I, Algebra II, Geometry and Trigonometry, providing in-service for teaching strategies for algebra teachers. She participates in After School Tutoring and is sponsor of Korean Club. The past summer she served as the Math Coach where she provided support instruction for mathematics teachers, creation of lesson plans for beginning teachers, and provided staff development. She has also taught mathematics in a middle school.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
140	2	IMAP	Kathleen	Hill	District Math Resource Teacher	Kern High School District

Highest Degree/Institution: MS, School Counseling, University of La Verne, 2000

Region: South

Gender: Female

Panel:

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☑ Grade 7 ☑ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☑ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 11 years. Candidate has served as a high school math teacher and department chair, Kern High School District, where she worked extensively with "at-risk" students in grades 9-10. At the beginning of 2004, she took a newly created position as a district math resource teacher. In that capacity, she works with teachers, administrators and students in the areas of curriculum and materials, high-stakes testing, and professional development. Candidate was instrumental in helping to facilitate the district's first-ever districtwide adoption of Algebra I and Pre-Algebra textbooks in 2005. Based on that endeavor, the district team is currently pursuing a districtwide adoption for Geometry and Advanced Algebra.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
141	2	IMAP	William (Britt)	Dowdy	Secondary Math Tchr. On Sp. Assgnmt.	TeWinkle Middle School, Newport-Mesa USD

Highest Degree/Institution: Masters of Education, Emphasis in Crosscultural Teaching, National University, San Diego, 2003

Region: South

Gender: Male

Panel:

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☑ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☑ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 7 years. Currently, candidate is serving as a Teacher on Special Assignment. He works with secondary teachers throughout Newport-Mesa USD to provide staff development, research instructional techniques to help all students, and assists teachers with implementing lessons in the classroom. He develops districtwide courses of study and quarterly benchmark tests, and facilitiates district Math Curriculum Committee meetings. He has taught grades 7-12 from Pre-Algebra to Calculus. He has served as a member of the Algebra I textbook adoption committee in Long Beach USD. Currently, Newport-Mesa USD is beginning a textbook adoption cycle and candidate will be coordinating this effort. He has also reviewed textbooks for adoption at a start-up private school for all high school math courses.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
142	2	IMAP	Lisa	Portela	Director of San Joaquin Valley Math Project (SJVMP)	CSU Fresno Foundation

Highest Degree/Institution: BA, Mathematics, Fresno Pacific College, Fresno, CA, 1996

Region: North | **Gender**: Female | **Panel**:

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☑ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☑ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 9 years. Candidate is currently directing the San Joaquin Valley Mathematics Project, a grant funded organization in collaboration with CSU Fresno. Her current responsibilities include planning and providing mathematics professional development for teachers in Region 7, which includes six counties. The project provides training in content, leadership, and teaching of special education and ELL. Candidate is an AB 466 trainer in secondary mathematics for 3 publishers throught the Fresno COE.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
143	2	IMAP	Vickie	Chow	Teacher	South San Francisco USD

Highest Degree/Institution: In Process Masters Program, Education Administration, CSU San Francisco, 12-06

Region: North | **Gender**: Female | **Panel**:

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☑ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 21 years. Currently, candidate teaches grade 6 mathematics in a middle school. Candidate assumed a leadership role in designing and implementing the mathematics portion of the middle school program, Summer 2000 by creating math programs for So. San Francisco USD, such as Algebra Readiness and Intervention. Candidate has taught summer school to middle school students who need remediation as well as to a diverse population in her classroom.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
144	2	IMAP	Michelle	Becker	Teacher	San Diego USD

Highest Degree/Institution: Masters in Educational Leadership, CSU San Diego, 1998

Region: South | **Gender**: Female | **Panel**:

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 14 years. Currently, candidate teaches grade 3 in a sheltered English class. Concurrently, she was selected to serve as Vice Principal, Dingeman Elementary School, San Diego USD, where she has responsibility to oversee budgets, analyze data, and work with principal in a collaborative manner to ensure safety and success for students. She organizes all aspects of testing materials and leads staff development in this area.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
145	2	IMAP	Richard	MacPherson	Teacher/Coach/Department Chair	Moreno Valley USD

Highest Degree/Institution: BA, Mathematics, CSU San Bernardino, 1995

Region: South | **Gender**: Male | **Panel**:

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☑ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 10 years. Candidate teaches Pre-Calculus, Calculus, Algebra I, and Geometry. He is also a math coach, helping other teachers in all subjects of mathematics improve their teaching strategies and student learning. Candidate has been on several local textbook adoption committees and is currently an AB 466 trainer. For the last four years, he has taught the highest two classes offered to students at the school site as well as the lowest class offered to students at the same site.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
146	2	IMAP	Sue	Baker	Teacher	Desert Sands USD

Highest Degree/Institution	Region	Gender	Panel
Master's Degree, Curriculum Design, National University, 2000	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 8 years teaching experience in Capistrano USD and presently in Desert Sands USD. Currently, candidate teaches grade 6 math and five classes of grade 7 Pre-Algebra. She served on a panel in Orange County that reviewed math textbooks for an independent survey company, She has served as a supervising teacher for National University, After-School Homework Club, and math Intervention coach. Candidate has NCLB Certificates in Math (Algebra, Geometry), Social Studies (Civics and Government), and Multiple Subject.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
147	2	IMAP	Lori	Fukumoto	Teacher	San Mateo Foster City School District

Highest Degree/Institution	Region	Gender	Panel
MA, Education with emphasis in Mathematics Education, CSU San Francisco, 2006	North	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 17 years of professional teaching experience in diverse learning environments. Currently, candidate teaches grade 1 in a suburban setting. She has served as a site representative on a district math team which reviewed math adoption material. As a member, she was also responsible for training teachers to use the program selected. Candidate has focused her professional development opportunities on mathematics. Candidate has taught in five schools in the San Mateo Foster City School District. Her first teaching experience was in Japan where she was an assistant English teacher for two years.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
148	2	IMAP	Brooks	Sharp	Teacher/Department Chair	Griffiths Middle School, Downey Unified School District

Highest Degree/Institution	Region	Gender	Panel
MA, Teaching Mathematics, CSU Dominguez Hills	South	Decline	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☐ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 16 years of professional teaching experience. In addition to her current leadership position of department chairperson, candidate is teaching three sections of grade 8 Algebra I and three sections of Honors Algebra I. She is responsible for instructing a diverse population of gifted, English language learners, and special education students. In June 2006, candidate served on a committee that was responsible for evaluating and recommending implementation of a program to be used in district's summer school program. She currently supports teachers at the middle and high school level in their use of instructional methods and materials.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
149	2	IMAP	David	Lee	Math Teacher	Chino High School, Chino Valley Unified School District

Highest Degree/Institution	Region	Gender	Panel
BS, Chemical Engineering, University of Arizona	South	Male	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 6 years. Currently, he teaches Algebra I and Introduction to Algebra I as a support for Algebra readiness for low performing students at Chino High School, Chino Valley USD. He has worked as a Director of Teacher training for the district Math Tutorial and Math Intervention Program for the past two years. The program serves students districtwide on Saturdays from 9-12 a.m. Teaching is candidate's second career and he has been able to utilize his Engineering skill sets as an application engineer in the arena of public education. He has focused on Algebra I because he believes it is the gateway for students to develop basic mathematical logic, reasoning, and critical thinking skill sets.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
150	2	IMAP	Maureen	Cortese	Teacher	San Francisco USD

Highest Degree/Institution: BA, Interdisciplinary Social Studies, CSU San Francisc, 1972

Region: North | **Gender**: Female | **Panel**:

Teaching Experience

K-12: ☑ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I ☐ Geometry ☐ Algebra II ☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 36 years. Candidate currently teaches Kindergarten at Grattan Elementary School, San Francisco USD. Her skills include leadership, teaching, supervision and evaluation. She supports beginning teachers through the BTSA program and provides ongoing workshops as a mathematics mentor. She provides job identification, direction, consultation and evaluation for paraprofessionals and pre-service teachers and serves on Program Quality Review Leadership Team. Additionally, she works as an elementary mathematics consultant, assisting school districts nationally to improve mathematics instruction and learning. Candidate has also served as a Mathematics Teacher on Special Assignment for one year. She has a CA Standard Teaching Credential for Early Childhood Education, her initial teaching passion.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
152	2	IMAP	Rosemary	Naerbo	Teacher, Math CGI Trainer	Murrieta Valley Unified School District

Highest Degree/Institution: MA, Educational Administration, CSU San Bernardino, 1997

Region: South | **Gender**: Female | **Panel**: S

Teaching Experience

K-12: ☑ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I ☐ Geometry ☐ Algebra II ☐ Trigonometry

Short Bio:

Candidate has 17 years of professional teaching experience. Candidate currently teaches grade 3, but has taught grades 1-5. Candidate attended three years of Cognitive Guided Instruction (CGI) Workshops in Mathematics. Candidate presents Cognitive Guided Instruction workshops to various grade levels in the Murrieta Valley USD. She has also served on district committees to create grade level end of year testing.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
153	2	IMAP	Megan	Klunk	Teacher	The Children's School, a Private School

Highest Degree/Institution	Region	Gender	Panel
BA, Liberal Studies - Emphasis in Education, CSU San Diego, 1999	South	Female	S

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 7 years of professional teaching experience. Candidate currently teaches at The Children's School, a private school in La Jolla, CA, where she teaches grade 2. The school teaches grades toddler-grade 6. She is a member of the Middle Years Task Force, a group of board members, parents, administrators and teachers who are actively working to develop a middle years program at the school by 2009. Her focus is on the academic curriculum, specifically math. She has also taught at Dieguerno Country School, Rancho Santa Fe, CA. Candidate also has volunteer experiences, including San Diego Special Olympics "Greater Games" and Girls on the Run in San Diego.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
154	2	IMAP	Roberta	Guarnieri	Teacher	Kentwood Elementary School, LAUSD

Highest Degree/Institution	Region	Gender	Panel
In Process: Master's Program and Administrative Credential, CSU Northridge, 2007	South	Female	S

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☑ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 9 years of professional teaching experience. Candidate currently teaches grade 5 at Kentwood Elementary School, LAUSD, including mainstreamed special day students and ELL students. She has found a variety of methods to meet the student's diverse learning backgrounds, including use of the school's habitat, reading buddies, math family night, and teaching in the tutoring room at recess and at lunch.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
156	2	IMAP	Rekha	Desai	Dept. Chair/Mathematics	Virgil Middle School, LAUSD

Highest Degree/Institution	Region	Gender	Panel
MA, University of Bombay (affiliated with Oxford University, London), Languages, 1960	South	Female	S

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☑ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☑ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been an active member of the teaching profession for 28 years. She is a teacher of mathematics, grade 8 at Virgil Middle School, LAUSD where she teaches Algebra 1AB and Algebra Readiness. She serves as Chairperson of the Mathematics Department since 1980; is a district cadre member and leadership cadre member; a BTSA Support Provider, and Student Leadership Council member and Discipline Committee member. This candidate is a former IMAP Reviewer for the AB 2519 Adoption in 1999. She incorporates SADIE and scaffolding for ELL students. For students with disabilities she adds extended time of learning and corrective feedback, and for GATE students she uses varied levels of materials to exhibit independence through various projects, presentations and cooperative grouping.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
158	2	IMAP	Laurie	Pines	Math Teacher	Homestead High School, Fremont Union High School District

Highest Degree/Institution	Region	Gender	Panel
MA, Mathematical Education, New York University	North	Female	S

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☑ High School

Post-Secondary: ☑ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☑ Algebra II
☑ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 13 years, primarily in San Francisco Bay Area schools. Candidate currently teaches at Homestead High School, Fremont Union High School District, where she teaches 2 classes of low-level Algebra I / Geometry and 3 classes of math analysis - the school's non-honors pre-calculus class. Prior to her teaching career, she worked as a systems programmer. She also taught computer science classes both in industry and at a local junior college. Three years ago she co-created a special program in the district to help support students who were at risk of not graduating. In 2002-03 she was awarded an Einstein Fellowship where she worked in the US Senate on education legislation, in partidcular, Project IDEA.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
159	2	IMAP	Francis (Frank)	Gesicki	Secondary Math Expert	LAUSD

Highest Degree/Institution: BA, Mathematics, CSU Long Beach, 1973

Region: South | **Gender**: Male | **Panel**: S

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☑ Grade 7 ☑ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☑ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 33 years. Presently, he is the Secondary Math Expert LAUSD Local District 8 where he provides support and promotes district initiatives and instructional support through professional development and trainings. He has 32 years of classroom experience in secondary math levels in multicultural schools. Candidate has served on LAUSD's AP Statistics adoption committee. At school sites he has served on all math textbook selection committees. He participated in the development and implementation of the LAUSD Secondary Math Instructional Guide.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
160	2	IMAP	Judith	Calavan	Teacher	Temecula Valley USD

Highest Degree/Institution: MA, Teaching Emphasis, Azusa Pacific University, 1996

Region: South | **Gender**: Female | **Panel**: S

Teaching Experience

K-12: ☑ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been teaching primary grades K-3 for 33 years in Moreno Valley USD and presently at Vintage Hills Elementary School in Temecula Valley USD. Candidate has been a AB 466 District Math Project member including training, collaboration, and development of alternative materials to teach state standards. Candidate has also completed CTAP Technology Training with San Diego COE. She has served on district math framework and textbook selection committee and was a district facilitator, trainer, and pilot teacher for a new district math adopted program.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
162	2	IMAP	Charles	Eckels	Teacher	Vista USD

Highest Degree/Institution	Region	Gender	Panel
MA, Counseling, National University, 1997	South	Male	S

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 19 years of professional classroom teaching experiences teaching grades 6 and 8. He taught in Poway USD, Menifee USD and presently teaches mathematics and science at Madison Middle Schol, Vista USD. He has served on Vista USD math textbook committee on four occasions. He has also piloted a new math textbook program at his school site.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
163	2	IMAP	Donna	Clarke	Teacher	Gustine Elementary School, Gustine USD

Highest Degree/Institution	Region	Gender	Panel
BS, Psychology (Business Option), CSU Hayward, 1986	North	Female	S

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 15 years of K-5 professional classroom teaching experience at Gustine Elementary School, Gustine USD. Presently, candidate serves as grade 1 teacher and GATE Coordinator for the school. She is a grade 1 team leader and created math benchmarks that correlate with Saxon Math and Math Steps that align with the CA Math Content Standards. As a grade 3 teacher she led the science committee at the school to select science materials, provided science professional development, and led the science committee in developing a scope and sequence for grades K-5.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
165	2	IMAP	Karen	Bickham	Math Teacher	Oceanside USD

Highest Degree/Institution: MA, Education, USIU (Aliant International University, San Diego), 1985

Region: South | **Gender**: Female | **Panel**: S

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☑ Grade 7 ☑ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been serving as a classroom teacher for 12 years. For eleven years she taught at King Middle School, Oceanside USD. Presently she teaches high school Algebra I, Geometry, and Business Math. Since SDAIE training in 2002, she primarily teaches ELD students at levels 3 and 4, special needs students, and math students who are failing. She has served on the district textbook adoption committee and has reviewed textbooks in the classroom. She wrote and coordinated a math demonstration grant in 1999 and responsibilities included review of curriculum, instructional materials, computer software, and trained fellow math teachers during the grant period. Candidate has served as a Master Teacher for CSU San Marcos student teacher program.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
166	2	IMAP	Mark	Evans	Teacher	St. Callistus School, A Private School, Diocese of Orange

Highest Degree/Institution:

Region: South | **Gender**: Male | **Panel**: S

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 4 years. He currently teaches at St. Callistus School, a private school in Garden Grove, CA. He teaches Mathematics, Algebra I A&B, and honors mathematics. Part of his experience was as a substitute teacher and long-term substitute teacher. He currently is in the Teacher Preparation Program CSU Fullerton and earned a Preliminary Credential, Multiple Subjects, CSU Fullerton, 2005

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
167	2	IMAP	Anne	Stone	Vice Principal	Rescue Union School District

Highest Degree/Institution	Region	Gender	Panel
MA, Education, Educational Leadership, CSU Sacramento, 2003	North	Female	S

Teaching Experience

K-12: ☑ Primary (K-3) ☐ Grade 4 ☑ Grade 5 ☑ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 17 years. She has served as an elementary grade teacher for grades K-2, an administrative designee and grade 5 teacher, administrative designee/part-time administrator and grade 6 teacher, and presently serves as vice principal at Rescue Elementary School. She served as a math mentor at Sierra Hills School for five years, and a grant administrator for the Early Intervention for School Success Program for two years. Her current position is vice principal at a Title I school where she also teaches model mathematics lessons in K-5 classrooms. She has served as a math mentor during the piloting of two mathematics programs and the adodption of a new mathematics curriculum. During that time she was responsible for ensuring a relatively smooth transition by providing ongling support for its implementation. She was a co-presenter for a ten session series of Best Practices in Mathematics.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
168	2	IMAP	Martha	Suess	Teacher	Lagunita School

Highest Degree/Institution	Region	Gender	Panel
BS, Business Administration, CSU San Francisco, 1986	North	Female	S

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☐ Grade 5 ☐ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has served as a classroom teacher for three years, teaching grades 3-4 at Lagunita School, Salinas Ca. In addition, she has taught pre-Algebra and Algebra to grade 7-8 students for two years. She worked as a classroom volunteer, substitute teacher, and student teacher for five years before her current position as teacher. In her previous profession she served as a systems analyst reviewing computer systems.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
170	2	IMAP	Eva	Fritsch	Coordinator, Curriculum K-5	Fontana Unified School District

Highest Degree/Institution	Region	Gender	Panel
MA, Educational Administration, CSU San Bernardino, 2006	South	Female	S

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 17 years. Currently she serves in two positions including a Kindergarten/Grade one teacher at Almond Elementary School, Fontana USD, and as the Coordinator, Core Curriculum K-5 for Fontana USD. As the coordinator, she facilaitates creation of pacing guides and assessments, ensures program adoption aligns with guidelines, supports principals and teachers in ensuring core standards are met, provides staff development in core subjects, supervises enrichment to teachers, and oversees budgets. Previous to her California experiences, she served in various schools in Alberta, Canada including, principal, grade 3 teacher, teacher/researcher, and teacher/early childhood coordinator/computer coordinator, and acting principal. In addition, candidate has served on various committees including, Report Card Standardization Committee Math and Language Arts, Language Arts Curriculum Guide Committee, Math Articulation Committee, Physical Education and Health Committee, etc.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
171	2	IMAP	Jennifer	Weosbart	Mathematics Teacher	School of Language Development, Fontana USD

Highest Degree/Institution	Region	Gender	Panel
Masters of Education, Mathematics Education, University of Washington, Seattle, WA, 2003	South	Female	S

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☑ Grade 8 ☑ High School

Post-Secondary: ☑ 2 Year College ☑ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 9 years. During that time she has served in various settings in the State of Washington including, a Univesity Mathematics Instructor and Tutor, High School Mathematics Teacher and Elementarty Teacher, Junior High School Mathematics and Science Teacher, and High School Special Education Resource Teacher. Living in California, she has served as a High School Special Education Mathematics and Science Teacher, High School Special Mathematics Teacher, and Adjunct Mathematics Instructor at Fullerton College, Fullerton, CA . As an adjunct instructor she instructed a Saturday pre-algebra course on calculating rational numbers, percentages, proportions, and solving linear e1quations. Presently, she pursues her Doctoral Studies in Education, Claremont Graduate University, Claremont, CA.

2007 Mathematics Primary Adoption IMAP Applicants Report

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
172	2	IMAP	Maria	Catalina	Math/Science Teacher	Granger Junior High, Sweetwater Union High School District

Highest Degree/Institution	Region	Gender	Panel
BA, Bionomy (biogeochemistry), UC Santa Cruz, 2000	South	Female	S

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 10 years. Candidate has taught Algebraic Concepts, Earth and Space Science, Algebra, and Geometry. In addition she has served as a Curriculum Consultant for Explorers Club, a free science program for local Native Americans (ages 7-12); as a grade 7 self-contained Challenge Program at San Ysidro Middle School; has home schooled grades 7, 8, 10 at Dehesa Charter School; has taught grades 5-6 Migrant Education Program, Pajaro Valley USD; was a grade 6 teacher at Bay View Elementary School, Santa Cruz City SD; and taught Home School to students in grades 1-7. In addition, she was an invited teacher at NASA/SKILL Honors Program (Earth Systems Science Honors Faculty, Gr. 9-12) at South Dakota Schoools of Mines and Technology; an invited CAMP Science Teacher fellow conducting laboratory experiments with grade 6 students at Westlake Elementary School; and an invited Drug Elimination Program Traditional Counselor.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
173	2	IMAP	Frank	Carrillo	Teacher	LAUSD

Highest Degree/Institution	Region	Gender	Panel
D. Ed., UCLA, 1987	South	Male	S

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☑ Algebra II
☑ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 14 years. Currently, he seves as a high school teacher for LAUSD teaching levels of Algebra I through Calculus. He also serves as a Mentor Teacher, BTSA Support Provider for new teachers, Budget Chair, and AVID Program Coordinator. In 2000 he served on a local district textbook selection committee for Algebra I. Concurrently, he serves as a Presenter of Professional Development workshops and classes for LAUSD, UCLA, UCLA Extension, and also serves as a Presenter of "Taming the SAT Workshop" where he leads 6-hour workshops to raise student SAT math scores. He has served as an Item Writer for the Test Development Committee, Scoring Leadership for the CA Golden State Exam for Geometry. Over a 6-year period he has performed multiple tasks including: item writing, item reviewing, test construction, statistical review, publication review, training readers, supervising readers, and developing scoring rubrics. His dissertation at UCLA was "Preparing Latino Students for SAT Using Latino Cultural References."

ITEM #24

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	
2008 Reading/Language Arts/English Language Development Primary Adoption: Content Review Panel and Instructional Materials Advisory Panel Applications Template	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the attached 2008 Reading/Language Arts/English Language Development (RLA/ELD) Primary Adoption Content Review Panel (CRP) and Instructional Materials Advisory Panel (IMAP) Application templates as recommended by the Curriculum Development and Supplemental Materials Commission (Curriculum Commission).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

April 17, 2006: The SBE adopted the *Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve* which included Chapter 9: Criteria for Evaluating Instructional Materials, Kindergarten Through Grade Eight. This criteria includes a request for five types of programs to be submitted for the 2008 RLA/ELD Primary Adoption.

SUMMARY OF KEY ISSUES

The Curriculum Commission held publisher briefings on September 27, 2006, and November 29, 2006, to provide more detailed information on the Criteria to publishers interested in participating in the 2008 RLA/ELD Primary Adoption. Many publishers have expressed an interest and many programs are expected to be submitted for this adoption resulting in the need for a large number of reviewers. Estimates of the number of program submissions are not yet available. The Curriculum Frameworks and Instructional Resources Division is conducting a survey of publishers and will have more information in early 2007.

The application templates are designed to elicit information on a candidate's experience and expertise. The role of the IMAP is to review submitted programs to determine their alignment with the content standards and the evaluation criteria adopted by the SBE. IMAP members are primarily classroom teachers in kindergarten through grade eight.

SUMMARY OF KEY ISSUES (Cont.)

CRP members serve as reading/language arts content experts, and confirm that the instructional materials are accurate and based on current and confirmed research.

Recruitment of IMAP and CRP members will be held from February to September 2007. The Curriculum Commission is expected to review the submitted applications in September 2007 and submit their recommendations to the SBE in November 2007.

FISCAL ANALYSIS (AS APPROPRIATE)

The estimated cost for travel, hotel accommodations, and per diem expenses based on 200 IMAP members and 35 CRP members is approximately $279,300. The final costs may vary depending upon the number of reviewers who actually serve on the IMAP and CRP.

ATTACHMENT(S)

Attachment 1: Application for Appointment to the 2008 Reading Language Arts/English Language Development (RLA/ELD) Primary Adoption Instructional Materials Advisory Panel (12 Pages)

Attachment 2: Application for Appointment to the 2008 Reading Language Arts/English Language Development (RLA/ELD) Primary Adoption Content Review Panel (12 Pages)

California Department of Education
Application for Appointment to the
2008 Reading/Language Arts/English Language Development (RLA/ELD)
Primary Adoption
Instructional Materials Advisory Panel

What is the role of an Instructional Materials Advisory Panel (IMAP) member?
Instructional Materials Advisory Panel (IMAP) members play a significant role in the instructional materials adoption process. IMAP members (primarily teachers with direct classroom experience in teaching RLA/ELD) are recommended by the Curriculum Development and Supplemental Materials Commission (Curriculum Commission) and appointed by the State Board of Education (SBE) to participate in the review of K-8 RLA/ELD instructional materials submitted for adoption in California.

IMAP members review submitted materials according to SBE-adopted criteria and ensure that the content of materials is in alignment with the curriculum framework and content standards. IMAP members review materials for content alignment with standards, as well as program organization, assessment, universal access, and instructional planning and support. IMAP members, in collaboration with Content Review Panel (CRP) subject matter experts, recommend instructional materials to the Curriculum Commission for adoption by the SBE. Each CRP/IMAP panel will produce one report to the Curriculum Commission on each program the panel has reviewed.

What are the important dates?
Individuals appointed to the IMAP will participate in up to four days of IMAP training April 8-11, 2008, and four days of deliberations, July 14-17, 2008, or August 2008 (Dates TBA). Both the training and deliberations will be held at a location in Sacramento, California. Each IMAP member will conduct an independent review of the instructional materials submitted for adoption between April 2008 and mid-July 2008, and will share his or her findings at the deliberations.

Application Instructions

- **Original signatures are required.** If the application is faxed (FAX: 916-319-0172) the original must follow by mail. Incomplete or late applications will not be considered.

- **E-mailed applications will not be accepted.**

- **Applicants should not have worked for a publisher in any capacity for at least one year prior to their appointment by the SBE.**

- **Completed applications must be received by SEPTEMBER 12, 2007. The completed application must be mailed to:**

  Irma Hernandez-Larin, Lead Consultant, 2008 RLA/ELD Adoption
  Curriculum Frameworks & Instructional Resources Division
  California Department of Education
  1430 N Street, Suite 3207
  Sacramento, California 95814

- **A completed application includes:**
  - Application Parts I-V with required signatures and signed disclosure statement
  - Additional pages in answer to the written response questions (Part III), if necessary
  - Applicant's abbreviated curriculum vitae (2-3 pages)

- **Questions?**
  If you have any questions please contact Irma Hernandez-Larin, Lead Consultant, 2008 RLA/ELD Adoption, at (916) 319-0440 or ihernandezlarin@cde.ca.gov.

Applications must be received in the CFIR Division by SEPTEMBER 12, 2007.

Return to:

Irma Hernandez-Larin, Lead Consultant, 2008 RLA/ELD Adoption
Curriculum Frameworks & Instructional Resources Division
California Department of Education
1430 N Street, Suite 3207
Sacramento, California 95814

APPLICATION FOR THE
2008 RLA/ELD Primary Adoption
Instructional Materials Advisory Panel (IMAP)

Part I: Personal Information

Name _____
(Last) (First) (Middle)

Home Address _____

City _____ State _____ Zip _____

Home Phone ( ) _____ Business Phone ( ) _____

FAX ( ) _____ E-mail _____

Employer _____ Position _____
(Name of School District, Organization, College or University)

Business Address _____

City _____ County _____ State _____ Zip _____

District Superintendent _____ Phone ( ) _____
(or designee or supervisor)

Address _____
(if different from above)

City _____ County _____ State _____ Zip _____

Area(s) of Expertise:
(check all that apply)

☐ Reading/Language Arts Years of teaching _____

☐ English Language Development Years of teaching _____

☐ Bilingual (e.g. Spanish/English) Years of teaching _____

☐ Reading Intervention Years of teaching _____

Grade Levels Taught: ☐ K-2 ☐ 3-5 ☐ 6-8 ☐ 9-12

Teaching Experience:
Please enter the number of years of experience you have teaching these programs.

Basic Reading/Language Arts/English Language Development Programs

Grades	Publisher	Program Title	Years of Experience
K-6	Houghton Mifflin Company	*Houghton Mifflin Reading: A Legacy of Literacy*	
K-6	Houghton Mifflin Company	*Houghton Mifflin Lectura: Herencia y futuro*	
K-6	SRA/McGraw-Hill	*SRA/Open Court Reading*	
K-6	SRA/McGraw-Hill	*SRA/McGraw-Hill Foro abierto para la lectura*	
6-8	Glencoe/McGraw-Hill	*The Reader's Choice*	
6-8	Holt, Rinehart and Winston	*Literature and Language Arts*	
6-8	McDougal Littell	*McDougal Littell Reading & Language Arts Program*	
6-8	Prentice Hall	*Prentice Hall Literature: Timeless Voices, Timeless Themes*	

Reading Intervention (Students who are two or more grade levels below grade)

Grades	Publisher	Program Title	Years of Experience
4-8	Glencoe/McGraw-Hill (Sopris West)	*Language! A Literacy Intervention Curriculum, 2nd edition*	
4-8	Hampton Brown	*High Point*	
4-8	Scholastic	*READ 180*	
4-8	Sopris West	*Language! A Literacy Intervention Curriculum, 3rd edition***	
4-8	SRA/McGraw-Hill	*SRA/Reach Program*	
4-8	Voyager Expanded Learning Inc.	*Voyager Passport!***	
4-8	Wright Group/McGraw-Hill	*Fast Track Reading Program*	
4-8	Wright Group	*Fast Track***	

Reading Intervention for English Learners

Grades	Publisher	Program Title	Years of Experience
4-8	Hampton Brown	*High Point*	
4-8	Pearson Longman	*The Shining Star Program***	
4-8	Sopris West	*Language! A Literacy Intervention Curriculum, 3rd edition***	

Completed training in:	**Experience as an instructor:**
AB 466/SB 472 ☐	AB 466/SB 472 ☐
AB 75/AB 430 ☐	AB 75/AB 430 ☐

Briefly describe your current (or most recent) responsibilities. If you are a classroom teacher, include the classes and the grade level(s) you are currently teaching and describe the student population of your classes, including ethnic diversity. Describe your experience with technology or with technology in education.

Experience. Have you served as an IMAP or CRP member? If so, when? Describe any recent experience with a formal process involving instructional materials review or adoption or the training of teachers in the use of RLA/ELD instructional materials.

List your degrees and credentials earned and the related higher education institutions at which they were earned.

Indicate below language(s) other than English in which you are academically fluent.

Language: _____ Speak _____ Read _____ Write _____

Language: _____ Speak _____ Read _____ Write _____

The following information is optional but would be helpful to ensure that the advisory body has balanced representation. (Government Code Sections 11140-11141).

____ Asian	____ Native American	____ Male
____ African American	____ Pacific Islander	____ Female
____ Filipino	____ White	
____ Hispanic	____ Other (specify)	____ Decline to state

Part II – Acknowledgements

Participation on an IMAP is a tremendous professional opportunity and responsibility. It represents a significant commitment of time and personal energy. Appointees' necessary travel expenses and per diem (i.e., lodging, meals, and incidental expenses) are reimbursable within prescribed limits. ***Individual stipends and employer reimbursements for substitute personnel are NOT available*.** In acknowledgment of the commitment and the financial limitations, the following signatures are required.

Applicant's Acknowledgment
I understand that this application becomes public information when submitted. I also understand that serving as a member of an IMAP is demanding in terms of time and personal energy for a period of about three months. (Please see Attachment B for specific dates). ***I expressly recognize that, if appointed as a IMAP member, I must:*** ➢ Participate in the entire training on responsibilities and procedures of the K-8 IMAP and be present during the formal presentations by publishers submitting materials for adoption consideration during April 8-11, 2008, in Sacramento, CA. ➢ Evaluate materials for adoption consideration based on the SBE approved evaluation criteria, California content standards and the 2006 *Reading Language Arts Framework*. ➢ Expect to spend a substantial amount of time conducting my independent review of the materials submitted for consideration as assigned to me. ➢ Participate in the entire CRP/IMAP deliberations, July 14-17, 2008 or August 2008 (Dates TBA), in Sacramento, CA.
Printed Name of Applicant
Signature of Applicant Date

Supervisor's/Employer's Acknowledgment (Optional for college or university level)	
➢ We understand that the evaluation of instructional materials is personally and professionally demanding. ➢ We have read the information provided above concerning the RLA/ELD IMAP and CRP processes. To the extent that we have any questions, they have been answered. ➢ We believe this applicant is knowledgeable, creative, flexible, responsible, and capable of contributing meaningfully and constructively in this evaluation process. ➢ We believe this applicant works well with others. ➢ We recommend this applicant for appointment to an IMAP. ➢ If this applicant is appointed to the RLA/ELD IMAP, ***our organization will provide release time and other support*** as mutually agreed to by the organization and the applicant in order to facilitate the applicant's participation.	
Printed Name of Immediate Supervisor (e.g. School Principal)	Printed Name of Authorized Employer Representative (e.g. District Superintendent)
Signature of Immediate Supervisor Date	Signature of Authorized Employer Representative Date

Part III – Short Written Response Questions

Please address each of the following questions thoughtfully and concisely. You may use additional sheets if necessary, but you are encouraged to fit your answer into the space provided. If you do not have direct experience as a RLA/ELD educator, please address the questions based on your personal or professional interest in RLA/ELD.

1. What is your understanding of the State Board of Education approved *English Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (http://www.cde.ca.gov/be/st/ss/) and the 2006 *Reading Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve* (http://www.cde.ca.gov/ci/rl/cf/). In what ways would your understanding and use of these documents help you contribute to the process of evaluating instructional materials?

2. Explain why you wish to serve as an IMAP member and how your education, training and experience would contribute to the evaluation of instructional materials.

3. Describe your expertise with the implementation of a state adopted standards-based RLA/ELD program. In addition, please describe your experience with a state adopted standards-based program in meeting the needs of diverse student populations, including but not limited to: special needs students, students who read below grade level, English learners, students who use African-American vernacular English (AAVE), advanced learners, and students from diverse cultural and socio-economic backgrounds.

4. OPTIONAL QUESTION, IF APPLICABLE
If you have had experience/expertise in teaching reading/literacy development in primary language classrooms (i.e., waiver programs), what reading components are important in primary-language reading instruction? Please provide your understanding of transferable and non-transferable skills for English learners.

Part IV - Professional References

Professional References: Please list three professional references. These should be people unrelated to you who are familiar with your work, background, and talents.

1. Reference's Name	Position	
Address	Phone Number	
City	State	Zip Code

2. Reference's Name	Position	
Address	Phone Number	
City	State	Zip Code

3. Reference's Name	Position	
Address	Phone Number	
City	State	Zip Code

Letters of recommendation may be attached, but are not required.

Part V

State of California
State Board of Education
Advisory Body Disclosure Statement

First Name	Last Name	( ) Home Phone	( ) Business Phone

Street Address	City	State	Zip

Your answers below will serve as the disclosure of certain information required by California Code of Regulations, Title 5, Division 1, Chapter 20, Subchapter 5, State Board of Education—Conflict of Interest Code, §18600, General Provisions.

According to the State Board of Education Conflict of Interest Code (Attachment A), instructional materials evaluation panel members are considered to be in Disclosure Category I. This requires disclosure of "investments, business positions, and income to the extent that they know or have reason to know that the business entity in which the investment or business position is held or the source of income is a publisher, manufacturer, or vendor of instructional materials, or services offered to educational institutions in the State of California." Such evaluators are also required to disclose investments, positions of management, and/or income from any private school in the State of California. Applicants accepted for service on a CRP or IMAP will be required to fill out a FPPC Form 700, Statement of Economic Interests, disclosing any investments/income in these categories.

Your candid and complete answers to the following questions will assist in determining your eligibility for appointment if any questions arise.

1. Are you, or your spouse, currently employed by or currently under contract to any person, firm, or organization that has submitted or is likely to submit instructional materials for adoption in the State of California?

   ___Yes ____No ____Uncertain

   If Yes or Uncertain, please explain and provide as much detail as possible. Include when the employment or contract began and ended.

2. Have you, or your spouse, ever been employed by or had any other kind of contractual relationship with any person, firm, or organization that has submitted or is likely to submit instructional materials for adoption in the State of California?

   ___Yes ____No ____Uncertain

   If Yes, or Uncertain, please explain and provide as much detail as possible. Include when the employment or contract began and ended.

3. Do you**,** or your spouse, expect to receive any royalty payments from any publishers, previous publications, or standby consulting during the period from September 2006 to September 2007?

___Yes ____No ____Uncertain

If Yes, or Uncertain, please explain and provide as much detail as possible. Include when you or your spouse received or will receive payment.

4. Were you, or your spouse, within the past year, an author, contributor, editor of (or consultant on) any textbook, other curriculum material, or project proposal that is likely to be submitted for the 2008 RLA/ELD Primary Adoption?

___Yes ____No ____Uncertain

If Yes or Uncertain, please explain and provide as much detail as possible.

5. Have you, or your spouse, received compensation within the last year, or do you expect to receive compensation, or do you have, or did you have within the last year, any other kind of contractual relationship with any organization which is either a subsidiary, parent organization, or "sister organization" of any entity that has submitted or will submit instructional material for adoption in the State of California?

___Yes ____No ____Uncertain

If Yes or Uncertain, please explain and provide as much detail as possible. Please include when you or your spouse received or will receive any compensation and the dates when the contractual relationship began and ended.

Signature _____ **Date** _____

REMINDER! Completed applications must include:

- Application Parts I-V with required signatures and signed disclosure statement
- Additional pages in answer to the written response questions (Part III), if necessary
- Applicant's abbreviated curriculum vitae/resume (2-3 pages)

Mail complete application to:

Irma Hernandez-Larin, Lead Consultant, 2008 RLA/ELD Adoption
Curriculum Frameworks & Instructional Resources Division
California Department of Education
1430 N Street, Suite 3207
Sacramento, California 95814

Incomplete or late applications will not be considered.

State Board of Education – Conflict of Interest Code

California Code of Regulations
TITLE 5. Education
Division 1. State Department of Education
Chapter 20. State Board of Education Procedures
Subchapter 5. State Board of Education--Conflict of Interest Code
§18600. General Provisions.

The Political Reform Act, Government Code Sections 81000, et seq., requires state and local government agencies to adopt and promulgate Conflict of Interest Codes. The Fair Political Practices Commission has adopted a regulation, 2 Cal. Code of Regulations Section 18730, which contains the terms of a standard Conflict of Interest Code, which can be incorporated by reference, and which may be amended by the Fair Practices Commission to conform to amendments in the Political Reform Act after public notice and hearings. Therefore, the terms of 2 Cal. Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission, along with the Appendix in which officials and employees are designated and disclosure categories are set forth, are hereby incorporated by reference and constitute the Conflict of Interest Code of the State Board of Education, except as provided below.

Designated employees shall file statements of economic interests with the California Department of Education. Upon receipt of the statements of members of the board, the California Department of Education shall make and retain a copy and forward the original of these statements to the Fair Political Practices Commission.

Exception: As provided in 2 Cal. Code of Regulations Section 18730(b)(1), the definitions contained in the Political Reform Act of 1974 shall apply to the terms used in this Code except that neither the term "investment" nor the term "business entity" shall operate to exclude any private school in California, whether or not such school is operated for profit.

NOTE
Authority cited: Sections 87300, 87304, and 87306,Government Code.
Reference: Sections 87300 et seq., Government Code.

Appendix

Designated Employees	**Disclosure Category**
Members of the State Board of Education ……..	I, II
Members of the Curriculum Development and Supplemental Materials Commission and respective instructional materials evaluation panels, the Advisory Commission on Special Education, the Child Nutrition Advisory Council, the Commission on Technology in Learning, and any other commission, committee, council, or similar group which is not solely advisory and which reports to the State Board of Education……..	I

Disclosure Categories
Category I. Persons in this category shall report investments, business positions, and income to the extent that they know or have reason to know that the business entity in which the investment or business position is held or the source of income is a publisher, manufacturer, or vendor of instructional materials, or services offered to educational institutions in the State of California. They shall also report any investments, positions of management and income from any private school in the State of California.
Category II. Persons in this category shall report interests in real property in California.

ATTACHMENT B

Proposed
Reading/Language Arts / English Language Development Primary Adoption Timeline

Action(s)	Reading/Lang. Arts/ELD 2008
State Board of Education (SBE) adopts evaluation criteria at least 30 months before adoption	April 2006
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CC recommends IMAP/CRP members to SBE	Sept. 2007 / Dec. 2007
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Deliberations	July 14-17 & August 2008 (Second week-dates TBA)
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SBE hearing/action on adoption	Nov. 2008
Post-adoption publishers briefing	Dec. 2008
Final printed resources submitted	Jan. 2009

California Department of Education
Application for Appointment to the
2008 Reading Language Arts/English Language Development (RLA/ELD)
Primary Adoption
Content Review Panel

What is the role of a Content Review Panel (CRP) member?
Content Review Panel (CRP) members play a significant role in the instructional materials adoption process. CRP members (usually scholars with a doctorate in the subject area) are recommended by the Curriculum Development and Supplemental Materials Commission (Curriculum Commission) and appointed by the State Board of Education (SBE) to participate in the curriculum content review of K-8 RLA/ELD instructional materials submitted for adoption in California.

CRP members review submitted materials according to SBE-adopted evaluation criteria and ensure that materials are accurate, aligned to grade level content standards, and are based on current and confirmed research. A CRP member reviews only those materials or parts of them that pertain to his/her area of expertise and serves as a resource to the Instructional Materials Advisory Panel (IMAP) members (primarily teachers with direct classroom experience in teaching RLA/ELD). CRP members, in collaboration with IMAP members, recommend instructional materials for adoption by the SBE. Each CRP/IMAP panel will produce one report to the Curriculum Commission on each program the panel has reviewed.

What are the important dates?
Individuals appointed to the CRP will participate in up to **four** days of training April 8-11, 2008, and **four** days of deliberations, July 14-17, or August 2008 (Dates TBA). Both the training and deliberations will be held at a location in Sacramento, California. Each CRP member will conduct an independent review of the instructional materials submitted for adoption between April 2008 and mid-July 2008, focusing on their area of expertise. CRP members will share his or her findings at the deliberations with their IMAP panel.

Application Instructions

- **Original signatures are required.** If the application is faxed (FAX: 916-319-0172) the original must follow by mail. Incomplete applications will not be considered.

- **E-mailed applications will not be accepted.**

- **Applicants should not have worked for a publisher in any capacity for at least one year prior to their appointment by the SBE.**

- **Completed applications must be received by SEPTEMBER 12, 2007. The completed application must be mailed to:**

  Irma Hernandez-Larin, Lead Consultant, 2008 RLA/ELD Adoption
  Curriculum Frameworks & Instructional Resources Division
  California Department of Education
  1430 N Street, Suite 3207
  Sacramento, California 95814

- **A completed application includes:**
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  - Applicant's abbreviated curriculum vitae (2-3 pages)

- **Questions?**
  If you have any questions please contact Irma Hernandez-Larin, Lead Consultant, 2008 RLA/ELD Adoption, at (916) 319-0440 or ihernandezlarin@cde.ca.gov.

Applications must be received in the CFIR Division by SEPTEMBER 12, 2007.

Return to:

Irma Hernandez-Larin, Lead Consultant, 2008 RLA/ELD Adoption
Curriculum Frameworks & Instructional Resources Division
California Department of Education
1430 N Street, Suite 3207
Sacramento, California 95814

APPLICATION FOR THE
2008 RLA/ELD Primary Adoption
Content Review Panel (CRP)

Part I: Personal Information

Name _____
(Last) (First) (Middle)

Home Address _____

City _____ State _____ Zip _____

Home Phone ( ) _____ Business Phone ( ) _____

FAX ( ) _____ E-mail _____

Employer _____ Position _____
(Name of School District, Organization, College or University)

Business Address _____

City _____ County _____ State _____ Zip _____

District Superintendent _____ Phone ( ) _____
(or comparable administrator or supervisor)

Address _____
(if different from above)

City _____ County _____ State _____ Zip _____

Area(s) of Expertise:
(check all that apply)

☐	Reading Language Arts	Years of experience: _____
☐	English Language Development	Years of experience: _____
☐	Bilingual (e.g. Spanish/English)	Years of experience: _____
☐	Linguistics	Years of experience: _____
☐	Special Education	Years of experience: _____
☐	Other: _____	Years of experience _____

Describe area(s) of expertise:

Academic Preparation. An advanced degree in RLA/ELD or a related subject matter field (e.g., Linguistics, Reading, Spanish) is required. Please list degrees and credentials earned and the related higher education institutions at which they were earned. Attach an abbreviated curriculum vitae.

Current Responsibilities. Briefly describe your current (or most recent) employment responsibilities as they relate to RLA/ELD, or education in RLA/ELD.

Experience. Have you served as an IMAP or CRP member? If so, when? Describe any recent experience with a formal process involving instructional materials review or adoption. You may reference your curriculum vitae.

Specialized Training in RLA/ELD. Please indicate any recent specialized training you have had in RLA/ELD (e.g. conferences, workshops, sabbaticals, fellowships, etc.).

Indicate below language(s) other than English in which you are academically fluent.

Language: _____ Speak _____ Read _____ Write _____

Language: _____ Speak _____ Read _____ Write _____

Part II – Acknowledgements

Participation on a CRP is a tremendous professional opportunity and responsibility. It represents a significant commitment of time and personal energy. Appointees' necessary travel expenses and per diem (i.e., lodging, meals, and incidental expenses) are reimbursable within prescribed limits. ***Individual stipends and employer reimbursements for substitute personnel are NOT available.*** In acknowledgment of the commitment and the financial limitations, the following signatures are required.

Applicant's Acknowledgment
I understand that this application becomes public information when submitted. I also understand that serving as a member of a CRP is demanding in terms of time and personal energy for a period of about three months. (Please see **Attachment B** for specific dates). **I expressly recognize that, if appointed as a CRP member, I must:** ➢ Participate in the entire training session on responsibilities and procedures and be present during the formal presentations by publishers submitting K-8 materials for adoption consideration during the week of April 8-11, 2008, in Sacramento, CA. ➢ Expect to spend a substantial amount of time conducting my independent review of the materials submitted for consideration as assigned to me. ➢ Evaluate materials for adoption consideration based on the SBE approved evaluation criteria, California content standards and the 2006 *Reading Language Arts Framework*. ➢ Participate in the entire CRP/IMAP deliberations, July 14-17, 2008 or August 2008 (Dates TBA), in Sacramento, CA.
Printed Name of Applicant
Signature of Applicant Date

Supervisor's/Employer's Acknowledgment (Optional for college or university level)	
➢ We understand that the evaluation of instructional materials is personally and professionally demanding. ➢ We have read the information provided above concerning the RLA/ELD CRP and IMAP processes. To the extent that we have any questions, they have been answered. ➢ We believe this applicant is knowledgeable, creative, flexible, responsible, and capable of contributing meaningfully and constructively in this evaluation process. ➢ We believe this applicant works well with others. ➢ We recommend this applicant for appointment to a CRP. ➢ If this applicant is appointed to the RLA/ELD CRP, ***our organization will provide release time and other support*** as mutually agreed to by the organization and the applicant in order to facilitate the applicant's participation.	
Printed Name of Immediate Supervisor (e.g. School Principal)	Printed Name of Authorized Employer Representative (e.g. District Superintendent)
Signature of Immediate Supervisor Date	Signature of Authorized Employer Representative Date

Part III – Short Written Response Questions

Please address each of the following questions thoughtfully and concisely. You may use additional sheets if necessary, but you are encouraged to fit your answer into the space provided.

1. How does your academic, professional, and/or personal background qualify you to serve as a RLA/ELD CRP? In what ways would you contribute to the process of reviewing instructional materials?

2. Please describe your interest in, or understanding of, recent developments in RLA/ELD education. Include in your description your knowledge of the State Board of Education approved *English Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (http://www.cde.ca.gov/be/st/ss/) and the 2006 *Reading Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve* (http://www.cde.ca.gov/ci/rl/cf*).*

3. Describe your expertise with the implementation of a state adopted standards-based RLA/ELD program. In addition, please describe your experience with a state adopted standards-based program in meeting the needs of diverse student populations, including but not limited to: special needs students, students who read below grade level, English learners, students who use African-American vernacular English (AAVE), advanced learners, and students from diverse cultural and socio-economic backgrounds.

Part IV - Professional References

Professional References: Please list three professional references. These should be people unrelated to you who are familiar with your work, background, and talents.

1. Reference's Name	Position	
Address	Phone Number	
City	State	Zip Code

2. Reference's Name	Position	
Address	Phone Number	
City	State	Zip Code

3. Reference's Name	Position	
Address	Phone Number	
City	State	Zip Code

Letters of recommendation may be attached, but are not required.

Part V

State of California
State Board of Education
Advisory Body Disclosure Statement

		( )	( )
First Name	Last Name	Home Phone	Business Phone

Street Address	City	State	Zip

Your answers below will serve as the disclosure of certain information required by California Code of Regulations, Title 5, Division 1, Chapter 20, Subchapter 5, State Board of Education—Conflict of Interest Code, §18600, General Provisions.

According to the State Board of Education Conflict of Interest Code (Attachment A), instructional materials evaluation panel members are considered to be in Disclosure Category I. This requires disclosure of "investments, business positions, and income to the extent that they know or have reason to know that the business entity in which the investment or business position is held or the source of income is a publisher, manufacturer, or vendor of instructional materials, or services offered to educational institutions in the State of California." Such evaluators are also required to disclose investments, positions of management, and/or income from any private school in the State of California. Applicants accepted for service on a CRP or IMAP will be required to fill out a FPPC Form 700, Statement of Economic Interests, disclosing any investments/income in these categories.

Your candid and complete answers to the following questions will assist in determining your eligibility for appointment if any questions arise.

2. Are you, or your spouse, currently employed by or currently under contract to any person, firm, or organization that has submitted or is likely to submit instructional materials for adoption in the State of California?

   ___Yes ____No ____Uncertain

   If Yes or Uncertain, please explain and provide as much detail as possible. Include when the employment or contract began and ended.

---

2. Have you, or your spouse, ever been employed by or had any other kind of contractual relationship with any person, firm, or organization that has submitted or is likely to submit instructional materials for adoption in the State of California?

   ___Yes ____No ____Uncertain

   If Yes, or Uncertain, please explain and provide as much detail as possible. Include when the employment or contract began and ended.

---

3. Do you, or your spouse, expect to receive any royalty payments from any publishers, previous publications, or standby consulting during the period from September 2006 to September 2007?

___Yes ____No ____Uncertain

If Yes, or Uncertain, please explain and provide as much detail as possible. Include when you or your spouse received or will receive payment.

4. Were you, or your spouse, within the past year, an author, contributor, editor of (or consultant on) any textbook, other curriculum material, or project proposal that is likely to be submitted for the 2008 RLA/ELD Primary Adoption?

___Yes ____No ____Uncertain

If Yes or Uncertain, please explain and provide as much detail as possible.

5. Have you, or your spouse, received compensation within the last year, or do you expect to receive compensation, or do you have, or did you have within the last year, any other kind of contractual relationship with any organization which is either a subsidiary, parent organization, or "sister organization" of any entity that has submitted or will submit instructional material for adoption in the State of California?

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Signature _____ **Date** _____

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ATTACHMENT A

State Board of Education – Conflict of Interest Code

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NOTE
Authority cited: Sections 87300, 87304, and 87306,Government Code.
Reference: Sections 87300 et seq., Government Code.

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Designated Employees	**Disclosure Category**
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Final printed resources submitted	Jan. 2009

STATE OF CALIFORNIA ARNOLD SCHWARZENEGGER, *Governor*

CALIFORNIA STATE BOARD OF EDUCATION
1430 N Street, Suite 5111
Sacramento, CA 95814
Phone: (916) 319-0827
Fax: (916) 319-0175

STAFF MEMORANDUM

TO: STATE BOARD OF EDUCATION MEMBERS

FROM: SBE STAFF

DATE: JANUARY 4, 2007

RE: BOARD ITEM #24 – 2008 RLA/ELD Primary Adoption: IMAP and CRP Application Templates

Issue

At its November 30 meeting, the Curriculum Commission voted to approve the IMAP and CRP application templates for the 2008 Reading/Language Arts/English Language Development (RLA/ELD) adoption. Board staff is suggesting some modifications to both Commission-approved templates. In sum, there are minor modifications to the IMAP application template and more substantive modifications to the CRP application template in order to clarify the role of the IMAP and CRP for the RLA/ELD adoption and to obtain additional information from the CRP applicants. Board staff believes that this additional information will be useful for Curriculum Commissioners and Board members in determining the qualifications of a potential CRP.

The modifications, with a rationale, are outlined below. Attached are *only* the pages in the IMAP and CRP application templates where the changes occur. The modifications occur in strike out format (for deletions) or underlined format (for additions). These pages are made available so that members can compare with the original.

Recommendation

Approve the SBE staff modifications listed below.

Background and Issue Description

Modification #1: IMAP Application Template (p. 1)
In the second paragraph, the phrase, "…as defined in the criteria…" was added to clarify that the listing of the five categories are defined in the criteria.

Modification #2: CRP Application Template (p. 1)
The first paragraph strikes out the reference to CRPs being a "…scholar with a doctorate in the subject area." For the RLA/ELD adoption, there is no requirement for a CRP to have a Ph. D. in the subject area as there is for Math, Science, History-Social Science, etc. (It is important to note that this was the policy in the 2002 RLA/ELD adoption as well.) The only requirement is an advanced degree, so either a master's degree or a doctorate would suffice. This difference is due to the fact that one of the major roles of the CRP in the other content area adoptions is to check for content accuracy. This is the rationale for requiring a doctorate. RLA/ELD CRPs focus on checking for alignment to the scientific research base, the state standards, and the RLA Framework.

Modification #3: CRP Application Template (p. 1)
The second paragraph strikes the reference to the CRP reviewing only those parts of the program that pertain to his/her area of expertise. This statement is a reference to the science adoption where each review panel had three CRPs for each area of science covered in the Framework—Earth, Life, and Physical Science. The expectation for the RLA/ELD adoption (based on past practice) is for the CRP to have expertise in all facets of Reading/Language Arts/English Language Development Instruction. The addition makes clear that the CRP focuses on Category 1—Alignment to the Content Standards, but will review the materials for the other categories as well.

Modification #4: CRP Application Template (p. 8)
Question #3 adds teaching experience to the question because CRPs may have teaching experience and/or implementation experience with the materials. Also, this addition is consistent with the next modification listed below. Obtaining teaching experience information allows Curriculum Commissioners and Board members access to additional information when considering CRP applicants.

Modification #5: CRP Application Template (p. 9)
This table is virtually the same table that is on page 3 of the IMAP application template. The purpose of adding this table to the CRP application is to get more information regarding applicants' teaching and/or implementation experience. Since the adopted programs have, for the most part, been used since 2003 there are many people who have a good amount of experience with the various programs. Some, who may be literacy coaches or content experts, may know the programs extremely well, which is why the "Level of Knowledge" column was added to the table.

The intent of the Curriculum Commission back in March 2000 when it was contemplating the CRP application for the 2002 RLA/ELD Adoption was for CRPs to be knowledgeable practitioners. Looking back at Curriculum Commission minutes from

March 2000, it was clear that the Commission wanted information about CRP applicants' involvement in training, outreach, and implementation of the scientific research base on reading instruction.

SBE Staff Contact Person

Dale Webster: (916) 319-0313

Attachments:

1. IMAP Application Template, p. 1
2. CRP Application Template, p. 1
3. CRP Application Template, p. 8
4. CRP Application Template, p. 9

California Department of Education
Application for Appointment to the
2008 Reading/Language Arts/English Language Development (RLA/ELD)
Primary Adoption
Instructional Materials Advisory Panel

What is the role of an Instructional Materials Advisory Panel (IMAP) member?
Instructional Materials Advisory Panel (IMAP) members play a significant role in the instructional materials adoption process. IMAP members (primarily teachers with direct classroom experience in teaching RLA/ELD) are recommended by the Curriculum Development and Supplemental Materials Commission (Curriculum Commission) and appointed by the State Board of Education (SBE) to participate in the review of K-8 RLA/ELD instructional materials submitted for adoption in California.

IMAP members review submitted materials according to SBE-adopted criteria and ensure that the content of materials is in alignment with the curriculum framework and content standards. IMAP members review materials for content alignment with standards, as well as program organization, assessment, universal access, and instructional planning and support, as defined in the criteria. IMAP members, in collaboration with Content Review Panel (CRP) subject matter experts, recommend instructional materials to the Curriculum Commission for adoption by the SBE. Each CRP/IMAP panel will produce one report to the Curriculum Commission on each program the panel has reviewed.

What are the important dates?
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- **Questions?**

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California Department of Education

Application for Appointment to the

2008 Reading Language Arts/English Language Development (RLA/ELD)
Primary Adoption
Content Review Panel

What is the role of a Content Review Panel (CRP) member?
Content Review Panel (CRP) members play a significant role in the instructional materials adoption process. CRP members ~~(usually scholars with a doctorate in the subject area)~~ (educators with extensive knowledge of Reading/Language Arts who hold an advanced degree) are recommended by the Curriculum Development and Supplemental Materials Commission (Curriculum Commission) and appointed by the State Board of Education (SBE) to participate in the curriculum content review of K-8 RLA/ELD instructional materials submitted for adoption in California.

CRP members review submitted materials according to SBE-adopted evaluation criteria and ensure that materials are accurate, aligned to grade level content standards, and are based on current and confirmed research. A CRP member ~~reviews only those materials or parts of them that pertain to his/her area of expertise~~ reviews materials for content alignment with standards, as well as program organization, assessment, universal access, and instructional planning and support, as defined in the criteria and serves as a resource to the Instructional Materials Advisory Panel (IMAP) members (primarily teachers with direct classroom experience in teaching RLA/ELD). CRP members, in collaboration with IMAP members, recommend instructional materials for adoption by the SBE. Each CRP/IMAP panel will produce one report to the Curriculum Commission on each program the panel has reviewed.

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  If you have any questions please contact Irma Hernandez-Larin, Lead Consultant, 2008 RLA/ELD Adoption, at (916) 319-0440 or *ihernandezlarin@cde.ca.gov*

3. Describe your expertise with teaching a state adopted standards-based RLA/ELD program and/or the implementation of a state adopted standards-based RLA/ELD program. In addition, please describe your experience with a state adopted standards-based program in meeting the needs of diverse student populations, including but not limited to: special needs students, students who read below grade level, English learners, students who use African-American vernacular English (AAVE), advanced learners, and students from diverse cultural and socio-economic backgrounds.

Teaching Experience and/or Implementation Experience:

Enter the number of years of experience you have teaching and/or implementing these programs. **Rank your level of knowledge with the listed programs. Please use a scale of 1-3: 1=Limited Knowledge; 2=General Working Knowledge; 3=Extensive Knowledge**

Basic Reading/Language Arts/English Language Development Programs

Grades	Publisher	Prog
K-6	Houghton Mifflin Company	*Hou Miffl Rea Lega Liter*
K-6	Houghton Mifflin Company	*Hou Miffl Lect Here futu*
K-6	SRA/McGraw-Hill	*SRA Cou Rea*
K-6	SRA/McGraw-Hill	*SRA Hill abie la le*
6-8	Glencoe/McGraw-Hill	*The Cho*
6-8	Holt, Rinehart and Winston	*Liter Lang Arts*
6-8	McDougal Littell	*McD Litte & La Arts*
6-8	Prentice Hall	*Pren Liter Time Voic Time*

Ther

Reading Intervention (Students who are two or more grade levels below grade)

Grades	Publisher	Pr
4-8	Glencoe/McGraw-Hill (Sopris West)	*Lan A Li Inte Curr 2nd*
4-8	Hampton Brown	*High*
4-8	Scholastic	*REA*
4-8	Sopris West	*Lan A Li Inte Curr 3rd*
4-8	SRA/McGraw-Hill	*SRA Prod*
4-8	Voyager Expanded Learning Inc.	*Voy Pass*
4-8	Wright Group/McGraw-Hill	*Fast Rea Prod*
4-8	Wright Group	*Fast*

Reading Intervention for English Learners

Grades	Publisher	Program Title
4-8	Hampton Brown	*High Point*
4-8	Pearson Longman	*The Shining Star Program*
4-8	Sopris West	*Language! A Literacy Intervention Curriculum, 3rd edition*

Completed training in:

AB 466/SB 472 □

AB 75/AB 430 □

ITEM #25

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	☒ Action ☒ Information ☐ Public Hearing
Nonpublic School and Agency Certification: Adopt Proposed Regulations for Title 5 of the *California Code of Regulations*, Sections 3001 et seq.	

RECOMMENDATION

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

- Approve the proposed amendments to the regulations;
- Direct that the proposed amendments be circulated for a 15-day public comment period in accordance with the Administrative Procedure Act;
- If no comments to the revisions are received during the 15-day public comment period, the CDE shall complete the rulemaking package and submit the amended regulations to the Office of Administrative Law for approval; and
- If any relevant comments to the revisions are received during the 15-day public comment period, the CDE shall place the amended regulations on the SBE's March 2007 agenda for action following consideration of the comments received.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At the July 2006 meeting, the SBE approved commencement of the rulemaking process. The public comment period began on July 22, 2006, and ended at 5:00 p.m. on September 5, 2006. The public hearing was held on September 5, 2006, at 9:00 a.m.

At the November 2006 meeting, the SBE approved commencement of an additional 15-day public comment period (due to substantive changes in the proposed regulations as a result of the public comment process) and directed the CDE to present the regulations to the SBE for adoption in January 2007. The 15-day public comment period ended November 30, 2006.

SUMMARY OF KEY ISSUES

Requirements for certification of California nonpublic schools and agencies are referenced in Part 30 of *Education Code (EC)* sections 56365 through 56366.12. Implementing regulations to clarify requirements for certification of California nonpublic schools and agencies are referenced in Title 5 of the *California Code of Regulations* Sections 3001 et seq.

The intent of these proposed regulations is to make technical changes to existing regulation language and to add new regulations implementing sections in Part 30 of the *EC* added by Assembly Bill (AB) 1858 (Chapter 914, Statutes of 2004). New provisions added to the *EC* by AB 1858 increase monitoring of nonpublic schools and agencies, require that nonpublic students have access to the same educational materials, services, and programs to the extent available at the local educational agency in which the nonpublic school is located, and align nonpublic schools and agency requirements for certification to the public school standards of instructional materials and qualified personnel.

These proposed regulations are necessary to clarify consistent procedures and criteria in the administration of California's nonpublic school and agency certification program to ensure that affected public and private agencies and interested persons are informed of their rights and responsibilities in the certification process.

FISCAL ANALYSIS (AS APPROPRIATE)

The proposed amendments to the regulations impose no additional costs upon state and local government.

ATTACHMENT(S)

Attachment 1: The revised Title 5, California Code of Regulations
Division 1. State Department of Education
Chapter 3. Handicapped Children
Subchapter 1. Special Education Nonpublic Schools and Agencies
(30 pages)

Attachment 2: Final Statement of Reasons, Nonpublic Schools (10 pages)

Title 5, California Code of Regulations

Division 1. California Department of Education

Chapter 3. Handicapped Children

Subchapter 1. Special Education

§ 3001. Definitions.

In addition to those found in Education Code sections 56020-56033, Public Law 94-142 as amended (20 USC 1401 et seq.), and Title 34, Code of Federal Regulations, Part 300 and 301, the following definitions are provided:

(a) "Access" means that the nonpublic, nonsectarian school must provide the same standards-based core curriculum and the same instructional materials used by the local school district in which the nonpublic school is located, unless otherwise stated in the student's individualized education program (IEP).

(1) Each student will have a copy of textbooks and other instructional materials used to implement the standards-based core curriculum in each subject area.

(2) Photocopies of portions of textbooks or instructional materials, or photocopies of entire textbooks or instructional materials used by the local education agency (LEA) to implement standards-based core curriculum is not sufficient access.

~~(a)~~(b) "Applicant" means an individual, firm, partnership, association, or corporation who has made application for certification as a nonpublic, nonsectarian school, or agency.

~~(b)~~(c) "Assessment and development of the ~~individualized education program~~ IEP" ~~(IEP)~~ means services described in Education Code sections 56320 et seq. and 56340 et seq.

~~(c)~~(d) "Behavioral emergency" is the demonstration of a serious behavior problem:

(1) which has not previously been observed and for which a behavioral intervention plan has not been developed; or

(2) for which a previously designed behavioral intervention is not effective.

Approved behavioral emergency procedures must be outlined in the special education local planning area (SELPA) local plan.

~~(d)~~(e) "Behavioral intervention" means the systematic implementation of procedures

that result in lasting positive changes in the individual's behavior. "Behavioral intervention" means the design, implementation, and evaluation of individual or group instructional and environmental modifications, including programs of behavioral instruction, to produce significant improvements in human behavior through skill acquisition and the reduction of problematic behavior. "Behavioral interventions" are designed to provide the individual with greater access to a variety of community settings, social contacts and public events; and ensure the individual's right to placement in the least restrictive educational environment as outlined in the individual's IEP. "Behavioral interventions" do not include procedures which cause pain or trauma. "Behavioral interventions" respect the individual's human dignity and personal privacy." Such interventions shall assure the individual's physical freedom, social interaction, and individual choice.

~~(e)~~(f) "Behavioral intervention case manager" means a designated certificated school/district/county/nonpublic school or agency staff member(s) or other qualified personnel pursuant to subsection (ac) contracted by the school district or county office or nonpublic school or agency who has been trained in behavioral analysis with an emphasis on positive behavioral interventions. The "behavioral intervention case manager" is not intended to be a new staffing requirement and does not create any new credentialing or degree requirements. The duties of the "behavioral intervention case manager" may be performed by any existing staff member trained in behavioral analysis with an emphasis on positive behavioral interventions, including, but not limited to, a teacher, resource specialist, school psychologist, or program specialist.

~~(f)~~(g) "Behavioral intervention plan" is a written document which is developed when the individual exhibits a serious behavior problem that significantly interferes with the implementation of the goals and objectives of the individual's IEP. The "behavioral intervention plan" shall become part of the IEP. The plan shall describe the frequency of the consultation to be provided by the behavioral intervention case manager to the staff members and parents who are responsible for implementing the plan. A copy of the plan shall be provided to the person or agency responsible for implementation in noneducational settings. The plan shall include the following:

(1) a summary of relevant and determinative information gathered from a functional

analysis assessment;

(2) an objective and measurable description of the targeted maladaptive behavior(s) and replacement positive behavior(s);

(3) the individual's goals and objectives specific to the behavioral intervention plan;

(4) a detailed description of the behavioral interventions to be used and the circumstances for their use;

(5) specific schedules for recording the frequency of the use of the interventions and the frequency of the targeted and replacement behaviors; including specific criteria for discontinuing the use of the intervention for lack of effectiveness or replacing it with an identified and specified alternative;

(6) criteria by which the procedure will be faded or phased-out, or less intense/frequent restrictive behavioral intervention schedules or techniques will be used;

(7) those behavioral interventions which will be used in the home, residential facility, work site or other noneducational settings; and

(8) specific dates for periodic review by the IEP team of the efficacy of the program.

~~(g)~~(h) "Board" means the California State Board of Education.

~~(h)~~(i) "Certification" means authorization by the California State Superintendent of Public Instruction (Superintendent) for a nonpublic school or nonpublic agency to service individuals with exceptional needs under a contract pursuant to the provisions of Education Code section 56366~~(c)~~(d).

~~(i)~~(j) "Contracting education agency," means a school district, a ~~special education local plan area~~ SELPA, a charter school participating as a member of a special education local plan area, or a county office of education.

~~(j)~~(k) "Credential" means any valid credential, life diploma, ~~permit,~~ or document in special education or pupil personnel services issued by, or under the jurisdiction of, the California State Board of Education prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required.

~~(k)~~(l) "Department" means the California Department of Education.

~~(l)~~(m) "Department of Consumer Affairs" means the California Department of

Consumer Affairs.

~~(m)~~(n) “Dual enrollment” means the concurrent attendance of the individual in a public education agency and a nonpublic school and/or a non public agency.

~~(n)~~(o) “Feasible” as used in Education Code section 56363(a) means the ~~individualized education program~~ IEP team:

(1) has determined the regular class teacher, special class teacher, and/or resource specialist possess the necessary competencies and credentials/certificates to provide the designated instruction and service specified in the ~~individualized education program~~ IEP, and

(2) has considered the time and activities required to prepare for and provide the **~~designated instruction and~~** **related** service by the regular class teacher, special class teacher, and/or resource specialist.

~~(o)~~(p) “Free appropriate public education” means special education and related services that:

(1) have been provided at public expense, under public supervision and direction and without charge~~.~~;

(2) meets any of the standards established by state or federal law;

(3) include an appropriate preschool, elementary, or secondary school education in California; and

(4) are provided in conformity with the **~~individualized education program~~** **IEP** required under state and federal law.

~~(p)~~(q) “Individual Services Agreement” means a document, prepared by the ~~local education agency~~ LEA, that specifies the length of time for which special education and **~~designated instruction and~~** **related** services are to be provided, by nonpublic schools and/or nonpublic agencies, to individuals with exceptional needs.

~~(q)~~(r) “Instructional day” shall be the same period of time as constitutes the regular school day for that chronological peer group unless otherwise specified in the ~~individualized education program~~ IEP.

~~(r)~~(s) “License” means a valid nonexpired document issued by a licensing agency within the California Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide

certain professional services or refer to themselves using a specified professional title. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license.

~~(s)~~(t) "Linguistically appropriate goals, objectives, and programs" means:

(1)(A) ~~T~~those activities which lead to the development of English language proficiency; and

(B) ~~T~~those instructional systems either at the elementary or secondary level which meets the language development needs of the English language learner.

(2) For individuals whose primary language is other than English, and whose potential for learning a second language, as determined by the ~~individualized education program~~ IEP team, is severely limited, nothing in this section shall preclude the ~~**individualized education program**~~ **IEP** team from determining that instruction may be provided through an alternative program pursuant to a waiver under Education Code section 311~~(c)~~, including a program ~~provided in the individual's primary language,~~ provided that the ~~individualized education program~~ IEP team periodically, but not less than annually, reconsiders the individual's ability to receive instruction in the English language.

~~(t)~~(u) "Local education agency" means a ~~public board of education or other public authority legally constituted in California for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of California, or such combination of school districts or counties as are recognized in California as an administrative agency for its public elementary or secondary~~ schools district, a county office of education, a charter school participating as a member of a special education local plan area, or a special education local plan area.

~~(u)~~(v) "Local governing board" means either district or county board of education.

~~(v)~~(w) "Master contract" means the legal document that binds the public education agency and the nonpublic school or nonpublic agency.

~~(w)~~(x) "Nonsectarian" means a private, nonpublic school or agency that is not

owned, operated, controlled by, or formally affiliated with a religious group or sect, whatever might be the actual character of the educational program or the primary purpose of the facility and whose articles of incorporation and/or by-laws stipulate that the assets of such agency or corporation will not inure to the benefit of a religious group.

~~(x)~~(y) "Primary language" means the language other than English, or other mode of communication, the person first learned, or the language which is spoken in the person's home.

~~(y)~~(z) "Qualified" means that a person has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, or, in the absence of such requirements, the state-education-agency-approved or recognized requirements, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code. Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations.

~~(z)~~(aa) "Related Services" means transportation, and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, counseling services, including rehabilitation counseling, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only) as required to assist an individual with exceptional needs to benefit from special education, and includes the early identification and assessment of disabling conditions in children. Related services include, but are not limited to, Designated Instruction and Services. The list of related services is not exhaustive and may include other developmental, corrective, or supportive services if they are required to assist a child with a disability to benefit from special education. Each related service defined under this part may include appropriate administrative and supervisory activities that are necessary for program planning,

management, and evaluation.

~~(aa)~~(ab) “Serious behavior problems” means the individual’s behaviors which are self-injurious, assaultive, or cause serious property damage and other severe behavior problems that are pervasive and maladaptive for which instructional/behavioral approaches specified in the student’s IEP are found to be ineffective.

(ac) “Special education” means specially designed instruction, at no cost to the parents, to meet the unique needs of individuals with exceptional needs whose educational needs cannot be met with modification of the regular instruction program, and related services, at no cost to the parent, that may be needed to assist these individuals to benefit from specially designed instruction.

(ad) “Specialized physical health care services” means those health services prescribed by the individual’s licensed physician and surgeon requiring medically related training for the individual who performs the services and which are necessary during the school day to enable the individual to attend school.

~~(ab)~~(ae) “Specified education placement” means that unique combination of facilities, personnel, location or equipment necessary to provide instructional services to an individual with exceptional needs, as specified in the IEP, in any one or combination of public, private, home and hospital, or residential setting. The IEP team shall document its rationale for placement in other than the pupil’s school and classroom in which the pupil would otherwise attend if the pupil were not disabled. The documentation shall indicate why the pupil’s disability prevents his or her needs from being met in a less restrictive environment even with the use of supplementary aids and services.

~~(ae)~~(af) “Superintendent” means the California State Superintendent of Public Instruction.

~~(af)~~(ag) “Temporary physical disability” means a disability incurred while an individual was in a regular education class and which at the termination of the temporary physical disability, the individual can, without special intervention, reasonably be expected to return to his or her regular education class.

NOTE: Authority cited: Sections 56100 and 56523~~(a)~~, Education Code.

Reference: Sections 33000, 33126, 33300, 49423.5, 56026, 56026.3, 56034, 56320,

56361, 56366, 56520 and 56523, Education Code; Section 2, Article IX, Constitution of the State of California; 20 USC ~~Sections~~ 1401**~~(8) and (17)~~**, ~~United States Code, Title 20~~; and 34 CFR ~~Sections~~ 300.4 and 300.**15** ~~**12**, Code of Federal Regulations, Title 34~~.

Article 5. Implementation (Program Components)

§ 3051. Standards for ~~Designated Instruction and~~ Related Services ~~(DIS).~~

(a) General Provisions.

(1) ~~Designated instruction and~~ Related services may be provided to individuals or to small groups in a specialized area of educational need, and throughout the full continuum of educational settings.

(2) ~~Designated instruction and~~ Related services, when needed as determined by the ~~individualized education program~~ IEP, shall ~~including~~ include the frequency and duration of services.

(3) All entities and individuals providing ~~designated instruction and~~ related services shall be qualified.

(4) All entities and individuals providing ~~designated instruction and~~ related services shall be either:

(A) Employees of the school district or county office, or

(B) Employed under contract pursuant to Education Code sections 56365-56366.~~7~~ Such persons shall be certified by the Department pursuant to ~~S~~sections 3060-~~3064~~ 3065 of this ~~T~~title, or

(C) Employees, vendors or contractors of the State Departments of Health Services or Mental Health, or any designated local public health or mental agency.

NOTE: Authority cited: Sections 33031, 56100~~(a) and (i)~~ and 56366.1~~(l)(5)~~, Education Code. Reference: Sections 56363 and 56365-56366.~~7~~, Education Code; and 34 CFR ~~Section~~ 300.12~~, Code of Federal Regulations, Title 34~~.

Article 6. Nonpublic, Nonsectarian School and Agency Services

§ 3060. Application for Certification.

(a) Any school, person or agency desiring to obtain certification as a nonpublic school or nonpublic agency shall file an application with the Superintendent on forms

developed and provided by the Department.

(b) Applications to be certified as a nonpublic school or nonpublic agency shall be filed at the time allowed by Education Code section 56366.1(b) and (h).

(c) Each nonpublic school or nonpublic agency application shall include all information required by the Department's application pursuant to Education Code section 56366.1(a) and (b):

(1) the name and address of the nonpublic school or nonpublic agency;

(2) the name of the administrator and contact person;

(3) the telephone and FAX number~~s~~ and e-mail address;

(4) for nonpublic schools, the name of the teacher(s) with a credential authorizing service in special education;

(5) the types of disabling conditions served;

(6) the age, gender and grade levels served;

(7) the total student capacity of the program;

(8) a brief description of the program including entrance criteria and exit criteria for transition back to the public school setting, and specific services designed to address student needs;

(9) standards-~~based~~ aligned core-curriculum and instructional materials used by the local school district in which the nonpublic school is located, unless otherwise stated in the IEP;

~~(9)~~(10) per hour, per day or monthly fees for services provided;

~~(10)~~(11) written directions and a street map describing the location of the nonpublic school from the major freeways, roads, streets, thoroughfares and closest major airport;

(12) annual operating budget, including projected costs and revenues for each agency and school program, providing documentation that justifies each service fee.

(13) Commencing July 1, 2006, an entity-wide audit in accordance with generally accepted accounting and auditing principles including each entity's costs and revenues.

(14) A list of all qualified staff, including subcontractors identifying their assignment and qualifications in providing services to pupils.

~~(11)~~(15) tuberculosis ~~expiration~~ clearance dates for all staff;

~~(12)~~(16) criminal record summary or criminal history clearance dates for all staff, including subcontractors, who ~~may~~ have contact with pupils;

~~(13)~~(17) a list of ~~school districts, county offices of education and special education local plan areas~~ contracting local education agencies for whom the applicant has a contract to provide school and/or related services;

~~(14)~~(18) for out-of-state applicants, a copy of the current certification or license by the state education agency to provide education services to individuals with exceptional needs under the Individuals with Disabilities Education Act;

~~(15)~~(19) for in-state private schools currently providing educational services to six ~~(6)~~ or more students, a copy of the Private School Affidavit which has been filed with ~~their county superintendent of schools~~ the Department;

~~(16)~~(20) a copy of the current school year calendar ~~; and~~ weekly class schedule, and daily schedule with number of instructional minutes by each grade level served;

~~(17)~~(21) a fire inspection clearance completed within the past twelve months~~.~~;

(22) a copy of a business license (if applicable);

(23) a written disaster and mass casualty plan of action;

(24) a building safety inspection clearance; and

(25) a health inspection clearance.

~~(d)~~(26) ~~In addition to the requirements set forth section 3060.2,~~ For each nonpublic school with a residential component the application shall include~~, as part of the application for certification~~:

~~(1)~~(A) the name of the residential program attached to the nonpublic school;

~~(2)~~(B) a copy of the current residential care license;

~~(3)~~(C) the proprietary status of the residential program;

~~(4)~~(D) a list of all residential facilities affiliated with the nonpublic school;

~~(5)~~(E) the total capacity of all the residential facilities affiliated with the nonpublic school;

~~(6)~~(F) the per day or monthly fee for the residential component; and

~~(7)~~(G) the rate of care level (California schools only) for each residential facility affiliated with the nonpublic school.

~~(e)~~(d) The applicant shall file affidavits, assurances and clearances that verify

compliance with:

(1) Fair Employment Act;

(2) Drug Free Workplace Act ~~of 1988~~;

(3) Section 504 of the Rehabilitation Act ~~of 1973~~;

(4) Individuals with Disabilities Education Act;

(5) Civil Rights Act ~~of 1964, as amended~~;

~~(6) Education Code Section 33190 (Private School Affidavit);~~

~~(7)~~(6) Nonsectarian status;

(7) Positive Behavior Interventions pursuant to Education Code section 49001 and California Code of Regulations, title 5, section 3052;

(8) OSHA Bloodborne Pathogens Standards;

(9) all local, county, or state ordinances and/or statutes relating to fire, health, sanitation, and building safety;

(10) use permit, conditional permit or zoning; and

(11) other assurances as required by state or federal law set forth in the Assurance Statement in the nonpublic school or nonpublic agency application for certification.

~~(f)~~(e) The applicant shall submit, with the application, a fee in accordance with Education Code ~~S~~section 56366.1~~(k)~~(m).

~~(g)~~(f) No fee shall be refunded to the applicant if the application is withdrawn or if the Superintendent denies the application.

~~(h)~~(g) Applicants shall submit a separate application for each nonpublic school or non public agency site pursuant to Education Code section 56366.1(c).

~~(i) A nonpublic school or agency shall be certified for a period of two years, terminating on December 31 of the second year. An annual renewal application shall be required. The renewal application shall require the nonpublic school or agency to update information that has changed since the submission of its previous application including, but not limited to, a copy of the current school year calendar and if the nonpublic school has a residential component, a copy of the current residential care license.~~

~~(j) To allow transition of separate cycles between nonpublic schools and nonpublic agencies, beginning January 2000, nonpublic schools shall receive a one-time three~~

~~year certification that requires annual updates. Beginning January 2000, nonpublic agencies shall begin a two-year period of certification that requires annual updates. When nonpublic school certifications expire on December 31, 2003, the two-year period of certification shall become effective thereafter.~~

NOTE: Authority cited: Sections 33031, 56100, ~~and~~ 56366~~(e)~~ and 56366.10, Education Code. Reference: Section 56366.1, Education Code.

§ 3061. Service Fees, Finance and Maintenance of Records.

All certified nonpublic schools and agencies shall:

~~(a) provide the Superintendent with specified cost data, pursuant to Education Code Section 56366.7 for providing education and designated instruction and services to individuals with exceptional needs,~~

~~(b)~~(a) maintain cost data in sufficient detail to verify the annual operating budget in providing education and **~~designated instruction and~~ related** services to individuals with disabilities for each nonpublic and/or nonpublic agency site. Fiscal records shall be maintained for a minimum of five years from the date or origination or until audit findings have been resolved, whichever is longer;

~~(c)~~(b) make available any books and records associated with the delivery of education and **~~designated instruction and~~ related** services to individuals with exceptional needs for audit inspection or reproduction by the Superintendent or the Superintendent's authorized representatives. These records shall include those management records associated with the delivery of education and **~~designated instruction and~~ related** services, including purchase order records demonstrating that all students have received standards-aligned instructional materials, costs of providing services and personnel records necessary to ensure that staff qualifications comply with the requirements contained in ~~A~~article 6 of these regulations; and

~~(d)~~(c) not charge parents for services covered in the master contract with the public education agency.

NOTE: Authority cited: Sections 33031, 56100, ~~and~~ 56366~~(e)~~, Education Code. Reference: Section 56366.7, Education Code.

§ 3062. Contracts and Agreements.

(a) A master contract shall be used by a ~~local education agency~~ LEA for entering into formal agreements with certified nonpublic schools or nonpublic agencies. The term of the contract shall not exceed one year. The contract shall specify the administrative and financial agreements between the ~~local education agency~~ LEA and the nonpublic school or nonpublic agency.

(b) No master contract with the ~~local education agency~~ LEA shall be contingent upon nonpublic school or nonpublic agency individual contracts or agreements with parents.

(c) The master contract shall, at a minimum, include:

(1) general provisions relating to modifications and amendments, notices, waivers, disputes, contractor's status, conflicts of interest, termination, inspection and audits, compliance with applicable state and federal laws and regulations, attendance, record-keeping, and reporting requirements;

(2) payment schedules to include, but not limited to, payment amounts, payment demand, right to withhold, and audit exceptions;

(3) indemnification and reasonable insurance requirements; and

(4) procedures and responsibilities for attendance and unexcused absences.

(d) All master contracts shall be re-negotiated prior to June 30.

(e) Services may be provided through dual enrollment in public and nonpublic school or nonpublic agency programs to meet the educational requirements specified in the ~~individualized education program~~ IEP. The master contract or individual service agreement shall specify the provider of each service. The individual with exceptional needs shall be formally enrolled in both nonpublic and public school programs. The nonpublic school or nonpublic agency shall be reimbursed by the **~~local educational agency~~ LEA** for services as agreed upon in the contract.

(f) Substitute teachers shall be used consistent with the provisions of Education Code ~~S~~section 56061.

(g) Nonpublic schools and nonpublic agencies shall provide contracting **~~local Education agencies~~ LEAs** with copies of current valid California credentials and licenses for staff providing services to individuals with exceptional needs.

(h) Nonpublic schools and agencies shall notify the Superintendent and ~~**contracting local education agencies**~~ **LEAs** in writing within ~~forty-five (45)~~ days of any change in credential or licensed personnel ~~changes~~, and registered staff, including but not limited to persons who provide direct services to students. Failure to provide properly qualified personnel to provide services as specified in the ~~individualized education program~~ IEP shall be cause for the termination of all contracts between the ~~local education agency~~ LEA and the nonpublic school or nonpublic agency.

NOTE: Authority cited: Sections 33031, 56100 and 56366~~(e)~~, Education Code. Reference: Sections 56366 and 56366.1, Education Code.

§ 3063. Program Reviews.

(a) The Superintendent shall conduct a validation review of the nonpublic school prior to an initial conditional certification. An on-site review shall be conducted within 90 days of the initial conditional certification and student enrollment. On-site reviews shall be scheduled at least once every ~~four~~ three years thereafter.

(b) The nonpublic school, the contracting ~~education agency~~ LEA, and the ~~**special education local plan area**~~ **SELPA** shall be given a minimum of ~~thirty (30)~~ days prior notice before an on-site review.

(c) The person serving as the lead of the review team shall confer with the school administrator at least 48 hours prior to the on-site review to discuss the procedures and the number of days required for the review. The lead of the review team shall identify those persons who are to participate in the on-site review.

(d) Nonpublic schools and nonpublic agencies may be visited at any time without prior notice when there is substantial reason to believe that there is an immediate danger to the health, safety, or welfare of a child or group of children. The Superintendent shall document the concern and submit it to the nonpublic school or nonpublic agency at the time of the on-site monitoring.

(e) On-site reviews shall include the following procedures:

(1) an entrance meeting to acquaint the on-site review team with the nonpublic school or nonpublic agency staff and site to discuss the purpose and objectives of the review;

(2) a review and examination of files and documents, classroom observations, and interviews with the site administrator, teachers, students, volunteers, and parents to determine compliance with all applicable state and federal laws and regulations; and

(3) an exit meeting to provide the nonpublic school or nonpublic agency with a preliminary preview of the on-site review findings, verify compliance, and offer technical assistance including how to resolve issues of noncompliance.

(f) The Superintendent shall provide the nonpublic school or nonpublic agency, the contracting educational agency, and the ~~special education local plan area~~ SELPA with a written report within 60 days of the on-site review.

(g) The Superintendent shall request a written response, within a timeframe to be determined by the Superintendent, but in no case to exceed 180 days, to any noncompliance finding that resulted from the on-site review.

(h) The Superintendent shall provide a written notification, within 30 days of receipt, to the nonpublic school or nonpublic agency regarding their response to each noncompliance finding.

(i) On-site reviews shall be conducted only by personnel who have been trained by Department staff to perform such administrative and program examinations.

NOTE: Authority cited: Sections 33031, 56100, 56366.9, 56366.10 and 56366~~(e)~~, Education Code. Reference: Sections 56366.1 and 56366.8, Education Code.

§ 3064. Staff Qualifications-Special Education Instruction.

(a) The nonpublic school ~~or nonpublic agency~~ shall deliver instruction utilizing personnel who possess a credential authorizing the holder to deliver special education instruction according to the age range and disabling conditions of individuals with exceptional needs enrolled in the nonpublic school.

(b) Instruction shall be directed and delivered pursuant to the IEP, the master contract, and the individual service agreement.

(c) To provide special education instruction for individuals with exceptional needs younger than three years of age, as described in Education Code, ~~P~~part 30, ~~C~~chapter 4.4, the nonpublic school shall comply with the provisions of Education Code ~~S~~section 56425 et seq., and Education Code ~~S~~section 56426.2(e) regarding adult to child ratios.

(d) To provide special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, as described in Education Code, ~~P~~part 30, ~~C~~chapter 4.45, the nonpublic school shall comply with the provisions of Education Code ~~S~~section 56440 et seq., and Education Code ~~S~~section 56441.5 regarding appropriate instructional adult to child ratios.

(e) Nonpublic schools and nonpublic agencies shall comply with the personnel standards and qualifications pursuant to Education Code ~~S~~section 45340 et seq., and Education Code ~~S~~section 45350 et seq., regarding instructional aids and teacher assistants, respectively.

(f) Nonpublic schools and nonpublic agencies shall comply with all of the laws and regulations governing the licensed professions, in particular the provisions with respect to supervision. Nonpublic schools and nonpublic agencies may use assistants to the extent authorized by state and federal law.

NOTE: Authority cited: Sections 33031, 56100 and 56366~~(e)~~, Education Code. Reference: Sections 45340, 45350, 56366.1 and 56425, Education Code.

§ 3065. Staff Qualification-Related Services ~~including Designated Instruction and Services~~.

To be eligible for certification to provide ~~designated instruction and services~~ related services to ~~for~~ individuals with exceptional needs, nonpublic schools and agencies shall meet the following requirements

(a)(1) “Adapted physical education” means:

(A) a modified general physical education program, or a specially designed physical education program in a special class; or

(B) consultative services provided to pupils, parents, teachers, or other school personnel for the purpose of identifying supplementary aids and services or modifications necessary for successful participation in the general physical education program or specially designed physical education programs.

(2) Adapted physical education shall be provided only by personnel who possess a credential issued by the California Commission on Teacher Credentialing that authorizes service in adapted physical education.

(b)(1) “Assistive technology service” means any service that directly assists an individual with exceptional needs in the selection or use of an assistive technology device that is educationally necessary. The term includes the evaluation of the needs of an individual with exceptional needs including a functional evaluation of the individual in the individual’s customary environment; coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education programs and rehabilitation plans and programs; training or technical assistance for an individual with exceptional needs or, where appropriate, the family of an individual with exceptional needs or, if appropriate, that individual’s family; and training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of individuals with exceptional needs.

(2) Assistive technology services shall be provided only by personnel who possess a:

(A) license in Physical Therapy issued by a licensing agency within the Department of Consumer Affairs, where the utilization of assistive technology services falls within the scope of practice of physical therapy as defined in Business and Professions Code section 2620 and implementing regulations; or;

(B) ~~certificate of registration as an Occupational Therapist pursuant to Business and Professions Code section 2570 et seq., where the utilization of assistive technology services falls within the scope of practice of occupational therapy;~~ ~~or~~ <u>license in Occupational Therapy issued by a licensing agency within the Department of Consumer Affairs; or</u>

(C) license in Speech-Language Pathology issued by a licensing agency within the Department of Consumer Affairs or a valid document, issued by the <u>California</u> Commission on Teacher Credentialing, where the function of the assistive technology service is augmentative communication; or

(D) baccalaureate degree in engineering, with emphasis in assistive technology; or

(E) baccalaureate degree in a related field of engineering with a graduate certificate in rehabilitation technology or assistive technology; or

(F) certification from the Rehabilitation Engineering and Assistive Technology Society of North America and Assistive Technology Provider (RESNA/ATP); or

(G) a certificate in assistive technology applications issued by a regionally accredited post-secondary institution; or

(H) a credential that authorizes special education of physically handicapped, orthopedically handicapped, or severely handicapped pupils.

(c)(1) “Audiological services” means aural rehabilitation (auditory training, speech reading, language habilitation, and speech conversation) and habilitation with individual pupils in the general classroom; monitoring hearing levels, auditory behavior, and amplification for all pupils requiring personal or group amplification in the instructional setting; planning, organizing, and implementing an audiology program for individuals with auditory dysfunctions, as specified in the ~~individualized education program~~ IEP; or consultative services regarding test finding, amplification needs and equipment, otological referrals, home training programs, acoustic treatment of rooms, and coordination of educational services to hearing-impaired individuals.

(2) Audiological services shall be provided only by personnel who possess:

(A) a license in Audiology issued by a licensing agency within the Department of Consumer Affairs; or

(B) a credential authorizing audiology services.

(d) Behavior intervention shall be designed or planned only by personnel who have:

(1) pupil personnel services credential that authorized school counseling or school psychology; or

(2) credential authorizing the holder to deliver special education instruction; or

(3) license as a Marriage~~,~~ and Family~~, and Child Counselor~~ Therapist **, or Marriage, and Family Therapist Interns under supervision,** issued by a licensing agency within the Department of Consumer Affairs; or

(4) license as a Clinical Social Worker**, or Associate Clinical Social Worker under supervision,** issued by a licensing agency within the Department of Consumer Affairs; or

(5) license as an Educational Psychologist issued by a licensing agency within the Department of Consumer Affairs; or

(6) license as a Psychologist ~~**issued by a licensing agency within**~~**, or regulated by the Board of Psychology, within** the Department of Consumer Affairs; or

(7) master's degree issued by a regionally accredited post-secondary institution in education, psychology, counseling, behavior analyst, behavior science, human development, social work, rehabilitation, or in a related field.

(e) To be eligible for certification to provide behavior intervention, including implementation of behavior modification plans, but not including development or modification of behavior intervention plans, a nonpublic school or agency shall deliver those services utilizing personnel who:

(1) possess the qualifications under subdivision (d); or

(2)(A) are under the supervision of personnel qualified under subdivision (d);

(B) possess a high school diploma or its equivalent; and

(C) receive the specific level of supervision required in the pupil's IEP.

(f)(1) "Counseling and guidance" means educational counseling in which the pupil is assisted in planning and implementing his or her immediate and long-range educational program; career counseling in which the pupil is assisted in assessing his or her aptitudes, abilities, and interests in order to make realistic career decisions; personal counseling in which the pupil is helped to develop his or her ability to function with social and personal responsibility; or counseling with parents and staff members on learning problems and guidance programs for pupils.

(2) Counseling and guidance shall be provided only by personnel who possess a:

(A) license as a Marriage~~,~~ and Family~~, and Child Counselor~~ Therapist **, or Marriage, and Family Therapist Interns under supervision,** issued by a licensing agency within the Department of Consumer Affairs; or

(B) license in Clinical Social Work**, or Associate Clinical Social Worker under supervision,** issued by a licensing agency within the Department of Consumer Affairs; or

(C) license as an Educational Psychologist issued by a licensing agency within the Department of Consumer Affairs; or

(D) license as a Psychologist ~~**issued by a licensing agency**~~**, or regulated by the Board of Psychology,** within the Department of Consumer Affairs; or

(E) pupil personnel services credential, which authorized school counseling or school psychology.

(g)(1) “Early education programs for children with disabilities” means the program and services specified by Education Code, ~~P~~part 30, section 56425 et seq.

(2) Early education programs for children with disabilities shall be provided only by personnel who meet the appropriate personnel qualifications set forth in this ~~A~~article and comply with all other requirements of Education Code, ~~C~~chapter 4.4 commencing with ~~S~~section 56425.

(h)(1) “Health and nursing services” means:

(A) managing the child’s health problems on the school site;

(B) consulting with pupils, parents, teachers, and other personnel;

(C) group and individual counseling with parents and pupils regarding health problems;

(D) maintaining communication with health agencies providing care to individuals with disabilities; or

(E) providing services by qualified personnel.

(2) Health and nursing services shall be provided only by personnel who possess:

(A) a license as a Registered Nurse, issued by a licensing agency within the Department of Consumer Affairs; or

(B) a license as a Vocational Nurse, issued by a licensing agency within the Department of Consumer Affairs, under the supervision of a licensed R~~r~~egistered N~~n~~urse; or

(C) a school nurse credential; or

(D) demonstrated competence in cardio-pulmonary resuscitation, current knowledge of community emergency medical resources, and skill in the use of equipment and performance of techniques necessary to provide specialized physical health care services for individuals with exceptional needs. In addition, possession of training in these procedures to a level of competence and safety that meet the objectives of the training as provided by the school nurse, public health nurse, licensed physician and surgeon, or other training programs. “Demonstrated competence in cardio-pulmonary resuscitation” means possession of a current valid certificate from an approved

program; or

(E) a valid license, certificate, or registration appropriate to the health service to be designated, issued by the California agency authorized by law to license, certificate, or register persons to practice health service in California.

(i)(1) “Home and hospital services” means instruction delivered to children with disabilities, individually, in small groups, or by teleclass, whose medical condition such as those related to surgery, accidents, short-term illness or medical treatment for a chronic illness prevents the individual from attending school.

(2) Home or hospital instruction shall be provided only by personnel who possess a ~~valid teaching~~ credential issued by the California Commission on Teacher Credentialing authorizing the holder to deliver special education instruction according to age range and disabling condition of the individual(s).

(j)(1) “Language and speech development and remediation” means screening, assessment, ~~individualized education program~~ IEP development, and direct speech and language services delivered to children with disabilities who demonstrate difficulty understanding or using spoken language to such an extent that it adversely affects their educational performance and cannot be corrected without special education and related services.

(2) Language and speech development and remediation shall be provided only by personnel who possess:

(A) a license in Speech-Language Pathology issued by a licensing agency within the Department of Consumer Affairs; or

(B) a credential authorizing language or speech services.

(k)(1) “Occupational therapy” means the use of various treatment modalities including self-help skills, language and educational techniques, as well as sensory motor integration, physical restoration methods, and pre-vocation exploration to facilitate physical and psychosocial growth and development.

(2) Occupational therapy shall be provided only by personnel who ~~have certification in good standing with the National Board for Certification in Occupational Therapy, Inc. as a registered occupational therapist (OTR) or certified occupational therapy assistant (COTA)~~ possess a license in occupational therapy issued by a licensing agency within

the Department of Consumer Affairs.

(l)(1) “Orientation and mobility instruction” means specialized instruction for individuals in orientation and mobility techniques, or consultative services to other educators and parents regarding instructional planning and implementation of the ~~individualized education program~~ IEP relative to the development of orientation and mobility skills and independent living skills.

(2) Orientation and mobility instruction shall be provided only by personnel who possess a credential that authorizes services in orientation and mobility instruction.

(m)(1) “Parent counseling and training” means assisting parents in understanding the special needs of their child and providing parents with information about child development.

(2) Parent counseling and training shall be provided only by personnel who possess a:

(A) credential that authorizes special education instruction; or

(B) credential that authorizes health and nursing services; or

(C) license as a Marriage~~,~~ and Family~~, and Child Counselor~~ Therapist, **or Marriage, and Family Therapist Interns under supervision,** issued by a licensing agency within the Department of Consumer Affairs; or

(D) license as a Clinical Social Worker, **or Associate Clinical Social Worker under supervision,** issued by a licensing agency within the Department of Consumer Affairs; or

(E) license as an Educational Psychologist, issued by a licensing agency within the Department of Consumer Affairs; or

(F) license as a Psychologist**~~, issued by a licensing agency~~ or regulated by the Board of Phychology,** within the Department of Consumer Affairs; or

(G) pupil personnel services credential that authorizes school counseling or school psychology or school social work.

(n)(1) “Physical therapy” means the:

(A) administration of active, passive, and resistive therapeutic exercises and local or general massage, muscle training and corrective exercises and coordination work;

(B) administration of hydrotherapy treatments;

(C) assistance in administering various types of electrotherapy including ultraviolet, infrared, diathermy and inductothermy;

(D) teaching of parents of hospitalized pupils exercises which are to be continued at home and interpret to them the significance of physical therapy services; and

(E) instruction in walking, standing, balance, use of crutches, cane, or walker and in the care of braces and artificial limbs.

(2) Physical therapy shall be provided only by personnel who possess a valid license in Physical Therapy issued by a licensing agency within the Department of Consumer Affairs.

(o)(1) “Psychological services” means:

(A) psychological counseling provided to children with disabilities;

(B) consultative services to parents, pupils, teacher, and other school personnel; or

(C) planning and implementing a program of psychological counseling for children with disabilities and parents by a credentialed or licensed psychological or other qualified personnel.

(D) This term does not include assessment services and the development of an ~~individualized education program~~ IEP.

(2) Psychological services, other than assessment and development of the ~~individualized education program~~ IEP, shall be provided only by personnel who possess a:

(A) license as a Marriage~~,~~ and Family~~, and Child Counselor~~ Therapist, **or Marriage, and Family Therapist Interns under supervisions,** issued by a licensing agency within the Department of Consumer Affairs; or

(B) license as a Clinical Social Worker, **or Associate Clinical Social Worker under supervision,** issued by a licensing agency within the Department of Consumer Affairs; or

(C) license as an Educational Psychologist, issued by a licensing agency within the Department of Consumer Affairs; or

(D) license **as a Psychologist** ~~**in Psychology, issued by a licensing agency**~~ **or regulated by the Board of Psychology,** within the Department of Consumer Affairs; or

(E) pupil personnel services credential that authorizes school psychology.

(p)(1) “Recreation services” means:

(A) therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil’s integration into general recreation programs;

(B) recreation programs in schools and the community which are those programs that emphasize the use of leisure activity in the teaching of academic, social, and daily living skills, the provision of nonacademic and extracurricular leisure activities, and the utilization of community recreation programs and facilities; or

(C) leisure education programs which are those specific programs designed to prepare the pupil for optimum independent participation in appropriate leisure activities, and develop awareness of personal and community leisure resources.

(2) Recreation services shall be provided only by personnel who possess a:

(A) certificate, issued by the California Board of Recreation and Park Certification; or

(B) certificate issued by the National Council for Therapeutic Recreation; or

(C) the National Recreation and Park Association, authorizing services in recreation or therapeutic recreation.

(q)(1) “Social worker services” means:

(A) individual and group counseling with the individual and his or her immediate family;

(B) consultation with pupils, parents, teachers, and other personnel regarding the effects of family and other social factors on the learning and developmental requirements of children with disabilities; or

(C) developing a network of community resources, making appropriate referral and maintaining liaison relationships among the school, the pupil, the family, and the various agencies providing social income maintenance, employment development, mental health, or other developmental services.

(2) Social worker services shall be provided only by personnel who possess a:

(A) license in Clinical Social Work, **or Associate Clinical Social Worker under supervision,** issued by a licensing agency within the Department of Consumer Affairs,

or;

(B) license as a Marriage~~,~~ and Family~~, and Child Counselor~~ Therapist, **or Marriage and Family Therapist Interns under supervision,** issued by a licensing agency within the Department of Consumer Affairs; or

(C) credential authorizing school social work.

(r)(1) “Specialized driver training instruction” means instruction to children with disabilities to supplement the general driver-training program.

(2) Specialized driver education and driver training shall be provided only by personnel who possess a credential that authorizes service in driver education and driver training.

(s)(1) “Specially designed vocational education and career development” means: (A) providing prevocational programs and assessing work-related skills, interests, aptitudes, and attitudes;

(B) coordinating and modifying the general vocational education program;

(C) assisting pupils in developing attitudes, self-confidence, and vocational competencies to locate, secure, and retain employment in the community or shelter environment, and to enable such individuals to become participating members of the community;

(D) establishing work training programs within the school and community;

(E) assisting in job placement;

(F) instructing job trainers and employers as to the unique needs of the individuals;

(G) maintaining regularly scheduled contact with all work stations and job-site trainers; or

(H) coordinating services with the Department of Rehabilitation, the Employment Development Department, and other agencies as designated in the ~~individualized education program~~ IEP.

(2) Specially designed vocation education and career development shall be provided only ~~be~~ by personnel who possess a:

(A) adult education credential with a career development authorization; or

(B) credential that authorizes instruction in special education or vocational education; or

(C) pupil personnel services credential that authorizes school counseling.

(t) Specialized interpreting or transcribing services for pupils with low incidence disabilities shall be provided only by the following personnel:

(1) Interpreters for deaf and hard of hearing pupils shall possess certification issued by the Registry of Interpreters for the Deaf or equivalent, or if providing cued speech services, by any certifying body recognized by the National Cued Speech Association; and

(2) Transcribers for visually impaired pupils shall have a certificate issued by the Library of Congress as a Braille Transcriber.

(u)(1) “Specialized services for low-incidence disabilities” means:

(A) specially designed instruction related to the unique needs of pupils with low-incidence disabilities; or

(B) specialized services related to the unique needs of individuals with low-incidence disabilities.

(2) Specialized services for pupils with low-incidence disabilities shall be provided only by personnel who possess a credential that authorizes services in special education or clinical or rehabilitation services in the appropriate area of disability.

(v)(1) “Vision services” means:

(A) adaptations in curriculum, media, and the environment, as well as instruction in special skills; or

(B) consultative services to pupils, parents, teachers, and other school personnel.

(2) Vision services shall be provided only by personnel who possess:

(A) a license as an Optometrist, Ophthalmologist, Physician or Surgeon, issued by a licensing agency within the Department of Consumer Affairs and authorizing the licensee to provide the service rendered; or

(B) a valid credential authorizing vision instruction or services.

(w) Other ~~**designated instruction and**~~ **related** services not identified in this section shall only be provided by staff who possess a**:**

(1) license ~~issued by a licensing agency~~ by an entity within the Department of Consumer Affairs ~~authorizing the licensee to provide the specific service~~ or another state licensing office; or

(2) ~~possess a~~ credential by the California Commission on Teacher Credentialing authorizing the service ~~or is qualified to provide the service~~.

NOTE: Authority cited: Sections 33031, 56100 and 56366~~(e)~~, Education Code. Reference: Sections 2620 and 17505.2, Business and Professions Code; Section 56366.1, Education Code; 20 USC 1401~~(1);~~ and 34 CFR **300.34 and 300.156(b)(1)** ~~**300.136 and 300.23**~~ ~~Sections 300.136 and 300.23, Title 34, Code of Federal Regulations~~.

§ 3066. Out-of-State Nonpublic Schools/Agencies.

For purposes of determining eligibility for certification for a nonpublic school or nonpublic agency located in a state other than California, the Department may accept a valid certificate, credential, license, or registration issued by another state for the requirements set forth in ~~S~~sections 3064 and 3065.

NOTE: Authority cited: Sections 33031, 56100 and 56366~~(e)~~, Education Code. Reference: Section 56366.1, Education Code.

§ 3067. Certification Status.

(a) Certification shall become effective on the date when the nonpublic school or nonpublic agency meets all the application requirements and is approved by the Superintendent except as specified in ~~S~~subdivision 3067(d)(1).

(b) Certification may be retroactive, provided the nonpublic school or nonpublic agency met all the requirements for certification on the date the retroactive certification is effective.

(c) The certification status of a nonpublic school or nonpublic agency shall be one of the following:

(1) approved certification with no conditions or limitations;

(2) conditional certification for a limited period of time. A conditional certification indicates that the nonpublic school or nonpublic agency has not met all the certification requirements

(3) suspended certification for a defined period of time pursuant to the provisions of Education Code ~~S~~section 56366.4. Nonpublic schools or nonpublic agencies with a

suspended certification cannot accept new pupils.

(d) Any ~~local education agency~~ LEA that contracts with a certified nonpublic school or nonpublic agency may request the Superintendent to review the status of the nonpublic school or nonpublic agency. Such requests shall be in writing and a copy shall be sent to the nonpublic school or nonpublic agency.

NOTE: Authority cited: Sections 33031, 56100 and 56366~~(c)~~, Education Code. Reference: Sections 56366.1 and 56366.4, Education Code.

§ 3068. Appeals and Waivers.

(a) Within ~~twenty (~~20~~)~~ working days of receipt of notice, nonpublic schools or nonpublic agencies (appellant) may file a written petition (appeal), on forms provided by the Superintendent, to request a review of the decision to deny, suspend, or revoke certification pursuant to Education Code ~~S~~section 56366.6

(b) All appeals shall be mailed to the Office of Administrative Hearings, Department of General Services.

(c) There shall be three options for appealing the denial, suspension, or revocation of certification. The nonpublic school or nonpublic agency may request:

(1) a written review of the decision to deny, suspend, or revoke certification. The Office of Administrative Hearings shall analyze the documentation provided by the appellant and materials provided by the Department and render a decision;

(2) a written review with an oral argument. The Office of Administrative Hearings shall analyze the documentation provided by the appellant and materials provided by the Department. The appellant shall also appear before a hearing officer, on a date scheduled by the Office of Administrative Hearings, to provide oral testimony in support of the appeal. The Department shall also attend the hearing and present testimony to support the decision to deny, suspend, or revoke certification. The hearing officer may ask questions of either party. All testimony shall be tape-recorded; or

(3) an oral hearing. The appellant shall appear before a hearing officer, on a date scheduled by the Office of Administrative Hearings, to provide oral testimony in support of the appeal. The Department shall also attend the hearing and present testimony to support the decision to deny, suspend, or revoke certification. The hearing officer shall

provide the opportunity for both parties to review evidence, call witnesses, and cross-examine witnesses. If the appellant fails to appear at the hearing, the petitioner waives the right to a future hearing, unless the hearing officer agrees to reschedule the hearing because of extenuating circumstances.

(d) The Office of Administrative Hearings shall issue the decision, in writing, simultaneously to the appellant and to the Department within ~~thirty (~~30~~)~~ working days after receipt of all materials and evidence. This shall be the final administrative decision.

(e) ~~**Local education agencies**~~ **LEAs** and nonpublic school and agencies may request the Superintendent to waive Education Code sections 56365, 56366, 56366.3~~,~~ and 56366.6 ~~and 56366.7~~. Such petitions shall be made in accordance with the provisions of Education Code section 56366.2 and shall be necessary in order to provide services to individuals with exceptional needs consistent with their ~~individualized education program~~ IEP.

NOTE: Authority cited: Sections 33031, 56100 and 56366~~(e)~~, Education Code. Reference: Sections 56101, 56366.2 and 56366.6, Education Code.

§ 3069. Annual Review of Individualized Education Program (IEP).

Review of the pupil's ~~individualized education program~~ IEP shall be conducted at least annually by the public education agency. The public education agency shall ensure that review schedules are specified in the ~~individualized education program~~ IEP and contract for the pupil. An elementary school district shall notify a high school district of all pupils placed in a nonpublic school or agency programs prior to the annual review of the ~~individualized education program~~ IEP for each pupil who may transfer to the high school district.

NOTE: Authority cited: Sections 56100~~(a), (i) and (j)~~, Education Code~~; 20 U.S.C. 1414(c)(2)(B); and 34 C.F.R. 300.600~~. Reference: Sections 56345, 56365-56366.5, Education Code; and 34 C~~.~~F~~.~~R~~.~~ 300.4, 300.**104** ~~**302, 300.317**~~, **300.323-324** ~~**300.343-348**~~ and 300.**145-148**~~**400-403**~~.

§ 3070. Graduation.

When an individual with exceptional needs meets public education agency requirements for completion of the prescribed course of study ~~and adopted differential proficiency standards as~~ designated in the pupil's ~~individualized education program~~ IEP, the public education agency which developed the ~~individualized education program~~ IEP shall award the diploma.

NOTE: Authority cited: Sections 56100~~(a), (i) and (j)~~, Education Code**~~; 20 U.S.C. 1414(c)(2)(B); and 34 C.F.R. 300.600~~**. Reference: Sections 56345, 56365-56366.5, Education Code; and 34 C~~.~~F~~.~~R~~.~~ 300.4, **300.104** **~~300.302~~**, **~~300.317,~~** 300.**323-324** ~~343-348~~ and 300.**145-148** **~~400-403~~**.

12-1-06 [California Department of Education]

FINAL STATEMENT OF REASONS
Nonpublic Schools

SECTION 3001. Definitions.
SECTION 3051. Standards for Designated Instruction and Services.
SECTION 3060. Application for Certification.
SECTION 3061. Service Fees, Finance and Maintenance of Records.
SECTION 3062. Contracts and Agreements.
SECTION 3063. Program Reviews.
SECTION 3064. Staff Qualifications – Special Education Instruction.
SECTION 3065. Staff Qualifications-Designated Instruction and Services.
SECTION 3067. Certification Status.
SECTION 3068. Appeals and Waivers.
SECTION 3070. Graduation.

UPDATE OF INITIAL STATEMENT OF REASONS

The intent of these proposed regulations is to assure conformity with the federal Individuals with Disabilities Education Act or IDEA (20 USC sections 1400 et seq.), its implementing regulations (section 300.1 et seq. of Title 34 of the Code of Federal Regulations), Part 30 of the Education Code and its implementing regulations (section 3001 et seq. of title 5 of the California Code of Regulations. These proposed regulations are supplemental to, and in the context of, federal and state laws and regulations relating to the provisions of special education and related services by private schools and agencies.

A public hearing was held on September 5, 2006. There was one testifier at the public hearing. Twenty-five written comments were received during the public comment period.

SUMMARY AND RESPONSE TO COMMENTS RECEIVED DURING THE INITIAL NOTICE PERIOD OF JULY 22, 2006 THROUGH SEPTEMBER 5, 2006

Comment: Catherine L. Godfrey and Mary Riemersma of the California Association of Marriage and Family Therapists, Sherry Skelly Griffith and Brett McFadden, Association of California School Administrators (ACSA), and Christy Berger, Board of Behavioral Science, California Department of Consumer Affairs, request that the regulations be amended to allow for MFT interns and clinical social worker associates to provide services to students attending a nonpublic school.

Response: We agree with the recommendation and propose that the language in section 3065 be amended to read “license as a Marriage and Family Therapist, or Marriage and Family Therapist interns under supervision” and “license as a Clinical Social Worker, or Associate Clinical Social Worker under supervision”.

Comment: Gilbert Newman of the Wright Institute, Owen Fudim of Switzer Learning Center, Robin Sablosky, licensed psychologist, Robert Kahane, the California Department of Consumer Affairs, Board of Psychology, Nicette Short, California Alliance of Child and Family Services, Sherry Skelly Griffith and Brett McFadden, Association of California School Administrators (ACSA), and Amanda Levy of the California Psychological Association, request that the regulations be amended to allow for pre licensed psychologists to provide services to students attending a nonpublic school. In addition, they suggest that the meaning of "psychological services" be more specific.

Response: We agree with the first recommendation and propose that the language in section 3065 be amended to read "license as a Psychologist, or regulated by the Board of Psychology, within the Department of Consumer Affairs". The explanation for changing "Psychological services" to "Counseling services" is not specific and therefore, we can not respond.

Comment: Wayne Miyamoto of the California Association of Private Special Education Schools (CAPSES), states that the cost impact statement on the Notice of Proposed Rulemaking does not take into effect the significant cost to the nonpublic schools of purchasing the same curriculum and instructional materials as the district in which it is located.

Response: A cost analysis review by the California Department of Education (CDE) determined that the cost of educational materials, including textbooks is considered a part and parcel of operating a school and therefore, is consistent with the cost of running an educational program. In addition, the law was enacted to ensure that students with disabilities progress in the general education curriculum and achieve the same goals as their non-disabled peers.

Comment: Wayne Miyamoto of CAPSES, Rebecca Evers and Timothy Welch, North Valley School, Redding, Terry Crumpacker, North Valley School, Lodi, Anne Boyes, North Valley School, Chico, Mandy Hoffman, North Valley School, Santa Rosa, Damon Coleman, North Valley School, San Bernardino, and Pam Raymond, Spectrum Center Schools, state that the highly qualified teacher requirement does not apply to nonpublic school teachers.

Response: The reauthorization of IDEA on December 3, 2004, the federal statute requires special education teachers to be highly qualified. The passage of Assembly Bill (AB) 1858 alligned nonpublic schools with the NCLB (No Child Left Behind) and IDEA (Individuals With Disabilities Act) staffing requirements. Ed Code 56366.1(n) requires nonpublic schools to employ staff with the equivalent credentialing document as staff in a public school are required to hold.

Comment: Wayne Miyamoto of CAPSES, Sandra Sternig-Babcock and Theresa Burns of the Dubnoff Center for Child Development, Rebecca Evers and Timothy Welch, North Valley School, Redding, Terry Crumpacker, North Valley School, Lodi,

Anne Boyes, North Valley School, Chico, Mandy Hoffman, North Valley School, Santa Rosa, Damon Coleman, North Valley School, San Bernardino, Craig Cotter and Robert Ketch of Five Acres School, Pam Raymond, Spectrum Center Schools, Maureen Graves and Kathryn Dobel, of California Association for Parent-Child Advocacy (CAPCA), and Sherry Skelly Griffith and Brett McFadden, Association of California School Administrators (ACSA) do not agree with the definition of "access" to curriculum, specifically that photocopying of textbooks should be allowed, and that the law does not state that each student be provided with a textbook for each of the core subjects.

Response: The definition of "access" has been amended to comply with the meaning of this term as mandated in IDEA of 2004. AB 1858 adds to Education Code 56366.10 and therefore requires that pupils have access to the same standards-based core curriculum and the same instructional materials used by the district in which the nonpublic school is located. Furthermore, resulting from the Williams Settlement Legislation, Education Code 60119(c)(1)-(2) states that sufficient textbooks or instructional materials does not include photocopied sheets.

Comment: Wayne Miyamoto of CAPSES, and Maureen Graves and Kathryn Dobel, of CAPCA, recommend that the term "permit" not be deleted from the definition of "credential".

Response: In order to meet the requirements of NCLB and the reauthorization of IDEA, teachers must meet the standards of "highly qualified". A teacher holding a special education certification, waivers, or any emergency, temporary, or provisional document do not meet the standards of highly qualified.

Comment: Wayne Miyamoto of CAPSES, and Sherry Skelly Griffith and Brett McFadden, Association of California School Administrators (ACSA), state that "annual operating budget" is unclear and requires further clarification.

Response: The CDE is working to address this issue. Further guidance will be provided to the NPS when it is accessible.

Comment: Wayne Miyamoto of CAPSES, and Maureen Graves and Kathryn Dobel, of CAPCA object to the deletion of "nonpublic agency" as a provider of special education instruction.

Response: A nonpublic agency does not provide special education instruction, it provides related services to students with special needs. Therefore, the CDE disagrees with CAPSES objection.

Comment: Wayne Miyamoto of CAPSES recommends that the phrase "or is qualified to provide the service" be put back in Section 3065(w) to allow for individuals providing DIS services who are qualified by other provisions of law.

Response: The California Department of Consumer Affairs and the California Commission on Teacher Credentialing establish and regulate the professional services provided by each agency.

Comment: Wayne Miyamoto of CAPSES recommends the submission of the application for certification in 3060(b) be amended to provide further guidance.

Response: Regulation 3060 (b) requirements are clearly stated and supported by Education Code 56366.1.

Comment: Wayne Miyamoto of CAPSES, Rebecca Evers and Timothy Welch, North Valley School, Redding, Terry Crumpacker, North Valley School, Lodi, Anne Boyes, North Valley School, Chico, Mandy Hoffman, North Valley School, Santa Rosa, and Damon Coleman, North Valley School, San Bernardino recommend that the CDE mail the annual renewal application to the nonpublic school by July 1 of each year to allow the full 120 days to comply with all of the provisions of law.

Response: The July 1 requirement is not in statute and cannot be changed by regulations. Education Code 56366.1(b)(3) clearly states that the CDE shall mail renewal application materials to certified nonpublic schools and agencies *at least* 120 days prior to the date their current certification expires. The CDE mails the renewal at a minimum of 120 days before the certification expires on December 31.

Comment: Wayne Miyamoto of CAPSES recommends that the CDE review each nonpublic school renewal application within 120 days of submittal.

Response: This request is not in law, therefore it cannot be added by regulation.

Comment: Wayne Miyamoto of CAPSES recommends that the regulations include guidance on how student progress should be evaluated in order for the process to be specified in the Master Contract.

Response: It clearly states in Education Code 56366(a)(2)(B)(i) that the LEA will evaluate the educational progress of each student, including all state assessments.

Comment: Wayne Miyamoto of CAPSES recommends that CDE provide clarification on how the nonpublic school will participate in the alternative accountability program.

Response: The CDE is working to address this issue. Further guidance will be provided to the NPS when it is accessible.

Comment: Wayne Miyamoto of CAPSES and Sandra Sternig-Babcock and Theresa Burns of the Dubnoff Center for Child Development, have the following concerns with the statewide assessments (STAR): the STAR testing is disruptive, and recommend that the testing materials for administration of the statewide assessments (STAR) be

directly distributed to, and collected from, the NPS and then received their students' test scores directly.

Response: Education Code section 56366(a)(8)(B) allows for the nonpublic school to determine its STAR testing period. Education Code 56366(a)(8)(B) states that the LEA's school board shall adopt regulations to facilitate the distribution of and collection of testing materials.

Comment: Wayne Miyamoto of CAPSES recommends that the regulations include a requirement that master contracts are in place by July 1 unless there is a disagreement.

Response: This request is not in law, therefore it cannot be changed by regulation.

Comment: Wayne Miyamoto of CAPSES, Rebecca Evers and Timothy Welch, North Valley School, Redding, Terry Crumpacker, North Valley School, Lodi, Anne Boyes, North Valley School, Chico, Mandy Hoffman, North Valley School, Santa Rosa, and Damon Coleman, North Valley School, San Bernardino recommend that the CDE review the self-review report and send a report back to the nonpublic school within 60 days of submittal.

Response: This request is not in law, therefore it cannot be changed by regulation.

Comment: Wayne Miyamoto of CAPSES recommends that the CDE give the nonpublic school 90 days notice of an on-site review.

Response: Regulation 3060(b) provides nonpublic schools a 30 day prior notice before an on-site review. CDE has determined that this is sufficient notice.

Comment: Wayne Miyamoto of CAPSES recommends that the CDE conduct a follow-up visit to each nonpublic school the year after it has completed an on-site review and provide a report back to the NPS within 60 days.

Response: This request is not in law, therefore it cannot be added by regulation.

Comment: Wayne Miyamoto of CAPSES recommends that the on-site review team consist of at least four people, which include, but is not limited to, the CDE.

Response: On-site reviews are conducted by a minimum of two CDE reviewers. The CDE provides additional CDE reviewers when needed. In addition, this request is not in law, therefore it cannot be added to regulation.

Comment: Wayne Miyamoto of CAPSES recommends that the on-site review team be trained by the CDE.

Response: As addressed in Regulation 3063(i) all personnel who conduct on-site reviews are required to be trained by the department.

Comment: Maureen Graves and Kathryn Dobel, of CAPCA, state the proposed requirement in section 3060(c)(8) that nonpublic schools describe “entrance criteria and exit criteria” as part of the certification process is confusing and requires further explanation.

Response: The CDE application requirements for the nonpublic school certification process are supported by Education Code section 56366.1. The proposed regulation for an entrance criteria and exit criteria clarifies one of the components of the application.

Comment: Maureen Graves and Kathryn Dobel, of CAPCA, state that the reporting requirement in section 3062(h) of “registered staff” to the CDE is vague and needs clarification.

Response: Staff reporting requirements in regulation 3062(h) clearly state that the nonpublic school shall report all licensed or credential staff personnel changes.

Comment: Sherry Skelly Griffith and Brett McFadden, Association of California School Administrators (ACSA), and Kay Altizer, Special Education Local Plan Area Administrators recommend that the qualifications for staff providing “behavior intervention” be amended to meet NCLB requirements.

Response: The NCLB requirements apply to paraprofessionals with instructional duties in any program supported by Title I funds. A paraprofessional provides instructional support. Staff providing behavior intervention do not meet the definition of paraprofessional and are therefore not required to follow the requirements of NCLB.

Comment: Sherry Skelly Griffith and Brett McFadden, Association of California School Administrators (ACSA), and Sandra Vargas, Strategic Education Services state that the term “instructional day” needs more clarification.

Response: The definition of “instructional minutes” is clearly written in regulations section 3001(r).

Comment: Kris Rodriguez, Terri Fesperman, California Commission on Teacher Credentialing and Kay Altizer, Special Education Local Plan Area Administrators, recommend that the term “designated instruction and service” be replaced consistently with “related services”

Response: The CDE agrees and has corrected the inconsistency throughout the proposed regulations.

Comment: Kris Rodriguez made several editing suggestions.

Response: Due to a lack of specificity regarding proposed comments, we can not respond.

Comment: Kay Altizer, Special Education Local Plan Area Administrators, recommends that the Master Contract include additional assurances.

Response: Due to a lack of specificity regarding proposed comments, we can not respond.

Comment: Kay Altizer, Special Education Local Plan Area Administrators, recommends that staff who design or plan behavior intervention also have a credential or license.

Response: Staff qualifications for behavior intervention development are clear in 3065(d) (7).

Comment: Kay Altizer, Special Education Local Plan Area Administrators, recommends that “recreational therapy” and “pre-vocational exploration” be added to the description of “occupation therapy”.

Response: These are two different professions and do not meet the definition of “occupational therapy”.

Comment: Kay Altizer, Special Education Local Plan Area Administrators, recommend that “qualified occupational therapist” and “credentialed adapted physical education teacher” be added to “recreation services”.

Response: We do not agree with this recommendation. These are two different professions, regulated by different standards and college degrees.

Comment: Terri Fesperman, California Commission on Teacher Credentialing, recommends that the words “credential, life diploma, permit” be deleted from the definition of “credential” and leave only the word “document”.

Response: The word “document” is too broad a term for the definition of “credential”. All teachers, to be considered highly qualified, must have a “credential”, not a “document”.

Comment: Terri Fesperman, California Commission on Teacher Credentialing, suggested “technical clean-up” language.

Response: Due to a lack of specificity regarding proposed comments, we can not respond.

Comment: Sherry Skelly Griffith and Brett McFadden, Association of California School Administrators (ACSA), and Kay Altizer, Special Education Local Plan Area Administrators recommend that "recreational therapy be added to the description of "occupational therapy" and therefore, "Qualified Occupational Therapist" be added to "recreation services".

Response: We do not agree with this recommendation. "Recreation Services" and "Occupational Therapy" are two different fields. They are regulated by different standards, a different college degree and experience requirements.

Comment at Public Hearing on September 5, 2006

Comment: Amanda Levy of the California Psychological Association, testified that the regulations be amended to allow for pre-licensed psychologists to provide services to students attending a nonpublic school. In addition, they suggest that the meaning of "psychological services" be more specific.

Response: We agree with the first recommendation and propose that the language in section 3065 be amended to read "license as a Psychologist, or regulated by the Board of Psychology, within the Department of Consumer Affairs". The explanation for changing "Psychological services" to "Counseling services" is not specific and therefore, we can not respond.

Late Comment received after the 45 day ended

Comment: Los Angeles Unified School District recommends:

- the definition of related services should be replaced with the federal definition;
- the definition of "occupational therapy" should include "recreational therapy";
- a timetable consistent with the fiscal year calendar should be designed to replace the current timeline for certification;
- the qualification for nonpublic school staff be aligned with staff in a public school; and
- staff providing behavior intervention implementation comply with NCLB requirements.

Response: Comments submitted after closing of the public comment period. No response required.

Comment: Rebecca Foo, Switzer Learning Center recommends that the definition of definition of personnel excludes pre-licensed psychologists from providing counseling and guidance and that the definition of psychological services is not consistent with current state law.

Response: Comments submitted after closing of the public comment period. No response required.

Amendments to Authority and Reference Citations

Federal Code and Federal Regulation citations were removed from all of the authority cited areas as the California State Board of Education derives its authority from State law.

Reference citations were changes in sections 3001, 3051, 3065, 3069, and 3070 to reflect the newly issued Individuals with Disabilities Education Act.

Comments Received During 15-day Comment Period From November 16, 2006 and Ending November 30, 2006

Comment: Sherry Skelly Griffith and Brett McFadden, Association of California School Administrators (ACSA): ACSA's original comments written on August 31, 2006, during the 45-day comment period, were misinterpreted by CDE staff and further clarification was requested from ACSA during the additional 15-day comment period. ACSA recommends the following clarification to the regulations:

- Section 3060 (c) (9) be amended to read: standards-~~based~~, aligned core curriculum and instructional materials used by the local school district in which the nonpublic school is located, unless otherwise stated in the IEP.

Response: The CDE agrees with ACSA's recommendation as it provides further clarification to the regulation. The comment is also in the 3001 (a) definition of the term "access". **And:**

- Section 3061 (b) be amended to read: These records shall include those management records associated with the delivery of education and related services, including purchase order records demonstrating that all students have received standards aligned instructional materials,

Response: The CDE agrees with ACSA's recommendation as it provides further clarification to the regulation.

Comment: Mary Riemersma and Catherine L. Godfrey, California Association of Marriage and Family Therapists, are in agreement with the proposed changes to regulation 3065.

Comment: Robert Kahane, Board of Psychology, Department of Consumer Affairs, and Amanda Levy, California Psychological Association oppose the proposed regulation with regards to the term "psychological services".

Response: These comments were responded to in the 45-day comment period.

Comment: Wayne Miyamoto, CAPSES, opposes the following:

- The definition of the term “access”, in particular, that each student will have a copy of textbooks and instructional materials, and the use of photocopies of textbooks and instructional materials;
- The submission of an annual operating budget as part of a nonpublic school’s application requires more clarification; and
- The deletion of “nonpublic agency” as a provider of special education instruction.

Response: Each of these comments was responded to in the 45-day comment period.

ITEM 26

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	☒ Action ☒ Information ☐ Public Hearing
Individuals with Disabilities Education Act of 2004: Special Education Part B – State Performance Plan and Annual Performance Report	

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve updates and revisions to the Part B State Performance Plan (Part B – SPP) and approve the 2005-06 Annual Performance Report (Part B – APR).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The Individuals with Disabilities Education Act (IDEA) of 2004, signed into public law on December 3, 2004, requires that, within one year after signing, each state submit a performance plan that evaluates the state's efforts to implement the requirements and purposes of Part B of IDEA and describes how the state will improve such implementation. This plan is called the Part B – SPP and was submitted by the Special Education Division (SED) to the Office of Special Education Programs (OSEP) on December 2, 2005.

At the September 2005 SBE meeting, the SBE received a copy of the memorandum from OSEP 05-12, dated August 9, 2005, for background information. This memorandum included instructions for completing the document. A template for the Part B – SPP was included in the memorandum, along with the 20 priority indicators that must be addressed in the Part B – SPP.

The draft Part B – SPP was approved by the SBE at the November 9, 2005, meeting, allowing that the SED could include technical changes that might be necessary. These changes were reviewed by SBE staff and the Part B – SPP was signed by the SBE President on December 1, 2005.

Upon review of the Part B – SPP, the OSEP required the CDE to revise the Part B – SPP addressing six specific items before the Part B – SPP would be accepted by the OSEP. These revisions were presented to the SBE in the March 2006 meeting for approval. These revisions were approved and submitted to the OSEP March 16, 2006.

SUMMARY OF KEY ISSUES

The Part B – SPP was approved in a letter dated March 22, 2006, from the Office of Special Education and Rehabilitative Services of the U.S. Department of Education. Accompanying the letter were two tables: (1) Table A – Part B Issues Identified in the State Performance Plan; and (2) Table B – Part B Previously-Identified Issues. These tables identify the OSEP's concerns related to 8 of the 20 indicators contained in the Part B – SPP and included revisions that must be made to the Part B – SPP or addressed in the Part B APR.

On November 1, 2006, the OSEP released finalized requirements for the Part B – SPP and the Part B - APR, due February 1, 2007. These instructions require that the CDE resubmit portions of the Part B – SPP requiring baselines, targets and benchmarks, improvement activities, and entry data not previously required in the December 2005 submission. Specifically, the CDE is required to submit updated information for indicators 4B, 7,8,9,10,11,13, 14, and 18.

In addition, the OSEP has made changes to the requirements for other indicators as well. These changes have been approved by the Office of Management and Budget and will require the CDE to modify other portions of the Part B – SPP, including baseline and target calculations for previously approved indicators.

Lastly, the CDE is responsible for submitting a progress report on the Part B – SPP and the Part B – APR for Federal Fiscal Year (FFY) 2005. Federal instructions require the CDE to make calculations for Indicators 1,2,3, 4A, 5, 6, 13, 15, 16, 17, 19, 20. The OSEP has provided instructions and templates for completing the Part B – APR.

Under good circumstances, it is a challenge to complete the number and depth of calculations and engage in the required discussions and reviews within the timeframe needed to submit the Part B – SPP by February 1 each year. Much of the data needed is not collected or available until late October or November. In order to collect the requisite data, the CDE needs almost a year to alert Special Education Local Plan Areas (SELPAs) to changes in the data set. While some of the changes to the federal data collection and Part B – SPP calculations were known or anticipated, others were made very late and have taken many states by surprise. The revised Part B – SPP will be submitted as an item addendum because of unanticipated changes to the instructions.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no fiscal impact.

ATTACHMENT(S)

Attachment 1: U.S. Department of Education letter from Troy R. Justesen, Acting Director (11 pages). (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education Office.)

Attachment 2: Part B State Performance Plan (SPP) and Annual Performance Report (APR) Instruction Sheet (7 pages). (This attachment is available via the World Wide Web at: http://www.rrfcnetwork.org/images/stories/FRC/spp_mat/2006_Aug/part%20b%20inst%20sheet%20(1)%20final%2011-01-06.doc. A printed copy is also available for viewing in the State Board of Education Office.)

Attachment 3: Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table (17 pages). (This attachment is available via the World Wide Web at: http://www.rrfcnetwork.org/images/stories/FRC/spp_mat/2006_Aug/part%20b%20mea%20table%20(2)%20final%2011-01-06.doc. A printed copy is also available for viewing in the State Board of Education Office.)

Attachment 4: The revised Part B – SPP for the Individuals with Disabilities Education Act of 2004 will be provided in an item addendum.

Attachment 5: Part B State Annual Performance Report (APR) for FFY 2005 (2005-2006) will be provided in an item addendum.

State of California **Department of Education**

ITEM ADDENDUM

DATE: December 22, 2006

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

FROM: GAVIN PAYNE
Chief Deputy Superintendent of Public Instruction

RE: Item No. 26

SUBJECT: Individuals with Disabilities Education Act of 2004: Special Education Part B – State Performance Plan and Annual Performance Report

These are the text documents that the California Department of Education (CDE) proposes to submit to the Office of Special Education Programs (OSEP) of the U.S. Department of Education in fulfillment of the State Performance Plan and Annual Performance Report (APR) requirements contained in the Individuals with Disabilities Education Act. The original Part B – State Performance Plan for Individuals with Disabilities 2004-05 (Part B-SPP 04-05) has been modified to meet additional requirements imposed by the OSEP and to add data required to be submitted for the first time in February 2007. Changes and additions to the Part B-SPP 04-05 are highlighted in yellow. The APR is a new document intended to report on progress related to achieving federal indicators. The Special Education Division (SED) has not received complete data for two indicators – Indicator 3 (Assessment) and Indicator 19 (Mediation Requests). The SED is requesting permission to fill in this missing information subject to State Board of Education staff review.

Attachment 4: State of California, State Performance Plan for Individuals With Disabilities Education Act of 2004 (135 pages)

Attachment 5: State of California, Annual Performance Report for Federal Fiscal Year 2005 (2005-2006) Individuals With Disabilities Education Act of 2004 (149 pages)

State of California
State Performance Plan

for

Individuals With Disabilities Education Act of 2004

Originally Submitted: December 2, 2005

Update Due: February 1, 2007

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State of California Part B State Performance Plan (SPP) for 2005-10

Overview of California's State Performance Plan (SPP) Development

The contents in the State Performance Plan (SPP) are subject to modification resulting from changes in California public policy (including, but not limited to, new legislation).

This section of the SPP describes how the California Department of Education (CDE) met the requirements to obtain broad input from stakeholders and disseminate the completed SPP to the public.

The U.S. Office of Special Education Programs (OSEP) finalized requirements under the SPP on August 10, 2005; among the requirements is a final due date for the report of December 2, 2005. During this brief time period, CDE completed the SPP, with broad stakeholder support as described below:

- The draft SPP requirements were presented and discussed during the summer 2005 meeting of the Key Performance Indicator Stakeholder Committee (KPISC), a comprehensive stakeholder group comprised of parents, advocates, special education staff, professional organizations, and administrator groups. Members of the KPISC provided input to the development of the SPP.
- During the summer of 2005, the draft SPP requirements were shared with a Statewide Preschool Stakeholder Committee (PSC). The PSC focused on the Part B indicators specific to preschool students. The presenters during the PSC meeting included the Branch Manager of the California Department of Developmental Services, the lead agency for Part C; the Early Childhood Outcomes Center; and the California Services for Technical Assistance and Training (CalSTAT), which is a project of the CDE, Special Education Division (SED).
- The SPP requirements were presented at a meeting of the California Advisory Commission on Special Education on September 22, 2005. The Commission is an advisory body providing recommendations and advice to the State Board of Education, the State Superintendent of Public Instruction, the Legislature, and the Governor in new or continuing areas of research, program development and evaluation in California special education. The Advisory Commission consists of appointed members from the Speaker of the Assembly, Senate Committee on Rules, Governor, and the State Board of Education as well as parents, persons with disabilities, persons knowledgeable about the administration of special education, teachers, and legislative representatives from the Assembly and Senate.
- The SPP requirements were presented at two separate California Special Education Management Information System (CASEMIS) training sessions with the special education local plan area (SELPA) administrators and local educational agencies (LEA)/districts during the fall of 2005. CASEMIS is the primary data reporting and retrieval system for special education student-level data in the State of California.
- The requirements under the SPP were shared during the September monthly SELPA meeting as part of a broader discussion about new data collection requirements under the Individuals with Disabilities Education Act (IDEA) of 2004.
- Two stakeholder meetings where the SPP was the focus were held with parents during October 2005. One meeting was held in Northern California and one in

Southern California. Parents gained knowledge about the SPP requirements and shared their input.

- A draft of the SPP was presented to the State Board of Education (SBE) for approval during the November 2005 meeting. The SPP was submitted to the OSEP on December 1, 2005.
- The SPP was revised to address comments from the OSEP in January and February 2006.
- The revisions to the SPP were reviewed and approved by the SBE at its March 2006 meeting and the SPP was submitted to the OSEP as revised.
- The CDE disseminated the final SPP to the public *via* the department's Web site in May 2006.

Instructions for the SPP and Annual Performance Report (APR) were made on November 1, 2006. In anticipation of the updates to be made for the 2005-06 year (due in February 2007), the CDE made a number of presentations and solicited input at a variety of meetings.

- The SPP requirements were presented at two separate CASEMIS training sessions with the SELPA administrators and local educational agencies (LEA)/districts during the Spring and again in the fall of 2006.
- The revised SPP requirements and potential revisions to baselines and benchmarks were discussed during the summer 2006 meeting of the KPISC.
- The SPP requirements were presented at a meeting of the California Advisory Commission on Special Education (ACSE) in September 2006
- The SPP contents were presented and discussed at the two separated CASEMIS training sessions with the SELPA administrators and LEA/districts during the Fall of 2006.
- Additional revisions to the SPP requirements and contents were reviewed during the November 2006 meeting of the KPISC.
- SPP requirements related to Preschool Assessment, Preschool Least Restrictive Environment and Transition from Part B to Part C were reviewed twice (Spring 2006 and Fall 2006) with a special stakeholder group of program administrators, staff and parents.
- Selected SPP revisions were reviewed at the December 2006 SELPA Directors Meeting
- Final public input was collected from representatives of Parent Training and Information Centers, SELPA Directors, Special Education Administrators of County Office of Education (SEACO), the ACSE, and the KPISC during a teleconference scheduled for December 15, 2006.
- The SPP was presented to the SBE at its January 2006 meeting.

CDE staff participated in numerous calls with the OSEP and technical assistance centers to gain a better understanding of, and to provide feedback on the SPP requirements and subsequent revisions. The SED Director and staff attended the OSEP Summer Institute in August 2005, where the primary focus was on the SPP requirements, as well as OSEP Data Manager meetings and the National Monitoring

Conference in 2006. CDE staff have spent countless hours gathering data, convening meetings to discuss effective strategies to address the SPP requirements, reconfiguring CASEMIS, preparing and making presentations, addressing questions and comments from the public, and writing the SPP.

State of California Part B State Performance Plan (SPP) for 2005-10

Indicator #1 - Graduation

An overview of the SPP development is described on pages 1 and 2 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).
Indicator - Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. (20 U.S.C. 1416 (a)(3)(A)).
Measurement: The number of students receiving special education who graduated with a diploma divided by the number of special education students exited (students reported as returning to regular education or deceased are excluded from this calculation). Only students in the 12th grade or age 18 or older are included in this calculation.

Overview of Issue/Description of System or Process

The requirements to graduate with a regular diploma in California are the same for all students. The methods for calculating the graduation rate for students receiving special education differ from the methods used by general education in California. Through the California Special Education Management Information System (CASEMIS), the Special Education Division (SED) collects information about individual students receiving special education. This allows the SED to calculate the proportion of exiting students who graduate; general education calculates a cohort rate based on aggregate numbers.

General education calculates graduation as the number of twelfth-grade graduates who received a diploma in the school year indicated, or the summer following that year, divided by the number of students in grade 9 four years previously.

Beginning in the 2005-06 school year, no student will receive a public high school diploma without having passed the California High School Exit Exam (CAHSEE) as well as having met the district's requirements for graduation. The CAHSEE is designed to significantly improve pupil achievement in public high schools and to ensure that pupils who graduate from public high schools can demonstrate grade level competency in reading, writing, and mathematics. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages districts to give these students the attention and resources needed to help them achieve these skills during their high school years.

Baseline Data for FFY 2004 (2004-05)

State of California Part B State Performance Plan (SPP) for 2005-10

Statewide, in the 2004-05 school year, 56.8 percent of students receiving special education services in California exiting from grade twelve graduated with a regular diploma. For high school districts with grades 9-12, this figure was 56.2 percent and for unified and high school districts with grades 7-12, 56.5 percent Only students in the 12th grade or who are age 18 or older are included in this calculation. Students reported as returning to general education or deceased are not included in the calculation.

Discussion of Baseline Data

Under the Individuals with Disabilities Education Act (IDEA) of 2004, the California Department of Education (CDE) is responsible for establishing statewide goals and indicators to be used to measure progress toward those goals. To do this, the CDE convened a comprehensive stakeholder group - the Key Performance Indicator Stakeholders Committee (KPISC). The KPISC is composed of approximately 30 advocacy, administrative, and/or professional organizations. The KPISC convenes at least twice a year to evaluate how well the state is meeting its five special education goals; to select districts for monitoring; and to identify priority areas to monitor during the reviews. The KPISC established, and the CDE maintains, the system of Key Performance Indicators (KPI). These measures include graduation. The KPI measures are calculated annually at the district level and published on the Web.

The KPI measures are benchmarked, which allows for comparison of scores to a statewide expectation, for capturing the direction of change, and for comparing districts of similar type (elementary, high school, and unified).

Annual benchmarks were established in consultation with the KPISC using 2003-04 data as a baseline and 2011-12 as a target year. The district-by-district distribution of graduation rates for 2003-04 was reviewed for the state overall, for high school districts with grades 9-12, and for unified and high school districts with grades 7-12 (these two school-types were analyzed by groups according to total general education enrollment size, ranging from very small through very large; starting with the 2003-04 school year, groupings based on size of K-12 enrollment are no longer used). These two school-type categories were selected because they align with California’s accountability framework under No Child Left Behind (NCLB). To provide greater clarity and transparency of policy, the following text describes California’s benchmarking process for high school districts with grades 9-12.

In 2003-04, the lowest 25th percentile among school type (based on size of K-12 enrollment) for high school districts with grades 9-12 was 50%. This means that 75 percent of the high school districts with grades 9-12 in one of those groupings based on size had graduation rates above 50%. Based on this distribution, the baseline graduation rate for high school districts with grades 9-12 was set at the 25th percentile.

A similar process was used to establish the baseline for unified and high school districts with grades 7-12.

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The long-term target for 2011-12 was set at 76 percent, the highest 75th percentile among all districts by school type only. In other words, by 2011-12, all unified and high school districts are expected to have a graduation rate at or above 76 percent. The annual benchmarks provide incremental steps through 2011-12 until the long-term goal is achieved.

As described, prior to the additional requirements of the State Performance Plan (SPP), California had already established district-level benchmarks and targets. These district-level benchmarks and targets are provided in Table 1a.

Table 1a

California's District-level Graduation
Annual Benchmarks and Targets by District Type, 2005-12
(Percent of Students)

Year	District Type	
	High School Districts Grades 9-12	Unified and High School Districts Grades 7-12
2005-06	50	34
2006-07	51	36
2007-08	53	39
2008-09	56	45
2009-10	61	53
2010-11	67	63
2011-12	76	76

In 2003-04, 90 percent of districts in the state were at or above the statewide benchmark. Each year, the statewide benchmark is that 90% or more of districts will meet or exceed the annual graduation benchmark for the year as shown in Table 1a.

FFY	Measurable and Rigorous Benchmarks and Targets
2005 (2005-06)	Ninety percent of districts will meet or exceed established annual benchmarks.
2006 (2006-07)	Ninety percent of districts will meet or exceed established annual benchmarks
2007 (2007-08)	Ninety percent of districts will meet or exceed established annual benchmarks

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FFY	Measurable and Rigorous Benchmarks and Targets
2008 (2008-09)	Ninety percent of districts will meet or exceed established annual benchmarks
2009 (2009-10)	Ninety percent of districts will meet or exceed established annual benchmarks
2010 (2010-11)	Ninety percent of districts will meet or exceed established annual benchmarks

Improvement Activities/Timelines/Resources

The High School Initiative of the State Superintendent of Public Instruction in California focuses on high expectations for all students, the development of world-class teachers and site administrators, the use of world-class instructional materials, successful transitions to postsecondary education, and the development of a community of support to nurture high achieving students. The State Superintendent's High School Summit of 2004 was followed in October 2005 by a similar summit focusing on students with disabilities.

Monitoring, Stakeholder Meetings, and Selected Special Projects

As a Key Performance Indicator (KPI), the graduation indicator may be used in several ways. First, it may be used to identify the pool of possible districts for review. Second, the KPIs are used in all monitoring reviews to "focus" review activities on those areas where the district is below the benchmark expectation and has a KPI value lower than the prior year. In addition, the KPIs provide a resource to districts to inform and assist with self-monitoring activities to address and maintain compliance.

The CDE was awarded a second State Improvement Grant (SIG) http://www.calstat.org/sigPcse.html from the federal government. SIG2 will be used to improve special education services in California in several areas such as the quality and number of teachers and other personnel who work with students with disabilities; coordination of services for students with disabilities; behavioral supports available for students with disabilities; academic outcomes, especially in the area of literacy; participation of parents and family members, and collection and dissemination of data. The grant has a significant site-based component that will include an entire network of educators who have been trained through the first SIG to assist schools in implementing research-proven behavioral approaches.

The Riverside County Achievement Teams (RCAT) use data to identify needs and to improve educational outcomes for students with disabilities. Expert technical assistance and training is available for the selected school districts whose data indicate significantly low performance in KPIs for students with disabilities to assist in building leadership

capacity. Technical assistance and training is also available through the Quality Assurance Process (QAP) focused monitoring procedures for under-performing school districts whose data indicate significantly low academic performance for students with disabilities.

Under the Reading First Program, the state budget provides incentive funding for districts to create a plan to lower the number of special education referrals based upon reading below grade level and providing alternative assistance to students. California supports this program by providing sub-grants to local education agencies (LEAs) to implement fully the state-adopted reading program in kindergarten through grade three and to provide professional development to special education teachers. A part of the textbook adoption process is to include textbooks with a focus on early intervention and remediation for students at risk for reading problems.

Response to Intervention (RtI) is a process that focuses on early intervention designed to prevent learning failure. This approach recognizes the importance of student behavior on learning and incorporates a problem-solving process to address behavioral issues. The RtI process requires an alignment of assessment and research-based instruction to produce positive academic outcomes for students. The reliability and validity of this implementation depends on pre-service and in-service professional development models to translate research into practice. CDE will create and host presentations and trainings in the upcoming years.

Throughout the state, there are many partnerships that help to ensure that schools provide all students, including students with disabilities, with research-proven approaches to instruction, leading to the accomplishment of California's educational goals. In order to facilitate the achievement of Adequate Yearly Progress (AYP) targets and benchmarks in California, the SED has developed a close working relationship with the staff and administration of the District and School Program Coordination Office (DSPC) of the School Improvement Division within CDE. This division is responsible for, among other things, providing support and services to the schools and districts identified for program improvement (PI) under Section 1117 of the federal NCLB Act of 2001. The DSPC office coordinates the funding of a Regional System of School and District Support (RSDSS), which is a statewide system of support for schools and districts in PI.

To better align the services and guidance offered by the many regional programs administered by the CDE, a Regional Programs Partnership Group (RPPG) was created in February 2005. The DSPC coordinates monthly meetings of the RPPG. The goal of this group is to share program information and to develop guidance and work toward collaboration and alignment at the state level to enhance collaboration and alignment in the field. The SED and the DSPC through the RSDSS have coordinated 3 regional trainings on improving access to the core curriculum for all students by educating students with disabilities in the least restrictive environment (LRE). These trainings were held in September and October of 2005. Additionally, the SED assisted the DSPC in developing statewide trainings and technical assistance regarding schools and districts

in PI. Future activities include attending the monthly RSDSS, RPPG, and NCLB/PI meetings and providing resources and input from the special education perspective; providing information, resources and updates from general education to appropriate SED staff and administration; working with the PI and Interventions Office to infuse the LRE district and school self assessment tools into the program improvement self assessment processes [district assistance survey (DAS) and academic performance survey (APS)].

Selected Training/Technical Assistance

Future activities also include addressing graduation requirements in bi-annual CASEMIS training sessions with SELPA Administrators and LEAs. This will improve the reliability and accuracy of data reported to CDE and will draw the attention of the LEAs to educational benefit. CDE and SELPA staffs jointly determine the content and scope of these bi-annual training sessions.

CDE staff also will prepare and present trainings beyond CASEMIS during the six-year time period under the SPP. Topics for these trainings include the IDEA 2004 statute and final regulations related to graduation requirements and other IDEA 2004 requirements; LRE,IEP training, leadership development, Building Effective Schools Together (BEST) positive behavioral management, RtI, and NCLB.

Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice

CDE engages in a variety of public awareness and information dissemination activities to improve the likelihood of positively impacting practices at the school site. These activities include creating and supporting Web pages and listservs with topics ranging from promotion and retention guidelines to the California Alternate Performance Assessment (CAPA) materials, disseminating the Pocketbook of Special Education Statistics, posting data on Data Quest, and publishing data summaries.

Improvement Activities	Timelines	Resources
Monitoring, Stakeholder Meetings, and Selected Special Projects		
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff
Explore Web based applications for all components of the monitoring system	June 30, 2006	CDE staff

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Improvement Activities	Timelines	Resources
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	Ongoing	CDE staff, contractor
Conduct analysis and prepare plans for Annual Performance Reports	July 1, 2005 – June 30, 2011	CDE staff
Convene Stakeholder Groups including the LRE, KPISC, and the IEP Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, CDE staff
Participate in national charter school study	2004 - 2006	University of Maryland, CDE staff, funded grant from DOE/OSEP
Selected Training/Technical Assistance		
Provide statewide CASEMIS training for SELPAs	October 21, 2005 October 28, 2005	CDE staff, SELPA, LEAs
Provide regionalized training and technical assistance related to using the KPI data for PI	June 30, 2006	CDE staff
Regional trainings for trainers on serving students with disabilities in the LRE	September - October, 2005 and annually as needed	CDE staff, contractor, RSDSS staff
Provide facilitated IEP training, a trainer of trainer module	June 30, 2006	CDE staff
Host Riverside County Achievement Team (RCAT) teleconference	October 2005 - 06	CDE staff, contractor
RCAT Leadership Development Training	February 2006	CDE staff, contractor
School-site specific RCAT Teleconference	March - June 2006	CDE staff, contractor
RCAT Summer Institute	July 2006	CDE staff, contractor
RCAT Leadership Development Program follow-up Seminar	August - September 2006	CDE staff, contractor

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Improvement Activities	Timelines	Resources
Statewide State Improvement Grant (SIG) Leadership Institute	Annually	CDE staff, contractor
SIG Regional Leadership Institutes	Annually	CDE staff, contractor
SIG site-specific technical assistance which is specialized to assist additional schools, districts, and SELPAs	As needed by site - ongoing	CDE staff, contractor
Provide BEST positive behavioral management program training and technical assistance	Fall and Spring	CDE staff, contractor
Provide five Web casts that cover the concept of RtI and stream this content for on-demand viewing	December 2005, January, February, March and April 2006	CDE staff, contractor, SELPA
Develop and distribute training module in DVD format that incorporates RtI concepts and specific skills	July 2006	CDE staff, contractor
RtI Trainings	Ongoing, several times per year	CDE staff
Three-tiered model trainings	Ongoing, several times per year	CDE staff
State Superintendent High School Summit Focus on Students with Disabilities	October 2005	Contracted speakers support through registration fees from participants and IDEA funds, CDE staff
Develop charter school guidance primers to address the needs of students with disabilities attending charter schools	2005-06	National Association of State Directors of Special Education and grant from DOE/OSEP, CDE staff
Provide technical assistance on reinventing high school	Ongoing	International Center for Leadership in Education and Council of Chief State School Officers and financial resources provided through the Bill and Melinda Gates Foundation, CDE staff

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Improvement Activities	Timelines	Resources
Provide technical assistance to schools focused on the implementation of reform programs to high poverty and NCLB school wide schools	September 2005 - June 2010	California Comprehensive Assistance Center, CDE staff
Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice		
Develop and maintain IDEA 2004 information Web page with links to important references and resources on the Reauthorization of the IDEA	December 2004; ongoing update	CDE/SED staff; Web capability of CDE Web page http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp
IDEA Final Regulation Training	Spring 2006	Art Cernosia, Esq., nationally known expert in the IDEA. Free to public and funded from IDEA funds
Public awareness and information dissemination via Web pages and listservs on variety of topics including Promotion, retention guidelines, and CAPA materials	Updated frequently	CDE/SED staff; Web capability of CDE
Develop Web site to support the rollout of RtI including forms, procedures, intervention measures and provide a facility for supporting the field through an internet based message-board	June 2006	CDE staff, contractor
Develop and disseminate Pocketbook of Special Education Statistics	Annually	CDE staff
Post special education data on CDE DataQuest Web site	Annually	CDE/SED staff; Web capability of CDE Web page http://data1.cde.ca.gov/dataquest/
Create and post the Special Education Data Summaries on the Web	Annually	CDE staff, Web capability of CDE Web page http://www.cde.ca.gov/sp/se/ds/datarpts.asp

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Indicator #2 - Dropout

An overview of the SPP development is described on pages 1 and 2 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).
Indicator - Percent of youth with Individualized Education Programs (IEPs) dropping out of high school compared to the percent of all youth in the State dropping out of high school. (20 U.S.C. 1416 (a)(3)(A)).
Measurement: Percent of special education students dropping out. The dropout percent for students with disabilities is calculated by taking the number of special education students identified as dropping out or not known to be continuing divided by the total number of special education students. Only students in the 7th or higher grade or age 12 or older are included in the calculation.

Overview of Issue/Description of System or Process

The methods for calculating the dropout rate for students receiving special education services and general education are different. The Special Education Division (SED) maintains the student-level database, California Special Education Management Information System (CASEMIS), for students receiving special education. The SED calculates a dropout percent based on exited students; general education uses a cohort rate.

Unlike the special education dropout percent, general education dropout rates are calculated from aggregate data submitted at the school level for a variety of subgroups. The California Department of Education (CDE) calculates two different rates, a one-year rate and a four-year derived rate. Neither is comparable with the special education rate.

Beginning in the 2005-06 school year, no student will receive a public high school diploma without having passed the California High School Exit Exam (CAHSEE) as well as having met the district's requirements for graduation. The CAHSEE is designed to significantly improve pupil achievement in public high schools and to ensure that pupils who graduate from public high schools can demonstrate grade level competency in reading, writing, and mathematics. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages districts to give these students the attention and resources needed to help them achieve these skills during their high school years.

With increased focus on standards-based instruction at the high school level due to implementation of the CAHSEE, passing rates continue to increase. Special attention

and funding (Assembly Bill 128) are being targeted to students with disabilities to provide remediation activities.

Baseline Data for FFY 2004 (2004-05)

Statewide, in the 2004-05 school year, 3.97 percent of students exiting from grade seven or higher were reported as dropped out or moved and not known to be continuing. For high school districts with grades 9-12, this figure was 3.68 percent; for unified and high school districts with grades 7-12, 4.15 percent; and for elementary districts, 1.4 percent.

Discussion of Baseline Data

Under the Individuals with Disabilities Education Act (IDEA) of 2004, the CDE is responsible for establishing statewide goals and indicators to be used to measure progress toward those goals. To do this the CDE convened a comprehensive stakeholder group –the Key Performance Indicator Stakeholders Committee (KPISC). The KPISC is composed of approximately 30 advocacy, administrative, and/or professional organizations. The KPISC convenes at least twice a year to evaluate how well the state is meeting its five special education goals, to select districts for monitoring, and to identify priority areas to monitor during the reviews. The KPISC established, and CDE maintains, the system of Key Performance Indicators (KPI). These measures include percentages of students who drop out of school. The KPI measures are calculated annually at the district level and published on the Web.

The KPI measures are benchmarked, which allows for comparison of scores to a statewide expectation, for capturing the direction of change, and for comparing districts of similar type (elementary, high school, and unified).

Annual benchmarks were established in consultation with the KPISC using 2003-04 data as a baseline and 2011-12 as a target year. The district-by-district distribution of drop out rates for 2003-04 was reviewed for the state overall, for high school districts with grades 9-12, for unified and high school districts with grades 7-12, and for elementary districts. These three school-types were analyzed by groups according to total general education enrollment size, ranging from very small through very large; starting with the 2003-04 school year, groupings based on size of K-12 enrollment are no longer used. These three school-type categories were selected because they align with California's accountability framework under No Child Left Behind (NCLB). To provide greater clarity and transparency of policy, the following text describes California's benchmarking process for high school districts with grades 9-12 for the drop out indicator.

In 2003-04, the highest 75th percentile among school type (based on sizes of K-12 enrollment) for high school districts with grades 9-12 was 7%. This means that 75 percent of the high school districts with grades 9-12 in one of those groupings based on

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size had graduation rates below 7%. Based on this distribution, the baseline drop out rate for high school districts with grades 9-12 was set at the 75th percentile.

A similar process was used to establish the baseline of 8% for unified and high school districts with grades 7-12, and a baseline of 4% for elementary districts.

The long-term target for 2011-12 was set at 0.1 percent, the lowest 25th percentile among all districts by school type only. In other words, by 2011-12, all unified, high school, and elementary districts are expected to have a drop out rate at or below 0.1 percent. The annual benchmarks provide incremental steps through 2011-12 until the long-term goal is achieved.

As described, prior to the additional requirements of the State Performance Plan (SPP), California had already established district-level benchmarks and targets. These district-level benchmarks and targets are provided in Table 2a.

Table 2a

California's District-level Dropout
Annual Benchmarks and Targets by District Type, 2005-12
(Percent of Students)

Year	District Type		
	High School Districts Grades 9-12	Unified and High School Districts Grades 7-12	Elementary School Districts
2005-06	6.8	7.9	3.8
2006-07	6.6	7.8	3.6
2007-08	5.9	7.1	3.3
2008-09	5.0	6.1	2.9
2009-10	3.8	4.6	2.3
2010-11	2.2	2.7	1.5
2011-12	0.1	0.1	0.1

In 2003-04, 85 percent of districts in the state were at or above the statewide benchmark. Each year, the percent of districts that meet or are lower than the annual benchmark for each year as shown in Table 2a will increase by one percent statewide benchmark. The final target is that 90 percent of districts will be at or below the dropout benchmark by 2011-12.

FFY	Measurable and Rigorous Benchmarks and Targets

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FFY	Measurable and Rigorous Benchmarks and Targets
2005 (2005-06)	Eighty-five percent of districts will meet or exceed established annual benchmarks.
2006 (2006-07)	Eighty-six percent of districts will meet or exceed established annual benchmarks
2007 (2007-08)	Eighty-seven percent of districts will meet or exceed established annual benchmarks
2008 (2008-09)	Eighty-eight percent of districts will meet or exceed established annual benchmarks
2009 (2009-10)	Eighty-nine percent of districts will meet or exceed established annual benchmarks
2010 (2010-11)	Ninety percent of districts will meet or exceed established annual benchmarks

Improvement Activities/Timelines/Resources

The IEP, including transition services, serves as the primary avenue for drop out prevention for students receiving special education services in California in grades 7-12 (see also activities for SPP indicator #13). In addition, the activities noted in previous indicators also serve as drop out prevention strategies.

In addition to the statewide drop-out prevention activities authorized under SB65, the High School Initiative of the Superintendent of Public Instruction in California focuses on high expectations for all students, the development of world-class teachers and site administrators, the use of world-class instructional materials, successful transitions to postsecondary education, and the development of a community of support to nurture high achieving students. The State Superintendent's High School Summit of 2004 was followed in October 2005 by a similar summit with a focus on students with disabilities.

Monitoring, Stakeholder Meetings, and Selected Special Projects

As a KPI, the drop out indicator may be used in several ways. First, it may be used to identify the pool of possible districts for review. Second, the KPIs are used in all monitoring reviews to "focus" review activities on those areas where the district is below the benchmark expectation and has a KPI value lower than the prior year.

The CDE was awarded a second State Improvement Grant (SIG) http://www.calstat.org/sigPcse.htm from the federal government. SIG2 will be used to improve special education services in California in several areas such as the quality and number of teachers and other personnel who work with students with disabilities; coordination of services for students with disabilities; behavioral supports available for

students with disabilities; academic outcomes, especially in the area of literacy; participation of parents and family members; and collection and dissemination of data. The grant has a significant site-based component that will make use of an entire network of educators who have been trained through the first SIG to assist schools in implementing research-proven behavioral approaches.

The Riverside County Achievement Teams (RCAT) use data to identify needs and to improve educational outcomes for students with disabilities. Expert technical assistance and training is available to build leadership capacity for the selected school districts whose data indicate significantly low performance in KPIs for students with disabilities. Technical assistance and training is also available through the Quality Assurance Process (QAP) focused monitoring procedures for under-performing school districts whose data indicate significantly low academic performance for students with disabilities in the Least Restrictive Environment (LRE).

Under the Reading First Program, the state budget provides incentive funding for districts to create a plan to lower the number of special education referrals based upon reading below grade level and provides alternative assistance to students. California supports this program by providing sub-grants to Local Education Agencies (LEAs) to implement fully the state-adopted reading program in kindergarten through grade three and to provide professional development to special education teachers. A part of the textbook adoption process is to include textbooks with a focus on early intervention and remediation for students at risk for reading problems.

Response to Intervention (RtI) is a process that focuses on early intervention designed to prevent learning failure. This approach recognizes the importance of student behavior on learning and incorporates a problem-solving process to address behavioral issues. The RtI process requires an alignment of assessment and instruction to produce positive academic outcomes for students. The reliability and validity of this implementation depends on pre-service and in-service professional development models to translate research into practice and CDE will create and host such presentations and trainings in the upcoming years.

Throughout the state, there are many partnerships that help to ensure that schools provide all students, including students with disabilities, with research-proven approaches to instruction, leading to the accomplishment of California’s educational goals. In order to facilitate the achievement of Adequate Yearly Progress (AYP) targets and benchmarks in California, the SED has developed a close working relationship with the staff and administration of the District and School Program Coordination Office (DSPC) of the School Improvement Division within CDE. This division is responsible for, among other things, providing support and services to the schools and districts identified for program improvement (PI) under Section 1117 of the federal NCLB Act of 2001. The DSPC office coordinates the funding of a Regional System of School and District Support (RSDSS), which is a statewide system of support for schools and districts in PI.

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To better align the services and guidance offered by the many regional programs administered by the CDE, a Regional Programs Partnership Group (RPPG) was created in February 2005. The DSPC coordinates monthly meetings of the RPPG. The goal of this group is to share program information and develop guidance and to work toward collaboration and alignment at the state level to enhance collaboration and alignment in the field. The SED and the DSPC through the RSDSS have coordinated three regional trainings on improving access to the core curriculum for all students by educating students with disabilities in the (LRE). These trainings were held in September and October of 2005. Additionally, the SED assisted the DSPC in developing statewide trainings and technical assistance regarding schools and districts in PI. Future activities include attending the monthly RSDSS, RPPG, and NCLB/PI meetings and providing resources and input from the special education perspective; providing information, resources and updates from general education to appropriate SED staff and administration; working with the PI and Interventions Office to infuse the least restrictive environment (LRE) district and school self assessment tools into the program improvement self assessment processes [district assistance survey (DAS) and academic performance survey (APS)].

Selected Training/Technical Assistance

Future activities also include addressing graduation requirements in bi-annual CASEMIS training sessions with special education local plan area (SELPA) Administrators and LEAs. This will improve the reliability and accuracy of data reported to CDE and will draw the attention of the LEAs to educational benefit. CDE and SELPA staffs jointly determine the content and scope of these bi-annual training sessions. CDE staff also will prepare and present trainings beyond CASEMIS during the six-year time period under the SPP. Topics for these trainings include the IDEA 2004 statute and final regulations related to graduation requirements and other IDEA 2004 requirements, least restrictive environment, Individualized Education Program (IEP) training, leadership development, Building Effective Schools Together (BEST) positive behavioral management, response to intervention (RtI), and No Child Left Behind.

Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice

CDE engages in a variety of public awareness and information dissemination activities to improve the likelihood of positively impacting practices at the school site. These activities include creating and supporting Web pages and listservs with topics ranging from promotion and retention guidelines to California Alternate Performance Assessment (CAPA) materials, disseminating the Pocketbook of Special Education Statistics, posting data on Data Quest, and publishing data summaries.

Improvement Activities	***Timelines***	**Resources**
Monitoring, Stakeholder Meetings, & Selected Special Projects		

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Improvement Activities	*Timelines*	Resources
Increase collaboration and coordination with SB65 on behalf of students with disabilities	Ongoing	CDE staff
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff
Explore Web-based applications for all components of the monitoring system	June 30, 2006	CDE Staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	Ongoing	CDE staff and contractors
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 - June 30, 2011	CDE Staff
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the IEP Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, & CDE staff
Participate in national charter school study	2004 - 2006	University of Maryland, CDE staff, funded grant from USDOE/OSEP
Selected Training/Technical Assistance		
Provide statewide CASEMIS training for SELPAs	October 21, 2005 October 28, 2005	CDE Staff, SELPA, LEAs
Provide regionalized training and technical assistance related to using the KPI data for program improvement	June 30, 2006	CDE staff
Regional trainings for trainers on serving students with disabilities in the least restrictive environment	September - October, 2005 and annually as needed	CDE Staff, contractors RSDSS staff
Provide facilitated IEP training, a trainer of trainer module	June 30, 2006	CDE Staff

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Improvement Activities	*Timelines*	Resources
Host Riverside County Achievement Team (RCAT) teleconference	October 2005 - 06	CDE Staff, contract staff
RCAT Leadership Development Training	February 2006	Contractor, CDE Staff
School-site specific RCAT Teleconference	March - June 2006	Contractor, CDE Staff
RCAT Summer Institute	July 2006	Contractor, CDE Staff
RCAT Leadership Development Program follow-up Seminar	August - September 2006	Contractor, CDE Staff
Statewide State Improvement Grant (SIG) Leadership Institute	Annually	Contractor, CDE Staff
SIG Regional Leadership Institutes	Annually	Contractor, CDE Staff
SIG site-specific technical assistance which is specialized to assist additional schools, districts, and SELPAs	As needed by site - ongoing	Contractor, CDE Staff
Provide BEST positive behavioral management program training and technical assistance	Fall and Spring	Contractor, CDE Staff
Provide five Web-casts that cover the concept of Response to Intervention (RtI) and stream this content for on-demand viewing	December 2005, January, February, March and April 2006	Contractor, CDE Staff SELPA
Develop and distribute training module in DVD format that incorporates RtI concepts and specific skills	July 2006	CDE staff contractors
RtI Trainings	Ongoing, several times per year	CDE staff
Three-tiered model trainings	Ongoing, several times per year	CDE staff
State Superintendent High School Summit Focus on Students with Disabilities	October 2005	Contracted speakers support through registration fees from participants & IDEA funds, CDE Staff
Develop charter school guidance primers to address the needs of students with disabilities attending charter schools	2005 - 06	National Association of State Directors of Special Education & grant from USDOE/OSEP, CDE staff

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Improvement Activities	*Timelines*	Resources
Provide technical assistance on reinventing high school	Ongoing	International Center for Leadership in Education and Council of Chief State School Officers and financial resources provided through the Bill and Melinda Gates Foundation, CDE staff
Provide technical assistance to schools focused on the implementation of reform programs to high poverty and NCLB school wide schools	Ongoing	California Comprehensive Assistance Center, CDE staff
Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice		
Develop & maintain IDEA 2004 information Web page with links to important references and resources on the Reauthorization of the IDEA	December 2004; ongoing update	CDE/SED staff; Web capability of CDE Web page http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp
IDEA Final Regulation Training	Spring 2006	Art Cernosia, Esq., nationally known expert in the IDEA. Free to public and funded from IDEA funds
Public awareness and information dissemination via Web pages and listservs on variety of topics including promotion, retention guidelines, & CAPA materials	Updated frequently	CDE/SED staff; Web capability of CDE
Develop Web site to support the rollout of RtI including forms, procedures, intervention measures and provide a facility for supporting the field through an internet based message-board	June 2006	CDE staff, contractor
Develop and disseminate *Pocketbook of Special Education Statistics*	Annually	CDE staff
Post special education data on CDE DataQuest Web site	Annually	CDE/SED staff; Web capability of CDE Web page http://data1.cde.ca.gov/dataquest/

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Improvement Activities	*Timelines*	Resources
Create and post the Special Education Data Reports on the Web	Annually	CDE staff, Web capability of CDE Web page http://www.cde.ca.gov/sp/se/ds/datarpts.asp

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Indicator #3 - Statewide Assessments

An overview of the SPP development is described on pages 1 and 2 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Indicator - Participation and performance of children with disabilities on statewide assessments. (20 U.S.C. 1416 (a) (3) (A)).

A. Percent of districts meeting the State's Adequate Yearly Progress (AYP) objectives for progress for disability subgroup.
B. Participation rate for children with Individualized Education Programs (IEPs) in
   i. Regular assessment with no accommodations;
   ii. Regular assessment with accommodations;
   iii. Alternate assessment against grade level standards; and
   iv. Alternate assessment against alternate achievement standards.
C. Proficiency rate for children with IEPs
   i. Against grade level standards; and
   ii. Alternate achievement standards.

Measurement:

A. Percent = number of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total number of districts in the State with numerically significant student subgroups (a school or LEA with fewer than 100 enrolled first day of testing or fewer than 100 valid scores has no numerically significant subgroups for that indicator) times 100.
B. Participation rate =
   a. Number of children with IEPs in grades assessed;
   b. Number of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100);
   c. Number of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100);
   d. Number of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100); and
   e. Number of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100).

   Account for any children included in a but not included in b, c, d, or e above
   Overall Percent = b + c + d + e divided by a.
C. Proficiency rate =
   a. Number of children with IEPs in grades assessed;
   b. Number of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by a times 100);
   c. Number of children with IEPs in grades assessed who are proficient or above as

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measured by the regular assessment with accommodations (percent = c divided by a times 100);

d. Number of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = d divided by a times 100); and
e. Number of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e divided by a times 100).

Overall Percent = b + c + d + e divided by a.

Overview of Issue/Description of System or Process

Tables 3b and 3c include baseline/trend data reflecting participation and performance of students with disabilities on the California Standards Tests (CSTs) used to calculate AYP. The No Child Left Behind Act of 2001 (NCLB) requires all districts and schools to demonstrate AYP with an eventual goal that one hundred percent of all students are proficient or above in reading/language arts (ELA) and mathematics (Math) by 2013-14. Under AYP criteria adopted by the State Board of Education (SBE), districts, schools, and numerically significant student subgroups (a school or local educational agency (LEA) with fewer than 100 enrolled first day of testing or fewer than 100 valid scores has no numerically significant subgroups for that indicator) within districts and schools must meet Annual Measurable Objectives (AMOs) in ELA and Math, demonstrate a ninety-five percent participation rate on assessments in ELA and Math, demonstrate progress on the Academic Performance Index (API), and demonstrate progress on the graduation rate of its high school students.

California measures progress of LEAs, schools, and student subgroups against the adopted AMOs. AMOs may vary by a school's grade span; e.g., elementary, middle, and high school.

Beginning in the 2005-06 school year, no student will receive a public high school diploma without having passed the California High School Exit Exam (CAHSEE) as well as having met the district's requirements for graduation. The CAHSEE is designed to significantly improve pupil achievement in public high schools and to ensure that pupils who graduate from public high schools can demonstrate grade level competency in reading, writing, and mathematics. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages districts to give these students the attention and resources needed to help them achieve these skills during their high school years.

Baseline Data for FFY 2004 (2004-05)

A. In 2004-05, 53.5 percent of districts met State's AYP objectives for the disability subgroup (children with IEPs) in both ELA and math . Table 3a depicts the percent of districts meeting AYP objectives for participation, proficiency, and overall for

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English Language Arts (ELA), Math, and a combination of the tests. Data source for 2004-05 is AYP database apr05adb.dbf updated 6/20/2006

Table 3a

Percent of Districts
Meeting AYP Objectives for the Disability Subgroup

(AYP)		2004-05
Participation	ELA	97.5%
	Math	95.1%
	Both	95.1%
Proficiency	ELA	58.4%
	Math	83.6%
	Both	56.6%
Overall	All AYP	53.5%

California's participation rate for children with IEPs is provided in Table 3b. This table indicates that 97.2% of children with IEPs in assessed grades participated in English Language Arts and 96.7% participated in Math. The source of these data is the Section 618 Report, Table 6, 2004-05. Only students in Grades 3 through 8 and 10 are included in this table per the Section 618 data tables. (AYP reports for California also include students in Grade 2.)

Table 3b

Participation of Students
Receiving Special Education Services in California, 2004-05

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C. Proficiency rate for children with IEPs is provided in Table 3c. This table indicates that of the 360,617 students with IEPs in grades assessed, 18.4% were proficient or above in ELA and 20.3% were proficient or above in Math. The source of these data is the Section 618 Report, Table 6, 2004-05. Only students in Grades 3 through 8 and 10 are included in this table per the Section 618 data tables. (AYP reports for California also include students in Grade 2.)

Table 3c

Proficiency rate of Students
Receiving Special Education Services in California, 2004-05

	English Language Arts		Mathematics	
Assessment Description	**Number**	**Percent**	**Number**	**Percent**
a. Children with IEPs in assessed grades	360,617	100.0%	360,563	100.0%
Regular assessment (with and without accommodations)	48,932	13.6%	55,846	15.5%
b. Regular assessment no accommodations	Unknown	Unknown	Unknown	Unknown

	English Language Arts		Mathematics	
Assessment Description	**Number**	**Percent**	**Number**	**Percent**
a. Children with IEPs in assessed grades	360,617	100.0%	360,563	100.0%
b. Regular assessment no accommodations	244,632	67.8%	241,503	67.0%
c. Regular assessments with accommodations	76,446	21.2%	78,006	21.6%
d. Alternate assessment against grade-level standards	29,297	8.1%	29,298	8.1%
e. Alternate assessment against alternate achievement standards	0	0.0%	0	0.0%
Other - Not tested, Out of Level	10,242	2.8%	11,756	3.3%
c. Regular assessments with accommodations	Unknown	Unknown	Unknown	Unknown

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d. Alternate assessment against grade-level standards	17,419	4.8%	17,167	4.8%
e. Alternate assessment against alternate achievement standards	0	0.0%	0	0.0%
Other - Not tested, Out of Level	294,266	81.6%	287,550	79.8%

Discussion of Baseline Data

Participation and performance of students with disabilities on the CSTs used to calculate AYP includes measures from the Standardized Testing and Reporting (STAR) Program for grades 2-8. This includes the CST and the California Alternate Performance Assessment (CAPA), which is the alternate assessment for students with the most significant cognitive disabilities. For the purposes of NCLB reporting, at the district and state level, results of students who take the CAPA in excess of the one percent limitation will be considered “not proficient.” For grade ten, CAHSEE and CAPA are used to calculate AYP. In order to use the CAHSEE for this purpose, separate cut scores have been established for both the ELA and Math portions of the assessment. These cut scores do not correspond to scores on the CAHSEE; instead, they reflect the more rigorous CST performance levels. These more rigorous cut scores are for NCLB purposes only and will not be used to determine passing scores on the CAHSEE.

While California has made significant progress in both participation rate and percent scoring proficient in the statewide standards-based assessments, the achievement gap that exists between special and general education remains. Special education students have made impressive gains, and we must continue to increase achievement gains for this population. These gains may be attributed to technical assistance and training provided to the field in the areas of the appropriate use of alternate assessments, the continued integration of special education students in the state adopted core curriculum, continued emphasis on educating all students in the least restrictive environment (LRE), continued improvement of data collection methods, and continued technical assistance regarding the use of accommodations.

Baseline data were recalculated for 2004-05 to conform to additional requirements of the OSEP. These tables were aligned to Table 6 of the Section 618 data tables for 2004-05 that were submitted to the OSEP. As a result, the AYP data include grades 2 through 8 and grade 10, while the Participation and Proficiency Rates are based on grades 3 through 8 and grade 10. Also, Table 6 of the Section 618 data tables does not distinguish between the Proficiency of students taking the regular test with accommodations from those taking the test without accommodations. As a result, Table

3c only contains data for students taking the regular test. Lastly, AYP, Participation Rates, and Proficiency Rates have been displayed for both ELA and Math.

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Measurable and Rigorous Benchmarks and Target

3A. Annual benchmarks and six-year target for the percent of districts meeting the State's AYP objectives for progress for the disability subgroup are provided in the cells below.

FFY	% of Districts
2005 (2005-06)	52
2006 (2006-07)	54
2007 (2007-08)	56
2008 (2008-09)	58
2009 (2009-10)	60
2010 (2010-11)	62

3B. The annual benchmark and target for participation on statewide assessments in ELA and Math, 95 percent (rounded to nearest whole number), is established under NCLB.

3C. Consistent with NCLB accountability framework, the 2005-11 AMOs (benchmarks) for the percent proficient on statewide assessments are broken down by school subgroup and are provided in the cells below.

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FFY	School Subgroup	English Language Arts	Math
2005 (2005-06)	Elementary Schools, Middle Schools, Elementary School Districts	24.4%	26.5%
	High Schools, High School Districts	22.3%	20.9%
	Unified School Districts, High School Districts, County Office of Education	23.0%	23.7%
2006 (2006-07)	Elementary Schools, Middle Schools, Elementary School Districts	24.4%	26.5%
	High Schools, High School Districts	22.3%	20.9%
	Unified School Districts, High School Districts, County Office of Education	23.0%	23.7%
2007 (2007-08)	Elementary Schools, Middle Schools, Elementary School Districts	35.2%	37.0%
	High Schools, High School Districts	33.4%	32.2%
	Unified School Districts, High School Districts, County Office of Education	34.0%	34.6%
2008 (2008-09)	Elementary Schools, Middle Schools, Elementary School Districts	46.0%	47.5%
	High Schools, High School Districts	44.5%	43.5%
	Unified School Districts, High School Districts, County Office of Education	45.0%	45.5%
2009 (2009-10)	Elementary Schools, Middle Schools, Elementary School Districts	56.8%	58.0%
	High Schools, High School Districts	55.6%	54.8%
	Unified School Districts, High School Districts, County Office of Education	56.0%	56.4%
2010 (2010-11)	Elementary Schools, Middle Schools, Elementary School Districts	67.6%	68.5%
	High Schools, High School Districts	66.7%	66.1%
	Unified School Districts, High School Districts, County Office of Education	67.0%	67.3%

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Improvement Activities/Timelines/Resources

These activities targeting student participation and performance on statewide assessments are also expected to help improve and support other SPP indicators such as increasing the percent of students graduating with a diploma and decreasing the percent of students dropping out.

The California Department of Education (CDE) will continue to provide training and technical assistance to IEP teams when making statewide assessment participation decisions, including the use of accommodations, modifications, and alternate assessments. The Special Education Division (SED) will promote and support the use of standards-based instruction for all students, including students with disabilities. The SED supports AB 564 (received by the Governor's office on September 6, 2005) which would require the State Superintendent of Public Instruction to create and implement a process to review high school basic instructional materials (grades 9-12) to ensure alignment with academic content standards and create a list of recommended materials. The Special Education Data Reports for each LEA are part of a series of initiatives by CDE to help disseminate educational data, improve the quality of education programs, and help districts track changes over time.

In order to meet the requirements of the Individuals with Disabilities Education Act of 2004 (IDEA) and NCLB, California must show evidence that all students are included in its statewide assessment and accountability system. To assist in facilitating this process, CDE recruited experts from the field to participate in the development of blueprints for a new alternate assessment for up to two percent of students who are unable to demonstrate proficiency on the state's academic content standards and who, research indicates, would not respond well to interventions for helping them to improve their achievement. The two percent is a new option states may be able to take advantage of upon U.S. Department of Education (ED) approval. This percentage is in addition to up to one percent of students with the most significant cognitive disabilities who currently participate in STAR program by being assessed with the CAPA.

The State Superintendent of Public Instruction in California had initiated a High School Initiative. This Initiative focuses on high expectations for all students, the development of world-class teachers and site administrators, the use of world-class instructional materials, successful transitions to postsecondary education, and the development of a community of support to nurture high achieving students. The State Superintendent's High School Summit of 2004 was followed in October 2005 by a similar summit with a focus on students with disabilities.

Monitoring, Stakeholder Meetings, and Selected Special Projects

As a Key Performance Indicator (KPI), the STAR Assessment indicator may be used in several ways. First, it may be used to identify the pool of possible districts for review. Second, the KPIs are used in all monitoring reviews to "focus" review activities on those

areas where the district is below the benchmark expectation and has a KPI value lower than the prior year. In addition, the KPIs provide a resource to districts to inform and assist with self-monitoring activities to address and maintain compliance. The SED will continue to monitor participation in statewide assessments and the relationship between IEPs and student outcomes (educational benefit reviews).

The CDE was awarded a second State Improvement Grant (SIG) http://www.calstat.org/sigPcse.html from the federal government. The SIG2 will be used to improve special education services in California in several areas such as the quality and number of teachers and other personnel who work with students with disabilities; coordination of services for students with disabilities; behavioral supports available for students with disabilities; academic outcomes, especially in the area of literacy; participation of parents and family members; and collection and dissemination of data. The grant has a significant site-based component that will make use of an entire network of educators who have been trained through the first SIG to assist schools in implementing research-proven behavioral approaches.

The Riverside County Achievement Teams (RCAT) use data to identify needs and to improve educational outcomes for students with disabilities. Expert technical assistance and training is available to build leadership capacity for the selected school districts whose data indicate significantly low performance in KPIs for students with disabilities. Technical assistance and training is also available through the Quality Assurance Process (QAP) focused monitoring procedures for under-performing school districts whose data indicate significantly low academic performance for students with disabilities in the LRE.

Under the Reading First Program, the state budget provides incentive funding for districts to create a plan to lower the number of special education referrals based upon reading below grade level and provides alternative assistance to students. California supports this program by providing sub-grants to LEAs to implement fully the state-adopted reading program in kindergarten through grade three and to provide professional development to special education teachers. A part of the textbook adoption process is to include textbooks with a focus on early intervention and remediation for students at risk for reading problems.

Response to Intervention (RtI) is a process that focuses on early intervention designed to prevent learning failure. This approach recognizes the importance of student behavior on learning and incorporates a problem-solving process to address behavioral issues. The RtI process requires an alignment of assessment and instruction to produce positive academic outcomes for students. The reliability and validity of this implementation depends on pre-service and in-service professional development models to translate research into practice and CDE will create and host such presentations and trainings in the upcoming years.

Throughout the state, there are many partnerships that help to ensure that schools provide all students, including students with disabilities, with research-proven

approaches to instruction, leading to the accomplishment of California's educational goals. In order to facilitate the achievement of AYP targets and benchmarks in California, SED has developed a close working relationship with the staff and administration of the District and School Program Coordination Office (DSPC) of the School Improvement Division (SID) within CDE. This Division is responsible for, among other things, providing support and services to the schools and districts identified for program improvement (PI) under Section 1117 of the federal NCLB Act of 2001. The DSPC office coordinates the funding of a Regional System of School and District Support (RSDSS), which is a statewide system of support for schools and districts in PI.

To better align the services and guidance offered by the many regional programs administered by the CDE, a Regional Programs Partnership Group (RPPG) was created in February 2005. The DSPC coordinates monthly meetings of the RPPG. The goal of this group is to share program information and develop guidance and to work toward collaboration and alignment at the state level to enhance collaboration and alignment in the field. The SED and the DSPC through the RSDSS have coordinated three regional trainings on improving access to the core curriculum for all students by educating students with disabilities in the least restrictive environment. These trainings were held in September and October of 2005. Additionally, the SED assisted the DSPC in developing statewide trainings and technical assistance regarding schools and districts in PI. Future activities include attending the monthly RSDSS, RPPG, NCLB, and PI meetings and providing resources and input from the special education perspective; providing information, resources, and updates from general education to appropriate SED staff and administration; and working with the PI and Interventions Office to infuse LRE district and school self assessment tools into the program improvement self assessment processes (district assistance survey (DAS) and academic performance survey (APS)).

Selected Training/Technical Assistance

Future activities also include the STAR Assessment requirements in bi-annual California Information Management System (CASEMIS) training sessions with special education local plan area (SELPA) Administrators and LEAs. This will improve the reliability and accuracy of data reported to CDE and will draw the attention of the LEAs to educational benefit. CDE and SELPA staff jointly determines the content and scope of these bi-annual training sessions.

CDE staff also will prepare and present trainings beyond CASEMIS during the six-year time period under the SPP. Topics for these trainings include the IDEA 2004 statute and final regulations related to graduation requirements and other IDEA 2004 requirements, LRE, IEP training, leadership development, Building Effective Schools Together (BEST) positive behavioral management, RtI, and NCLB.

Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice

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The CDE engages in a variety of public awareness and information dissemination activities to improve the likelihood of positively impacting practices at the school site. These activities include creating and supporting Web pages and listservs with topics ranging from promotion and retention guidelines to CAPA materials, disseminating the Pocketbook of Special Education Statistics, posting data on Data Quest, and publishing data summaries.

Improvement Activities	Timelines	Resources
Monitoring, Stakeholder Meetings, and Selected Special Projects		
Create blueprints for California Modified Assessment (CMA) (overlaps with CAPA)	May-August 2005	CAPA/CMA Workgroups, CDE staff, Contractor, ETS
Develop CMA	May 2005-September 2007	CDE staff, contractor
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff
Explore Web based applications for all components of the monitoring system.	June 30, 2006	CDE staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	Ongoing	CDE staff and contractors
The facilitated grant procedures utilize STAR data to develop program improvement plan	November 30, 2005	CDE staff
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 - June 30, 2011	CDE staff
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the IEP Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, and CDE staff
Cross Branch Coordination with PI to utilize data for analysis and improvement plans	December 30, 2006	Riverside COE staff, CDE staff

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Improvement Activities	Timelines	Resources
Participate in national charter school study	2004 -06	University of Maryland, CDE staff, funded grant from DOE/OSEP
Selected Training/Technical Assistance		
Provide statewide CASEMIS training for SELPAs.	October 21, 2005 October 28, 2005	CDE staff, SELPA, LEAs
Provide regionalized training and technical assistance related to using the KPI data for program improvement	June 30, 2006	CDE staff
Regional trainings for trainers on serving students with disabilities in the least restrictive environment.	September - October, 2005 and annually as needed	CDE staff, contractors, RSDSS staff
Provide facilitated IEP training, a trainer of trainer module.	June 30, 2006	CDE staff
Host Riverside County Achievement Team (RCAT) teleconference	October 2005 - 2006	CDE staff, contract staff
RCAT Leadership Development Training	February 2006	CDE staff, contractor
School-site specific RCAT Teleconference	March - June 2006	CDE staff, contractor
RCAT Summer Institute	July 2006	CDE staff, contractor
RCAT Leadership Development Program follow-up Seminar	August - September 2006	CDE staff, contractor
Statewide State Improvement Grant (SIG) Leadership Institute	Fall and spring	CDE staff, contractor
SIG Regional Leadership Institutes	Annually	CDE staff, contractor
SIG site-specific technical assistance which is specialized to assist additional schools, districts, and SELPAs	Annually	CDE staff, contractor
Provide BEST positive behavioral management program training and technical assistance.	As needed by site - ongoing	CDE staff, contractor
Provide five Web casts that cover the concept of Response to Intervention (RtI) and stream this content for on-demand viewing	December. 2005, January. February. March and April 2006	CDE staff, contractors, SELPA

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Improvement Activities	Timelines	Resources
Develop and distribute training module in DVD format that incorporates RtI concepts and specific skills.	July 2006	CDE staff, contractors
RtI Trainings	Ongoing, several times per year	CDE staff
Three-tiered model trainings	Ongoing, several times per year	CDE staff
State Superintendent High School Summit Focus on Students with Disabilities	Oct 2005	Contracted speakers support through registration fees from participants and IDEA funds, CDE staff
Develop charter school guidance primers to address the needs of students with disabilities attending charter schools.	2005 - 2006	National Association of State Directors of Special Education and grant from DOE/OSEP, CDE staff
Provide technical assistance on reinventing high school	Ongoing	International Center for Leadership in Education and Council of Chief State School Officers and financial resources provided through the Bill and Melinda Gates Foundation, CDE staff
Provide technical assistance to schools focused on the implementation of reform programs to high poverty and NCLB school wide schools.	Ongoing	California Comprehensive Assistance Center, CDE staff
Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice		
Develop and maintain IDEA 2004 information Web page with links to important references and resources on the Reauthorization of IDEA	December 2004; ongoing update	CDE/SED staff; Web capability of CDE Web page http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp
IDEA Final Regulation Training	Spring 2006	Art Cernosia, Esq., nationally known expert in the IDEA. Free to public and funded from IDEA funds

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Improvement Activities	Timelines	Resources
Public awareness and information dissemination via Web pages and listservs on variety of topics including Promotion, retention guidelines, and CAPA materials	Updated frequently	CDE/SED staff; Web capability of CDE
Develop Web site to support the rollout of RtI including forms, procedures, intervention measures and provide a facility for supporting the field through an internet based message-board	June 2006	CDE staff, contractor
Develop and disseminate Pocketbook of Special Education Statistics	Annually	CDE staff
Post special education data on CDE DataQuest Web site	Annually	CDE/SED staff; Web capability of CDE Web page http://data1.cde.ca.gov/dataquest/
Create and post the Special Education Data Reports on the Web	Annually	CDE staff, Web capability of CDE Web page http://www.cde.ca.gov/sp/se/ds/datarpts.asp

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Indicator #4 - Suspension and Expulsion

An overview of the SPP development is described on pages 1 and 2 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
Indicator A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity. (20 U.S.C. 1416(a)(3)(A); 1412(a) 22)).
Measurement: A. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by # of districts in the State times 100 B. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity divided by # of districts in the State times 100.

Overview of Issue/Description of System or Process

California's Quality Assurance Process (QAP) is a statewide special education district-level review that focuses on both compliance and educational benefit. The QAP process allows review of all local educational agencies (LEA) in California through its four balanced components: 1) Local Plan; 2) Special Education Self Review (SESR); 3) Complaints Management; and 4) Focused Monitoring. All monitoring processes require review of multiple data sources for development of a monitoring plan. The Special Education Division (SED) uses data specific to suspension and expulsion (and other performance data) when monitoring districts. If a district has a significant number of students suspended or expelled for 10 days or more, the state or local review team adds a section to the monitoring plan related to suspension and expulsion and investigates policies and practices at the district and student level.

For 05-06, California has developed a set of measures that will allow the California Department of Education (CDE) to identify individual districts with significant discrepancies in suspension based on race or ethnicity in comparison to the rates for all children with disabilities in the district.

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Baseline Data for FFY 2004 (2004-2005) (Recalculated)

4A In 2004-05, 10.6 % of districts had a rate of expulsion or suspension of more than one percent. The recalculated measure is based on ages 3 through 22, the group reported on Table 5 of the Annual Report of Children Served (618 data) as required in the SPP/APR instructions. The original baseline was calculated based on the existing California (QAP), Key Performance Indicator (KPI) measurement, which was taken from data collected on students in grades K-12. The revised baseline reports the percent of districts that are significantly discrepant; the original baseline was reported as the percent of districts *not* significantly discrepant.

Annual targets were reset using the recalculated measurements.

4B The identification of districts having a significantly discrepant rate of expulsion or suspension is a multi-step process. The first step is to identify which, if any, districts have one or more ethnic categories that exceed a percent-based threshold. Within each district, an ethnic category has exceeded the threshold when the proportion of students receiving special education who were suspended or expelled for more than 10 days in that category among all students receiving special education suspended or expelled for more than 10 days is more than 20 percent higher than that category's proportion among all students receiving special education. If any one or more of the five ethnicity/race categories exceed the allowable threshold, the district is identified as potentially discrepant. In 2005-06, 7.3% of districts were identified as potentially discrepant based on the calculation.

Annual targets are set a 0% per instructions from the OSEP.

Discussion of Baseline Data

For overall suspension or expulsion rates (indicator 4A), the state has adopted the statewide average of one percent as the threshold for action at the district level.

An analysis of statewide data reveals that students from some groups are much more likely to be expelled or suspended for more than ten days. African American students in particular suffer this consequence; in 2003-04, they are more than 2.25 times as likely to be expelled or receive more than ten days of suspension than are all students receiving special education or services

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FFY	Measurable and Rigorous Target
2005 (2005-2006)	No more than 10.5 percent of districts will have rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year that exceed one percent (indicator 4A). 0.0 percent of districts will have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race (indicator 4B).
2006 (2006-2007)	No more than 10.4 percent of districts will have rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year that exceed one percent (indicator 4A). 0.0 percent of districts will have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race (indicator 4B).
2007 (2007-2008)	No more than 10.3 percent of districts will have rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year that exceed one percent (indicator 4A). 0.0 percent of districts will have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race (indicator 4B).
2008 (2008-2009)	No more than 10.2 percent of districts will have rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year that exceed one percent (indicator 4A). 0.0 percent of districts will have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race (indicator 4B).
2009 (2009-2010)	No more than 10.1 percent of districts will have rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year that exceed one percent (indicator 4A). 0.0 percent of districts will have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race (indicator 4B).

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FFY	Measurable and Rigorous Target
2010 (2010-2011)	No more than 10.0 percent of districts will have rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year that exceed one percent (indicator 4A). 0.0 percent of districts will have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race (indicator 4B).

Improvement Activities/Timelines/Resources

When undergoing a QAP review, districts with a rate of expulsion, or suspension of their students for more than ten days, that exceeds the threshold of one percent will be required to evaluate their policies, procedures, and practices, including a review of a sample of records of those students. After benchmarks are established for the February 2007 APR, differences among rates for the various ethnic groups will be examined and included in the review process. In addition, the state will continue with the development of a measure for indicator 4B to be applied to the 2006-07 data.

Beginning in the 2006-07 school year, when a district is undergoing a review, and one percent or more of its students receiving special education or services have been expelled or suspended for more than ten days, the LEA must review all policies and practices to determine that suspension and expulsion decisions are made based on appropriate circumstances as described by federal and state laws and regulations. When the LEA has policies or practices that lead to inappropriate suspension or expulsion decisions, they must describe the changes they intend to make and provide evidence that they have done so. The state will continue to provide technical assistance to LEAs in this area and impose sanctions if an LEA refuses to make necessary changes. This review will also include examining the circumstances under which individual students have been disciplined, a comparison of the decisions made to evaluate whether discipline actions have been differentially applied by race/ethnic categories, and whether behavior intervention plans or other actions short of suspension or expulsion have been adequately considered. Potentially discrepant districts will report the results of their review and what, if any, corrective actions are being implemented to revise policies and procedures, to eliminate inconsistencies in application of discipline, or to examine interventions that may be inadequate.

Monitoring, Stakeholder Meetings, and Selected Special Projects

The CDE was awarded a second State Improvement Grant (SIG) http://www.calstat.org/sigPcse.html from the federal government. SIG2 will be used to improve special education services in California in several areas such as the quality and number of teachers and other personnel who work with students with disabilities; coordination of services for students with disabilities; behavioral supports available for

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students with disabilities; academic outcomes, especially in the area of literacy; participation of parents and family members; and in the collection and dissemination of data. The grant has a significant site-based component that will include an entire network of educators who have been trained through the first SIG to assist schools in implementing research-proven behavioral approaches.

Response to Intervention (RtI) is a process that focuses on early intervention designed to prevent learning failure. This approach recognizes the importance of student behavior on learning and incorporates a problem-solving process to address behavioral issues. The RtI process requires an alignment of assessment and research-based instruction to produce positive academic outcomes for students. The reliability and validity of this implementation depends on pre-service and in-service professional development models to translate research into practice. The CDE will create and host presentations and trainings in the upcoming years.

Throughout the state, there are many partnerships that help to ensure that schools provide all students, including students with disabilities, with research-proven approaches to instruction, leading to the accomplishment of California's educational goals. In order to facilitate the achievement of Adequate Yearly Progress (AYP) targets and benchmarks in California, the SED has developed a close working relationship with the staff and administration of the District and School Program Coordination Office (DSPC) of the School Improvement Division within the CDE. This division is responsible for, among other things, providing support and services to the schools and districts identified for program improvement (PI) under Section 1117 of the federal No Child Left Behind (NCLB) Act of 2001. The DSPC office coordinates the funding of a Regional System of School and District Support (RSDSS), which is a statewide system of support for schools and districts in PI.

To better align the services and guidance offered by the many regional programs administered by the CDE, a Regional Programs Partnership Group (RPPG) was created in February 2005. The DSPC coordinates monthly meetings of the RPPG. The goal of this group is to share program information and to develop guidance and work toward collaboration and alignment at the state level to enhance collaboration and alignment in the field. The SED and the DSPC through the RSDSS have coordinated three3 regional trainings on improving access to the core curriculum for all students by educating students with disabilities in the least restrictive environment (LRE). These trainings were held in September and October of 2005. Additionally, the SED assisted the DSPC in developing statewide trainings and technical assistance regarding schools and districts in PI. Future activities include attending the monthly RSDSS, RPPG, and NCLB/PI meetings and providing resources and input from the special education perspective; providing information, resources and updates from general education to appropriate SED staff and administration; working with the PI and Interventions Office to infuse the LRE district and school self assessment tools into the program improvement self assessment processes [district assistance survey (DAS) and academic performance survey (APS)].

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Selected Training/Technical Assistance

Future activities also include addressing graduation requirements in bi-annual California Special Education Management Information System (CASEMIS) training sessions with special education local plan area (SELPA) Administrators and LEAs. This will improve the reliability and accuracy of data reported to the CDE and will draw the attention of the LEAs to educational benefit. CDE and SELPA staffs jointly determine the content and scope of these bi-annual training sessions.

CDE staff also will prepare and present trainings beyond CASEMIS during the six-year time period under the SPP. Topics for these trainings include the IDEA 2004 statute and final regulations related to graduation requirements and other IDEA 2004 requirements, LRE, Individualized Education Program (IEP) training, leadership development, Building Effective Schools Together (BEST) positive behavioral management, RtI, and NCLB.

Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice

The CDE engages in a variety of public awareness and information dissemination activities to improve the likelihood of positively impacting practices at the school site. These activities include creating and supporting Web pages and listservs with topics ranging from promotion and retention guidelines to the California Alternate Performance Assessment (CAPA) materials, disseminating the Pocketbook of Special Education Statistics, posting data on Data Quest, and publishing data summaries.

Improvement Activities	**Timelines**	**Resources**
Provide statewide California Special Education Management Information system (CASEMIS) training for special education local plan areas (SELPA).	October 21, 2005 October 28, 2005	CDE staff, SELPA, LEAs
Finalize new suspension/expulsion data fields and definitions for CASEMIS.	Fall 2005	CDE staff, SELPA, LEAs
Modify CASEMIS data table structure to incorporate new data fields and update table codes.	Fall 2005	CDE staff
Modify validation codes and develop prototype reports.	Spring 2006	CDE staff
Beta-test new CASEMIS software.	Summer 2006	CDE staff
Deploy official CASEMIS software.	October 2006	CDE staff

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Improvement Activities	Timelines	Resources
Provide ongoing technical assistance to ensure reliable and accurate submission of data.	Ongoing throughout the year	CDE staff
Provide statewide CASEMIS training for SELPAs.	Each year in the Fall and sometimes Spring	CDE staff, SELPA, LEAs
Monitoring and Stakeholder Meetings		
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff
Explore Web based applications for all components of the monitoring system.	June 30, 2006	CDE staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS).	October 2005 - June 30, 2010	CDE staff and contractors
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 - June 30, 2011	CDE staff
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the Individualized Education Program (IEP) Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, and CDE staff
Selected Training/Technical Assistance		
Provide statewide CASEMIS training for SELPAs.	October 21, 2005October 28, 2005	CDE staff, SELPA, LEAs
Regional trainings for trainers on serving students with disabilities in the LRE	September - October, 2005 and annually as needed	CDE staff, contractors, RSDSS staff
Provide facilitated IEP training, a trainer of trainer module	June 30, 2006	CDE staff

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Improvement Activities	Timelines	Resources
Host Riverside County Achievement Team (RCAT) teleconference	October 2005 - 06	CDE staff, contract staff
RCAT Leadership Development Training	February 2006	CDE staff, contractor
School-site specific RCAT Teleconference	March - June 2006	CDE staff, contractor
RCAT Summer Institute	July 2006	CDE staff, contractor
RCAT Leadership Development Program follow-up Seminar	August - September 2006	CDE staff, contractor
Statewide State Improvement Grant (SIG) Leadership Institute	Annually	CDE staff, contractor
SIG Regional Leadership Institutes	Annually	CDE staff, contractor
SIG site-specific technical assistance which is specialized to assist additional schools, districts, and SELPAs	As needed by site - ongoing	CDE staff, contractor
Provide BEST positive behavioral management program training and technical assistance	Fall and spring	CDE staff, contractor
Provide five Web casts that cover the concept of RtI and stream this content for on-demand viewing	December. 2005, January. February. March and April 2006	CDE staff, contractors, SELPA
Develop and distribute training module in DVD format that incorporates RtI concepts and specific skills	July 2006	CDE staff contractors
RtI Trainings	Ongoing, several times per year	CDE staff
Three-tiered model trainings	Ongoing, several times per year	CDE staff
State Superintendent High School Summit Focus on Students with Disabilities	Oct 2005	Contracted speakers support through registration fees from participants and IDEA funds, CDE staff
Develop charter school guidance primers to address the needs of students with disabilities attending charter schools	2005-06	National Association of State Directors of Special Education and grant from DOE/OSEP, CDE staff

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Improvement Activities	Timelines	Resources
Provide technical assistance on reinventing high school	Ongoing	International Center for Leadership in Education and Council of Chief State School Officers and financial resources provided through the Bill and Melinda Gates Foundation, CDE staff
Provide technical assistance to schools focused on the implementation of reform programs to high poverty and NCLB school wide schools	Ongoing	California Comprehensive Assistance Center, CDE staff
Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice		
Develop and maintain IDEA 2004 information Web page with links to important references and resources on the Reauthorization of the IDEA	December 2004; ongoing update	CDE/SED staff; Web capability of CDE Web page http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp
IDEA Final Regulation Training	Spring 2006	Art Cernosia, Esq., nationally known expert in the IDEA. Free to public and funded from IDEA funds
Public awareness and information dissemination via Web pages and listservs on variety of topics including promotion, retention guidelines, and CAPA materials	Updated frequently	CDE/SED staff; Web capability of CDE
Develop Web site to support the rollout of RtI including forms, procedures, intervention measures and provide a facility for supporting the field through an internet based message-board	June 2006	CDE staff, contractor
Develop and disseminate Pocketbook of Special Education Statistics	Annually	CDE staff
Post special education data on CDE DataQuest Web site	Annually	CDE/SED staff; Web capability of CDE Web page http://data1.cde.ca.gov/dataquest/

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Improvement Activities	Timelines	Resources
Create and post the Special Education Data Summaries on the Web	Annually	CDE staff, Web capability of CDE Web page http://www.cde.ca.gov/sp/se/ds/datarpts.asp

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Indicator #5 - Least Restrictive Environment

An overview of the SPP development is described on pages 1 and 2 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).
Indicator –Percent of children with Individualized Education Programs (IEPs) aged 6-21: A. Removed from regular class less than 21 percent of the day; B. Removed from regular class greater than 60 percent of the day; or C. Served in public or private separate schools, residential placements, or homebound or hospital placements (20 U.S.C. 1416(a)(3)(A)).
Measurement: A. Percent of children with IEPs removed from regular class less than 21 percent of the day. Percent is calculated by taking the number of children with IEPs removed from regular class less than 21 percent of the day and dividing by the total number of students aged 6-21 with IEPs multiplied by 100.B. B. Percent of children with IEPs removed from regular class greater than 60 percent of the day. Percent is calculated by taking the number of children with IEPs removed from regular class greater than 60 percent of the day and dividing by the total number of students aged 6-21 with IEPs multiplied by 100.C. C. Percent of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements. Percent is calculated by taking the number of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements divided by the total number of students aged 6-21 with IEPs multiplied by 100.

Overview of Issue/Description of System or Process:

Under the Individuals with Disabilities Education Act (IDEA) of 2004, the California Department of Education (CDE) is responsible for establishing statewide goals and indicators to be used to measure progress toward those goals. To do this the CDE convened a comprehensive stakeholder group –the Key Performance Indicator Stakeholders Committee (KPISC). The KPISC is composed of approximately 30 advocacy, administrative, and/or professional organizations. The KPISC convenes at least twice a year to evaluate how well the state is meeting its five special education goals' to select districts for monitoring, and to identify priority areas to monitor during the reviews. The KPISC established, and the CDE maintains, the system of Key Performance Indicators (KPI). These include measures of the percent of time that students are served outside of a regular classroom. In 1996, California designated two measures of inclusion in the regular classroom: (1) the percent of students educated with their non-disabled peers 80 percent or more of the time and, (2) the percent so educated 20 percent or less of the time. These KPI measures are calculated annually at

the district level and published on the Web. These measures are benchmarked, which allows for comparison of scores to a statewide expectation, for capturing the direction of change, and for comparing districts of similar type (elementary, high school, and unified).

Baseline Data for FFY 2004 (2004-05) (Recalculated)

Based on the December 2004 California Special Education Management Information System (CASEMIS) data reported on the 12/01/04 618 report, among the 612,177 California children aged 6-21 with IEPs:

A. 49.2 percent were removed from regular class less than 21 percent of the day;
B. 24.6 percent were removed from regular class more than 60 percent of the day; and
C. 4.4 percent were served in public or private separate schools, residential placements, or homebound or hospital placements.

These baseline data were recalculated to conform to instructions from the Office of Special Education Programs (OSEP). These figures are based on children with IEPs, ages 6 to 21, rather than from grades K-12. The baseline percentages for 2004-05 are unchanged.

Discussion of Baseline Data:

As described, prior to the additional requirements of the SPP, California had already established district-level benchmarks and targets. These district-level benchmarks and targets are incorporated into the district data summaries. Because baseline figures are unchanged, the targets remain the same.

FFY	Measurable and Rigorous Target
2005 (2005-06)	5A. 51.1 percent or more of students will be removed from regular class less than 21 percent of the day; 5B. No more than 24 percent will be removed from regular class more than 60 percent of the day; and 5C. No more than 4.3 percent are served in public or private separate schools, residential placements, or homebound or hospital placements.
2006 (2006-07)	5A. 53 percent or more of students will be removed from regular class less than 21 percent of the day; 5B. No more than 23 percent will be removed from regular class more than 60 percent of the day; and 5C. No more than 4.2 percent are served in public or private separate schools, residential placements, or homebound or hospital placements.

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FFY	Measurable and Rigorous Target
2007 (2007-08)	5A. 57 percent or more of students will be removed from regular class less than 21 percent of the day; 5B. No more than 21 percent will be removed from regular class more than 60 percent of the day; and 5C. No more than 4.1 percent are served in public or private separate schools, residential placements, or homebound or hospital placements.
2008 (2008-09)	5A. 62 percent or more of students will be removed from regular class less than 21 percent of the day; 5B. No more than 18 percent will be removed from regular class more than 60 percent of the day; and 5C. No more than 4.0 percent are served in public or private separate schools, residential placements, or homebound or hospital placements.
2009 (2009-10)	5A. 68 percent or more of students will be removed from regular class less than 21 percent of the day; 5B. No more than 14 percent will be removed from regular class more than 60 percent of the day; and 5C. No more than 3.9 percent are served in public or private separate schools, residential placements, or homebound or hospital placements.
2010 (2010-11)	5A. 76 percent or more of students will be removed from regular class less than 21 percent of the day; 5B. No more than 9 percent will be removed from regular class more than 60 percent of the day; and 5C. No more than 3.8 percent are served in public or private separate schools, residential placements, or homebound or hospital placements.

Improvement Activities/Timelines/Resources:

This is a critical area where the SED has and will continue to devote considerable attention and resources. With the increased focus on LRE at the federal level, as emphasized in the reauthorization of IDEA 2004 and No Child Left Behind (NCLB), the CDE reviewed issues surrounding LRE. Some of the many activities that CDE has undertaking and will continue as a result of this review include: reconvening a Superintendent's Task force on serving students with disabilities in the LRE, including the LRE as a major focus in statewide conferences, training, and monitoring efforts, providing on-site technical assistance in working with all students in the LRE, and working closely with colleagues in general education to infuse strategies for addressing the needs of at-risk students early so that they do not require referral to special education.

The State Superintendent of Public Instruction in California had initiated a High School Initiative including a strong emphasis on the LRE. This initiative focuses on high expectations for all students the development of world-class teachers and site administrators the use of world-class instructional materials successful transitions to

postsecondary education, and the development of a community of support to nurture high achieving students. Training took the form of the State Superintendent's High School Summit of 2004, which was followed in October 2005 by a similar summit with a focus on students with disabilities. Both included a strong focus in working with students with disabilities in the LRE.

Monitoring, Stakeholder Meetings, and Selected Special Projects

As a Key Performance Indicator (KPI), the LRE indicator may be used in several ways. First, it may be used to identify the pool of possible districts for review. Second, the KPIs are used in all monitoring reviews to focus review activities on those areas where the district is below the benchmark expectation and has a KPI value lower than that of the prior year. In addition, the KPIs provide a resource to districts to inform and assist with self-monitoring activities to address and maintain compliance.

The CDE was awarded a second State Improvement Grant (SIG) http://www.calstat.org/sigPcse.html from the federal government. SIG2 will be used to improve special education services in California in several areas such as the quality and number of teachers and other personnel who work with students with disabilities in the LRE; coordination of services for students with disabilities; behavioral supports available for students with disabilities; academic outcomes, especially in the area of literacy; participation of parents and family members; and collection and dissemination of data. The grant has a significant site-based component that will make use of an entire network of educators who have been trained through the first SIG to assist schools in implementing research-proven practices.

The Riverside County Achievement Teams (RCAT) use data to identify needs and to improve educational outcomes for students with disabilities. Expert technical assistance and training is available to build leadership capacity for the selected school districts whose data indicate significantly low performance in KPIs for students with disabilities. Technical assistance and training is also available through the Quality Assurance Process (QAP) focused monitoring procedures for under-performing school districts whose data indicate significantly low academic performance for students with disabilities in the LRE.

Under the Reading First Program, the state budget provides incentive funding for districts to create a plan to lower the number of special education referrals based upon reading below grade level and provides alternative assistance to students enabling students to be served in the general education classroom. California supports this program by providing sub-grants to Local Education Agencies (LEAs) to implement fully the state-adopted reading program in kindergarten through grade three and to provide professional development to special education teachers. A part of the textbook adoption process is to include textbooks with a focus on early intervention and remediation for students at risk for reading problems.

Response to Intervention (RtI) is a process that focuses on early intervention in the general education classroom in order to prevent learning failure. This approach recognizes the importance of student behavior on learning and incorporates a problem-solving process to address behavioral issues. The RtI process requires an alignment of assessment and instruction to produce positive academic outcomes for students. The reliability and validity of this implementation depend on pre-service and in-service professional development models to translate research into practice and the CDE will create and host such presentations and trainings in the upcoming years.

Throughout the state, there are many partnerships that help to ensure that schools provide all students, including students with disabilities, with research-proven approaches to instruction in the LRE, leading to the accomplishment of California's educational goals. In order to facilitate the achievement of Adequate Yearly Progress (AYP) targets and benchmarks in California, the Special Education Division (SED) has developed a close working relationship with the staff and administration of the District and School Program Coordination Office (DSPC) of the School Improvement Division (SID) within the CDE. This division is responsible for, among other things, providing support and services to the schools and districts identified for program improvement (PI) under Section 1117 of the federal NCLB Act of 2001. The DSPC office coordinates the funding of a Regional System of School and District Support (RSDSS), which is a statewide system of support for schools and districts in PI.

To better align the services and guidance offered by the many regional programs administered by the CDE, a Regional Programs Partnership Group (RPPG) was created in February 2005. The DSPC coordinates monthly meetings of the RPPG. The goal of this group is to share program information and develop guidance and to work toward collaboration and alignment at the state level to enhance collaboration and alignment in the field. The SED and the DSPC through the RSDSS have coordinated three regional trainings on improving access to the core curriculum for all students by educating students with disabilities in the LRE. These trainings were held in September and October of 2005. Additionally, the SED assisted the DSPC in developing statewide trainings and technical assistance regarding schools and districts in PI. Future activities include attending the monthly RSDSS, RPPG, and NCLB/PI meetings and providing resources and input from the special education perspective; providing information, resources, and updates from general education to appropriate SED staff and administration; working with the PI and Interventions Office to infuse the LRE district and school self assessment tools into the program improvement self assessment processes (district assistance survey (DAS) and academic performance survey (APS)).

Selected Training/Technical Assistance

Future activities also include addressing the LRE in bi-annual CASEMIS training sessions with special education local plan area (SELPA) administrators and LEAs. This will improve the reliability and accuracy of data reported to the CDE and will draw the

attention of the LEAs to educational benefit. CDE and SELPA staffs jointly determine the content and scope of these bi-annual training sessions.

CDE staff also will prepare and present trainings beyond CASEMIS during the six-year time period under the SPP. Topics for these trainings include: the IDEA 2004 statute and final regulations related to graduation requirements and other IDEA 2004 requirements, LRE, IEP training, leadership development, Building Effective Schools Together (BEST) positive behavioral management, RtI, and NCLB.

Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice

CDE engages in a variety of public awareness and information dissemination activities to improve the likelihood of positively impacting practices at the school site. These activities include creating and supporting Web pages and listservs with topics ranging from working with students in the LRE, promotion and retention guidelines, California Alternate Performance Assessment (CAPA) materials, disseminating the Pocketbook of Special Education Statistics, posting data on Data Quest, and publishing data summaries.

Improvement Activities	Timelines	Resources
Monitoring, Stakeholder Meetings, and Selected Special Projects		
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff
The facilitated grant procedures utilize LRE data to develop program improvement strategies	November 30, 2005	CDE staff
Add monthly progress reporting to corrective actions for systemic non-compliance findings related to LRE	December 30, 2005 - June 30, 2006	CDE staff
Explore Web based applications for all components of the monitoring system	June 30, 2006	CDE staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	Ongoing	CDE staff and contractors
Conduct analysis and prepare plans for Annual Performance Reports	July 1, 2005 to June 30, 2011	CDE staff

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Improvement Activities	Timelines	Resources
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the IEP Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, and CDE staff
Participate in national charter school study	2004-06	University of Maryland, CDE staff, funded grant from DOE/OSEP
Selected Training/Technical Assistance		
Provide statewide CASEMIS training for SELPAs	October 21, 2005 October 28, 2005	CDE staff, SELPA, LEAs
Provide regionalized training and technical assistance related to using the KPI data for program improvement	June 30, 2006	CDE staff
Regional trainings for trainers on serving students with disabilities in the least restrictive environment	September-October, 2005 and annually as needed	CDE staff, contractors, RSDSS staff
Provide facilitated IEP training, a trainer of trainer module	June 30, 2006	CDE staff
Host Riverside County Achievement Team (RCAT) teleconference	October 2005-06	CDE staff, contract staff
RCAT Leadership Development Training	February 2006	CDE staff, contractor
School-site specific RCAT Teleconference	March-June 2006	CDE staff, contractor
RCAT Summer Institute	July 2006	CDE staff, contractor
RCAT Leadership Development Program follow-up Seminar	August-September 2006	CDE staff, contractor
Statewide State Improvement Grant (SIG) Leadership Institute	Annually	CDE staff, contractor
SIG Regional Leadership Institutes	Annually	CDE staff, contractor
SIG site-specific technical assistance which is specialized to assist additional schools, districts, and SELPAs	As needed by site - ongoing	CDE staff, contractor

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Improvement Activities	Timelines	Resources
Provide BEST positive behavioral management program training and technical assistance	Fall and spring	CDE staff, contractor
Provide five Web casts that cover the concept of Response to Intervention (RtI) and stream this content for on-demand viewing	December 2005, January. February. March and April 2006	CDE staff, contractors SELPA
Develop and distribute training module in DVD format that incorporates RtI concepts and specific skills.	July 2006	CDE staff contractors
RtI Trainings focused on general education environment	Ongoing; several times per year	CDE staff
Three-tiered model trainings	Ongoing; several times per year	CDE staff
State Superintendent High School Summit Focus on Students with Disabilities	Oct 2005	Contracted speakers support through registration fees from participants and IDEA funds, CDE staff
Develop charter school guidance primers to address the needs of students with disabilities attending charter schools	2005-06	National Association of State Directors of Special Education and grant from DOE/OSEP, CDE staff
Provide technical assistance on reinventing high school	Ongoing	International Center for Leadership in Education and Council of Chief State School Officers and financial resources provided through the Bill and Melinda Gates Foundation, CDE staff
Provide technical assistance to schools focused on the implementation of reform programs to high poverty and NCLB school wide schools	Ongoing	California Comprehensive Assistance Center, CDE staff

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Improvement Activities	Timelines	Resources
Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice		
Develop and maintain IDEA 2004 information Web page with links to important references and resources on the Reauthorization of the Individuals with Disabilities Education Act (IDEA)	December 2004; ongoing update	CDE/SED staff; Web capability of CDE Web page http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp
IDEA Final Regulation Training	Spring 2006	Art Cernosia, Esq., nationally known expert in the IDEA. Free to public and funded from IDEA funds
Public awareness and information dissemination via Web pages and listservs on variety of topics including LRE	Updated frequently	CDE/SED staff; Web capability of CDE
Develop Web site to support the rollout of RtI including forms, procedures, intervention measures and provide a facility for supporting the field through an internet based message-board	June 2006	CDE staff, contractor
Develop and disseminate Pocketbook of Special Education Statistics	Annually	CDE staff
Post special education data on CDE DataQuest Web site	Annually	CDE/SED staff; Web capability of CDE Web page http://data1.cde.ca.gov/dataquest/
Create and post the Special Education Data Summaries on the Web	Annually	CDE staff, Web capability of CDE Web page http://www.cde.ca.gov/sp/se/ds/datarpts.asp

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Indicator #6 - Preschool Least Restrictive Environment

An overview of the SPP development is described on pages 1 and 2 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).
Indicator - Percent of preschool children with Individualized Education Programs (IEPs) who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings). (20 U.S.C. 1416(a)(3)(A)).
Measurement: The number of preschool children with IEPs who received all special education services in settings with typically developing peers divided by the total number of preschool children with IEPs times 100.

Overview of Issue/Description of System or Process

It is the policy of the State of California that “Special education is an integral part of the total public education system and provides education in a manner that promotes maximum interaction between children or youth with disabilities and children or youth who are not disabled, in a manner that is appropriate to the needs of both."

"Special education provides a full continuum of program options, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education, to meet the educational and service needs of individuals with exceptional needs in the least restrictive environment [30 *Education Code* (EC) 56031].” Further, state law requires that the student’s IEP include: “The specific special educational instruction and related services and supplementary aids and services to be provided to the pupil, or on behalf of the pupil, and a statement of the program modifications or supports for school personnel that will be provided for the pupil in order to …be educated and participate with other pupils with disabilities and nondisabled pupils in the activities described in this section. “ and also “An explanation of the extent, if any, to which the pupil will not participate with nondisabled pupils in regular classes and in… (extracurricular and other nonacademic) activities (30 EC 56345)." In addition, each Special Education Local Planning Area (SELPA) must ensure that a continuum of program options is available to meet the needs of individuals with exceptional needs for special education and related services, as required by the Individuals with Disabilities Education Act 2004 (IDEA). The continuum of program options is specified in law. These requirements apply to all individuals with exceptional needs, age three to twenty two.

In addition, the California EC includes requirements more suited to the preschool service delivery system. The code specifies a number of appropriate settings, including: (a) The regular public or private nonsectarian preschool program.

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(b) The child development center or family day care home.
(c) The child's regular environment that may include the home.
(d) A special site where preschool programs for both children with disabilities and children who are not disabled are located close to each other and have an opportunity to share resources and programming.
(e) A special education preschool program with children who are not disabled attending and participating for all or part of the program.
(f) A public school setting which provides an age-appropriate environment, materials, and services, as defined by the superintendent. (30 EC 56441.4)

And the law identifies a variety of methods by which services to preschool age children with disabilities may be provided:
(a) Directly by a local educational agency.
(b) Through an interagency agreement between a local educational agency and another public agency.
(c) Through a contract with another public agency pursuant to Section 56369.
(d) Through a contract with a certified nonpublic, nonsectarian school; or nonpublic, nonsectarian agency pursuant to Section 56366.
(e) Through a contract with a nonsectarian hospital. (30 EC 56441.8)

Level at which local data will be reported: There are approximately 1,100 Local Educational Agencies (LEAs) in the state of California. They vary in size from one-room schoolhouses to very large districts in cities like Los Angeles, San Francisco, and San Diego. The experience of the California Department of Education (CDE) with calculating Key Performance Indicators (KPIs) is that there are many districts with such a small population that the calculation of a percentage is meaningless. This situation is even more difficult when calculating percentages for preschool age children because they are so much less populous than the group of students who are 6-21 years of age. In addition, not every LEA serves the same population of students. Within the SELPA structure, one district may serve all of the severely involved students, another may serve blind students, and a third may serve students with autism. Comparing districts that serve different populations is not very useful. As a result, the CDE is planning to calculate and report outcome data at the SELPA level, because SELPAs are of sufficient size to generate a meaningful statistic and SELPA-to-SELPA comparisons are more meaningful to the overall preschool population.

Data Source: Data for determining the values for this indicator are drawn from the California Special Education Management Information System (CASEMIS). CASEMIS includes data for each preschool age child related to program setting for preschool special education services. Calculations for 2004-05 will be based on December 2004 CASEMIS data for children reported to be served in early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

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Baseline Data for FFY 2004 (2004-05) (Recalculated)

The overall percentage of preschool age students served in settings with typically developing peers is 48 percent. Table 6a provides data used for this calculation.

Table 6a
Preschool LRE data in California, 2004-05

Setting	Number of 3 - 5 year olds
Early childhood setting	20,588
Home	1,338
Part-time early childhood/part-time early childhood special education setting	8299
Subtotal	30,255
Total Number of 3-5 Served	63,240
Percent 3-5 served in settings with typically developing peers	47.79%

Discussion of Baseline Data

Data presented in table 6a are based on December 2004 CASEMIS data for three, four and five year-old children with disabilities. They have been recalculated to align to the Section 618 data tables. The overall percentage of preschool age students served in settings with typically developing peers is 47.79 percent. The three preschool settings included in the calculation are not exhaustive and as such preschool students do receive services in other settings. Targets are set to increase to an overall target of 66 percent in 2010-11. These benchmarks will be finalized in the APR due February 2007.

FFY	Measurable and Rigorous Target
2005 (2005-06)	51% of the 3-5 year olds will be served in settings with typically developing peers.
2006 (2006-07)	54% of the 3-5 year olds will be served in settings with typically developing peers.
2007 (2007-08)	57% of the 3-5 year olds will be served in settings with typically developing peers.
2008 (2008-09)	60% of the 3-5 year olds will be served in settings with typically developing peers.
2009 (2009-10)	63% of the 3-5 year olds will be served in settings with typically developing peers.

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FFY	Measurable and Rigorous Target
2010 (2010-11)	66% of the 3-5 year olds will be served in settings with typically developing peers.

Improvement Activities/Timelines/Resources

Future activities also include addressing preschool LRE requirements in bi-annual CASEMIS training sessions with SELPA administrators and LEAs. This step will improve the reliability and accuracy of data reported to the CDE and will draw the attention of the LEAs to educational benefit. CDE and SELPA staffs jointly determine the content and scope of these bi-annual training sessions.

Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice

The CDE engages in a variety of public awareness and information dissemination activities to improve the likelihood of positively impacting practices at the school site. These activities include supporting Web pages and listservs with topics ranging from promotion and retention guidelines to the California Alternate Performance Assessment (CAPA) materials, disseminating the Pocketbook of Special Education Statistics, posting data on Data Quest, and publishing data summaries.

Activities	Timelines	Resources
Review individual SELPA and LEA calculations. Identify extreme, outlying values.	By January 1, 2006	CDE staff
Prepare and disseminate general policy letter related to preschool LRE.	By January 1, 2006	CDE staff
Contact districts with extreme, outlying values to monitor policies, procedures and practices; and to provide technical assistance.	By January 1, 2006	CDE staff
Conduct monitoring; prepare corrective action plans, if needed; and follow-up to ensure correction.	By June 30, 2006	CDE staff
Work with preschool technical assistance contractors to prepare and disseminate technical assistance materials and services.	By June 30, 2006	CDE staff and contractors
Conduct ongoing review of APR data calculations and prepare annual action plans.	July 2006 through June 30, 2011	CDE staff and contractors

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Activities	Timelines	Resources
Convene Preschooler Stakeholder Committee to review data	2005 - 2007	CDE staff and contractors
Provide statewide CASEMIS training for SELPAs	October 21, 2005 October 28, 2005; annually	CDE staff, SELPA, LEAs
Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice		
Develop and maintain IDEA 2004 information Web page with links to important references and resources on the Reauthorization of the IDEA	December 2004; ongoing update	CDE/SED staff; Web capability of CDE Web page http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp
IDEA Final Regulation Training	Spring 2006	Art Cernosia, Esq., nationally known expert in the IDEA. Free to public and funded from IDEA funds
Public awareness and information dissemination via Web pages and listservs on variety of topics	Updated frequently	CDE/SED staff; Web capability of CDE
Develop and disseminate Pocketbook of Special Education Statistics	Annually	CDE staff
Post special education data on CDE DataQuest Web site	Annually	CDE/SED staff; Web capability of CDE Web page http://data1.cde.ca.gov/dataquest/
Create and post the Special Education Data Summaries on the Web	Annually	CDE staff, Web capability of CDE Web page http://www.cde.ca.gov/sp/se/ds/datarpts.asp

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Indicator #7 - Preschool Assessment

An overview of the SPP development is described on pages 1 and 2 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Indicator - Percent of preschool children with Individualized Education Programs (IEPs) who demonstrate improved:

A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
C. Use of appropriate behaviors to meet their needs. (20 U.S.C. 1416(a)(3)(A)).

Measurement:

A. Positive social-emotional skills (including social relationships):
   a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = number of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by number of preschool children with IEPs assessed times 100.
   b. Percent of preschool children who improve functioning = number of preschool children who improved functioning divided by number of preschool children with IEPs assessed times 100.
   c. Percent of preschool children who did not improve functioning = number of preschool children who did not improve functioning divided by number of preschool children with IEPs assessed times 100.If children meet the criteria for a, report them in a.

   Do not include children reported in a in b or c. If a + b + c

   1. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
   a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = number of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by number of preschool children with IEPs assessed times 100.
   b. Percent of preschool children who improved functioning = number of preschool children who improved functioning divided by number of preschool children with IEPs assessed times 100.
   c. Percent of preschool children who did not improve functioning = number of preschool children who did not improve functioning divided by number of preschool children with IEPs assessed times 100.

   If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:
   a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = number of preschool children who reach or

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maintain functioning at a level comparable to same-aged peers divided by number of preschool children with IEPs assessed times 100.

b. Percent of preschool children who improved functioning = number of preschool children who improved functioning divided by number of preschool children with IEPs assessed times 100.

c. Percent of preschool children who did not improve functioning = number of preschool children who did not improve functioning divided by number of preschool children with IEPs assessed times 100.If children meet the criteria for a, report them in a. Do not include children reported in a in b or c.

If a + b + c does not sum to 100%, explain the difference.

Overview of Issue/Description of System or Process

The California Department of Education (CDE) has been developing a statewide system of progress assessment for young children since the mid-1990s. This system - the Desired Results (DR) system - includes a set of DR (standards) and a method for assessing child progress known as the Desired Results Developmental Profile (DRDP). Children with disabilities have been included in the development of DR and DRDP since its inception. Accommodations and adaptations of the regular DRDP have been developed and researched along with the base instrument. In 2001, DR was reconceptualized to provide greater psychometric integrity. The base constructs were researched and revised and a new set of items developed to conform to the underlying constructs. The indicators and measures have been extensively researched on young children including young children with disabilities. As a part of this research and development effort the CDE has also initiated the development of preschool learning standards for literacy and mathematics, aligned to the state standards for school age children.

In January 2005, the State Superintendent of Public Instruction announced a major preschool initiative in his state of the state address. This initiative, the Preschool for all Initiative includes, among other things, a major focus on accountability, which has prompted an additional focus on the development of standards and the implementation of the systems of assessment. It is anticipated that the Child Development Division (CDD) of the CDE will implement the new version of the DRDP in the fall of 2006, and will subsequently make adjustments to the DRDP. Typically, research on the adaptations to the DRDP lag one year behind the basic instrument (as adaptations are made and tested subsequent to the evaluation of the base instrument). In 2004-05, the CDE anticipated providing baseline status data (one data point) from a sample of districts related to the developmental improvement of preschool age children using the prior indicators in the Annual Performance Report (APR). However, the indicators have changed and, as a result, the CDE only has one data point for 2004-05.

In anticipation of the data requirements for 2005-06 and implementation of state standards for literacy and mathematics, the Special Education Division (SED) funded 11 districts and county offices of education to pilot a birth-to-five instrument and to provide

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two data points for three, four, and five year-old children with disabilities, among other things.

These districts represent urban, suburban, and rural settings and include large, small, and moderately sized programs. They were funded in the spring of 2005, prior to elaboration of SPP requirements.

In July 2005, the CDE convened a meeting (Preschool Stakeholders Committee (PSC)) of representatives from early childhood programs, early childhood training and technical assistance contractors, representatives from the Department of Developmental Services (DDS) (lead agency for Part C) and staff of the Early Childhood Outcomes (ECO) center to review the requirements and provide input into the SPP. In October 2005, the CDE convened the same group to update input on the updated requirements.

General Considerations: The methodology for providing early childhood outcome data is derived from a variety of considerations. First, SPP requires that the CDE and LEAs provide information about the developmental progress of three, four, and five year-olds with disabilities between entry and exit from the program. On this basis, the CDE and LEAs need to be prepared to provide data in relation to the following entry and exit conditions.

	Exit at 3	Exit at 4	Exit at 5
Entry at 3	X	X	X
Entry at 4		X	X
Entry at 5			X

Oftentimes, exit is a post hoc finding - the child has left before the usual transition after kindergarten or at the end of a year and the LEA is not aware of the fact until the child fails to return to the program. In addition, Individuals with Disabilities Education Act (IDEA) requires that children with disabilities participate in state and local assessment programs. When the DRDP is redeployed statewide, it will constitute a statewide testing program for all typically developing three and four year-olds that are served by the CDE. This will require the CDE and LEAs to include all three- and four-year-olds with disabilities in the statewide assessment program for DR. Children are assessed two times per year using the DRDP - once in the fall and once in the spring. This would have the effect of requiring all three- and four-year-olds with disabilities to be assessed twice a year, but not five-year-olds. But, because all five-year-olds exit from preschool, all five-year-olds would need to be assessed in the spring. There are many five-year-olds who enter special education for the first time that would need to be assessed in the fall. As a result, all three-, four-, and five-year-olds with disabilities will be assessed two times per year, once in the fall and once in the spring to comply with the SPP requirements. The entry data for a child will be drawn from DRDP results in the test period following entry into the program. The exit data will be drawn from DRDP results in the test period immediately preceding the child’s withdrawal from the program or spring results in kindergarten.

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It is of paramount importance that these data be reliable, accurate, and useful at the local, state, and national levels. CDE could easily have met APR requirements for a summary of developmental status and progress within the timelines described in the 2003-04 APR. As planned in the 2003-04 APR, calibration studies for the DRDP and studies targeted on language development, literacy, and social-emotional development were completed. However, with the addition of entry and exit requirements and the comparison to developmental progress of typically developing children, there is a mismatch between the plans for development of elements of the DRDP between the CDD (which is targeting further major research studies upon release of the proposed literacy and mathematic standards in 2006-07) and the SED (which has an urgent need for increased information about the performance of typically developing three- four- and five-year-olds using the current DRDP instruments in 2005-06). Additionally, the DRDP information measures for five-year-olds are drawn from a school-age instrument, which uses examples from after school child care settings rather than regular kindergarten or preschool classrooms. This will require the SED to redesign the five-year-old measure to be more suited to a classroom base and to conduct extensive research on a sample of typically developing five-year-olds. To get this work done, the SED is contracting with Sonoma State University and is in the contracting process with Berkeley Evaluation and Assessment Research (BEAR) Center at the University of California, Berkeley. BEAR has conducted all of the in-depth statistical work to validate the DRDP for CDD. They maintain the ongoing data sets for typically developing children. Sonoma State and BEAR will be working together in 2005-06 to scale the DRDP to include children with disabilities in relation to data collected in 2004-05. They will also work together to develop the sampling and statistical analysis needed to calibrate the birth-to-five year-old instrument piloted in 2005-06. These studies will require the SED to secure a large sample of typically developing children prior to the time that the CDD will be recalibrating the DRDP to include the new standards. Until the CDE is able to report data for all preschool age children with disabilities, data will be collected from pilot districts, including all districts with enrollments of over 50,000 students with disabilities. It should be emphasized that the CDE is using a pilot methodology for the first two years of the SPP, rather than an ongoing sampling methodology. Beginning in the Spring of 2007, the CDE will be gathering assessment information on all preschoolers two times per year. These results, however, will not be apparent until February 2009 when the first statewide entry and exits pairs can be calculated. In the meantime, entry data and entry-exit pairs from the pilot sites and large districts will be used to report in February 2007 and February 2008. For more information about the pilot and large district sample, see the discussion of baseline data, below.

One issue during input was the level at which local data would be reported: There are approximately 1,100 LEAs in the state of California. They vary in size from one-room schoolhouses to very large districts in cities like Los Angeles, San Francisco, and San Diego. The CDE's experience with calculating Key Performance Indicators (KPIs) is that there are many districts with such a small population that the calculation of a percentage is meaningless. This fact is even more troubling when calculating percentages for preschool age children as they are so much less populous than the

group of students who are 6-21 years of age. In addition, not every serves the same population of students. Within the SELPA structure, one district may serve all of the severely involved students, another may serve blind students, and a third may serve students with autism. Comparing districts that serve different populations is not very useful. As a result, the CDE is planning to calculate and report outcome data at the SELPA level, as SELPAs are of sufficient size to generate a meaningful statistic and SELPA to SELPA comparisons are more meaningful to the overall preschool population.

Summary of the outcome measurement system. When the system is fully implemented, all three- four- and five-year-old children with disabilities will be assessed using the DRDP as determined by their IEP team. The IEP team will select either the Desired Results Developmental Profile – Revised (DRDP-R for children functioning substantially at age level) or the Desired Results Developmental Profile *access* (DRDPaccess – for children entering below age level). Children will be assessed in the fall and the spring by special education personnel, familiar with their skills, and in conjunction with their regular teacher, child care provider and/or their parent - as appropriate to their service settings. Children will be assessed by staff who have been trained to conduct the assessments, using adaptations as appropriate to the child's special education needs. To ensure proper training CDE will provide ongoing training to program administrators through the annual conference sponsored by the Special Education Early Childhood Administrators Project (SEECAP). Administrator training will begin with the winter 2006 conferences; staff training will be provided through several means. A series of regional trainings will be provided in the fall 2006 by Sonoma State University in collaboration with the Supporting Early Education Delivery System (SEEDS) and representatives from the network of projects funded to pilot the birth-to-five DRDP instrument. Ongoing support will be coordinated by Sonoma State University through the SEEDS project that will house expert teams in their visitation sites and through their statewide network of core consultants. Web based training and teleconferences are also proposed for fall 2006.

How the DRDP indicators and measures will be used to produce the required information. The DRDP consists of four DRs for children:

- Children are personally and socially competent,
- Children are effective learners,
- Children show physical and motor competence, and
- Children are safe and healthy.

Within each DR there are indicators and a series of measures for each indicator. The following charts summarize the method that will be used to roll up data on an indicator basis collected on the DRDP for the three outcomes: (1) positive social-emotional skills, including social relationships, (2) acquisition and use of knowledge and skills, including early language/communication and early literacy, and (3) use of appropriate behaviors to meet needs.

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Table 7a.

Desired Results Developmental Profile -Revised (DRDP-R)

Outcome 1: Positive Social-Emotional Skills	Outcome 2: Knowledge and Skills	Outcome 3: Action to Meet Needs
Desired Result 1 Self Concept: • Identity of Self • Recognition of Own Skills and Accomplishments Social and Interpersonal Skills: • Expressions of Empathy • Building Cooperative Relationships with Adults • Building Cooperative Play with Other Children • Developing Friendships • Conflict Negotiation • Awareness of Diversity in Self and Others Self-Regulation: • Impulse Control • Taking Turns • Shared Use of Space and Materials	Desired Result 1 Language: • Comprehends Meaning • Follows Increasingly Complex Instructions • Expresses Self Through Language • Uses Language in Conversation Desired Result 2 Learning: • Curiosity and Initiative • Engagement and Persistence Cognitive Competence: • Memory and Knowledge • Cause and Effect • Engages in Problem Solving • Socio-dramatic Play Math: • Number sense: Understands Quantity and Counting • Number Sense: Math Operations • Shapes • Classification • Measurement • Patterning • Time Literacy: • Interest in Literacy • Concepts of Print • Letter and Word Knowledge • Phonological Awareness • Emerging Writing	Desired Result 3 Motor Skills: • Gross Motor Movement • Balance • Fine Motor Skills Desired Result 4 Safety and Health: • Personal Care Routines • Personal Safety • Understanding Healthy Lifestyle

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For 2005-06, a birth-to-five version of the DRDP access is being field-tested. Table 7c presents how items/measures within each indicator in this birth-to-five instrument will roll up to the three outcomes.

Table 7b.
Desired Results Developmental Profile access (DRDP*access):* Birth-to-5 Instrument

Outcome 1: Positive Social Relationships	**Outcome 2: Knowledge and Skills**	**Outcome 3: Action to Meet Needs**
Desired Result 1 Self Concept: • Identity of Self and Connection to Others • Recognition of Ability • Self-Expression Social and Interpersonal Skills: • Empathy • Interactions with Adults • Relationships with Familiar Adults • Interactions with Peers • Friendships • Conflict Negotiation • Awareness of Diversity Self-Regulation: • Impulse Control • Seeking Other's Help to Regulate Self • Responsiveness to Other's Support • Self-Comforting • Taking Turns	Desired Result 1 Language: • Language Comprehension • Responsiveness to Language • Expresses Self Through Language • Uses Language in Conversation Desired Result 2 Learning: • Curiosity and Initiative • Attention Maintenance and Persistence Cognitive Competence: • Memory • Cause and Effect • Problem Solving • Symbolic and Dramatic Play Math: • Understands Quantity and Counting • Math Operations • Comparison of Quantity • Shapes • Classification and Matching • Measurement • Patterning • Time Literacy: • Interest in Literacy • Concepts of Print • Letter and Word Knowledge • Phonological Awareness • Emerging Writing • Comprehension of Text	Desired Result 3 Motor Skills: • Movement • Balance • Grasp/Release and Manipulation • Eye-Hand Coordination Desired Result 4 Safety and Health: • Toileting and Hygiene • Dressing • Self-Feeding • Personal Safety • Eating and Nutrition

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Baseline Data for FFY2005 (2005-06)

Performance on OSEP Outcome 1: Positive Social Emotional Skills		
Number of Preschool Children with Disabilities	Percent at Age Level	Percent Below Age Level
833	52.7	47.3

Performance on OSEP Outcome 2: Knowledge and Skills		
Number of Preschool Children with Disabilities	Percent at Age Level	Percent Below Age Level
833	47.7	52.3

Performance on OSEP Outcome 3: Action to Meet Needs		
Number of Preschool Children with Disabilities	Percent at Age Level	Percent Below Age Level
833	53.4	46.6

Discussion of Baseline Data

A total of 833 preschool age children were assessed using the DRDP *access*.

It is important to note that the DRDP *access* was administered to an additional sample of typically developing 3, 4, and 5 year old preschoolers. The typical sample consisted of almost 700 (n=696) preschool children. To calculate percentages of children with disabilities at or below level of their typical peers as required by the Office of Special Education Programs (OSEP) outcome, the CDE used the definition of "at typical level" to be the typical mean minus 1.3 standard deviations.

As a new SPP indicator, targets do not need to be provided this year. As indicated above, the CDE will provide target data in the 2007-08 APR.

FFY	Measurable and Rigorous Target
2005 (2005-06)	As a new SPP indicator, target data does not need to be provided this year. CDE will provide target data in the 2007-08 APR.
2006 (2006-07)	As a new SPP indicator, target data does not need to be provided this year. CDE will provide target data in the 2007-08 APR.
2007 (2007-08)	As a new SPP indicator, target data does not need to be provided this year. CDE will provide target data in the 2007-08 APR.

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FFY	Measurable and Rigorous Target
2008 (2008-09)	As a new SPP indicator, target data does not need to be provided this year. CDE will provide target data in the 2007-08 APR.
2009 (2009-10)	As a new SPP indicator, target data does not need to be provided this year. CDE will provide target data in the 2007-08 APR.
2010 (2010-11)	As a new SPP indicator, target data does not need to be provided this year. CDE will provide target data in the 2007-08 APR.

Improvement Activities/Timelines/Resources

The CDE has been developing a statewide system of progress assessment for young children since the mid-1990s. This system, the DR, includes a set of desired results (standards) and a method for assessing child progress known as the DRDP. Children with disabilities have been included in the development of the DR system and the DRDP since its inception. Accommodations and adaptations of the regular DRDP have been developed and researched along with the base instrument. In 2001, DR was reconceptualized to provide greater psychometric integrity. The base constructs were researched and revised and a new set of items were developed to conform to the underlying constructs. The indicators and measures have been extensively researched on young children, including young children with disabilities. As a part of this research and development effort, the CDE has also initiated the development of preschool learning standards for literacy and mathematics, aligned to the state standards for school age children.

In January 2005, the State Superintendent of Public Instruction announced a major preschool initiative in his State of Education Address. This initiative, the Preschool for all Initiative, includes a major focus on accountability, which has prompted an additional focus on the development of standards and the implementation of the systems of assessment. It is anticipated that the CDD of the CDE will implement the new version of the DRDP in the fall of 2006, and will subsequently make adjustments to the DRDP. Typically, research on the adaptations to DRDP lag one year behind the basic instrument (as adaptations are made and tested subsequent to the evaluation of the base instrument). In 2004-05, CDE anticipated providing baseline status data (one data point) from a sample of districts related to the developmental improvement of preschool age children using the prior indicators in APR. However, OSEP has changed the indicators and, as a result, CDE only has one data point and does not yet have the age cutoffs for typically developing children that are needed to respond to the new indicator. Nonetheless, CDE will complete the assessment measures and implement the statewide assessment system as follows:

Activities	Timelines	Resources
Complete development and field test of Birth to Five instrument	June 2006	CDE staff and contractors

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Activities	Timelines	Resources
Develop five year old instrument	June 2006	CDE staff and contractors
Field test and calibrate five year old instrument	June 2007	CDE staff and contractors
Conduct Administrator Training	January to April 2006	CDE staff and contractors
Develop training cadres	June and July 2006	CDE staff, contractors and LEA grantees
Conduct Statewide training	September to December 2006	CDE staff, contractors and LEA grantees
Provide ongoing technical assistance and support	September 2006 - ongoing	CDE staff and contractors
Conduct statewide training on 5 year old instrument	September 2007	CDE staff and contractors
Collect entry data on 3 and 4 year olds	Spring 2007	LEAs and SELPAs
Collect entry and exit data on 3,4, and 5 year olds	Fall 2007 and Spring 2008	LEAs and SELPAs
Develop benchmarks and targets	Summer and Fall 2008	CDE staff and contractors
Provide continuous training and technical assistance regarding instruction and accountability	Ongoing	CDE staff and contractors

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Indicator #8 - Parent Involvement

An overview of the SPP development is described on pages 1 and 2 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
Indicator - Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (20 U.S.C. 1416(a)(3)(A)).
Measurement: Percent of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities. Percent is calculated by dividing the number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total number of respondent parents of children with disabilities multiplied by 100. (20 U.S.C. 1416(a)(3)(A)).

Overview of Issue/Description of System or Process

The California Department of Education (CDE) collects parent involvement information in a variety of ways: through monitoring processes (Verification Reviews (VR) and Special Education Self Reviews (SESR); through the 800 number operated by the CDE's Procedural Safeguards and Referral Services (PSRS); and through Family Empowerment Centers (FECs) and Parent Training and Information Centers (PTIs). These systems are described below. Per the SPP instructions, the survey instrument is provided in Table 8a.

Verification Reviews (VR): All monitoring reviews require parent input meetings and/or parent surveys. For VRs, the CDE contracts with the Sacramento County Office of Education to select and train parents of children with disabilities to act as facilitators at parent input meetings. A specific set of parent questions with probes form the core of the parent input meeting. These questions are tied to the CDE's monitoring questions and are linked to specific compliance items. If parents in a particular district express concerns that are potential violations of state or federal laws and regulations, those issues are included in the monitoring plan and are investigated during the review. These monitoring plan issues are stored in the database for the VR. Also, input cards are available at the meeting for parents to complete. These cards are collected and tabulated for each parent input meeting.

Special Education Self Reviews (SESR): Each local educational agency (LEA) is required to conduct a parent input meeting and/or to conduct a survey of all of the parents in the district. A response of at least 20 percent is required. The CDE specifies the minimum questions that must be addressed in the parent input meeting and provides a survey for use by the district. Like the VR, the SESR requires a monitoring

plan. The monitoring plan is reviewed and approved by the CDE before the district begins the SESR monitoring activities. Parent input issues are also entered into the SESR software and stored in the SESR database.

Procedural Safeguards and Referral Services (PSRS): This unit provides technical assistance information and resources for parents, school districts, advocates, agencies, and others of procedural safeguards regarding students between ages 3 and 21 with disabilities and their educational rights. PSRS receives over 10,000 calls each year. These calls are logged into a database.

Parent Support Organizations: CDE works closely with several types of parent support organizations including PTIs, FECs, and Family Resource Centers (FRCs). The PTIs are parent-directed, non-profit 501(c)(3) organizations funded by the U.S. Department of Education as well as private sources. Authorized by the Individuals with Disabilities Education Act (IDEA), PTIs are funded to assist parents to understand special education laws, rights, and responsibilities; understand their child's disability; provide follow-up support; communicate with special educators; participate in Individualized Education Programs (IEP) decision making; and obtain information about a range of options, programs, and services. The FECs are authorized in the California *Education Code* and provide services focusing on families whose children are from the ages of 3 to 22, serve families of children with all disabilities, and prepare families to partner with professionals in obtaining an appropriate education for children with disabilities. Staff of the PTIs and FECs participate in all state-level planning, workgroups, and initiatives. The CDE regularly solicits information at the state level and often solicits information at the individual district level to verify potential monitoring concerns. The FRCs are funded by the Department of Developmental Services for Early Start parent services. Families of infants and toddlers, birth to 36 months, at risk of or with developmental delays and disabilities, receive parent-to-parent support from Early Start FRCs and Networks.

While the CDE collects a great deal of parent information, it is problem-oriented - designed to identify issues and concerns - not oriented to identify district successes with parent involvement.

For 2005-06, the CDE will be adding to the surveys a question designed to collect information about the number of parents who report that schools facilitated parent involvement to improve services and results for children with disabilities. This method will reach approximately one quarter of the LEAs in the state each year. LEAs will be required to send a survey to all parents in the district. A minimum of a percent response rate will be required. As in previous SESR processes, these data will be incorporated into the monitoring plans and the SESR database. In addition, districts serving more than 50,000 special education students will annually complete parent surveys.

For 2006-07, CDE will continue to use a survey and will continue to work with the National Center on Special Education Accountability Monitoring (NCSEAM), parent organizations in California, and state and local district personnel to incorporate appropriate elements of the Part B Parent/Family Involvement measures into the SESR

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surveys in order to add to the existing, problem-oriented data. This work will be conducted in 2005-06 for utilization in 2006-07 or 2007-08.

Table 8a
California's Parent Survey, 2004-05
(Available in English and Spanish)

1	What special education service(s) does your child get? (Please circle all that apply)	Speech	Adaptive PE	Resource	Special Day Class		Other
2	Were the reasons for your child being placed into Special Education explained to you so that you understood?				**Y**	N	Don't Know
3	Do you participate in an Individualized Education Program (IEP) meeting at least once a year?				**Y**	N	Don't Know
4	If your child is a baby to three years of age, is your child's Individualized Family Service Plan (IFSP) gone over with you at least every six months?				**Y**	N	Don't Know
5	Did a regular education teacher participate in your child's IEP meeting?				**Y**	N	Don't Know
6	Was the information you provided about your child included when planning and writing his or her IEP?				**Y**	N	Don't Know
7	Were your concerns about your child talked about and put into the IEP?				**Y**	N	Don't Know
8	If your child is age 14 years or older, did the IEP team discuss transition services (e.g., career interests, employment, high school classes) during the IEP meeting?				**Y**	N	Don't Know
9	At your child's IEP meeting, did the team discuss your child's services in terms of it being in the least restrictive environment (e.g., general education classroom, resource, special day class)?				**Y**	N	Don't Know
10	Are your child's teacher(s) aware of his or her learning needs?				**Y**	N	Don't Know
11	Does the school district provide the support that your child needs to learn and progress in school, as it is written in the IEP?				**Y**	N	Don't Know
12	Does your child participate in all school activities (e.g., assemblies, after school activities and field trips)?				**Y**	N	Don't Know
13	At your child's IEP meeting, did the IEP team talk about how your child would participate in state and district testing?				**Y**	N	Don't Know
14	Is your child making progress in school - is he or she making progress as written in his or her IEP goals or IFSP outcomes?				**Y**	N	Don't Know

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15	Do you get routine reports on how he or she is meeting their IEP goals or IFSP outcomes?	**Y**	N	Don't Know
16	Is your child getting the number and amount of services that are listed on his or her IEP or IFSP (e.g., speech two times a week for 30 minutes)?	**Y**	N	Don't Know
17	Did you receive a copy of your parental rights (procedural safeguards) and did someone offer to explain your rights to you?	**Y**	N	Don't Know

If you don't speak English at home, is your child learning English at school? If yes, answer questions 18-22				
18	Does your child's IEP talk about your child's need to learn English?	**Y**	N	Don't Know
19	As an English learner, does your child receive support to progress in speaking English?	**Y**	N	Don't Know
20	Is your child getting the support in special education classes that he or she needs to learn other subjects like math or science?	**Y**	N	Don't Know
21	If you speak a language other than English, do you get information from the school in your language?	**Y**	N	Don't Know
22	At your child's IEP meeting, do they interpret all of the information you need to know about your child in your language?	**Y**	N	Don't Know

Baseline Data for FFY 2004 (2004-05)

Overall 69% of respondents reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Discussion of Baseline Data

Parents in 175 of the 224 potential districts responded to the parent survey. By district, the lowest percent reporting that the schools facilitated parent involvement was 5% and the highest was 100% (19 districts). The median value is 81% of parents reporting favorably. Thirty-eight districts were not required to surveys because of their very small size (N<20) and 11 districts failed to provide the data. The total enrollment of the districts included (n=224) was 282,724 – 41% of the special education enrollment for December 2005.

In 2006-07, CDE will continue to include parent surveys in all monitoring districts and in the districts serving more than 50,000 students. Districts conducting SESRs will be required to secure input from at least 20% of the families in their districts, unless the districts serve fewer than 20 children with IEPs.

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FFY	Measurable and Rigorous Target
2005 (2005-06)	69% of parents will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities
2006 (2006-07)	74% of parents will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities
2007 (2007-08)	78% of parents will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities
2008 (2008-09)	82% of parents will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities
2009 (2009-10)	86% of parents will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities
2010 (2010-11)	90% of parents report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Improvement Activities/Timelines/Resources

Improvement Activities	Timelines	Resources
Future Development		
Add survey question to parent input surveys for Special Education Self Reviews, Verification Reviews, and Nonpublic School Reviews	January 2006	CDE staff and contractors
Meet with National Center on Special Education Accountability Monitoring (NCSEAM) and parent organizations (Parent Training and Information Centers (PTIs) and Family Empowerment Centers (FECs)) to develop instrument for use in 2006-07	June 2007	CDE staff, NCSEAM, contractors, PTIs, and FEC's
Incorporate updated family survey into all monitoring processes.	September 2007	CDE staff and contractors
Monitoring and Stakeholder Meetings		
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff
Explore Web based applications for all components of the monitoring system.	June 30, 2006	CDE staff

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Improvement Activities	Timelines	Resources
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS).	Ongoing	CDE staff and contractors
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 to June 30, 2011	CDE staff
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the IEP Task Force.	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, and CDE staff

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Indicator #9 - Disproportionality Overall

An overview of the SPP development is described on pages 1 and 2 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Disproportionality
Indicator - Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))
Measurement: Percent = number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification divided by number of districts in the State times 100.

Overview of Issue/Description of System or Process

California's Quality Assurance Process (QAP) is a statewide special education district-level review that focuses on both compliance and educational benefit. The QAP process allows review of all local educational agencies (LEA) in California through its four balanced components: 1) Local Plan, 2) Special Education Self Review (SESR), 3) Complaints Management, and 4) Focused Monitoring. All monitoring processes require review of multiple data sources for development of a monitoring plan. The Special Education Division (SED) uses data specific to disproportionality (and other performance data) when monitoring districts. In previous years, when a district was undergoing a review, and its disproportionality measure was both above the annual benchmark and above the disproportionality for the previous year, it was required to review all policies and practices to determine if assessment and placement decisions were race neutral.

When it was determined that the LEA had policies or practices that lead to inappropriate assessment or placement decisions, the LEA was required to describe the changes it intended to make and provide evidence of having done so. If an LEA found that a disparity continued to exist even when following good practices, it must describe the circumstances to the state. The state will continue to provide technical assistance to LEAs in this area and impose sanctions if an LEA refuses to make necessary changes. As part of the QAP, the CDE will continue this process during future reviews.

For each district, California calculates a race-neutral measure labeled the Disparity Index as part of the QAP. Specifically, the number of K-12 students in special education within each ethnic category is divided by the total number of all K-12 students in that category. The index is simply the range between the lowest and the highest group percentages. The underlying concept is that if the identification process is race neutral, the disparity index will be relatively low. The state has set a system of decreasing annual benchmarks leading to a maximum disparity of 5 points by 2011-12.

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In 2005-06, California combined the disparity measure with a composition index in a race neutral approach to identifying which districts are disproportionate. The first test is to identify those districts that have a disparity that is higher than the annual benchmark. The second test, based on the composition index, looks at the proportion of each ethnic enrollment in special education in a district. For each ethnic category, this proportion is compared to the proportion of that group in the entire kindergarten through 12th grade (K-12) population of the district. When the proportion receiving special education for any ethnic category is more than 20 percent higher than its proportion in K-12 AND the district has higher disparity using the disparity test, the district is identified as disproportionate.

In 2005-06 a list of potentially disproportionate districts was compiled using the methodology described above. Some of these districts were already slated for Verification Reviews (VRs) and SESRs, which included a review of policies and procedures related to identification. Other potentially disproportionate districts were required to complete a self assessment of identical items related to identification.

Baseline Data for FFY 2005 (2005-06)

Overall, there were 121 of 766 districts (with large enough student populations) identified as potentially disproportionate. Fifteen of the 766 or 1.95% were found to have noncompliant policies and procedures related to identification.

Discussion of Baseline Data

Of the 15 districts with noncompliant policies and procedures, two have already corrected the noncompliance and 13 are working under corrective action plans that will become due later in the 06-07 school year.

FFY	Measurable and Rigorous Target
2005 (2005-06)	0% percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2006 (2006-07)	0% percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2007 (2007-08)	0% percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2008 (2008-09)	0% percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

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FFY	Measurable and Rigorous Target
2009 (2009-10)	0% percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2010 (2010-11)	0% percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Improvement Activities/Timelines/Resources

All monitoring processes require review of multiple data sources for development of a monitoring plan. The SED will continue using data specific to disproportionality (and other performance data) when monitoring districts. When disproportion is evident, policies and practices and procedures will be reviewed and revised by the LEA and approved by the CDE. All districts with disproportionate representation will receive a California Special Education Management Information System (CASEMIS) non-compliance notification.

Districts undergoing a QAP review will address the issue of disproportion during the review process. Districts not undergoing a formal review will be required to respond in writing to the CDE outlining the results of their review of policies and practices. Where policies or practices are found to lead to misidentification, the district must demonstrate how those policies or practices have been changed, staff have been notified, and new policies/practices were implemented.

California will participate in national discussions about disproportionality and attend conferences and other meetings related to this issue. The SED will request technical assistance and/or support from the National Center for Culturally Responsive Educational Systems (NCCRESt), the Western Regional Resource Center (WRRC), and other technical assistance providers when appropriate.

The SED will continue analyze CASEMIS data and collaborate with colleagues to foster a greater understanding of the issue and strategies to effectively teach all students. During the 2006-07 school year, California, in collaboration with the Western Regional Resource Center, will survey LEAs in order to identify promising practices for reducing disproportionality and increasing student achievement.

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Indicator #10 - Disproportionality Disability

An overview of the SPP development is described on pages 1 and 2 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Disproportionality
Indicator - Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))
Measurement: Percent = number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by number of districts in the State times 100

Overview of Issue/Description of System or Process

California's Quality Assurance Process (QAP) is a statewide special education district-level review that focuses on both compliance and educational benefit. The QAP process allows review of all local educational agencies (LEA) in California through its four balanced components: 1) Local Plan, 2) Special Education Self Review (SESR), 3) Complaints Management, and 4) Focused Monitoring. All monitoring processes require review of multiple data sources for development of a monitoring plan. The Special Education Division (SED) uses data specific to disproportionality (and other performance data) when monitoring districts. In previous years, when a district was undergoing a review, and its disproportionality measure was both above the annual benchmark and above the disproportionality for the previous year, it was required to review all policies and practices to determine if assessment and placement decisions were race neutral. When it was determined that the LEA had policies or practices that lead to inappropriate assessment or placement decisions, the LEA was required to describe the changes it intended to make and provide evidence of having done so. If an LEA found that a disparity continued to exist even when following good practices, it must describe the circumstances to the state. The state will continue to provide technical assistance to LEAs in this area and impose sanctions if an LEA refuses to make necessary changes. As part of the QAP, the CDE will continue this process during future reviews.

When aggregated into ethnic by disability categories, the cell numbers for most districts become too small for meaningful analyses. The figures can, however, be useful in helping LEAs and the state focus on specific identification practices for individual groups. To that end, in 2007 the state will make available district-level composition indices and will require LEAs identified as disproportionate to show how they used this information to modify policies and procedures when that is required. In addition, California will use these data as part of the ongoing education and technical assistance provided in the area of disproportionality.

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In 2005-06, California calculated composition indices for each of thirty cells based on the distributions of students in five ethnic categories and six disability categories. Students in the following six disability categories were included: mental retardation, specific learning disabilities, emotional disturbance, speech or language impairments, other health impairments, and autism. Using enrollment data, the state set a threshold for disproportionality based on 10 of the 30 cells or three or more of the African American disability categories in which the percentage of students is more than 20 percent above what would be expected based on the percent of that ethnic group among the population of students receiving special education or services For districts with small cell sizes in both general education (GE) and special education (SE), the CDE has identified N's that are used to determine disproportion by disability. For GE cell sizes of five to nine, one or more SE student would be considered disproportionate and for GE cell sizes of 10 to 19, two or more SE students would be considered disproportionate.

Baseline Data for FFY 2005 (2005-06)

Overall there were 191 of 961 districts identified as disproportionate using the methodology described above. These districts will be reviewed for compliant policies and procedures in 2006-07. It should be noted that 32 of the 191 districts are also districts identified through the methodology in Indicator 9 (Overall Disproportionality). Those 32 districts were reviewed or conducted a self-review of their policies and procedures related to identification. Of the 32 districts, only three were identified as having noncompliant policies and procedures. Those three districts are under corrective action plans that will be due later in the 2006-07 school year.

Discussion of Baseline Data

Of the districts found disproportionate for this indicator, 73 were found disproportionate because there were 10 or more cells in which the percentage of students is more than 20 percent above what would be expected based on the percent of that ethnic group among the population of students receiving special education or services. One hundred and ninety one districts were identified as disproportionate because African American students were found to be over represented in three or more of the disability categories. And, Sixty-nine districts were found disproportionate using both methods.

However, these baseline data are incomplete without the review of policies and procedures in all identified districts. As with Indicator 9, districts identified through the calculations made in this section will be reviewed for policies and procedures that might lead to inappropriate identification. These reviews will take place through various monitoring methods – Verification Reviews (VRs), SESRs and through a special self assessment for districts identified as disproportionate. These results will be reported in the Annual Performance Report (APR) due in February 2008.

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FFY	Measurable and Rigorous Target
2005 (2005-06)	0% percent of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2006 (2006-07)	0% percent of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2007 (2007-08)	0% percent of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2008 (2008-09)	0% percent of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2009 2009-10)	0% percent of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2010 (2010-11)	0% percent of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Improvement Activities/Timelines/Resources

Analyses of statewide data confirm that African American students in California have a much higher risk of being found eligible for special education and are thus more likely to be educated in more restrictive settings than are students in other ethnic categories. The established LEA policies and procedures for eligibility identification and educational environment assignment do not overtly prescribe race-based decisions about students. The state recognizes that factors contributing to disproportionality are not mitigated merely by establishing race neutral policies and is engaged in educating the educators about the disproportionality issues and finding ways to ensure that all of the children who are entitled to special education will receive it. California is working to ensure that students who need assistance prior to an eligibility determination will receive help through the regular education system. The state supports and encourages training for staff in using data to help in discovering practices that lead to misidentifying students. California also provides technical assistance in early intervention strategies.

All monitoring processes require review of multiple data sources for development of a monitoring plan. The SED will continue using data specific to disproportionality (and other performance data) when monitoring districts. California will participate in national discussions about disproportionality and attend conferences and other meetings related to this issue. The SED will request technical assistance and/or support from the National Center for Culturally Responsive Educational Systems (NCCRESt), the

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Western Regional Resource Center (WRRC), and other technical assistance providers when appropriate.

During 2005-06, CDE will develop methods and criteria for identifying when disproportion is related to inappropriate identification in ways that respect the integrity of Individualized Education Program (IEP) team decisions.

The SED will continue to encourage analyses of CASEMIS data and collaboration with colleagues to foster a greater understanding of the issue and strategies to effectively teach all students in the least restrictive environment. During the 2006-07 school year, California will continue with a survey of LEAs in order to identify promising practices for reducing disproportionality and increasing student achievement.

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Indicator #11 - Eligibility Evaluation

An overview of the SPP development is described on pages 1 and 2 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B/ Child Find
Indicator - Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days. (20 U.S.C. 1416(a)(3)(B))
Measurement: A. Number of children for whom parental consent to evaluate was received. B. Number of children (for whom parental consent to evaluate was received) determined not eligible whose evaluations were completed within 60 days. C. Number of children (for whom parental consent to evaluate was received) determined eligible whose evaluations were completed within 60 days.

Overview of Issue/Description of System or Process

Local educational agencies (LEA) in California have a legal responsibility to conduct evaluations within 60-days beginning in the 2005-06 school year. Previously, California's timeline was 50-days. Dissemination of these changes has occurred through a variety of mechanisms, including Individuals with Disabilities Education Act of 2004 (IDEA) statewide training sessions, alignment of state law through AB 1662, and program administrator group meetings such as Special Education Local Planning Area (SELPA) and Special Education Administrators of County Offices (SEACO).In addition, there have been bi-annual California Special Education Management Information System (CASEMIS) training sessions that address this issue. The sixty day timeline is an item that is included in every Verification Review (VR) and Special Education Self Review (SESR).

Baseline Data for FFY 2004 (2004-05)

Baseline data will be available for 2006-07 and will be reported in the 2006-07 APR in February 2008.

An analysis of monitoring data from VRs and (SESRs) (214 districts; 6,702 student records) indicates that 5,460 or 81.47% of student records met the 60 day timeline.

Discussion of Baseline Data

During the 2004-05 school year, the Special Education Division (SED) continued critical work with the Key Performance Indicator Stakeholder Committee (KPISC) and LEAs to capture additional data to assist the state and LEAs with program improvement and monitoring for students with disabilities. As a result, changes were made to the 2006-07 CASEMIS, the individual student-level data collection for students with disabilities, to

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capture new data elements required under SPP, Annual Performance Review (APR), and Section 618 of the reauthorized IDEA.

These data elements will be included in CASEMIS beginning with the December 1, 2006 data collection. As such, they are not available for 2005-06. The 2006-07 school year will be the first year these data are collected through CASEMIS and it is imperative to recognize that reliable data may not be available until at least two years after this initial data collection year.

FFY	Measurable and Rigorous Target
2005 (2005-06)	Eligibility determinations will be completed within 60 days for 100 percent of children for who parental consent to evaluate was received.
2006 (2006-07)	Eligibility determinations will be completed within 60 days for 100 percent of children for who parental consent to evaluate was received.
2007 (2007-08)	Eligibility determinations will be completed within 60 days for 100 percent of children for who parental consent to evaluate was received.
2008 (2008-09)	Eligibility determinations will be completed within 60 days 100 percent of children for who parental consent to evaluate was received.
2009 (2009-10)	Eligibility determinations will be completed within 60 days for 100 percent of children for who parental consent to evaluate was received.
2010 (2010-11)	Eligibility determinations will be completed within 60 days for 100 percent of children for who parental consent to evaluate was received.

Improvement Activities/Timelines/Resources

This indicator will be monitored at part of the focused monitoring process.
Future activities include addressing the child find requirements in bi-annual CASEMIS training sessions with SELPAs and LEAs. This will improve the reliability and accuracy of data reported to the California Department of Education (CDE) and will draw the attention of the LEAs to focus on their legal responsibility to conduct evaluations within 60 days. The CDE and SELPA staffs jointly determine the content and scope of these bi-annual training sessions.

This new data requirement requires extensive modification to existing data management systems at the state and local levels. During the 2005-06 school year CDE staff will work to modify the CASEMIS software. The CDE staff will provide extensive training, software support, and ongoing technical assistance to SELPAs and LEAs during the transition to the new CASEMIS collection of data using modified software.

Improvement Activities	Timelines	Resources

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Improvement Activities	Timelines	Resources
Provide statewide CASEMIS training for SELPAs.	October 21, 2005 October 28, 2005	CDE staff, SELPA, LEAs
Finalize new child find data fields for CASEMIS	Fall 2005	CDE staff, SELPA, LEAs
Modify CASEMIS data table structure to incorporate new data fields and update table codes	Fall 2005	CDE staff
Modify validation codes and develop prototype reports	Spring 2006	CDE staff
Beta-test new CASEMIS software	Summer 2006	CDE staff
Official deployment of CASEMIS software	October 2006	CDE staff
Provide ongoing technical assistance to ensure reliable and accurate submission of data	Ongoing throughout the year	CDE staff
Provide statewide CASEMIS training for SELPAs.	Each year in the Fall and sometimes Spring	CDE staff, SELPA, LEAs
Monitoring and Stakeholder Meetings		
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff
Explore Web based applications for all components of the monitoring system.	June 30, 2006	CDE staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	Ongoing	CDE staff and contractors
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 - June 30, 2011	CDE staff

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Improvement Activities	Timelines	Resources
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the Individualized Education Program (IEP) Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, and CDE staff

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Indicator #12 - Part C to Part B Transition

An overview of the SPP development is described on pages 1 and 2 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B/Effective Transition
Indicator - Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an Individualized Education Program (IEP) developed and implemented by their third birthdays.
Measurement: A. Number of children who have been served in Part C and referred to Part B for eligibility determination. B. Number of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays. C. Number of those found eligible who have an IEP developed and implemented by their third birthdays. Account for children included in A, but not included in B or C. Indicate the range of days beyond the third birthday when eligibility was determined and reasons for the delays. Percent = C divided by A - B times 100.

Overview of Issue/Description of System or Process

It is the policy of the State of California that each local educational agency (LEA), special education local plan area (SELPA), or county office of education (COE) shall ensure that each child participating in early childhood special education services pursuant to this chapter, and who will participate in preschool programs under Part B of the Individuals with Disabilities Education Act (IDEA), experiences a smooth and effective transition to those preschool programs [30 *Education Code* (EC) 56426.9(a)]. California laws and regulations are very clear about processes to support transition of children and families from services under IDEA Part C to services under Part B of IDEA (17 CCR 52112). Beginning at two years, six months, the family's service coordinator is responsible for contacting both the family and LEA to notify them of the need to conduct an Individualized Family Service Plan (IFSP) meeting to plan for transition of the child to services under Part B. This IFSP meeting must be held before the child is two years, nine months of age and may be conducted as early as six months before the child's third birthday. LEA representatives are required to participate in transition planning meetings. The transition matters to be discussed, to be recorded in the IFSP, and to be carried out are specified in regulation. California law is also clear that "by the third birthday of a child… [who may be eligible for services under Part B of IDEA], [the LEA shall] ensure that an individualized education program … has been developed and is being implemented for the child consistent with a free appropriate public education (FAPE) for children beginning at three years of age" (30 EC 56426.9(b)). The State of California provides funds for parent-to-parent support, including transition assistance

through the Family Resource Centers (IDEA Part C) and Family Empowerment Centers (IDEA Part B).

Data for this indicator are collected by two different agencies in the State of California. Information regarding children served under IDEA Part C is collected by the Department of Developmental Services (DDS), which is the lead agency for IDEA Part C. Data regarding children served in IDEA Part B is maintained by the California Department of Education (CDE) through the California Special Education Management Information System (CASEMIS). The exchange of child find information with IDEA Part C was a major break through in the ability of both agencies to assess the effectiveness of transition to IDEA Part B. This was facilitated by the federal Office of Special Education Program's (OSEP) response to CDE's Annual Performance Report (APR) for 2002-03. Both CDE and DDS are committed to work together to improve coordination and facilitate service delivery to young children with disabilities and their families. There are difficulties in interpreting the data from IDEA Part C: 1) names do not always match across systems; 2) the data provided does not include a referral date to IDEA Part B; and 3) without a clear indication of who was referred, DDS and CDE must use other means to determine might be potentially eligible for IDEA Part B. The most recent data available from IDEA Part C are data from 2003-04. An initial assumption was that a data set of children served in IDEA Part C who were identified as having a developmental disability, combined with information in CASEMIS about infants and toddlers who are blind, deaf, deaf blind, and orthopedically impaired in IDEA Part C, would be the best estimate of who would be potentially eligible for IDEA Part B. Initial matching of the complete data sets indicated that a significant number of matches beyond those children identified as having a developmental disability. As a result, data reported in Tables 12a and 12b include all young children in both IDEA Part C and IDEA Part B data sets. DDS has indicated that they are adding a referral date to IDEA Part B data element in the 2005-06 program year. CASEMIS is adding a referral date element in 2006-07. This will improve data collection for 2005-06 and 2006-07.

Level at which local data will be reported: There are approximately 1,100 LEAs in the state of California. They vary in size from one-room schoolhouses to very large districts in cities like Los Angeles, San Francisco, and San Diego. CDE's experience with calculating Key Performance Indicators (KPIs) is that there are many districts with such a small population that the calculation of a percentage is meaningless. This is even more difficult when calculating percentages for preschool age children, as they are so much less populous than the group of students who are 6-21 years of age. In addition, not every program serves the same population of students. Within the special education local planning area (SELPA) structure, one district may serve all of the severely involved students, another may serve blind students, and a third may serve students with autism. Comparing districts that serve different populations is not very useful. As a result, CDE is planning to calculate and report outcome data at the SELPA level, as SELPAs are of sufficient size to generate a meaningful statistic and SELPA to SELPA comparisons are more meaningful to the overall preschool population.

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Baseline Data for FFY 2004 (2004-05)

Table 12a depicts the number and percent of children served in Part C who turned 3 years of age in 2003-04 and who entered Part B before their 3rd birthday.

Table 12a

Part C to Part B Transition in California, 2003-04

Part C Population (turn three in 2003-04)	Total Number in Part C Data Set	Match with CASEMIS (June 2004)	Entered Part B Before Third Birthday	Percent Entered Before Third Birthday
Developmentally Disabled	2,076	1,886	1,281	67.92
All Others	10,691	4,513	3,000	66.47
Total	12,767	6,399	4,281	66.90

The following table depicts the range in days beyond the third birthday when children served in IDEA Part C entered IDEA Part B.

Of the data required for the calculation as described above, there is insufficient data available to make the required calculations. The chart below depicts when data will become available.

Table 12c

California's Plan to Obtain Part C to B IDEA Transition Data

Required Data	Number served in Part C and referred to Part B for eligibility determination	Number referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays	Number found eligible who have an IEP developed and implemented by their third birthdays	Percent of children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays
Data Availability	Information available in 2005-06 from DDS	Information available in 2006-07 in CASEMIS	Currently available for 2003-04 through data table match.	Calculation will be possible for 2006-07

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Discussion of Baseline Data

Data presented does not have the precision needed to fulfill the requirements as outlined in the SPP indicators. First, there is no information from Part C about which of the children were referred to Part B. Second, there is no information about which children were referred, assessed, and found not eligible by their third birthday. Sixty-six percent of the three-year olds in the IDEA Part C database entered IDEA Part B by their third birthday. After 90 days, the percentage increased to 97 percent of those matched between the databases.

FFY	Measurable and Rigorous Target
2005 (2005-06)	100 percent of children referred by IDEA Part C prior to age three and who are found eligible for IDEA Part B will have an IEP developed and implemented by their third birthdays.
2006 (2006-07)	100 percent of children referred by IDEA Part C prior to age three and who are found eligible for IDEA Part B will have an IEP developed and implemented by their third birthdays
2007 (2007-08)	100 percent of children referred by IDEA Part C prior to age three and who are found eligible for IDEA Part B will have an IEP developed and implemented by their third birthdays
2008 (2008-09)	100 percent of children referred by IDEA Part C prior to age three and who are found eligible for IDEA Part B will have an IEP developed and implemented by their third birthdays
2009 (2009-10)	100 percent of children referred by IDEA Part C prior to age three and who are found eligible for IDEA Part B will have an IEP developed and implemented by their third birthdays
2010 (2010-11)	100 percent of children referred by IDEA Part C prior to age three and who are found eligible for IDEA Part B will have an IEP developed and implemented by their third birthdays

Improvement Activities/Timelines/Resources

The following improvement activities describe CDE’s commitment to review and monitor all referrals from IDEA Part C to IDEA Part B. The CDE staff will meet with DDS staff to review IDEA Part C to IDEA Part B referrals by regional center and by LEA to identify issues for monitoring and follow-up. Not only will the agencies send out renewed information about transition requirements, but will develop and implement corrective plans for LEAs who fail to participate in transition activities and implement IEPs by the child’s third birthday.

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Activity	Timeline	Resources
Meet with Part C staff to review data by Special Education Local Plan Area (SELPA), LEA and Regional Center.	By January 1, 2006	Part B and C staff
Prepare general mailing regarding the status, policies and procedures and resources available related to transition.	By January 1, 2006	Part B and C staff and resources
Explore development of a joint letter to SELPAs, LEAs, and/or Regional Center where rates are low.	By January 1, 2006	Part B and C staff and resources
Conduct follow-up teleconferences and/or site visits to assess compliance and provide technical assistance.	By April 1, 2006	Part B and C staff and resources
Prepare and follow-up on corrective action plans as required	By June 30, 2006	Part B and C staff and resources
Meet annually to plan for monitoring and technical assistance activities related to transition from Part C to Part B, based on Annual Performance Report data.	2006 - 07 through 2010-11	Part B and C staff and resources
Monitoring and Stakeholder Meetings		
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff
Explore Web based applications for all components of the monitoring system.	June 30, 2006	CDE staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	October 2005 - June 30, 2010	CDE staff and contractors
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 to June 30, 2011	CDE staff

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Activity	Timeline	Resources
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the IEP Task Force	Semi-annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, and CDE staff

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Indicator #13 - Secondary Transition Goals and Services

An overview of the SPP development is described on pages 1 and 2 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective Supervision Part B/Effective Transition
Indicator - Percent of youth aged 16 and above with an Individualized Education Program (IEP) that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals. (20 U.S.C. 1416(a)(3)(B))
Measurement: Number of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals divided by the number of youth with an IEP age 16 and above times 100.

Overview of Issue/Description of System or Process

Secondary transition has been a goal under the Quality Assurance Process (QAP). In addition, the state is focused on this issue through an Interagency Transition Stakeholders Group (Community of Practice) that was launched during the 2004-05 school year in collaboration with the National Association of State Directors of Special Education (NASDSE). The Community of Practice (CoP) will periodically convene over the next six years to identify barriers, solutions, and untapped resources and to collect data demonstrating what works and how to replicate successful strategies. Multiple agencies such as the Department of Rehabilitation Services (DRS), Department of Social Services (DSS), and the Employment Development Department (EDD) may be involved with this interagency work. One barrier to this type of work, specifically sharing student-level data across agencies, has been the Family Education Rights and Privacy Act (FERPA).

Baseline Data for FFY 2004 (2004-05)

95.7 percent of students age 15 or above were reported as having transition services language in their IEPs.

As stated in the 2003-04 Annual Performance Report (APR), CDE has been working to capture additional data about secondary transition services and the baseline data reported here represent the first year of data collection for this variable. The measure for this indicator will change beginning with the 2006-07 school year.

Discussion of Baseline Data

During the 2003-04 school year the Special Education Division (SED) worked with the Key Performance Indicator (KPI) Stakeholder Advisory group and local educational

agencies (LEA) to modify the primary data collection, the California Special Education Management System (CASEMIS) for students with disabilities in the state, to capture additional secondary transition data. The 2004-05 school year represents the first year these data were collected and it is imperative to recognize that reliable data may not be available until at least two years after this initial data collection year. The 2004-05 baseline data provided in this document indicate the percent of students aged 15 or above with transition services language in the IEP. The 2005-06 data will report on the same data field but for students 16 or older, consistent with the Individuals with Disabilities Education Act 2004 (IDEA).

During the 2004-05 school year, SED continued critical work with the KPI Stakeholder Advisory Committee and LEAs to capture additional data specific to secondary transition. As a result, there are currently proposals for the 2006-07 school year to modify existing data fields to capture specific secondary transition goals identified in statute (614 (d)(1)(A)(i)(VIII)(aa)) as well as secondary transition services.

These new data elements will assist the state and LEAs with program improvement and monitoring.

FFY	Measurable and Rigorous Target
2005 (2005-06)	One hundred percent of students age 16 or above will have transition services language in the IEP.
2006 (2006-07)	One hundred percent of youth aged 16 and above with an IEP will have annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
2007 (2007-08)	One hundred percent of youth aged 16 and above with an IEP will have annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
2008 (2008-09)	One hundred percent of youth aged 16 and above with an IEP will have annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
2009 (2009-10)	One hundred percent of youth aged 16 and above with an IEP will have annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
2010 (2010-11)	One hundred percent of youth aged 16 and above with an IEP will have annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

Improvement Activities/Timelines/Resources

Future activities include establishing a Transition List Service (in 2005-06) and a Web page with links and resources and a Clearinghouse to share information. The CoP was launched during the 2004-05 school year in collaboration with the NASDSE. The CoP

will periodically convene over the next six years to identify barriers, solutions, and untapped resources and to collect data demonstrating what works and how to replicate successful strategies. Multiple agencies such as DRS, DSS, and EDD may be involved with this interagency work. One barrier to this type of work, specifically sharing student-level data across agencies has been FERPA. This work will continue through the SPP cycle.

As one part of coordinated secondary transition efforts, the data collection process from the State's model WorkAbility Program will be merged into CASEMIS. It is proposed that this phase-in begins during the 2006-07 school year. In addition, CDE will continue to work with the State WorkAbility Advisory Committee to develop programs and secondary transition services to assist students with disabilities in their preparation for the workforce and living independently. CDE staff will continue to meet with other agencies such as the DRS and EDD to develop an interagency transition evaluation model. These interagency efforts will continue through the cycle of the SPP. As mentioned before, one barrier to this type of work has been the FERPA.

In May 2005, the California State Board of Education adopted Career-Technical Education standards and a model curriculum framework that incorporates the input of various post-secondary stakeholder groups with elements of transition services for all students including those with disabilities.

This new data requirement requires extensive modification to existing data management systems at the state and local levels. During the 2005-06 school year CDE staff will work to modify the CASEMIS software. CDE staff will provide extensive training, software support, and ongoing technical assistance to SELPAs and LEAs during the transition to the new CASEMIS collection.

Improvement Activities	Timelines	Resources
Finalize secondary transition data fields for CASEMIS	Fall 2005	CDE staff, SELPA, LEAs
Modify CASEMIS data table structure to incorporate new data fields and update table codes	Fall 2005	CDE staff
Modify validation codes and develop prototype reports	Spring 2005	CDE staff
Beta-test new CASEMIS software	Summer 2006	CDE staff
Official deployment of CASEMIS software	October 2006	CDE staff
Provide ongoing technical assistance to ensure reliable and accurate submission of data	Ongoing throughout the year	CDE staff

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Improvement Activities	Timelines	Resources
Provide statewide CASEMIS training for SELPAs.	Each year in the Fall and sometimes Spring	CDE staff, SELPA, LEAs
Monitoring, Stakeholder Meetings, and Selected Special Projects		
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff
Explore Web based applications for all components of the monitoring system.	June 30, 2006	CDE staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	October 2005 to June 30, 2010	CDE staff and contractors
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 to June 30, 2011	CDE staff
Follow up CASEMIS letter related to transition service language data.	December 30, 2005	CDE staff
Provide regionalized training and technical assistance regarding transition services language in the IEP.	October, November 2005; March, April, May and June 2006	CDE staff, Workability I staff
Utilize transition data in the Workability I grant procedures to ensure programs include the provision of transition services.	December 30, 2005	CDE staff
Utilize transition data for the Workability I reapplication funding process.	December 30, 2005	CDE staff
Utilize statewide community of practice for collaborative efforts related to transition services across multiple agencies (DOR, EDD, SILC, parents and consumers).	June 30, 2006	CDE staff

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Indicator #14 - Post-school

An overview of the SPP development is described on pages 1 and 2 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective Supervision Part B/Effective Transition
Indicator - Percent of youth who had Individualized Education Programs (IEP), are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))
Measurement: Percent = number of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school divided by number of youth assessed who had IEPs and are no longer in secondary school times 100.

Overview of Issue/Description of System or Process

Post-school, Indicator 14, is similar to the secondary transition indicator in that it is an issue of focus for the Interagency Transition Stakeholders Group (Community of Practice) that was launched during the 2004-05 school year in collaboration with the National Association of State Directors of Special Education (NASDSE). The Community of Practice (CoP) will periodically convene over the next six years to identify barriers, solutions, and untapped resources and to collect data demonstrating what works and how to replicate successful strategies. Multiple agencies such as the Department of Rehabilitation Services (DRS), Department of Social Services (DSS), and the Employment Development Department (EDD) may be involved with this interagency work.

California's model WorkAbility Program has been the primary source for post-school data for students with disabilities. In addition to supporting and monitoring the WorkAbility Program, staff from the Special Education Division (SED) has participated on the workgroup for the National Post School Outcomes (NPSO) Center under the auspices of the Western Regional Resource Center (WRRC) at the University of Oregon for the past three years.

During the summer months of 2005, the Special Education Division (SED) worked with special education local plan areas (SELPA) and local educational agencies (LEA) to determine strategies to meet this data requirement. As a result, the 2006-07 California Special Education Management Information System (CASEMIS) data fields have been modified to capture the required post-school activities in statute (20 U.S.C. 1416(a)(3)(B)), including definitions of employment and post-school program participation. The codes and definitions for post-school follow up to program participation, **PST_SECPRG – field 18** in **Table D**, are as follows:

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Code	Service Provider
100	None
200	Four-year college/university
210	Community college
220	GED program
300	Vocational or technical school
310	ROP classes
320	Work Force Investment Act (WIA) supported program
400	Military training
800	Unknown
900	Other

The codes and definitions for post-school follow up on gainful employment, **PST_SECEMP – field 19** in **Table D**, are as follows:

Code	Gainfully Employed
10	Yes
20	No
80	Not applicable

In addition, the State must ensure that "competitively employed" and "enrolled in some type of postsecondary school" are operationally defined when it collects and reports baseline data and sets targets for the FFY 2006 Annual Progress Report (APR), due February 2008. The definition of competitive employment includes whether the work is full-time (35 or more hours per week) or part-time (less than 35 hours per week). The Office of Special Education Programs (OSEP) encourages States to use the Rehabilitation Act definition of competitive employment which reads: Competitive employment means work-(i) In the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and (ii) For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled. (Authority: Sections 7(11) and 12(c) of the Act; 29 U.S.C. 705(11) and 709(c)). The definition of postsecondary school includes: (a) type of school, education, or training; and (b) whether enrollment is full- or part-time. Describe what constitutes full-time enrollment.

Baseline Data for FFY 2005 (2005-06)

As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2008. These baseline data will provide information about students exiting in the 2005-06 school year. The total number of students exiting 2005-06 school years is 65,381. The table below provides the database

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values and their definitions for the database variable **Exit-Reason** as well as the number of students in each category.

Exit Reason	Definition	Number of Students
71	Graduated from high school with diploma	20,142
72	Graduated from high school with certificate of completion or other than diploma	1,885
73	Reached maximum age	961
74	Dropped out, includes attempts to contact unsuccessful	3,632
76	Moved, and known to be continuing (transferred), includes transfer to another program	29,262
78	Parent withdrawal	1,666
80	Moved, and NOT known to be continuing	7,753
81	Received high school proficiency certificate through general education development (GED) test	80
	Total	**65,381**

Discussion of Baseline Data

Baseline data are not able to be computed as a percentage because the 2005-06 CASEMIS software was not able to collect post-secondary follow-up information on students exiting in the 2005-06 school year. Starting June 2006-07 a follow-up table (**Table D**) will be added to the CASEMIS data collection and reporting instrument to do a census data collection on all students exiting during the 2006-07 school year. **Table D** includes the following information: report date, SELPA code, district of service, district residence, school code, school type, first name, last name, student identification code, statewide student identifier, social security number, birth date, gender, variables for four ethnic identifiers. The table also includes the student's postsecondary program participation and whether or not the student is earning gainfully unsubsidized wage.

FFY	Measurable and Rigorous Target
2005 (2005-06)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2008.
2006 (2006-07)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2008.
2007 (2007-08)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2008.
2008 (2008-09)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2008.

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FFY	Measurable and Rigorous Target
2009 (2009-10)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2008.
2010 (2010-11)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2008.

Improvement Activities/Timelines/Resources

California will continue work with the State's model WorkAbility Program as well as other transition models to merge with the CASEMIS. It is proposed that this phase-in begins during the 2006-07 school year. In addition, the California Department of Education (CDE) will continue to work with the State WorkAbility Advisory Committee to develop programs and secondary transition services to assist students with disabilities in their preparation for the workforce and living independently. CDE staff will continue to meet with other agencies such as DRS and EDD to develop an interagency transition evaluation model. These interagency efforts will continue through the cycle of the SPP. One barrier to this type of work, specifically sharing student-level data across agencies has been the Family Education Rights and Privacy Act (FERPA). Such barriers need to be resolved before a true measure of post-school outcomes can be determined.

The new data collection model requires that the CDE modify the existing data collection system for students with disabilities beyond the time spent in school. During the 2006-07 school year CASEMIS will include data fields to address the new post school indicator. LEA's will report these data to the CDE through CASEMIS yearly on students who left high school the previous school year. Each LEA will determine the method of data collection (e.g, Who collects the data? - special education teacher, LEA staff, university, contractor, etc.). These data will be used for SPP and APR reporting purposes. Targets have been set during the 2005-06 meetings of the Key Performance Indicator Stakeholder Committee (KPISC). The bi-annual CASEMIS training sessions with SELPAs and LEAs was focus on this SPP indicator. During these training sessions CDE addressed strategies to increase response rates.

Paid employment will constitute competitive employment. During the 2005-06 school year CDE will work with LEAs and SELPAs to modify exiting data systems and train program staff to maximize the likelihood that reliable and accurate data are reported to CDE. (The new **Table D** in the CASEMIS data set will be modified if necessary to include variables to measure competitive employment in terms of number of hours worked and rate of pay per hour.)

Improvement activities	Timelines	Resources
Beta-test new CASEMIS software	Summer 2006	CDE staff
Finalize post school follow-up indicator #14 for SPP	December 2006	CDE staff

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Improvement activities	Timelines	Resources
Develop power point to share with CDE staff, SELPA, and LEAs	December 2006	CDE staff
Provide ongoing technical assistance to ensure reliable and accurate submission of data	Ongoing throughout the 2006-07 school year	CDE staff
Collect and analyze post school data for validity and reliability	June 2007	CDE staff
Modify validation codes and develop prototype reports	Summer 2007	CDE staff
Establish benchmarks and target with statewide Key Performance Indicator Stakeholder Committee	March 2007 November 2007	CDE staff, parents, advocates, professional organizations and administrator groups
Make necessary CASEMIS modifications	Fall 2007	CDE staff
Provide statewide CASEMIS training for SELPAs	Each year in the Fall and sometimes Spring	CDE staff, SELPA, LEAs
Monitoring, Stakeholder Meetings, and Selected Special Projects		
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system	June 30, 2007	Outside Contractor subject to approval by the Department of Finance, CDE staff
Explore Web based applications for all components of the monitoring system	June 30, 2007	CDE staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	Ongoing	CDE staff and contractors
Conduct analysis and prepare plans for APRs	July 1, 2007 - June 30, 2011	CDE staff

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Improvement activities	Timelines	Resources
Convene Stakeholder Groups including the Least Restrictive Environment (LRE), KPISC, and the IEP Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, and CDE staff
Follow up CASEMIS letter related to transition service language data	December 30, 2007	CDE staff
Provide regionalized training and technical assistance regarding transition services language in the IEP	October, November 2007; March, April, May June 2008	CDE staff, Workability I staff
The Workability I grant procedures utilize transition data to ensure programs include the provision of transition services	December 30, 2007	CDE staff
Utilize transition data for the Workability I reapplication funding process.	November 30, 2007	CDE staff
Utilize statewide community of practice for collaborative efforts related to transition services (DOR, EDD, SILC, parents and consumers)	June 30, 2007	CDE staff
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system	June 30, 2007	Outside Contractor subject to approval by the Department of Finance

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Indicator #15 - General Supervision

An overview of the SPP development is described on pages 1 and 2 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B/General Supervision
Indicator - General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification. (20 U.S.C. 1416 (a)(3)(B)).
Measurement: A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification: a. Number of findings of noncompliance made related to monitoring priority areas and indicators. b. Number of corrections completed as soon as possible but in no case later than one year from identification. Percent = b divided by a times 100. For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification: a. Number of findings of noncompliance made related to such areas. b. Number of corrections completed as soon as possible but in no case later than one year from identification. Percent = b divided by a times 100. For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken. C. Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification: a. Number of agencies in which noncompliance was identified through other mechanisms. b. Number of findings of noncompliance made. c. Number of corrections completed as soon as possible but in no case later than one year from identification. Percent = c divided by b times 100. For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

Overview of Issue/Description of System or Process

A. Monitoring Processes

The California Department of Education (CDE) is responsible for ensuring that all children with disabilities, ages 3-21, receive a free appropriate public education (FAPE)

in the Least Restrictive Environment (LRE) in accordance with the Individuals with Disabilities Education Act (IDEA). To do this, the CDE administers state and federal funds; provides technical assistance; and monitors school districts, county offices of education (COE), special education local plan areas (SELPA) and other public education agencies.

Quality Assurance Process: Since 1999, the Special Education Division (SED) has used multiple methods to carry out its monitoring responsibilities. These monitoring activities are part of an overall Quality Assurance Process (QAP) designed to ensure that procedural guarantees of the law are followed and that programs and services result in educational benefits.

Special Education Goals and Key Performance Indicators (KPIs): Under IDEA, the CDE is responsible for establishing statewide goals and indicators to be used to measure progress toward those goals. To do this the CDE convened a comprehensive stakeholder group of parents, advocates, special education staff, professional organizations, and administrator groups. This KPI Stakeholder Group established and maintains the system of Key Performance Indicators (KPIs). CDE has developed measures for most of the KPIs using data collected through the California Special Education Management Information System (CASEMIS) and other CDE data related to general education. These measures include such things as the percentage of students who are served in special education, ethnic disproportionality in special education, the percent of time that students are served outside of a regular classroom, graduation and dropout rates, and the percentage of students receiving special education services who score proficient or above on statewide tests of academic achievement.

The KPI measures are calculated annually at the district level and published on the CDE Web site. The measures are benchmarked, which allows for comparison of scores to a statewide expectation; for capturing the direction of change; and for comparing districts of similar type (elementary, high school, and unified). These KPIs are used in several ways. First, they are used to select districts for monitoring reviews. Both the Facilitated Review process and the Verification Review process use KPIs to identify the pool of possible districts. Second, the KPIs are used in all monitoring reviews to “focus” review activities on those areas in which the district is below the benchmark expectation and has a KPI value lower than the prior year.

Types of Monitoring Reviews: It is important to recognize that CDE uses all of its QAP activities to monitor for procedural compliance and educational benefit. Some are general activities, such as data collection, investigating compliance complaints, and reviewing local plans, that are used to monitor trends and issues. Annual and periodic analysis of the information obtained through these activities is used to identify potential noncompliance and to require correction. For example, CDE uses CASEMIS data to identify districts that are not completing annual reviews of individualized educational programs (IEPs) in a timely way. Periodic review of the number of complaints to a district may prompt a special visit or review. Other monitoring activities are more

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formalized and result in monitoring reports, corrective action plans, and follow-up monitoring visits. There are four types of these more formal reviews:

1. Facilitated District Reviews. These are three-year reviews of districts with the lowest overall KPIs. These reviews begin with a Verification Review to address procedural noncompliance and proceed with site- and district-based intervention to improve student outcomes and LRE.

2. Verification Reviews (VR). These are conducted annually for districts whose KPIs are lowest in the selection priorities established by the KPI Stakeholder Group. For the past several years these selection priorities have focused on Standardized Testing and Reporting (STAR) testing outcomes for students with disabilities and the percent of students served outside of the regular class less than 20 percent or more than 80 percent of the time. The VR is based on a monitoring plan that is developed from parent input meetings, KPI data, and compliance history information. The four primary review activities are student record reviews (focusing on procedural compliance, educational benefit, and Individualized Education Program (IEP) implementation); policy and procedure reviews; interviews; and a SELPA governance review. Each VR is customized based on its monitoring plan through the use of CDE-developed monitoring software that generates customized review protocols, compliance reports, and corrective action plans. CDE staff in partnership with district staff conducts VRs.

3. Special Education Self Reviews (SESR). Roughly a quarter of the districts are required to conduct SESRs each year. Coordinated through the SELPA of which the district is a part, SESR is conducted primarily by district staff using CDE-furnished software and directions. As is done for VR, each district prepares a monitoring plan based on parent input, KPI data, and its compliance history. The monitoring plan is submitted to CDE for review and approval before the actual review begins. CDE has provided SESR software that produces customized forms, compliance reports, and corrective action plans. Again, like the VR, SESR consists of multiple types of record reviews, a review of policies and procedures, and a SELPA governance review. Each district submits the data from their software, through the SELPA to CDE for review evaluation and follow-up.

4. Nonpublic School and Agency reviews. Nonpublic schools and agencies are included in the QAP through various stages of monitoring and evaluation activities. Three of these activities include (1) self review; (2) on-site review; and (3) follow-up review.

    a. Self-Review: The nonpublic school self review (NPSSR) is one of the several critical components in the QAP. Approximately a third of the certified nonpublic schools are selected for a review each year. This is a new activity required by a recent change in California state law (AB 1858, Statutes of 2004). A standard review instrument is accompanied by a parent survey that is sent to the nonpublic schools participating in the NPSSR. The nonpublic

school principal or designee and the local educational agency (LEA) collaborate in completing the document. Nonpublic schools have 45 days to complete the report and return it to CDE.

b. On-Site Review: As required by California state law, on-site reviews are to be conducted once every three years or more frequently if necessary. Nonpublic schools are divided into three sectors in determining the cycle in which the reviews will occur. The degree to which the CDE conducts follow-up reviews is dependent on areas in which the nonpublic school is found in compliance. The CDE involvement does not end until the nonpublic school is fully compliant or when the nonpublic school loses its certification status. Schools scheduled for an on-site review are invited to a training session at the beginning of each school year. Each school receives the evaluation instrument used to conduct the review and is navigated through the process by CDE staff. In addition to administering the evaluation instrument measuring the degree of compliance with state and federal statutes and regulations, an “education benefit” review in included during the visit. The on-site review begins with an entrance meeting, a review of documentation, and observations of teaching and learning when an emphasis on the implementation of each student’s IEP and access to the same standards-base core curriculum used by the school district in which the nonpublic school is located. On conclusion of the review, the monitoring team holds an exit interview with school staff at which time findings are made and plans to remedy any issues of noncompliance are developed. Within 60 days of the review, a written report is issued to the nonpublic school and the contracting local educational agency (LEA). Any LEA items of noncompliance are forwarded to the respective Focused Monitoring and Technical Assistance (FMTA) unit with geographical responsibility that includes LEAs that have students attending the nonpublic school.

c. Follow-up Reviews: CDE monitors the plan to ensure that progress is being made to correct areas of deficiency. This step may include additional follow-up visits to the nonpublic school. CDE staff also provides technical assistance to the nonpublic school and the LEA in this regard.

5. Findings, Corrective Action Plans and Follow-up: Each of the formal review processes results in findings of noncompliance at the student and district level. All findings require correction. At the student level the district must provide specified evidence of correction within a 45-day time period. At the district level, the district must provide updated policies and procedures, evidence that the new policies and procedures have been disseminated and, in a six-month follow-up review, the district must demonstrate that no new instances of noncompliance in that area have occurred. CDE has a variety of sanctions available to use in situations in which noncompliance goes uncorrected (e.g., special grant conditions, withholding of funds, and court action).

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B. Noncompliance Not Included in Monitoring Plan Areas

The California Department of Education takes a very broad view of the monitoring priority areas. Monitoring software has a comprehensive item table to be drawn for each review. We do not monitor areas not included in the monitoring priorities. As a result, we have not found noncompliance outside of the monitoring priorities.

C. Complaints, Due Process and Mediation

Noncompliance may be identified as a result of a complaint investigation. These findings are recorded in a complaints tracking database. CDE staff in each of the FMTA units track the correction of individual findings of noncompliance for each complaint. When sufficient evidence of correction is provided for all of the corrective actions, the complaint is closed and a closure letter is sent to both the district and the complainant(s). A third party contractor conducts due process hearings and mediations. Due process hearings and mediations result in compliance agreements. Allegation of a failure to implement a compliance agreement results in a complaint investigation and, if confirmed, a finding of noncompliance.

Baseline Data for FFY 2004 (2004-05)

The priority areas address all noncompliance. Noncompliance data are presented in Tables 15a and 15c.

Table 15a

Noncompliance 2004-05

Year	Number of noncompliance findings	Number of corrective actions due in 2004-05	Number of corrective actions completed within one year of identification	Percent of corrective actions completed within one year of identification
2003-04	4,342	6,658	6,036	90.66%
2004-05*	10,726	0	N/A	N/A
*2004-05 figure increased from 2003-04 due to the redevelopment of SESRs				

Discussion of Baseline Data

Noncompliance Related to Monitoring Findings: It is important to note that monitoring reviews are conducted in April, May, and June of the program year. As a result, review findings do not always generate corrective actions that are due in the same fiscal year.

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For this reason, there are data from two fiscal years in the baseline data. The 2003-04 data are provided to address the corrective actions that were due in the 2004-05 year. The 2004-05 data are provided to address the findings that were made in that year. It is also important to note that there may be more than one corrective action for each finding of noncompliance. Typically, a single finding of systemic noncompliance includes four corrective actions: provision of compliant policies and procedures, evidence of dissemination of policies and procedures, evidence of training on policies and procedures, and a list of students with parent contact information for CDE staff to use in following up and verifying correction. Each corrective action is tracked separately.

Taken separately, the monitoring findings in Table 15a, include a total of 14,868 findings of noncompliance: 4,142 from 2003-04 and 10,726 from 2004-05. This jump in the number of findings is due to the fact that SESRs were reinstated in 2004-05, following a year of redevelopment. As a result, findings of noncompliance are included from an additional 233 LEAs. Of the monitoring findings made in 2003-04, there were 4,799 corrective actions due in 2004-05. Of those, 4,473 (93.21 percent) were corrected on time or within one year of identification. None of the findings made in 04-05 have yet reached a date one year from identification.

Of the corrective actions not completed within one year of identification, all have been closed except for those from two districts: Santa Monica-Malibu Unified School District (296 corrective actions) and Reef-Sunset Unified School District (8 corrective actions).

CDE has issued special conditions for both districts to receive federal funds. Both districts must submit evidence of corrective actions for all outstanding noncompliance by December 31, 2005. Failure to do so will result in a hearing and withholding of federal funds.

Noncompliance Identified Through Other Mechanisms. Within Table 15a, there are also noncompliance findings from other methods such as compliance complaints and due process hearings. There were 200 LEAs who had findings of noncompliance identified through the complaint investigation process. It should be noted that a single complaint may result in more than one corrective action. There were 1,769 corrective actions due in 2004-05. Of those, 1,563 (88.35 percent) were corrected within one year of identification.

Since July 1, 2005, corrective actions have been completed. As of November 1, 2005, there are still 65 corrective actions from 25 agencies being aggressively monitored. Of the 25 agencies, thirteen have received notice of sanction letters.

FFY	Measurable and Rigorous Target
2005 (2005-06)	100 percent of noncompliance will be corrected within one year of identification

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FFY	Measurable and Rigorous Target
2006 (2006-07)	100 percent of noncompliance will be corrected within one year of identification
2007 (2007-08)	100 percent of noncompliance will be corrected within one year of identification
2008 (2008-09)	100 percent of noncompliance will be corrected within one year of identification
2009 (2009-10)	100 percent of noncompliance will be corrected within one year of identification
2010 (2010-11)	100 percent of noncompliance will be corrected within one year of identification

Improvement Activities/Timelines/Resources

Despite the advances that CDE has made in the last years related to automating its monitoring review systems, tracking correction has continued to be based at the individual staff person's desk. That is, as evidence of correction is provided, staff assigned to those districts review the evidence and makes notations of what has been corrected. Staff then record aggregate information on a centralized database, recounting what is corrected in each reporting period. The database has been volatile and unreliable and staff has been required to reenter counts on more than one occasion. CDE is doing two things to improve staff's ability to anticipate what should be corrected and to record corrections only once. First, the ability to track correction of individual findings and corrective actions is being added to the software for both VRs and SESRs. This functionality will allow the staff person the ability to enter correction once into a database directly linked to the individual findings and corrective actions. Staff will also be able to generate a variety of reports of what has been corrected and when, as well as what is slated for correction in the upcoming weeks and months. Second, the SED has completed the first steps in securing approval for integrating the various databases in the division. This action will enable staff in different units to draw information from each other for planning and following-up on district technical assistance and correction. Further, activity to complete the integrated database is dependent on approval from outside control agencies such as the Department of Finance (DOF).

Several activities are also planned to improve the rates of correction. First, additional staff training and oversight will emphasize the importance of the timeline of correction. Second, correspondence with districts related to monitoring and review will highlight the importance of the timelines along with information about potential sanctions that will be implemented for failure to correct in a timely way. The California State Board of Education just adopted (in 2004-05) new regulations clarifying the procedures to be used by the state Superintendent of Public Instruction to withhold funds from LEAs for failure to comply with monitoring and other findings of noncompliance.

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Improvement Activities	Timelines	Resources
Add a corrective action Correction Module to VR and SESR software to track completed or overdue corrective actions on a daily basis	June 30, 2006	CDE Staff
Provide staff training for corrective actions, timelines, and sanctions. Incorporate notice of potential sanctions in monitoring correspondence	January 2, 2006	CDE Staff
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system	June 30, 2006	Outside contractor subject to approval by DOF
Explore Web-based applications for all components of the monitoring system	June 30, 2006	CDE Staff
Conduct analysis and prepare plans for Annual Performance Reports (APR)	July 1, 2007-June 30, 2011	CDE Staff

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Indicator #16 - Complaints

An overview of the SPP development is described on pages 1 and 2 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B
Indicator - Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
Measurement: See Attachment 1 for additional data. Percent = (Row 1.1(b)) + (Row 1.1(c)) divided by (Row 1.1) times 100

Overview of Issue/Description of System or Process

To guarantee that the needs of special education students are met, the California Department of Education (CDE) responds to complaints as quickly as possible. CDE encourages resolution at the local level and throughout the compliance complaint 60-day timeline. The state-level investigation and final report is completed within 60 days of the receipt of the written complaint, unless an extension is granted due to exceptional circumstances. The complaint investigation final report contains findings of fact, conclusions and reasons for the conclusions, a timeline for resolving the problem including corrective actions as necessary.

Ensuring state and federal laws and regulations are implemented, CDE utilizes a comprehensive interactive data system to collect, monitor, and analyze alleged violations and correction. In addition to the investigators and manager regularly monitoring individual completion of complaint investigations, a designated staff person monitors the timeliness of each complaint investigation. Regularly produced reports document completion of complaint investigations within the 60-day timeline and data are also utilized for focused monitoring and technical assistance.

Baseline Data for FFY 2004 (2004-05)

Table 16a

Complaints Data for California, 2004-05

(1) Signed, written complaints total	1,248
(1.1) Complaints with reports issued	958
(a) Reports with findings	638
(b) Reports within timeline	475
(c) Reports within extended timelines	24
(1.2) Complaints withdrawn or dismissed	260
(1.3) Complaints pending	30

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(a) Complaint pending a due process hearing	0

These baseline data are also provided in section A of Attachment 1.

Discussion of Baseline Data

Early in 2004-05, staff vacancies and increased numbers of complaints resulted in very large complaint investigation caseloads. Completion of reports within timelines dropped dramatically. SEDE immediately took steps to address these problems:

1) Complaint investigation reporting was made the highest priority,
2) All SED staff were trained to investigate complaints and write complaint reports,
3) All units were assigned to complete investigations,
4) Division staff and resources were assigned to complete investigations,
5) SED replaced positions and hired short-term investigators,
6) SED reviewed and revised complaint investigation and reporting process,
7) SED facilitated increased local resolution and alternate dispute resolution (ADR) efforts,
8) SED hired outside consultants to evaluate and assess CDE's current practices,
9) SED sought information and technical assistance from other large states, and
10) SED managers continue to review complaint caseloads and timelines at weekly meetings.

As noted above, the most recent monthly reports indicated that 100 percent of complaints were investigated and reported on time.

FFY	Measurable and Rigorous Target
2005 (2005-06)	100 percent of written complaints resolved within 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint.
2006 (2006-07)	100 percent of written complaints resolved within 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint.
2007 (2007-08)	100 percent of written complaints resolved within 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint.
2008 (2008-09)	100 percent of written complaints resolved within 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint.
2009 (2009-10)	100 percent of written complaints resolved within 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint.

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2010 (2010-11)	100 percent of written complaints resolved within 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint.

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Improvement Activities/Timelines/Resources

Improvement Activities	Timelines	Resources
Continue refinement of final official reports that are timely, clear, and defensible.	June 30, 2006	CDE staff
Conduct outside evaluation of the Division's complaint intake, investigation, and correction monitoring and utilize recommendations as appropriate.	October 31, 2005	Outside contractor
Continue to provide ongoing training for investigators	June 30, 2006	CDE staff
Continue cross-unit activities of team complaint investigations and other monitoring activities to focus on inter-rater reliability and consistency.	June 30, 2006	CDE staff
Continue and develop ongoing collaboration with CDE legal and other entities such as Parent Training Information Centers, Family Empowerment Centers, local educational agencies, and advocates	June 30, 2006	CDE legal staff, Art Cernosia
Cross branch collaboration with Legal Department and Division	December 30, 2005	CDE staff
Statewide training on IDEA 04	April 2006	Outside Consultant
Align federal and state codes and regulations	June 30, 2006	CDE staff
Train CDE staff on new laws and regulations	January 2006	CDE staff
Provide technical assistance on new laws to LEAs	June 30, 2006	CDE staff
Collaborate with parent organizations and groups regarding the new federal and state laws and regulations	June 30, 2006	CDE staff
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance

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Improvement Activities	Timelines	Resources
Explore Web based applications for all components of the monitoring system.	June 30, 2006	CDE staff

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Indicator #17 - Due Process

An overview of the SPP development is described on pages 1 and 2 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B
Indicator - Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party. (20 U.S.C. 1416(a)(3)(B))
Measurement: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party is calculated with data from Attachment 1, Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings using the following calculation: Percent = (Row 3.2(a)) + (Row 3.2(b)) divided by (Row 3.2) times 100

Overview of Issue/Description of System or Process

All procedural safeguards under the Individuals with Disabilities Education Act 2004 (IDEA) shall be established and maintained by each local plan and educational agency that provides education, related services, or both to children who are individuals with exceptional needs. Parents shall be given a copy of their rights and procedural safeguards upon the first occurrence of the filing for a due process hearing.

All requests for a due process hearing shall be filed with the State Superintendent of Public Instruction in accordance with federal regulations. The party, or the attorney representing the party, initiating a due process hearing by filing a written request with the state Superintendent of Public Instruction shall provide the other party to the hearing with a copy of the request at the same time as the request is filed with the state Superintendent of Public Education.

The response to the due process hearing request notice shall be made within ten days of receiving the request notice.

If the party receiving the hearing request notice believes the notice does not sufficiently state the required information, the receiving party must notify the filing party and the hearing officer in writing with in 15-days of receiving the hearing request notice. If such a situation, the hearing officer will determine weather the notice sufficiently states the required information and may grant the filing party opportunity to amend the hearing request. Once the hearing request is filed, the timeline will begin again. The State Superintendent of Public Instruction shall take steps to ensure that within 45- days after receipt of the written hearing request a hearing is conducted in compliance with the

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federal and state law, culminating in a final administrative decision, including any mediation requested, unless a continuance has been granted by the hearing officer.

Upon receipt by the Superintendent of a written request by the parent or guardian or public education agency, the Superintendent or his or her designee or designees shall immediately notify, in writing, all parties of the request for the hearing and the scheduled date for the hearing. The notice shall advise all parties of all their rights relating to procedural safeguards, as well as a list of persons and organizations within the geographical area that can provide free or reduced cost representation or other assistance in preparing for the due process hearing, including a brief description of qualifications of the services.

The party requesting the due process hearing shall not be allowed to raise issues at the due process hearing that were not raised in the notice filed, unless the other party agrees otherwise.

The state hearing shall be conducted in accordance with regulations adopted by the State Board of Education. The hearing shall be conducted by a person who shall, at a minimum possess knowledge of, and the demonstrate the ability to understand, and apply in accordance with standard legal practice and related state statutes and implementing regulations, the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), federal regulations pertaining to the act, and relevant federal and state case law. The State Superintendent of Public Instruction shall establish standards for the training of hearing officers, the degree of specialization of the hearing officers, and the quality control mechanisms to be used to ensure that the hearings are fair and the decisions are accurate.

A due process hearing officer may not be an employee of the California Department of Education (CDE) or a local educational agency (LEA) nor in a position that would compromise the hearing officer’s objectivity in the hearing. The hearing officer shall encourage the parties to a hearing to consider the option of mediation as an alternative to a hearing.

Any party to the hearing held shall be afforded rights consistent with state and federal statutes and regulations, including:

- The right to counsel with special knowledge relating to individuals with exceptional needs; the right to disclosure of all documents to be used at the hearing.
- The right to present evidence, written arguments, and oral arguments;
- The right to confront, cross-examine, and compel the attendance of witnesses; the right to electronic records of the proceedings and confidentiality.

The decision of a due process hearing officer shall be made on the substantive issue of whether the child received a free appropriate public education.

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If the hearing matter alleged is a procedural violation, a due process hearing officer may find that a child did not receive a free appropriate public education only if the procedural violation:

- Impeded the child's right to a free appropriate public education;
- Significantly impeded the parents' opportunity to participate in the decision making process regarding the provision of a free appropriate public education to the parents' child; or
- Caused a deprivation of educational benefits.

The hearing officer shall produce a written decision of the outcome of the hearing including reasoning relating law and facts to each finding culminating in the final decision. Both the hearing and issuance of the final written decision shall be completed within 45-days of the receipt of the hearing request by the Superintendent, unless an extension has been granted for good cause.

The hearing conducted pursuant to this section of the California *Education Code* (EC) shall be the final administrative determination and binding on all parties.

The aggrieved party may appeal the final decision in state or federal court. A party may file a request within the three-year statute of limitations provision in California EC until October 9, 2006, at which time the statute of limitations becomes two years. The statute of limitations does not apply if:

1.) Specific misrepresentations by the local educational agency that it had solved the problem forming the basis of the due process hearing request.
2.) The local educational agency's withholding of information from the parent that was required to be provided to the parent.

Baseline Data for FFY 2004 (2004-05)

One hundred percent of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

Percent is calculated with data from Attachment 1, Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings using the following calculation:

Percent = (Row 3.2(a)) + (Row 3.2(b)) divided by (Row 3.2) times 100
= [(5+81)/86] times100
= 100

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Discussion of Baseline Data

These baseline data do not require an explanation.

FFY	Measurable and Rigorous Target
2005 (2005-06)	One hundred percent of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2006 (2006-07)	One hundred percent of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2007 (2007-08)	One hundred percent of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2008 (2008-09)	One hundred percent of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2009 (2009-10)	One hundred percent of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2010 (2010-11)	One hundred percent of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

Improvement Activities/Timelines/Resources

Improvement Activities	Timelines	Resources
Hearing officers will receive training regarding IDEA, *Education Code* Section 56000 et. seq., and related regulations. Trainings will be designed to ensure that all hearing officers meet the minimum training standards specified by law.	Ongoing basis	CDE staff, Outside contractors
Hearing officers will receive global skills training.	Annually	Outside contractors

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Improvement Activities	Timelines	Resources
It will be determined when hearing officers have a working knowledge of the laws and regulations governing services to students who qualify for services under IDEA and related California laws and regulations, and the programmatic aspects of special education, services, and supports.	Ongoing basis	Office of Administrative Hearing (OAH) staff
Only hearing officers who have the level of expertise specified in the proposed regulations will be assigned mediation and hearing duties. Such monitoring activities will be provided on an ongoing basis by knowledgeable senior staff.	Ongoing basis	OAH senior staff

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Improvement Activities	Timelines	Resources
Data will be gathered pertaining to due process hearings to ensure that all due process hearing requests are fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party. Such data will include the following items: 1) number of hearing requests total; 2) number of resolution sessions conducted; 3) number of settlement agreements; 4) number of hearings held (fully adjudicated); 5) Number of decisions within timeline; 6) number of decisions within extended timeline; 7) number of decisions issued after timelines and extension expired;8) number of hearings pending; 9) number of expedited hearings; and 10) number of hearing request cases resolved without a hearing. Regarding expedited hearing requests (related to disciplinary decision), the following data will be collected: 1) number of expedited hearing requests total; 2) number of resolution sessions; number of settlement agreements; number of expedited hearings (fully adjudicated); and number of change of placement ordered.	Ongoing	OAH staff

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Indicator #18 - Hearing Requests

An overview of the SPP development is described on pages 1 and 2 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B
Indicator - Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. (20 U.S.C. 1416(a)(3(B))
Measurement: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. See Attachment 1 Percent is calculated with data from Attachment 1, Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings. Data from Row 3.1(a) is divided by Row (3.1) and the total is multiplied by 100 to obtain the percent.

Overview of Issue/Description of System or Process

Prior to a party invoking his or her right to an impartial due process hearing, the local educational agency shall convene a resolution session, which is a meeting between the parents and the relevant member or members of the individualized education program team who have specific knowledge of the facts identified in the due process hearing request, in accordance with federal law [*Education Code* (EC) Section 56501.5(a)]

The meeting shall be convened within 15 days of receiving notice of the parents' due process hearing request (EC 56501.5(a)(1)). The meeting shall include a representative of the local educational agency who has decision-making authority on behalf of the agency (EC 56501.5(a)(2)). The meeting shall not include an attorney of the local educational agency, unless the parent is accompanied by an attorney (EC 56501.5(a)(3)). At the meeting, the parents of the child may discuss their due process hearing issue and the facts that form the basis of the due process hearing request, and the local educational agency shall be provided the opportunity to resolve the matter (EC 56501.5(a)(4)).

The resolution session described above is not required if the parents and the local educational agency agree in writing to waive the meeting, or agree to use mediation (EC 56501.5(b)). If the local educational agency has not resolved the due process hearing issue to the satisfaction of the parents within 30 days of the receipt of the due process hearing request notice, the due process hearing may occur, and all of the applicable timelines for a due process hearing shall commence (EC 56501.5(c)).

In the case that a resolution is reached to resolve the due process hearing issue at a meeting described above, the parties shall execute a legally binding agreement that is both of the following: (1) signed by both the parent and a representative of the local

State of California Part B State Performance Plan (SPP) for 2005-10

educational agency who has the authority to bind the agency; and (2) enforceable in any state court of competent jurisdiction or in a federal district court of the United States. If the parties execute an agreement, a party may void the agreement within three business days of the agreement's execution (EC 56501.5(d)(1)-(2)).

Baseline Data for FFY 2005 (2005-06)

One hundred percent of the hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.

Discussion of Baseline Data

During the 2004-05 and 2005-06 school years, the California Department of Education (CDE) was making a transition from one due process hearing contractor to another. For a period during the transition, the original contractor still had responsibility for finishing some activities, while the new contractor had responsibility for both overlapping and different activities. To add further difficulty, the data collection responsibilities were not clear and data collection was clearly not coordinated. As a result, baseline data is incomplete and only reflects the second half of 2005-06.

FFY	Measurable and Rigorous Target
2005 (2005-06)	60 percent of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.
2006 (2006-07)	62 percent of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.
2007 (2007-08)	64 percent of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.
2008 (2008-09)	67 percent of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.
2009 (2009-10)	71 percent of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.
2010 (2010-11)	75 percent of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.

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Improvement Activities/Timelines/Resources

Improvement Activities	Timelines	Resources
Data will be collected pertaining to (1) the number of resolution sessions held; (2) whether the sessions were conducted within the 15-day timeline; (3) the results of the resolution sessions within the 30-day timeline.	Ongoing	Special Education Division staff
The form for requesting a due process hearing will be amended to track the following items: (1) whether a resolution session was held before a request for due processing hearing was completed; (2) whether the session was conducted within the 15-day timeline; (3) confirmation that the complaint was not resolved to the satisfaction of the parents within the 30-day timeline; (4) whether the parents and local educational agency agreed in writing to waive the resolution session.	January 2006	Office of Administrative Hearing staff

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Indicator #19- Mediation

An overview of the SPP development is described on pages 1 and 2 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B
Indicator - Percent of mediations held that resulted in mediation agreements. (20 U.S.C. 1416(a)(3)(B)).
Measurement: Percent of mediations that resulted in mediation agreements. Percent is calculated with data from Attachment 1, Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings using the following calculation: Percent = (Row 2.1(a)(i)) + (Row 2.1(b)(i))) divided by (Row 2) times 100

Overview of Issue/Description of System or Process

It is the intent of the California Legislature that parties to special education disputes be encouraged to seek resolution through mediation prior to filing a request for a due process hearing. It is also the intent of the Legislature that these voluntary prehearing request mediation conferences be an informal process conducted in a nonadversarial atmosphere to resolve issues relating to the identification, assessment, or educational placement of the child or the provision of a free appropriate public education to the child, to the satisfaction of both parties. Therefore, attorneys or other independent contractors used to provide legal advocacy services may not attend or otherwise participate in the prehearing request mediation conferences [*Education Code* (EC) Section 56500.3(a)]. This does not preclude the parent or the public education agency from being accompanied and advised by non-attorney representatives in the mediation conferences and consulting with an attorney prior to or following a mediation conference (EC Section 56500.3(b)).

Requesting or participating in a mediation conference is not a prerequisite to requesting a due process hearing (EC Section 56500.3(c)). All requests for a mediation conference shall be filed with the Superintendent. The party initiating a mediation conference by filing a written request with the Superintendent shall provide the other party to the mediation with a copy of the request at the same time the request is filed with the Superintendent. The mediation conference shall be conducted by a person knowledgeable in the process of reconciling differences in a nonadversarial manner and under contract with the department. The mediator shall be knowledgeable in the laws and regulations governing special education (EC Section 56500.3(d)).

The prehearing mediation conference shall be scheduled within 15 days of receipt by the Superintendent of the request for mediation. The mediation conference shall be completed within 30 days after receipt of the request for mediation unless both parties to the prehearing mediation conference agree to extend the time for completing the

mediation. Pursuant to federal law, and to encourage the use of mediation, the state shall bear the cost of the mediation process, including any meetings described in subsection (d) of Section 300.506 of Title 34 of the Code of Federal Regulations. The costs of mediation shall be included in the contract described in EC Section 56504.5 (EC Section 56500.3(e)).

In accordance with federal law, if a resolution is reached that resolves the due process issue through the mediation process, the parties shall execute a legally binding written agreement that sets forth the resolution and that does the following: (1) states that all discussions that occurred during the mediation process shall be confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; (2) is signed by both the parent and the representative of the public education agency who has the authority to bind the agency; (3) is enforceable in any state court of competent jurisdiction or in a federal district court of the United States (EC Section 56500.3(f)(1)-(3)).

If the mediation conference fails to resolve the issues to the satisfaction of all parties, the party who requested the mediation conference has the option of filing for a state-level hearing. The mediator may assist the parties in specifying any unresolved issues to be included in the hearing request (EC Section 56500.3(g)).

Any mediation conference held pursuant to this section shall be scheduled in a timely manner and shall be held at a time and place reasonably convenient to the parties to the dispute in accordance with federal law.

The mediation conference shall be conducted in accordance with regulations adopted by the board (EC Section 56500.3(i)). Notwithstanding any procedure set forth in this code, a public education agency and a parent may, if the party initiating the mediation conference so chooses, meet informally to resolve any issue or issues to the satisfaction of both parties prior to the mediation conference (EC Section 56500.3(j)). The procedures and rights contained in this section shall be included in the notice of parent rights attached to the pupil's assessment plan (EC Section 56500.3(k)).

Baseline Data for FFY 2004 (2004-05)

Fifty four and six-tenths percent of mediations resulted in mediation agreements. Percent is calculated with data from Attachment 1, Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings using the following calculation:

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Discussion of Baseline Data

These baseline data do not require an explanation.

FFY	Measurable and Rigorous Target
2005 (2005-06)	At least fifty-six percent of mediation conferences will result in mediation agreements.
2006 (2006-07)	At least fifty-seven percent of mediation conferences will result in mediation agreements.
2007 (2007-08)	At least fifty-eight percent of mediation conferences will result in mediation agreements.
2008 (2008-09)	At least fifty-nine percent of mediation conferences will result in mediation agreements.
2009 (2009-10)	At least sixty percent of mediation conferences will result in mediation agreements.
2010 (2010-11)	At least sixty-one percent of mediation conferences will result in mediation agreements.

Improvement Activities/Timelines/Resources

Improvement Activities	Timelines	Resources
With stakeholder input and in coordination with CDE, mediators will receive 80 hours of specialized training annually in special education law and issues, mediation techniques, prehearing processes, and current pedagogical issues.	Annually	CDE staff, Outside contractors
Annual training will address consistency in procedures and practices.	Annually	Outside contractors
Mediators will receive training that addresses the global competencies for all adjudicative proceedings. This global skills training will address such topics as the dynamics of mediation, listening and communication skills, interest-based mediation, techniques to avoid impasse, and writing clear and complete mediation agreements.	Annually	Outside contractors

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Improvement Activities	Timelines	Resources
Data pertaining to mediations will be collected, including such data as the 1) number of mediation requests total; 2) number of mediations not related to hearing requests; 3) number of mediations related to hearing requests; 4) number of mediation agreements not related to hearing requests; 5) number of mediation agreements related to hearing requests; and 6) number of mediations pending.	Ongoing	Office of Administrative Hearing staff

State of California Part B State Performance Plan (SPP) for 2005-10

Indicator #20 - State-reported Data

An overview of the State Performance Plan (SPP) development is described on pages 1 and 2.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B/General Supervision
Indicator - State-reported data (618 and State Performance Plan and Annual Performance Plan Report) are timely and accurate. (20 U.S.C. 1416(a)(3)(B)).
Measurement: 20A. State reported data, including 618 data and annual performance reports, are a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and b. Accurate (describe mechanisms for ensuring accuracy). 20B. The percentage of special education local plan areas (SELPAs) submitting accurate data in a timely manner.

Overview of Issue/Description of System or Process

Accurate and timely data are ensured through a variety of mechanisms including bi-annual statewide California Special Education Management Information System (CASEMIS) meetings, data verification routines built into statewide software provided by the California Department of Education (CDE), and technical assistance. Accurate 618 data are also ensured through the federal Office of Special Education Programs (OSEP) data validation process. During 2004-05, CDE hosted four technical assistance meetings throughout the state, focusing on accurate and timely data reporting. The California data collection procedures require local educational agencies (LEA) to submit data to the State by prescribed deadlines. These deadlines are delineated in the CASEMIS Users Manual provided to LEAs through the CDE Web site well in advance. In addition, LEAs must certify that student-level data meet state and federal criteria for accuracy prior to submitting to the CDE. The criteria are listed in Chapter V of the CASEMIS Users Manual.

Baseline Data for FFY 2004 (2004-05)

During the 2004-05 school year, all federal reports were submitted to OSEP on or before the deadline.

One hundred percent of SELPAs submitted accurate data to CDE in a timely manner in 2004-05. In 2003-04 this figure was 99 percent. In 2002-03 this figure was 98 percent. The number of SELPAs submitting timely and accurate data has been a key element of the CASEMIS data submission process.

State of California Part B State Performance Plan (SPP) for 2005-10

Discussion of Baseline Data

Data for the baseline measure capturing the percentage of SELPAs submitting accurate data in a timely manner was also reported in the last two Annual Performance Report (APR) reporting cycles (FFY 03 and FFY 04).

Data for the baseline measure capturing the percent of federal reports submitted by CDE to OSEP on time is a new measure for this indicator.

FFY	Measurable and Rigorous Target
2005 (2005-06)	20A. One hundred percent of state-reported data, including 618 data, the State Performance Plan (SPP), and Annual Performance Reports (APR) are submitted on time and are accurate.20B. One hundred percent of the SELPAs will submit accurate data to CDE in a timely manner.
2006 (2006-07)	20A. One hundred percent of state-reported data, including 618 data and Annual Performance Reports (APR) are submitted on time and are accurate.20B. One hundred percent of the SELPAs will submit accurate data to CDE in a timely manner.
2007 (2007-08)	20A. One hundred percent of state-reported data, including 618 data and Annual Performance Reports (APR) are submitted on time and are accurate.20B. One hundred percent of the SELPAs will submit accurate data to CDE in a timely manner.
2008 (2008-09)	20A. One hundred percent of state-reported data, including 618 data and Annual Performance Reports (APR) are submitted on time and are accurate.20B. One hundred percent of the SELPAs will submit accurate data to CDE in a timely manner.
2009 (2009-10)	20A. One hundred percent of state-reported data, including 618 data and Annual Performance Reports (APR) are submitted on time and are accurate.20B. One hundred percent of the SELPAs will submit accurate data to CDE in a timely manner.
2010 (2010-11)	20A. One hundred percent of state-reported data, including 618 data and Annual Performance Reports (APR) are submitted on time and are accurate.

Improvement Activities/Timelines/Resources

Future activities include continuing with at least bi-annual training sessions (October 2006) with SELPAs and LEAs, improving data collection software, and providing technical assistance. In addition, the Special Education Division will continue to participate in statewide discussions to create a statewide student-level data system for all students in California.

State of California Part B State Performance Plan (SPP) for 2005-10

The new data requirements of the SPP require extensive modification to existing data management systems at the state and local levels. During the 2005-06 school year CDE staff will work to modify the CASEMIS software. CDE staff will provide extensive training, software support, and ongoing technical assistance to SELPAs and LEAs during the transition to the new CASEMIS collection. The combination of beta testing, built-in validation, and extensive training will ensure that accurate and reliable data are submitted.

Improvement Activities	Timelines	Resources
Provide statewide CASEMIS training for SELPAs	October 21, 2005 October 28, 2005	CDE staff, SELPA, LEAs
Finalize new data fields for CASEMIS	Fall 2005	CDE staff, SELPA, LEAs
Modify CASEMIS data table structure to incorporate new data fields and update table codes.	Fall 2005	CDE staff
Modify validation codes and develop prototype reports.	Spring 2006	CDE staff
Beta-test new CASEMIS software	Summer 2006	CDE staff
Deploy official of CASEMIS software.	October 2006	CDE staff
Provide ongoing technical assistance to ensure reliable and accurate submission of data.	Ongoing throughout the year	CDE staff
Provide statewide CASEMIS training for SELPAs	Each year in the Fall and as necessary	CDE staff, SELPA, LEAs

State of California Part B State Performance Plan (SPP) for 2005-10

Attachment 1: Report of dispute resolution under Part B of the Individuals with Disabilities Education Act

Complaints, Mediations, Resolution Sessions, and Due Process Hearings

Section A: Signed, Written Complaints	
(1) Signed, written complaints total	1,248
(1.1) Complaints with reports issued	958
(a) Reports with findings	638
(b) Reports within timeline	475
(c) Reports within extended timelines	24
(1.2) Complaints withdrawn or dismissed	260
(1.3) Complaints pending	30
(a) Complaint pending a due process hearing	0
Section B: Mediation Requests	
(2) Mediation requests total	3,730
(2.1) Mediations	
(a) Mediations related to due process	2,146
(i) Mediation agreements	1,819
(b) Mediations not related to due process	272
(i) Mediation agreements	219
(2.2) Mediations not held (including pending)	185
Section C: Hearing Requests	
(3) Hearing requests total	3,306
(3.1) Resolution sessions	0
(a) Settlement agreements	0
(3.2) Hearings (fully adjudicated)	86
(a) Decisions within timeline	5
(b) Decisions within extended timeline	81
(3.3) Resolved without a hearing	1,938
Section D: Expedited Hearing Requests (related to disciplinary decision)	
(4) Expedited hearing requests total	143
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	5
(a) Change of placement ordered	1

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

State of California
Annual Performance Report
for
Federal Fiscal Year 2005
(2005-2006)

Individuals With Disabilities Education Act of 2004

Due: February 1, 2005

APR Template – Part B (4)

California
State

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

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Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development

Instructions for the State Performance Plan (SPP) and Annual Performance Report (APR) were disseminated on November 1, 2006. In anticipation of the 2005-2006 updates (due in February 2007), the California Department of Education (CDE) made a number of presentations and solicited input at a variety of meetings.

- The SPP and APR requirements were presented at two separate California Special Education Management Information System (CASEMIS) training sessions with the special education local plan area (SELPA) administrators and local educational agencies (LEA)/districts during the spring 2006.
- The revised SPP and APR requirements and potential revisions to baselines and benchmarks were discussed during the summer 2006 meeting of the Key Performance Indicator Stakeholder Committee (KPISC).
- The SPP and APR requirements were presented at two meetings (August and September 2006) of the California Advisory Commission on Special Education
- The SPP and APR contents were presented and discussed at the two separate California Special Education Management Information System (CASEMIS) training sessions with the special education local plan area (SELPA) administrators and local educational agencies (LEA)/districts during the fall 2006.
- Additional revisions to the SPP requirements and APR data and contents were reviewed during the November 2006 meeting of the KPISC.
- SPP requirements and APR data related to Preschool Assessment, Preschool Least Restrictive Environment, and Transition from Part B to Part C were reviewed twice (spring 2006 and fall 2006) with a special stakeholder group of program administrators, staff, and parents.
- Selected SPP revisions and APR data were reviewed at the December 2006 SELPA Directors Meeting.
- Final public input was collected from representatives of Parent Training and Information Centers, SELPA Directors, Special Education Administrators of County Office of Education (SEACO), the California Advisory Commission on Special Education, and the KPISC during a teleconference scheduled December 15, 2006.
- The SPP and APR were presented to the California State Board of Education (SBE) at its January 2007 meeting.
- The SPP and the APR are scheduled to be presented to the California Advisory Commission on Special Education at the January 2007 meeting.
- Over 100 State Performance and Personnel Development Stakeholders are scheduled to meet in January 2007 to reflect, discuss, and guide the development of California's grant proposal for the next State Personnel Development Grant competition.

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

The methods for calculating the graduation rate for students receiving special education differ from the methods used by general education in California. Through the California Special Education Management Information System (CASEMIS), the Special Education Division (SED) collects information about individual students receiving special education. This allows SED to calculate the proportion of exiting students who graduate; general education calculates a cohort rate based on aggregate numbers. General education calculates graduation as the number of twelfth-grade graduates who received a diploma in the school year indicated, or the summer following that year, divided by the number of students in grade 9 four years ago.
The requirements to graduate with a regular diploma in California are the same for all students. In addition to meeting the district's requirements for graduation, all students were required to pass the California High School Exit Exam (CAHSEE) in order to earn a public high school diploma. California state law, however, does permit a waiver of the CAHSEE requirement for a student with an IEP who has otherwise met the district requirements for graduation and the awarding of a regular diploma to such students.
A local school board may grant a waiver of the CAHSEE requirement for a student with an IEP who has taken the CAHSEE on multiple occasions, has participated in CAHSEE preparation opportunities and is otherwise met the district requirements for graduation and the awarding of a regular diploma to such students. Also, students with disabilities may obtain a waiver of the requirement to pass a course in Algebra from the State Board of Education if their transcript demonstrates that the student has been on track to receive a regular diploma, has taken Algebra and the appropriate precursor math courses, and because of the nature of their disability cannot pass the course.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	90 percent of districts will meet or exceed established annual benchmarks

Actual Target Data for 2005 (2005-2006):

91 percent of Districts met or exceeded established annual benchmarks.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005 (2005-2006):

The FFY 2005 (2005-2006) rate of 91 percent is a one percent improvement over the 90 percent rate reported for FFY 2005 (2004-05).

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Statewide, in the 2004-05 school year, 56.8 percent of students receiving special education services in California exiting from grade twelve graduated with a regular diploma. In the 2005-06 school year, 61.6 percent of students receiving special education services, graduated with a regular diploma. This is an increase of 4.8 percent.

Analyses of district data was unrevealing.

For high school districts with grades seven through twelve, in the 2004-05 school year, 56.5 percent of students receiving special education services graduated with a regular diploma. In the 2005-06 school year, 62 percent of students receiving special education services, graduated with a regular diploma. This is an increase of 5.5 percent. Within this school type, only two out of eleven districts (18 percent) fell below the benchmark. One of these districts is in the central part of the state. This district is in year one of program improvement under NCLB. The other district is from the southern part of the state and is completing a Verification Review.

For high school districts with grades nine through twelve, in the 2004-05 school year, 56.2 percent of students receiving special education services graduated with a regular diploma. In the 2005-06 school year, 61.2 percent of students receiving special education services, graduated with a regular diploma. This is an increase of five percent. Within this school type, six out of 46 districts (13 percent) fell below the benchmark. Two of these are in the northern part of the state and four are from the central part of the state. Three of these districts are in year one of program improvement under NCLB. One of these three is also completing a Special Education Self Review.

For unified school districts, kindergarten through grade twelve, in the 2004-05 school year, 56.5 percent of students receiving special education services graduated with a regular diploma. In the 2005-06 school year, 61.7 percent of students receiving special education services, graduated with a regular diploma. This is an increase of 5.2 percent. Within this school type, 15 out of 183 districts (eight percent) fell below the benchmark. Seven of these are from the northern part of the state; four are from the central part of the state, and four from the southern part of the state. Three of these districts are in year one of program improvement for NCLB and two are completing a Verification Review.

At the student level, an analysis of graduates by ethnicity indicates that while white and Asian students are more likely to graduate, no ethnic group is underrepresented among the graduates, when compared to the ethnic composition of the potential graduate pool.

Students with severe disabilities (mental retardation, emotional disturbance, deaf-blind, and multiple disabilities) are underrepresented compared to the number with

those disabilities present in the potential graduate pool. Students with hearing impairments, speech and language impairments, health impairments and specific learning disabilities are more likely to be among those graduating with a diploma.

Improvement Activities completed follow:

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Improvement Activities	Timelines	Resources	Status
Monitoring, Stakeholder Meetings, and Selected Special Projects			
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff	Not completed. No approval from DOF
Explore Web based applications for all components of the monitoring system	June 30, 2006	CDE staff	In Process
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	Ongoing	CDE staff, contractor	Completed
Conduct analysis and prepare plans for Annual Performance Reports	July 1, 2005 – June 30, 2011	CDE staff	Completed
Convene Stakeholder Groups such as the LRE, State Performance and Personnel Development Plan Stakeholders (SPPDP), and the IEP Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, CDE staff	Completed and ongoing

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Participate in national charter school study	2004 - 2006	University of Maryland, CDE staff, funded grant from DOE/OSEP	Completed
Selected Training/Technical Assistance			
Provide statewide CASEMIS training for SELPAs	October 21, 2005 October 28, 2005	CDE staff, SELPA, LEAs	Completed
Provide regionalized training and technical assistance related to using the KPI data for PI	June 30, 2006	CDE staff	In process
Regional trainings for trainers on serving students with disabilities in the LRE	September - October, 2005 and annually as needed	CDE staff, contractor, RSDSS staff	In process
Provide facilitated IEP training, a trainer of trainer module	June 30, 2006	CDE staff	Not completed based on recommendations of IEP Task Force
Host Riverside County Achievement Team (RCAT) teleconference	October 2005 - 06	CDE staff, contractor	Completed
RCAT Leadership Development Training	February 2006	CDE staff, contractor	Completed and ongoing
School-site specific RCAT Teleconference	March - June 2006	CDE staff, contractor	Completed and ongoing
RCAT Summer Institute	July 2006	CDE staff, contractor	Completed and ongoing

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
RCAT Leadership Development Program follow-up Seminar	August - September 2006	CDE staff, contractor	Completed and ongoing
Facilitate and provide training, technical assistance in a wide range of research-based core messages practices to assist in improving special education services in areas such as: the qualify and number of teachers and other personnel who work with students with disabilities, the coordination of services for students with disabilities, the behavioral supports available for students with disabilities, academic outcomes, particularly in the area of literacy/English/Language Arts, the participation of parents and family members, and in the collection and dissemination of data.	Ongoing throughout the year	Second State Improvement Grant **(SIG2),** federally funded	SIG2 ends August 31, 2007
Provide five Web casts that cover the concept of RtI and stream this content for on-demand viewing	December 2005, January, February, March and April 2006	CDE staff, contractor, SELPA http://www4.scoe.net/rti/materials.cfm	Completed
Develop and distribute training module in DVD format that incorporates RtI concepts and specific skills	July 2006	CDE staff, contractor	Completed
RtI Trainings	Ongoing, several times per year	CDE staff	Completed
Three-tiered model trainings	Ongoing, several times per year	CDE staff	Completed

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Improvement Activities	Timelines	Resources	Status
State Superintendent High School Summit Focus on Students with Disabilities	October 2005	Contracted speakers support through registration fees from participants and IDEA funds, CDE staff	Completed
Develop charter school guidance primers to address the needs of students with disabilities attending charter schools	2005-06	National Association of State Directors of Special Education and grant from DOE/OSEP, CDE staff	California drafts Completed
Provide technical assistance on reinventing high school	Ongoing	International Center for Leadership in Education and Council of Chief State School Officers and financial resources provided through the Bill and Melinda Gates Foundation, CDE staff	Completed

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Improvement Activities	Timelines	Resources	Status
Provide technical assistance to schools focused on the implementation of reform programs to high poverty and NCLB school wide schools	September 2005 -June 2010	California Comprehensive Assistance Center, CDE staff	Completed and ongoing
Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice			
Develop and maintain IDEA 2004 information Web page with links to important references and resources on the Reauthorization of the IDEA	December 2004; ongoing update	CDE/SED staff; Web capability of CDE Web page http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp	Completed
IDEA Final Regulation Training Web cast promoted during fall 2006. Web cast archived and DVD distributed.	January 2007	Art Cernosia, Esq., nationally known expert in the IDEA. Free to public and funded from IDEA funds	Planned
Hosted and promoted USDOE's Community-Based Public Meeting	November 14, 2006 Sacramento, CA	USDOE and CDE/SED staff	Completed
Public awareness and information dissemination via Web pages and listservs on variety of topics including Promotion, retention guidelines, and CAPA materials	Updated frequently	CDE/SED staff; Web capability of CDE	Completed

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Improvement Activities	Timelines	Resources	Status
Develop Web site to support the rollout of RtI including forms, procedures, intervention measures and provide a facility for supporting the field through an internet based message-board	June 2006	CDE staff, contractor	Completed
Develop and disseminate Pocketbook of Special Education Statistics	Annually	CDE staff	Completed
Post special education data on CDE DataQuest Web site	Annually	CDE/SED staff; Web capability of CDE Web page http://data1.cde.ca.gov/dataquest/	Completed
Create and post the Special Education Data Summaries on the Web	Annually	CDE staff, Web capability of CDE Web page http://www.cde.ca.gov/sp/se/ds/datarpts.asp	Completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Plan for the federal competition, State Personnel Development Grant (SPDG), to continue to facilitate and provide training and technical assistance in scientifically-based research and instruction in the areas of literacy and behavior, as well as sustaining activities that foster special education/general education collaboration. Additional efforts will be made in the implementation of evidence-based practices to increase the recruitment and retention of highly qualified special education teachers. Particular emphasis will be placed on the sharing of data and training to improve the ability to collect, manage, and analyze data to improve teaching, decision-making, school improvement effort, and accountability.	January – March 2007 If awarded, SPDG, implementation 2007-2012	State Personnel Development Grant **(SPDG),** Upcoming federal grant competition	Planning
The Special Edge newsletter, three issues per year http://www.calstat.org/specialEdge.html	Ongoing	CDE Staff, contractor	Completed
CA Standards Test Charting Program http://www.calstat.org/CSTProficiencyCharting.htm	Ongoing, and being disseminated	CDE contractor	Developed and ongoing improvements
Training Evaluation Database (TED) http://www.calstat.org/ted.html	Being disseminated	CDE contractor	Developed, piloted, and training completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Transition to Adult Living: A Guide for Secondary Education REVISED to IDEA final regulations This comprehensive handbook is written for students, parents, and teachers. It offers practical guidance and resources in support of transition efforts for students with disabilities as they move from their junior high and high school years into the world of adulthood and/or independent living.	Publication in 2007	CDE staff and contractor	Final stages of production

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005 (2005-2006):

The FFY 2005 (2005-2006) rate of 91 percent is a slight increase over the 90 percent rate reported for FFY 2005 (2004-05). No changes to SPP Targets are proposed.

In September 2006, the OSEP monitoring team advised CDE that students who were given diplomas based on waiver of state requirements for nondisabled children should be eliminated from the state's Section 618 Data Reports (which form the basis for calculations for the SPP and the APR). The 2005-06 calculations are based on figures that include CAHSEE waivers granted to students in the class of 2006 and algebra waivers granted in 2005-06. It is not clear if the numbers of these waivers would be sufficient to change the status of any district and therefore the percent of districts meeting the benchmark. CDE will alter calculations of the graduation rate to eliminate student with disability data who graduate based on an algebra waiver and will seek to secure the accurate information from local school boards to factor out the number of students granted CAHSEE exemptions in 2007.

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.
(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.
Percent of special education students dropping out. The dropout percent for students with disabilities is calculated by taking the number of special education students identified as dropping out or not known to be continuing divided by the total number of special education students. Only students in the 7th or higher grade or age 12 or older are included in the calculation
The methods for calculating the dropout rate for students receiving special education services and general education are different. The Special Education Division (SED) maintains the student-level database, California Special Education Management Information System (CASEMIS), for students receiving special education. SED calculates a dropout percent based on exited students; general education uses a cohort rate.
Unlike the special education dropout percent, general education dropout rates are calculated from aggregate data submitted at the school-level for a variety of subgroups. The California Department of Education (CDE) calculates two different rates, a one-year rate and a four-year derived rate. Neither is comparable with the special education rate.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	85 percent of districts will meet or exceed established annual benchmarks.

Actual Target Data for 2005 (2005-2006):

88 percent of Districts met or exceeded the established annual benchmark.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005 (2005-2006):

The FFY 2005 (2005-2006) rate of 88 percent is a 3 percent increase from the 85 percent rate reported for FFY 2004 (2004-2005).

Statewide, in the 2004-05 school year, 3.97 percent of students exiting from grade seven or higher were reported as dropped out or moved and not known to be continuing. In the 2005-06 school year, 3.1 percent of students were reported as dropped out or moved and not known to be continuing. This is a decrease of .87 percent.

For high school districts with grades nine through twelve, in the 2004-05 school year, 3.68 percent of students exiting from grade seven or higher were reported as dropped out or moved and not known to be continuing. In the 2005-06 school year, 3.7 percent of students were reported as dropped out or moved and not known to be

continuing. This is an increase of .02 percent. Within this school type, five out of 73 districts (7 percent) had a 0 percent drop out rate. One of these districts is in the northern part of the state, two in the central part and two in the southern part of the state. Eleven districts (15 percent) exceeded the benchmark. Three of these districts are in the northern part of the state, four in the central part, and four in the southern part of the state. One of these districts is in year one of program improvement under NCLB and another is completing a Verification Review.

For unified and high school districts with grades seven -twelve, in the 2004-05 school year, 4.15 percent of students exiting from grade seven or higher were reported as dropped out or moved and not known to be continuing. In the 2005-06 school year, 3.1 percent of students were reported as dropped out or moved and not known to be continuing. This is a decrease of 1.05 percent. Within this school type, one out of 328 districts (.3 percent) had 0 percent drop out rate. This district is in the southern part of the state. Nineteen districts (6 percent) exceeded the benchmark. Eight of these districts are in the north, five are in the central part, and six are in the southern part of the state. Two of these districts are in year one of program improvement under NCLB and three are completing a Special Education Self Review.

For elementary districts, in the 2004-05 school year, 1.4 percent of students exiting from grade seven or higher were reported as dropped out or moved and not known to be continuing. In the 2005-06 school year, 1.6 percent of students were reported as dropped out or moved and not known to be continuing. This is an increase of 0.2 percent. Within this school type, 120 out of 230 districts (52 percent) had a 0 percent drop out rate. These districts are in the southern part of the state. Nineteen districts (8 percent) exceeded the benchmark. Eight of these districts are in the north, five in the central, and six in the south part of the state. Twelve of these districts are in year one of program improvement under NCLB. Seven are completing a Special Education Self Review and three are going through a Verification Review.

Analysis of the dropout population by ethnicity indicates that African American and Native American students with disabilities are disproportionately represented by ethnicity in grades seventh through twelfth grader. Only students with emotional disturbance are disproportionately represented among the special education drop out population.

Figures used to calculate the drop out rate include students who relocate and are not known to be continuing. As a result, calculation of drop out rate is confounded by the extreme mobility of families in California.

Improvement activities undertaken by the state in 2005-06 were completed as follows:

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Monitoring, Stakeholder Meetings, & Selected Special Projects			
Increase collaboration and coordination with SB65 on behalf of students with disabilities	Ongoing	CDE staff	In process
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff	Not completed. No approval from DOF
Explore Web-based applications for all components of the monitoring system	June 30, 2006	CDE Staff	In process
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	Ongoing	CDE staff and contractors	Completed
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 - June 30, 2011	CDE Staff	Completed
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the IEP Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, & CDE staff	Completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Participate in national charter school study	2004 - 2006	University of Maryland, CDE staff, funded grant from USDOE/OSEP	Completed
Selected Training/Technical Assistance			
Provide statewide CASEMIS training for SELPAs	October 21, 2005 October 28, 2005	CDE Staff, SELPA, LEAs	Completed
Provide regionalized training and technical assistance related to using the KPI data for program improvement	June 30, 2006	CDE staff	Completed
Regional trainings for trainers on serving students with disabilities in the least restrictive environment	September - October, 2005 and annually as needed	CDE Staff, contractors RSDSS staff	Completed and ongoing
Provide facilitated IEP training, a trainer of trainer module	June 30, 2006	CDE Staff	Not completed based on recommendation of IEP Task Force
Host Riverside County Achievement Team (RCAT) teleconference	October 2005 - 06	CDE Staff, contract staff	Completed
RCAT Leadership Development Training	February 2006	Contractor, CDE Staff	Completed
School-site specific RCAT Teleconference	March - June 2006	Contractor, CDE Staff	Completed
RCAT Summer Institute	July 2006	Contractor, CDE Staff	Completed
RCAT Leadership Development Program follow-up Seminar	August - September 2006	Contractor, CDE Staff	Completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Facilitate and provide training, technical assistance in a wide range of research-based core messages practices to assist in improving special education services in areas such as: the qualify and number of teachers and other personnel who work with students with disabilities, the coordination of services for students with disabilities, the behavioral supports available for students with disabilities, academic outcomes, particularly in the area of literacy/English/Language Arts, the participation of parents and family members, and in the collection and dissemination of data.	Ongoing throughout the year	Second State Improvement Grant **(SIG2),** federally funded	SIG2 ends August 31, 2007
Provide five Webcasts that cover the concept of Response to Intervention (RtI) and stream this content for on-demand viewing	December 2005, January, February, March and April 2006	Contractor, CDE Staff SELPA	Completed
Develop and distribute training module in DVD format that incorporates RtI concepts and specific skills	July 2006	CDE staff contractors	Completed
RtI Trainings	Ongoing, several times per year	CDE staff	Completed
Three-tiered model trainings	Ongoing, several times per year	CDE staff	Completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
State Superintendent High School Summit Focus on Students with Disabilities	October 2005	Contracted speakers support through registration fees from participants & IDEA funds, CDE Staff	Completed
Develop charter school guidance primers to address the needs of students with disabilities attending charter schools	2005 - 06	National Association of State Directors of Special Education & grant from USDOE/OSEP, CDE staff	Completed
Provide technical assistance on reinventing high school	Ongoing	International Center for Leadership in Education and Council of Chief State School Officers and financial resources provided through the Bill and Melinda Gates Foundation, CDE staff	Completed and ongoing

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Provide technical assistance to schools focused on the implementation of reform programs to high poverty and NCLB school wide schools	Ongoing	California Comprehensive Assistance Center, CDE staff	Completed
Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice			
Develop & maintain IDEA 2004 information Web page with links to important references and resources on the Reauthorization of the IDEA	December 2004; ongoing update	CDE/SED staff; Web capability of CDE Web page http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp	Completed
Hosted and promoted USDOE's Community-Based Public Meeting	November 14, 2006 Sacramento, CA	USDOE and CDE/SED staff	Completed
Public awareness and information dissemination via Web pages and listservs on variety of topics including promotion, retention guidelines, & CAPA materials	Updated frequently	CDE/SED staff; Web capability of CDE	Completed
Develop Web site to support the rollout of RtI including forms, procedures, intervention measures and provide a facility for supporting the field through an internet based message-board	June 2006	CDE staff, contractor	Completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Develop and disseminate Pocketbook of Special Education Statistics	Annually	CDE staff	Completed
Post special education data on CDE DataQuest Web site	Annually	CDE/SED staff; Web capability of CDE Web page http://data1.cde.ca.gov/dataquest/	Completed
Create and post the Special Education Data Reports on the Web	Annually	CDE staff, Web capability of CDE Web page http://www.cde.ca.gov/sp/se/ds/datarpts.asp	Completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Plan for the federal competition, State Personnel Development Grant (SPDG), to continue to facilitate and provide training and technical assistance in scientifically-based research and instruction in the areas of literacy and behavior, as well as sustaining activities that foster special education/general education collaboration. Additional efforts will be made in the implementation of evidence-based practices to increase the recruitment and retention of highly qualified special education teachers. Particular emphasis will be placed on the sharing of data and training to improve the ability to collect, manage, and analyze data to improve teaching, decision-making, school improvement effort, and accountability.	January – March 2007 If awarded, SPDG, implementation 2007-2012	State Personnel Development Grant **(SPDG),** Upcoming federal grant competition	Planning
The Special Edge newsletter, three issues per year http://www.calstat.org/specialEdge.html	Ongoing	CDE Staff, contractor	Completed
CA Standards Test Charting Program http://www.calstat.org/CSTProficiencyCharting.htm	Ongoing, and being disseminated	CDE contractor	Developed and ongoing improvements
Training Evaluation Database (TED) http://www.calstat.org/ted.html	Being disseminated	CDE contractor	Developed, piloted, and training completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Transition to Adult Living: A Guide for Secondary Education REVISED to IDEA final regulations This comprehensive handbook is written for students, parents, and teachers. It offers practical guidance and resources in support of transition efforts for students with disabilities as they move from their junior high and high school years into the world of adulthood and/or independent living.	Publication in 2007	CDE staff and contractor	Final stages of production

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005 (2005-2006):

No revisions are being made at this time

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with disabilities on statewide assessments:

A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.

B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Percent = [(# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size in the State)] times 100.

B. Participation rate =

a. # of children with IEPs in assessed grades;

b. # of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);

c. # of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100);

d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and

e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(e) divided by (a)] times 100).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = [(b + c + d + e) divided by (a)].

C. Proficiency rate =

a. # of children with IEPs in assessed grades;

b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);

c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100);

d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and

e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] times 100).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = [(b + c + d + e) divided by (a)].

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

FFY	Measurable and Rigorous Target
2005 (2005-2006)	3A. 52 percent of districts will meet the State's AYP objectives for the disability subgroup. 3B. 95 percent of students with disabilities in the assessed grades will participate in statewide assessments 3C. Consistent with NCLB accountability framework, the 2005-11 AMOs (benchmarks) for the percent proficient on statewide assessments are broken down by school subgroup and are provided in the cells below.

FFY	School Subgroup	English Language Arts	Math
2005 (2005-06)	Elementary Schools, Middle Schools, Elementary School Districts	24.4%	26.5%
	High Schools, High School Districts	22.3%	20.9%
	Unified School Districts, High School Districts, County Office of Education	23.0%	23.7%

Actual Target Data for 2005 (2005-06)

Target data must align to data to be submitted in Table 6 of the Section 618 of the IDEA, which must be attached to this APR. This data is calculated outside of the Special Education Division to complete Table 6 and is not completed as of the submission of this draft to the SBE. CDE will complete these data when the table becomes available.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005 (2005-06):

As noted above, Table 6 and is not completed as of the submission of this draft to the SBE. Discussion of progress or slippage will be completed once the table data is available.

Improvement Activities have been completed as follows

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Monitoring, Stakeholder Meetings, and Selected Special Projects			
Create blueprints for California Modified Assessment (CMA) (overlaps with CAPA)	May-August 2005	CAPA/CMA Workgroups, CDE staff, Contractor, ETS	In process
Develop CMA	May 2005- September 2007	CDE staff, contractor	In process
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff	Not completed. No approval from DOF
Explore Web based applications for all components of the monitoring system.	June 30, 2006	CDE staff	In Process
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	Ongoing	CDE staff and contractors	Completed
The facilitated grant procedures utilize STAR data to develop program improvement plan	November 30, 2005	CDE staff	Completed
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 - June 30, 2011	CDE staff	Completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Convene Stakeholder Groups including the Least Restrictive Environment, State Performance and Personnel Development Plan Stakeholders (SPPDP), and the IEP Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, and CDE staff	Completed and ongoing
Cross Branch Coordination with PI to utilize data for analysis and improvement plans	December 30, 2006	Riverside COE staff, CDE staff	Completed
Participate in national charter school study	2004 -06	University of Maryland, CDE staff, funded grant from DOE/OSEP	Completed
Selected Training/Technical Assistance			
Provide statewide CASEMIS training for SELPAs.	October 21, 2005 October 28, 2005	CDE staff, SELPA, LEAs	Completed
Provide regionalized training and technical assistance related to using the KPI data for program improvement	June 30, 2006	CDE staff	Completed
Regional trainings for trainers on serving students with disabilities in the least restrictive environment.	September - October, 2005 and annually as needed	CDE staff, contractors, RSDSS staff	Completed
Provide facilitated IEP training, a trainer of trainer module.	June 30, 2006	CDE staff	Completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Host Riverside County Achievement Team (RCAT) teleconference	October 2005 - 2006	CDE staff, contract staff	In process
RCAT Leadership Development Training	February 2006	CDE staff, contractor	In process
School-site specific RCAT Teleconference	March - June 2006	CDE staff, contractor	Completed
RCAT Summer Institute	July 2006	CDE staff, contractor	Completed
RCAT Leadership Development Program follow-up Seminar	August - September 2006	CDE staff, contractor	Completed
Statewide State Improvement Grant (SIG) Leadership Institute	Fall and spring	CDE staff, contractor	Completed
SIG Regional Leadership Institutes	Annually	CDE staff, contractor	Completed
SIG site-specific technical assistance which is specialized to assist additional schools, districts, and SELPAs	Annually	CDE staff, contractor	Completed
Provide BEST positive behavioral management program training and technical assistance.	As needed by site - ongoing	CDE staff, contractor	Completed
Provide five Web casts that cover the concept of Response to Intervention (RtI) and stream this content for on-demand viewing	December. 2005, January. February. March and April 2006	CDE staff, contractors, SELPA	Completed
Develop and distribute training module in DVD format that incorporates RtI concepts and specific skills.	July 2006	CDE staff, contractors	Completed
RtI Trainings	Ongoing, several times per year	CDE staff	Completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Three-tiered model trainings	Ongoing, several times per year	CDE staff	Completed
State Superintendent High School Summit Focus on Students with Disabilities	Oct 2005	Contracted speakers support through registration fees from participants and IDEA funds, CDE staff	Completed
Develop charter school guidance primers to address the needs of students with disabilities attending charter schools.	2005 - 2006	National Association of State Directors of Special Education and grant from DOE/OSEP, CDE staff	Completed
Provide technical assistance on reinventing high school	Ongoing	International Center for Leadership in Education and Council of Chief State School Officers and financial resources provided through the Bill and Melinda Gates Foundation, CDE staff	Completed
Provide technical assistance to schools focused on the implementation of reform programs to high poverty and NCLB school wide schools.	Ongoing	California Comprehensive Assistance Center, CDE staff	Continuing

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice			
Develop and maintain IDEA 2004 information Web page with links to important references and resources on the Reauthorization of IDEA	December 2004; ongoing update	CDE/SED staff; Web capability of CDE Web page http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp	Completed and continuing in 2006
Hosted and promoted USDOE's Community-Based Public Meeting	November 14, 2006 Sacramento, CA	USDOE and CDE/SED staff	Completed
Public awareness and information dissemination via Web pages and listservs on variety of topics including Promotion, retention guidelines, and CAPA materials	Updated frequently	CDE/SED staff; Web capability of CDE	Completed
Develop Web site to support the rollout of RtI including forms, procedures, intervention measures and provide a facility for supporting the field through an internet based message-board	June 2006	CDE staff, contractor	Completed
Develop and disseminate Pocketbook of Special Education Statistics	Annually	CDE staff	Completed
Post special education data on CDE DataQuest Web site	Annually	CDE/SED staff; Web capability of CDE Web page http://data1.cde.ca.gov/dataquest/	Completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Create and post the Special Education Data Reports on the Web	Annually	CDE staff, Web capability of CDE Web page http://www.cde.ca.gov/sp/se/ds/datarpts.asp	Completed and in process of development to match SPP indicators
Plan for the federal competition, State Personnel Development Grant (SPDG), to continue to facilitate and provide training and technical assistance in scientifically-based research and instruction in the areas of literacy and behavior, as well as sustaining activities that foster special education/general education collaboration. Additional efforts will be made in the implementation of evidence-based practices to increase the recruitment and retention of highly qualified special education teachers. Particular emphasis will be placed on the sharing of data and training to improve the ability to collect, manage, and analyze data to improve teaching, decision-making, school improvement effort, and accountability.	January – March 2007 If awarded, SPDG, implementation 2007-2012	State Personnel Development Grant **(SPDG),** Upcoming federal grant competition	Planning
The Special Edge newsletter, three issues per year http://www.calstat.org/specialEdge.html	Ongoing	CDE Staff, contractor	Completed
CA Standards Test Charting Program http://www.calstat.org/CSTProficiencyCharting.htm	Ongoing and being disseminated	CDE contractor	Developed and ongoing improvements

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Training Evaluation Database (TED) http://www.calstat.org/ted.html	Being disseminated	CDE contractor	Developed, piloted, and training completed
Transition to Adult Living: A Guide for Secondary Education REVISED to IDEA final regulations This comprehensive handbook is written for students, parents, and teachers. It offers practical guidance and resources in support of transition efforts for students with disabilities as they move from their junior high and high school years into the world of adulthood and/or independent living.	Publication in 2007	CDE staff and contractor	Final stages of production
CDE will conduct data analysis on county operated programs for special populations (e.g., juvenile court schools, county community schools) including trend analysis	July 1, 2006 to June 30, 2008	CDE Staff	In development

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005 (2005-2006):

There are no revisions to targets at this time. Improvement Activities may be added to address any slippage that may be identified.

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and

B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

A. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of districts in the State)] times 100.

B. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity) divided by the (# of districts in the State)] times 100.

Include State's definition of "significant discrepancy."

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Indicator 4A: No more than 10.4 percent of districts will have an overall suspension or expulsion rate greater than 1 percent. Indicator 4B: 0.0 percent of districts will have a significant discrepancy in the rates of suspensions and expulsions for greater than ten days in a school year of children with disabilities by race.

Actual Target Data 2005 (2005-2006):

Indicator 4A: In 2005-06, targets and benchmarks for the SPP were adjusted to align to the Section 618 Data reporting requirements In 2004-05, 10.6 percent of districts had a rate of expulsion or suspension of more than one percent. The recalculated measure is based on ages three through twenty-two, the group reported on Table 5 of the Annual Report of Children Served (618 data) as required. The original baseline was calculated based on the existing California Quality Assurance Program, Key Performance Indicator measures based on students in grades kindergarten through twelve. The revised baseline reports the percent of districts that are significantly discrepant; the original baseline was reported as the percent of districts not significantly discrepant. Annual targets were reset using the recalculated measurements.

Indicator 4B: The identification of districts having a significantly discrepant rate of expulsion or suspension is a multi-step process. The first step is to identify which, if any, districts have one or more ethnic categories that exceed a percent-based threshold. Within each district, an ethnic category exceeded the threshold when the proportion of students receiving special education who were suspended or expelled for more than 10 days in that category among all students receiving special

education suspended or expelled for more than ten days is more than 20 percent higher than that category's proportion among all students receiving special education. If any one or more of the five ethnic/race categories exceed the allowable threshold, the district is identified as potentially discrepant. In 2005-06, 7.3 percent of districts were identified as potentially discrepant based on the calculation.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

Indicator 4A: In FFY 2005 (2005-2006), the percent of districts with a suspension/ expulsion rate of less than 1 percent slipped by 7.3 percentage points from the recalculated FFY 2004 (2004-05) rate of 10.6 percent.

There were 154 districts that did not meet the 1 percent target. These districts were evenly distributed geographically. The largest district had a special education enrollment of 9,855 and the smallest had an enrollment of 20. Districts were fairly evenly divided by size. The largest percentage of students was 13.81 percent and the smallest was 1.01 percent. The median value among districts was 2.21 percent. While there were some extreme values, largely the districts were under 3 percent. District policies and procedures related behavior intervention plans, suspension and expulsion will be reviewed.

While it would appear there is generalized slippage in the number and percent of students with disabilities, changes to the IDEA in 2004 simplified suspension or expulsion students with disabilities.

Indicator 4B: Because this is the first year this indicator was implemented for review, the percent of districts significantly discrepant cannot be determined until completion of the district reviews. The review results will be reported in the February 1, 2008 APR.

Improvement activities have been completed as follows

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Provide statewide California Special Education Management Information system (CASEMIS) training for special education local plan areas (SELPA).	October 21, 2005 October 28, 2005	CDE staff, SELPA, LEAs	Completed
Finalize new suspension/expulsion data fields and definitions for CASEMIS.	Fall 2005	CDE staff, SELPA, LEAs	Completed
Modify CASEMIS data table structure to incorporate new data fields and update table codes.	Fall 2005	CDE staff	Completed
Modify validation codes and develop prototype reports.	Spring 2006	CDE staff	Completed
Beta-test new CASEMIS software.	Summer 2006	CDE staff	Completed
Deploy official CASEMIS software.	October 2006	CDE staff	Completed
Provide ongoing technical assistance to ensure reliable and accurate submission of data.	Ongoing throughout the year	CDE staff	Completed
Provide statewide CASEMIS training for SELPAs.	Each year in the Fall and sometimes Spring	CDE staff, SELPA, LEAs	Completed
Monitoring and Stakeholder Meetings			
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff	Not completed. No approval from DOF

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Explore Web based applications for all components of the monitoring system.	June 30, 2006	CDE staff	In Process
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS).	October 2005 - June 30, 2010	CDE staff and contractors	Completed
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 - June 30, 2011	CDE staff	Completed
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the Individualized Education Plan (IEP) Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, and CDE staff	Completed
Selected Training/Technical Assistance			
Provide statewide CASEMIS training for SELPAs.	October 21, 2005 - October 28, 2005	CDE staff, SELPA, LEAs	Completed
Regional trainings for trainers on serving students with disabilities in the LRE	September - October, 2005 and annually as needed	CDE staff, contractorsRSDSS staff	Completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Provide facilitated IEP training, a trainer of trainer module	June 30, 2006	CDE staff	Not completed per recommendation of IEP Task Force
Host Riverside County Achievement Team (RCAT) teleconference	October 2005 - 06	CDE staff, contract staff	Completed
RCAT Leadership Development Training	February 2006	CDE staff, contractor	Completed 2/3/06
School-site specific RCAT Teleconference	March - June 2006	CDE staff, contractor	Completed
RCAT Summer Institute	July 2006	CDE staff, contractor	Completed
RCAT Leadership Development Program follow-up Seminar	August - September 2006	CDE staff, contractor	Completed
Provide five Web casts that cover the concept of RtI and stream this content for on-demand viewing	December. 2005, January, February, March, and April 2006	CDE staff, contractors, SELPA	Completed
Develop and distribute training module in DVD format that incorporates RtI concepts and specific skills	July 2006	CDE staff contractors	Completed
RtI Trainings	Ongoing, several times per year	CDE staff	Completed
Three-tiered model trainings	Ongoing, several times per year	CDE staff	Completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
State Superintendent High School Summit Focus on Students with Disabilities	Oct 2005	Contracted speakers support through registration fees from participants and IDEA funds, CDE staff	Completed
Develop charter school guidance primers to address the needs of students with disabilities attending charter schools	2005-06	National Association of State Directors of Special Education and grant from DOE/OSEP, CDE staff	Completed
Provide technical assistance on reinventing high school	Ongoing	International Center for Leadership in Education and Council of Chief State School Officers and financial resources provided through the Bill and Melinda Gates Foundation, CDE staff	Completed
Provide technical assistance to schools focused on the implementation of reform programs to high poverty and NCLB school wide schools	Ongoing	California Comprehensive Assistance Center, CDE staff	Ongoing
Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice			

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Develop and maintain IDEA 2004 information Web page with links to important references and resources on the Reauthorization of the IDEA	December 2004; ongoing update	CDE/SED staff; Web capability of CDE Web page http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp	Completed and ongoing
IDEA Final Regulation Training	Spring 2006	Art Cernosia, Esq., nationally known expert in the IDEA. Free to public and funded from IDEA funds	Completed
Public awareness and information dissemination via Web pages and listservs on variety of topics including promotion, retention guidelines, and CAPA materials	Updated frequently	CDE/SED staff; Web capability of CDE	Completed
Develop Web site to support the rollout of RtI including forms, procedures, intervention measures and provide a facility for supporting the field through an internet based message-board	June 2006	CDE staff, contractor	Completed
Develop and disseminate Pocketbook of Special Education Statistics	Annually	CDE staff	Completed
Post special education data on CDE DataQuest Web site	Annually	CDE/SED staff; Web capability of CDE Web page http://data1.cde.ca.gov/dataquest/	Completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Create and post the Special Education Data Summaries on the Web	Annually	CDE staff, Web capability of CDE Web page http://www.cde.ca.gov/sp/se/ds/datarpts.asp	Completed

In addition, CDE completed other improvement activities that were not included in the SPP.

Improvement Activities	Timelines	Resources	Status
CDE conducted 58 training workshops related to Behavior Intervention and Behavior Intervention Plans	July 1, 2005 - June 30, 2006	CDE staff, State Special Schools	Completed
CDE provided web based support LEAs (over 200,000 hits on behavior training issues and 58,000 questions over email)	July 1, 2005 - June 30, 2006	CDE staff, State Special Schools	Completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Plan for the federal competition, State Personnel Development Grant (SPDG), to continue to facilitate and provide training and technical assistance in scientifically-based research and instruction in the areas of literacy and behavior, as well as sustaining activities that foster special education/general education collaboration. Additional efforts will be made in the implementation of evidence-based practices to increase the recruitment and retention of highly qualified special education teachers. Particular emphasis will be placed on the sharing of data and training to improve the ability to collect, manage, and analyze data to improve teaching, decision-making, school improvement effort, and accountability.	January – March 2007 If awarded, SPDG, implementation 2007-2012	State Personnel Development Grant **(SPDG),** Upcoming federal grant competition	Planning
The Special Edge newsletter, three issues per year http://www.calstat.org/specialEdge.html	Ongoing	CDE Staff, contractor	Completed
CA Standards Test Charting Program http://www.calstat.org/CSTProficiencyCharting.htm	Ongoing and being disseminated	CDE contractor	Developed and ongoing improvements
Training Evaluation Database (TED) http://www.calstat.org/ted.html	Being disseminated	CDE contractor	Developed, piloted, and training completed

Transition to Adult Living: A Guide for Secondary Education REVISED to IDEA final regulations This comprehensive handbook is written for students, parents, and teachers. It offers practical guidance and resources in support of transition efforts for students with disabilities as they move from their junior high and high school years into the world of adulthood and/or independent living.	Publication in 2007	CDE staff and contractor	Final stages of production

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005 (2005-2006):

Indicator 4A: Annual targets were revised to mirror data reported in Table 5, Section A, Columns 3A, 3B, and 3C, Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More then ten Days of the Annual Report of Children Served. Revised data are based on the population of children age three years – twenty-two, previously submitted data were based on the population of children in grades Kindergarten through twelve.

Indicator 4B: Annual targets were not required to be reported in the 2004-05 SPP. They are listed below and included in the revision of the State Performance Plan being submitted with this Annual Performance Report

FFY	Measurable and Rigorous Target
2005 (2005-2006)	No more than 10.5 percent of districts will have rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year that exceed one percent (indicator 4A). 0.0 percent of districts will have a significant discrepancy in the rates of suspensions and expulsions for greater than ten days in a school year of children with disabilities by race (indicator 4B).
2006 (2006-2007)	No more than 10.4 percent of districts will have rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year that exceed one percent (indicator 4A). 0.0 percent of districts will have a significant discrepancy in the rates of suspensions and expulsions for greater than ten days in a school year of children with disabilities by race (indicator 4B).

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

FFY	Measurable and Rigorous Target
2007 (2007-2008)	No more than 10.3 percent of districts will have rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year that exceed one percent (indicator 4A). 0.0 percent of districts will have a significant discrepancy in the rates of suspensions and expulsions for greater than ten days in a school year of children with disabilities by race (indicator 4B).
2008 (2008-2009)	No more than 10.2 percent of districts will have rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year that exceed one percent (indicator 4A). 0.0 percent of districts will have a significant discrepancy in the rates of suspensions and expulsions for greater than ten days in a school year of children with disabilities by race (indicator 4B).
2009 (2009-2010)	No more than 10.1 percent of districts will have rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year that exceed one percent (indicator 4A). 0.0 percent of districts will have a significant discrepancy in the rates of suspensions and expulsions for greater than ten days in a school year of children with disabilities by race (indicator 4B).
2010 (2010-2011)	No more than 10.0 percent of districts will have rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year that exceed one percent (indicator 4A). 0.0 percent of districts will have a significant discrepancy in the rates of suspensions and expulsions for greater than ten days in a school year of children with disabilities by race (indicator 4B).

The following improvement activities are being added to Indicator 4A and 4 B:

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources
Review master item table to identify items related to behavior plans and discipline policies and procedures.	January 1, 2007 and annually thereafter	CDE Staff
Identify districts not meeting the statewide benchmarks for suspension and expulsion.	January 1, 2007 and annually thereafter	CDE Staff
Ensure that Verification Review and Special Education Self Review monitoring plans include review of behavior and suspension and expulsion policies and procedures.	March 31, 2007 and annually thereafter	CDE Staff
Ensure that districts not included in Verification Review and Special Education Self Review conduct a self-review of behavior and suspension and expulsion policies and procedures using the same instrument as used in CDE monitoring processes.	June 30, 2007	CDE Staff
Impose corrective action plans as needed to ensure correction of policies, procedures and practices.	June 30, 2007	CDE Staff
Provide ongoing technical assistance regarding compliance issues	Ongoing	CDE Staff
Link LEAs to training and technical assistance opportunities related to behavior, suspension and expulsion	Ongoing	CDE Staff

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Review findings of monitoring and self reviews to identify issues and themes. Identify and provide additional resources to address persistent issues	Annually	CDE Staff Contractors
Research, develop and disseminate policy letter related to suspension and expulsion in collaboration with general education to clarify requirements and data collection definitions.	June 2007	CDE Staff
Collaborate with Parent Training and Information Centers to identify and evaluate districts who may be misreporting inschool suspensions.	June 2008	CDE Staff Parent Training and Information Centers

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21:
A. Removed from regular class less than 21% of the day;[1]
B. Removed from regular class greater than 60% of the day; or
C. Served in public or private separate schools, residential placements, or homebound or hospital placements.
(20 U.S.C. 1416(a)(3)(A))

Measurement:
A. Percent = [(# of children with IEPs removed from regular class less than 21% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
B. Percent = [(# of children with IEPs removed from regular class greater than 60% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
C. Percent = [(# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	5A. 51.1 percent or more of students will be removed from regular class less than 21 percent of the day; 5B. No more than 24 percent will be removed from regular class more than 60 percent of the day; and 5C. No more than 4.3 percent are served in public or private separate schools, residential placements, or homebound or hospital placements

Actual Target Data for 2005 (2005-2006):

50.4 percent were removed from regular class less than 21 percent of the day; 24.2 percent were removed from regular class more than 60 percent of the day; and 4.3 percent were served in public or private separate schools, residential placements, or homebound or hospital placements.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005 (2005-2006):

Statewide, two of the three targets were not met: percent of students removed from regular class more than less than 21 percent of the day and percent of students removed from regular class more than less than 60 percent of the day. The percent of students removed from regular class less than 21 percent of the day is a measure that is designed to increase, while the percent of students removed from regular class more than less than 60 percent of the day is intended to decrease over the years. The statewide percentage for removal more than 21 percent increased 1.2

[1] At the time of the release of this package, revised forms for collection of 618 State reported data had not yet been approved. Indicators will be revised as needed to align with language in the 2005-2006 State reported data collections.

percent to 50.4 percent, but fell short of the 51.1 percent target by 0.7 percent. Similarly, the percentage for removal dropped by .4 percent from 24.6 to 24.2.

Of the 817 districts with values large enough to calculate, 523 districts met the target of under 21 percent out of regular class, 194 districts met the target for less than 60 percent out of regular class, and 651 districts met the target for students served in separate facilities. These districts were evenly represented geographically and on a size basis.

Most students are proportionately represented by ethnicity in each of the LRE levels. African American students are over represented in the 60 percent removal group. They are 14.9 percent of students removed 60 percent or more; compared to their 12.1 percent of their representation in the overall special education population. African Americans are also over represented among students who are served in separate facilities. They constitute 19.5 percent of the students served in separate facilities; compared to their 12.1 percent representation in the overall special education population.

By disability, students with Speech and Language Impairments, Other Health Impairments and Specific Learning Disabilities are proportionately represented in all three levels. Students with Hearing Impairments and Visual Impairments are adequately represented in the less than 21 percent removal group, but are overrepresented in the 60 percent removal and separate facility groups. Children with more severe disabilities are disproportionately represented across all LRE conditions – under represented in the less than 21 percent removal group and over represented in the 60 percent removal and separate facility groups.

Improvement Activities were completed as follows

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Monitoring, Stakeholder Meetings, and Selected Special Projects			
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff	In process
The facilitated grant procedures utilize LRE data to develop program improvement strategies	November 30, 2005	CDE staff	Completed
Add monthly progress reporting to corrective actions for systemic non-compliance findings related to LRE	December 30, 2005 - June 30, 2006	CDE staff	Completed
Explore Web based applications for all components of the monitoring system	June 30, 2006	CDE staff	In process
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	Ongoing	CDE staff and contractors	Completed
Conduct analysis and prepare plans for Annual Performance Reports	July 1, 2005 to June 30, 2011	CDE staff	Completed and ongoing

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the IEP Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, and CDE staff	Completed
Participate in national charter school study	2004-06	University of Maryland, CDE staff, funded grant from DOE/OSEP	Completed
Selected Training/Technical Assistance			
Provide statewide CASEMIS training for SELPAs	October 21, 2005 October 28, 2005	CDE staff, SELPA, LEAs	Completed
Provide regionalized training and technical assistance related to using the KPI data for program improvement	June 30, 2006	CDE staff	Completed in SAIT training
Regional trainings for trainers on serving students with disabilities in the least restrictive environment	September-October, 2005 and annually as needed	CDE staff, contractors, RSDSS staff	Completed
Provide facilitated IEP training, a trainer of trainer module	June 30, 2006	CDE staff	Not completed per recommendations of IEP Task Force
Host Riverside County Achievement Team (RCAT) teleconference	October 2005-06	CDE staff, contract staff	Completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
RCAT Leadership Development Training	February 2006	CDE staff, contractor	Completed
School-site specific RCAT Teleconference	March-June 2006	CDE staff, contractor	Completed
RCAT Summer Institute	July 2006	CDE staff, contractor	Completed
RCAT Leadership Development Program follow-up Seminar	August-September 2006	CDE staff, contractor	Completed
Statewide State Improvement Grant (SIG) Leadership Institute	Annually	CDE staff, contractor	Completed
SIG Regional Leadership Institutes	Annually	CDE staff, contractor	Completed
SIG site-specific technical assistance which is specialized to assist additional schools, districts, and SELPAs	As needed by site - ongoing	CDE staff, contractor	Completed
Provide BEST positive behavioral management program training and technical assistance	Fall and spring	CDE staff, contractor	Completed
Provide five Web casts that cover the concept of Response to Intervention (RtI) and stream this content for on-demand viewing	December 2005, January. February. March and April 2006	CDE staff, contractors SELPA	Completed
Develop and distribute training module in DVD format that incorporates RtI concepts and specific skills.	July 2006	CDE staff contractors	Completed
RtI Trainings focused on general education environment	Ongoing; several times per year	CDE staff	Completed
Three-tiered model trainings	Ongoing; several times per year	CDE staff	Completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
State Superintendent High School Summit Focus on Students with Disabilities	Oct 2005	Contracted speakers support through registration fees from participants and IDEA funds, CDE staff	Completed
Develop charter school guidance primers to address the needs of students with disabilities attending charter schools	2005-06	National Association of State Directors of Special Education and grant from DOE/OSEP, CDE staff	California draft completed
Provide technical assistance on reinventing high school	Ongoing	International Center for Leadership in Education and Council of Chief State School Officers and financial resources provided through the Bill and Melinda Gates Foundation, CDE staff	Completed
Provide technical assistance to schools focused on the implementation of reform programs to high poverty and NCLB school wide schools	Ongoing	California Comprehensive Assistance Center, CDE staff	Ongoing

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice			
Develop and maintain IDEA 2004 information Web page with links to important references and resources on the Reauthorization of the Individuals with Disabilities Education Act (IDEA)	December 2004; ongoing update	CDE/SED staff; Web capability of CDE Web page http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp	Completed and ongoing
Hosted and promoted USDOE's Community-Based Public Meeting	November 14, 2006 Sacramento, CA	USDOE and CDE/SED staff	Completed
Public awareness and information dissemination via Web pages and listservs on variety of topics including LRE	Updated frequently	CDE/SED staff; Web capability of CDE	Completed and ongoing
Develop Web site to support the rollout of RtI including forms, procedures, intervention measures and provide a facility for supporting the field through an internet based message-board	June 2006	CDE staff, contractor	Completed
Develop and disseminate Pocketbook of Special Education Statistics	Annually	CDE staff	Completed
Post special education data on CDE DataQuest Web site	Annually	CDE/SED staff; Web capability of CDE Web page http://data1.cde.ca.gov/dataquest/	Completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Create and post the Special Education Data Summaries on the Web	Annually	CDE staff, Web capability of CDE Web page http://www.cde.ca.gov/sp/se/ds/datarpts.asp	Completed
Improvement Activities	Timelines	Resources	Status
Monitoring, Stakeholder Meetings, and Selected Special Projects			
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff	In process
The facilitated grant procedures utilize LRE data to develop program improvement strategies	November 30, 2005	CDE staff	Completed
Add monthly progress reporting to corrective actions for systemic non-compliance findings related to LRE	December 30, 2005 - June 30, 2006	CDE staff	Completed
Explore Web based applications for all components of the monitoring system	June 30, 2006	CDE staff	In process
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	Ongoing	CDE staff and contractors	Completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Conduct analysis and prepare plans for Annual Performance Reports	July 1, 2005 to June 30, 2011	CDE staff	Completed
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the IEP Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, and CDE staff	Completed
Participate in national charter school study	2004-06	University of Maryland, CDE staff, funded grant from DOE/OSEP	Completed
Selected Training/Technical Assistance			
Provide statewide CASEMIS training for SELPAs	October 21, 2005 October 28, 2005	CDE staff, SELPA, LEAs	Completed
Provide regionalized training and technical assistance related to using the KPI data for program improvement	June 30, 2006	CDE staff	Completed
Regional trainings for trainers on serving students with disabilities in the least restrictive environment	September-October, 2005 and annually as needed	CDE staff, contractors, RSDSS staff	Completed
Provide facilitated IEP training, a trainer of trainer module	June 30, 2006	CDE staff	Completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Host Riverside County Achievement Team (RCAT) teleconference	October 2005-06	CDE staff, contract staff	Completed
RCAT Leadership Development Training	February 2006	CDE staff, contractor	Completed
School-site specific RCAT Teleconference	March-June 2006	CDE staff, contractor	Completed
RCAT Summer Institute	July 2006	CDE staff, contractor	Completed
RCAT Leadership Development Program follow-up Seminar	August-September 2006	CDE staff, contractor	Completed
Statewide State Improvement Grant (SIG) Leadership Institute	Annually	CDE staff, contractor	Completed
SIG Regional Leadership Institutes	Annually	CDE staff, contractor	Completed
SIG site-specific technical assistance which is specialized to assist additional schools, districts, and SELPAs	As needed by site - ongoing	CDE staff, contractor	Completed
Provide BEST positive behavioral management program training and technical assistance	Fall and spring	CDE staff, contractor	Completed
Provide five Web casts that cover the concept of Response to Intervention (RtI) and stream this content for on-demand viewing	December 2005, January. February. March and April 2006	CDE staff, contractors SELPA	Completed
Develop and distribute training module in DVD format that incorporates RtI concepts and specific skills.	July 2006	CDE staff contractors	Completed
RtI Trainings focused on general education environment	Ongoing; several times per year	CDE staff	Completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Three-tiered model trainings	Ongoing; several times per year	CDE staff	Completed
State Superintendent High School Summit Focus on Students with Disabilities	Oct 2005	Contracted speakers support through registration fees from participants and IDEA funds, CDE staff	Completed
Develop charter school guidance primers to address the needs of students with disabilities attending charter schools	2005-06	National Association of State Directors of Special Education and grant from DOE/OSEP, CDE staff	Completed
Provide technical assistance on reinventing high school	Ongoing	International Center for Leadership in Education and Council of Chief State School Officers and financial resources provided through the Bill and Melinda Gates Foundation, CDE staff	Completed
Provide technical assistance to schools focused on the implementation of reform programs to high poverty and NCLB school wide schools	Ongoing	California Comprehensive Assistance Center, CDE staff	Ongoing

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice			
Develop and maintain IDEA 2004 information Web page with links to important references and resources on the Reauthorization of the Individuals with Disabilities Education Act (IDEA)	December 2004; ongoing update	CDE/SED staff; Web capability of CDE Web page http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp	Completed and ongoing
Hosted and promoted USDOE's Community-Based Public Meeting	November 14, 2006 Sacramento, CA	USDOE and CDE/SED staff	Completed
Public awareness and information dissemination via Web pages and listservs on variety of topics including LRE	Updated frequently	CDE/SED staff; Web capability of CDE	Completed and ongoing
Develop Web site to support the rollout of RtI including forms, procedures, intervention measures and provide a facility for supporting the field through an internet based message-board	June 2006	CDE staff, contractor	Completed
Develop and disseminate Pocketbook of Special Education Statistics	Annually	CDE staff	Completed
Post special education data on CDE DataQuest Web site	Annually	CDE/SED staff; Web capability of CDE Web page http://data1.cde.ca.gov/dataquest/	Completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Create and post the Special Education Data Summaries on the Web	Annually	CDE staff, Web capability of CDE Web page http://www.cde.ca.gov/sp/se/ds/datarpts.asp	Completed
Plan for the federal competition, State Personnel Development Grant (SPDG), to continue to facilitate and provide training and technical assistance in scientifically-based research and instruction in the areas of literacy and behavior, as well as sustaining activities that foster special education/general education collaboration. Additional efforts will be made in the implementation of evidence-based practices to increase the recruitment and retention of highly qualified special education teachers. Particular emphasis will be placed on the sharing of data and training to improve the ability to collect, manage, and analyze data to improve teaching, decision-making, school improvement effort, and accountability.	January – March 2007 If awarded, SPDG, implementation 2007-2012	State Personnel Development Grant **(SPDG),** Upcoming federal grant competition	Planning
The Special Edge newsletter, three issues per year http://www.calstat.org/specialEdge.html	Ongoing	CDE Staff, contractor	Completed
CA Standards Test Charting Program http://www.calstat.org/CSTProficiencyCharting.htm	Ongoing and being disseminated	CDE contractor	Developed and ongoing improvements

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Training Evaluation Database (TED) http://www.calstat.org/ted.html	Being disseminated	CDE contractor	Developed, piloted, and training completed
Transition to Adult Living: A Guide for Secondary Education REVISED to IDEA final regulations This comprehensive handbook is written for students, parents, and teachers. It offers practical guidance and resources in support of transition efforts for students with disabilities as they move from their junior high and high school years into the world of adulthood and/or independent living.	Publication in 2007	CDE staff and contractor	Final stages of production

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006)

Improvement activities in LRE will focus on disseminating information about LRE policies and practices, with a focus on placement decision-making. Disproportionality activities conducted as a part of Indicator 4B, Indicator 9 and Indicator 10 will include a focus on decision making by the IEP team

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).
(20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = [(# of preschool children with IEPs who received special education services in settings with typically developing peers) divided by the (total # of preschool children with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	51 percent of the 3-5 year olds will be served in settings with typically developing peers.

Actual Target Data for 2005 (2005-2006):

46.3 percent of the 3-5 year olds were served in settings with typically developing peers.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005 (2005-2006):

In FFY 2005 (2005-2006), the percent of three to five year olds served in settings with typically developing peers slipped by 1.5 percent from the FFY 2004 (2004-05) rate of 47.8 percent.

Fifty-eight out of 120 SELPAs met or exceeded the target of 51 percent. 62 SELPAs were below the target. Geographically, 61 percent (26 of 42) SELPAs in Northern California met or exceeded the target; 46 percent (13 of 28) SELPAs from Central California met or exceeded the target and 33 percent (17of 42) SELPAs from Southern California met or exceeded the target.

Analysis of preschoolers in settings with their peers by ethnicity indicates that no ethnic group is disproportionately represented compared to the overall preschool population receiving special education services. By disability, however, only speech and language impaired, emotionally disturbed, and specific learning disabilities are proportionately represented. All other disabilities are disproportionately underrepresented: health impairment, deaf-blind, autism, traumatic brain injury, orthopedic impairment, multiple disabilities, mental retardation, and hearing impairments.

Focused monitoring processes include least restrictive environment for preschool aged children in both Verification and Special Education Self Reviews. In 2005-06, there were 41 student level findings of noncompliance out 460 preschool records

that were reviewed. Corrective actions plans were implemented and noncompliances were resolved. Technical assistance and training was provided to districts to resolve the noncompliance.

Preschool and KPI Stakeholders meetings both included a report on results and discussion of reasons for slippage. A number of respondents indicated with fewer fiscal resources, there are fewer resources that regular preschools can devote to children who are believed to be more difficult to serve. Public funded preschool programs for children with disabilities are limited.

Improvement Activities were completed as follows:

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Improvement Activities	Timelines	Resources	Status
Review individual SELPA and LEA calculations. Identify extreme, outlying values.	By January 1, 2006	CDE staff	Completed
Prepare and disseminate general policy letter related to preschool LRE.	By January 1, 2006	CDE staff	In process
Contact districts with extreme, outlying values to monitor policies, procedures and practices; and to provide technical assistance.	By January 1, 2006	CDE staff	In process
Conduct monitoring; prepare corrective action plans, if needed; and follow-up to ensure correction.	By June 30, 2006	CDE staff	Completed and ongoing
Work with preschool technical assistance contractors to prepare and disseminate technical assistance materials and services.	By June 30, 2006	CDE staff and contractors	Completed and ongoing
Conduct ongoing review of APR data calculations and prepare annual action plans.	July 2006 through June 30, 2011	CDE staff and contractors	Completed and ongoing
Convene Preschooler Stakeholder Committee to review data	2005 - 2007	CDE staff and contractors	Completed and ongoing
Provide statewide CASEMIS training for SELPAs	October 21, 2005 October 28, 2005; annually	CDE staff, SELPA, LEAs	Completed and ongoing

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice			
Develop and maintain IDEA 2004 information Web page with links to important references and resources on the Reauthorization of the IDEA	December 2004; ongoing update	CDE/SED staff; Web capability of CDE Web page http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp	Completed and ongoing
IDEA Final Regulation Training	Spring 2006	Art Cernosia, Esq., nationally known expert in the IDEA. Free to public and funded from IDEA funds	Completed and ongoing
Public awareness and information dissemination via Web pages and listservs on variety of topics	Updated frequently	CDE/SED staff; Web capability of CDE	Completed and ongoing
Develop and disseminate Pocketbook of Special Education Statistics	Annually	CDE staff	Completed and ongoing
Post special education data on CDE DataQuest Web site	Annually	CDE/SED staff; Web capability of CDE Web page http://data1.cde.ca.gov/dataquest/	Completed and ongoing
Create and post the Special Education Data Summaries on the Web	Annually	CDE staff, Web capability of CDE Web page http://www.cde.ca.gov/sp/se/ds/datarpts.asp	Completed and ongoing

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005 (2005-2006):

Individual monitoring/improvement activities will be completed in 2006-07 and continued throughout the tenure of the SPP

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Positive social-emotional skills (including social relationships):
   a. *Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.*
   b. *Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.*
   c. *Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.*
   d. *Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.*
   e. *Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.*

   If a + b + c + d + e does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):
   a. *Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.*
   b. *Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.*
   c. *Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.*
   d. *Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.*
   e. *Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level*

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

a. *Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.*

b. *Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.*

c. *Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.*

d. *Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.*

e. *Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.*

If a + b + c + d + e does not sum to 100%, explain the difference.

FFY	Measurable and Rigorous Target
2005 (2005-06)	As a new SPP indicator, target data does not need to be provided this year. CDE will provide target data in the 2007-08 APR.

Baseline Data for FFY 2005 (2005-2006):

Performance on OSEP Outcome 1: Positive Social Emotional Skills

Number of Preschool Children with Disabilities	Percent at Age Level	Percent Below Age Level
833	52.7	47.3

Performance on OSEP Outcome 2: Knowledge and Skills

Number of Preschool Children with Disabilities	Percent at Age Level	Percent Below Age Level
833	47.7	52.3

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Performance on OSEP Outcome 3: Action to Meet Needs		
Number of Preschool Children with Disabilities	Percent at Age Level	Percent Below Age Level
833	53.4	46.6

A total of 833 preschool age children were assessed using the Desired Results Developmental Profile *access*. Data will be collected from pilot districts, including all districts with enrollments of student with disabilities over 50,000. CDE is using a pilot methodology for the first two years of the SPP rather than an ongoing sampling methodology. Beginning in the spring 2007, CDE will gather assessment information on all preschoolers two times per year. These results, however, will not be apparent until February 2009 when the first statewide entry and exits pairs can be calculated. Entry data and entry-exit pairs from the pilot sites and large districts will be used to report in February 2007 and February 2008.

The pilot sample consisted of ten districts, county offices of education and SELPAs which received funds starting in the spring 2004 to assist CDE in valiging the Desired Results Developmental Profile *access.* In spring 2006, districts with average daily membership of 50,000 students were added to the sample.

Program	Frequency	Valid Percent
Kern COE	72	8.7
LACOE/Southwest SELPA	66	7.9
Los Angeles USD	148	17.6
San Diego City USD	58	7.0
Riverside COE	83	10.0
Santa Barbara COE	25	3.0
Santa Clara COE	85	10.2
Sacramento COE	23	2.8
Shasta COE	66	7.9
Mendocino COE	16	1.9
Madera COE	17	2.0
Elk Grove USD	24	2.9
Sacramento City USD	25	3.0
Fresno USD	25	3.0
Capistrano USD	25	3.0
Santa Ana USD	25	3.0
San Bernardino USD	25	3.0
Long Beach USD	25	3.0
Total	833	99.9

These programs include very large programs (e.g., Los Angeles Unified School District, San Diego Unified School District) and very small programs (e.g., Madera County Office of Education). They represent each of the major geographic regions of the state and consist of a mix of urban, suburban and rural settings.

Ethnicity	Pilot Study		Population	
	Number	Percent	Number	Percent
Hispanic	379	45.23	31,124	46.70
White	270	32.22	24,491	36.74
Asian	67	8.00	5,549	8.33
African American	65	7.76	4,783	7.18
Native American	3	0.36	408	0.61
Native Hawaiian	8	0.95	298	0.45
Other	6	0.72	NA	NA
Multiracial	36	4.30	NA	NA
Total	834	100	66,653	100

As the table depicts, ethnic composition of three- to five-year-old children with IEPs included in the pilot study are comparable to the population of three- to five-year-olds children with IEPs in the state of California. The values are sorted in descending order by the percent in the population. Ethnicity information was not available on four children. Note that not all five-year-old children included in the population calculations were in preschool. Some of those children were in kindergarten. Also note that pilot data collection included the categories “other” and “multiracial” which were not included in population data collection

Primary Disability	Pilot Study		Population	
	Number	Percent	Number	Percent
Speech or Language Impairment	279	33.29	45,531	68.31
Autism	177	21.12	7,968	11.95
Mental Retardation	115	13.72	4,175	6.26
Orthopedic Impairment	61	7.28	2,136	3.20
Specific Learning Disability	10	1.19	2,136	3.20
Other Health Impairment	40	4.77	2,002	3.00
Multiple Disabilities	48	5.73	827	1.24
Hard of Hearing	10	1.19	637	0.96
Visual Impairment	11	1.31	515	0.77
Deafness	21	2.51	498	0.75
Emotional Disturbance	0	0.00	108	0.16
Traumatic brain Injury	2	0.24	93	0.14
Deaf- Blindness	0	0.00	27	0.04
Developmental Delay/ Established Risk (0-3 only)	62	7.40	0	0.00
Total	836	100	66,653	100

Generally speaking the pilot sample is heavily weighted with children who demonstrate severe disabilities rather than the overall population of preschool age children with IEPs. The table compares the primary disability compositions of three- to five-year-old children with IEPs that were included in the pilot study to the population of three- to five-year-old children with IEPs in California. The values are sorted in descending order by percent of population. Pprimary disability information was unavailable on two children.

Lastly, it is important to note that the DRDP *access* was administered to an additional sample of typically developing three, four, and five year old preschoolers. They are not included in the figures here. They were assessed to establish a relationship with typical peer progress. The typical sample consisted of almost 700 (n=696) preschool children. To calculate percent of children with disabilities at or below level of their typical peers as required by the OSEP outcome, CDE used the definition of ‘at typical level’ to be the typical mean minus 1.3 standard deviations.

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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

Improvement activities were completed as follows:

Improvement Activities	Timelines	Resources	Status
Complete development and field test of Birth to Five instrument	June 2006	CDE staff and contractors	Completed
Develop five year old instrument	June 2006	CDE staff and contractors	On hold
Field test and calibrate five year old instrument	June 2007	CDE staff and contractors	On hold
Conduct Administrator Training	January to April 2006	CDE staff and contractors	Completed
Develop training cadres	June and July 2006	CDE staff, contractors and LEA grantees	Completed
Conduct Statewide training	September to December 2006	CDE staff, contractors and LEA grantees	Rescheduled for January to March 2007
Provide ongoing technical assistance and support	September 2006 - ongoing	CDE staff and contractors	Ongoing
Conduct statewide training on 5 year old instrument	September 2007	CDE staff and contractors	On hold
Collect entry data on 3 and 4 year olds	Spring 2007	LEAs and SELPAs	In process
Collect entry and exit data on 3,4, and 5 year olds	Fall 2007 and Spring 2008	LEAs and SELPAs	In process

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Improvement Activities	Timelines	Resources	Status
Develop benchmarks and targets	Summer and Fall 2008	CDE staff and contractors	In process
Provide continuous training and technical assistance regarding instruction and accountability	Ongoing	CDE staff and contractors	Completed and ongoing

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Actual Target Data for 2005 (2005-2006):

This is the baseline year. No targets will be established until the APR due in February 2008

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources 2005 (2005-2006):

None at this time

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

Baseline Data for FFY 2005 (2005-06)

Overall 69 percent of respondents reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Discussion of Baseline Data

Parents in 175 of the 224 potential districts responded to the parent survey. By district, the lowest percent reporting that the schools facilitated parent involvement was 5 percent and the highest was 100 percent (19 districts). The median value is 81 percent of parents reporting favorably. Thirty-eight districts were not required to complete surveys because of their very small size (N<20) and 11 districts failed to provide the data. The total enrollment of the districts included (n=224) was 282,724 – 41 percent of the special education enrollment for December 2005. The students represented by the districts had the following characteristics in relation to the overall special education population:

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Disability	Statewide	Percent	Sample	Percent	Percent of Statewide in Sample	Under-represented
Mental Retardation	43,739	6.40	18,029	6.38	41.22	No
Hard of Hearing	8,150	1.19	3,698	1.31	45.37	No
Deaf	4,337	0.63	1,530	0.54	35.28	No
Speech or Language Impairment	181,320	26.54	62,563	22.13	34.50	No
Visual Impairment	4,761	0.70	2,025	0.72	42.53	No
Emotional Disturbance	27,511	4.03	13,091	4.63	47.58	No
Orthopedic Impairment	15,653	2.29	6,833	2.42	43.65	No
Other Health Impairment	39,437	5.77	15,444	5.46	39.16	No
Established Medical Disability	644	0.09	212	0.07	32.92	Yes
Specific Learning Disability	314,817	46.08	141,639	50.10	44.99	No
Deaf-Blindness	229	0.03	60	0.02	26.20	Yes
Multiple Disabilities	6,125	0.90	1,960	0.69	32.00	Yes
Autism	34,668	5.07	14,914	5.28	43.02	No
Traumatic Brain Injury	1,787	0.26	726	0.26	40.63	No
Total	683,178	100.00	282,724	100.00	41.38	No

Generally, the students in the districts represented in the sample align to the overall distribution in the state, with the exception of Deaf-Blindness and Multiple Disabilities. Established Medical Disability is a specialized category only used for preschool age children.

Ethnicity	Statewide	Percent	Sample	Percent	Percent of Statewide in Sample	Under-represented
Native American	5,964	0.87	2,031	0.72	34.05	No
Chinese	7,244	1.06	2,702	0.96	37.30	No

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Ethnicity	Statewide	Percent	Sample	Percent	Percent of Statewide in Sample	Under-represented
Japanese	1,898	0.28	542	0.19	28.56	Yes
Korean	2,013	0.29	632	0.22	31.40	Yes
Vietnamese	5,491	0.80	1,623	0.57	29.56	Yes
Asian Indian	4,180	0.61	1,575	0.56	37.68	No
Laotian	1,462	0.21	1,229	0.43	84.06	No
Cambodian	1,551	0.23	812	0.29	52.35	No
Other Asian	6,015	0.88	3,491	1.23	58.04	No
Hawaiian	582	0.09	203	0.07	34.88	No
Guamanian	206	0.03	65	0.02	31.55	Yes
Samoan	772	0.11	276	0.10	35.75	No
Tahitian	38	0.01	14	0.00	36.84	No
Other Pacific Islander	1,730	0.25	640	0.23	36.99	No
Filipino	9,749	1.43	3,887	1.37	39.87	No
Hispanic	317,589	46.49	143,193	50.65	45.09	No
African American	78,881	11.55	46,532	16.46	58.99	No
White	237,813	34.81	73,277	25.92	30.81	Yes
Total	683,178	100.00	282,724	100.00	41.38	No

With the exception of white students and some specific Asian populations, the districts in the sample represent the ethnicity of the state as a whole.

In 2006-07, CDE will continue to include parent surveys in all monitoring districts and in the districts serving more than 50,000 students. Districts conducting Special Education Self Reviews will be required to secure input from at least 20 percent of the families in their districts, unless the districts serve fewer than 20 children with IEPs.

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

FFY	Measurable and Rigorous Target
2005 (2005-06)	69 percent of parents will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities
2006 (2006-07)	74 percent of parents will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities
2007 (2007-08)	78 percent of parents will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities
2008 (2008-09)	82 percent of parents will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities
2009 (2009-10)	86 percent of parents will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities
2010 (2010-11)	90 percent of parents report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

Improvement activities were completed as follows:

Improvement Activities	Timelines	Resources	Status
Add survey question to parent input surveys for Special Education Self Reviews, Verification Reviews, and Nonpublic School Reviews	January 2006	CDE staff and contractors	Completed

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Improvement Activities	Timelines	Resources	Status
Meet with National Center on Special Education Accountability Monitoring (NCSEAM) and parent organizations (Parent Training and Information Centers (PTIs) and Family Empowerment Centers (FECs)) to develop instrument for use in 2006-07	June 2007	CDE staff, NCSEAM, contractors, PTIs, and FEC's	In process
Incorporate updated family survey into all monitoring processes.	September 2007	CDE staff and contractors	In process
Monitoring and Stakeholder Meetings			
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff	Not completed. No approval from Department of Finance
Explore Web based applications for all components of the monitoring system.	June 30, 2006	CDE staff	In Process
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS).	Ongoing	CDE staff and contractors	Completed
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 to June 30, 2011	CDE staff	Completed and ongoing

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the IEP Task Force.	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, and CDE staff	Completed

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006):

No revisions are being made at this time.

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
(20 U.S.C. 1416(a)(3)(C))

Measurement:
Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.
Include State's definition of "disproportionate representation."
Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0 percent of districts will have significant disproportionate representation

Baseline Data for FFY 2005 (2005-06):

Overall, there were 121 of 766 districts (with large enough student populations) identified as potentially disproportionate. 15 of the 766 or 1.95 percent were found to have noncompliant policies and procedures related to identification.

Discussion of Baseline Data:

Of the 15 districts with noncompliant policies and procedures, 2 have already corrected the noncompliance and 13 are working under corrective action plans that will become due later in the 06-07 school year.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

Indicator 9 is a compliance item and has an annual target of 0 percent.

FFY	Measurable and Rigorous Target
2005 (2005-06)	0 percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2006 (2006-07)	0 percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

FFY	Measurable and Rigorous Target
2007 (2007-08)	0 percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2008 (2008-09)	0 percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2009 (2009-10)	0 percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2010 (2010-11)	0 percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Improvement activities	Timelines	Resources
Monitoring and Enforcement		
Continue use of existing instruments to evaluate policies and procedures	July 2006 to June 2007	CDE Staff District Staff
Review and refine processes, items and instruments used to evaluate policies and procedures related to identification.	October 2007 And annually thereafter	CDE Staff
Implement revised review processes	October 2007 And annually thereafter	CDE Staff
Review disproportionality data establish corrective action plans as needed. Establish improvement plans as needed	June 2008	CDE Staff
Establish significant disproportionality definition in consultation with OSEP	July 2007	CDE Staff
Identify districts who are significantly disproportionate. Notify districts of requirement use IDEA funds for early intervening services to address disproportionality.	July 2007	CDE Staff
Provide technical assistance with identification, program planning and early intervening services who are significantly disproportionate.	July 2007 and annually thereafter	CDE Staff and contractors
Policy Development		
Reconvene Larry P. Task Force to reexamine testing matrix.	July 2007 to July 2008	CDE Staff Task Force

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement activities	Timelines	Resources
Publish revised matrices and test lists to facilitate appropriate identification	July 2008	CDE Staff
Technical Assistance		
Work with Western Regional Resource Center and other federal contractors to identify and disseminate research based practices related to preventing disproportionate representation overall and by disability, placement or discipline.	Ongoing	CDE Staff Federal Contractors
Work with Western Regional Resource Center to conduct a study of promising practices among districts who are not disproportionate and achieve successful student outcomes	January 2007 to January 2008	CDE Staff Western Regional Resource Center
Plan for the federal competition, State Personnel Development Grant (SPDG), to continue to facilitate and provide training and technical assistance in scientifically-based research and instruction in the areas of literacy and behavior, as well as sustaining activities that foster special education/general education collaboration. Additional efforts will be made in the implementation of evidence-based practices to increase the recruitment and retention of highly qualified special education teachers. Particular emphasis will be placed on the sharing of data and training to improve the ability to collect, manage, and analyze data to improve teaching, decision-making, school improvement effort, and accountability.	January – March 2007 If awarded, SPDG, implementation 2007-2012	State Personnel Development Grant **(SPDG),** Upcoming federal grant competition

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
(20 U.S.C. 1416(a)(3)(C))

Measurement:
Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.
Include State's definition of "disproportionate representation."
Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0 percent of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Baseline Data for FFY 2005 (2005-06):

Overall there were 191 of 961 districts identified as disproportionate using the methodology described above. These districts will be reviewed for compliant policies and procedures in 2006-07; 32 of the 191 districts are also districts identified through the methodology in Indicator 9 (Overall Disproportionality). These 32 districts were reviewed or conducted a self-review of their policies and procedures related to identification. Of the 32 districts, only three were identified as having noncompliant policies and procedures. Those districts are under corrective action plans that will be due later in the 2006-07 school year.

Discussion of Baseline Data:

Of the districts found disproportionate for this indicator, 73 were found disproportionate because ten or more cells in which the percentage of students is more than 20 percent above what would be expected based on the percent of that ethnic group among the population of students receiving special education or services. One hundred and ninety one districts were identified disproportionate because African American students were found to be over represented in three or more of the disability categories. And, 69 districts were found disproportionate using both methods.

However, this baseline data is incomplete without the review of policies and procedures in all identified districts. As with Indicator 9, districts identified through the calculations made in this section will be reviewed for policies and procedures that might lead to inappropriate identification. These reviews will take place through

various monitoring methods including Verification Reviews, Special Education Self Reviews and through a special self assessment for districts identified as disproportionate. These results will be reported in the Annual Performance Report due in February 2008.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

As noted in the previous section, data will be completed in the APR due in February 2008.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006):

The following Improvement Activities are being added:

Improvement activities	Timelines	Resources
Monitoring and Enforcement		
Continue use of existing instruments to evaluate policies and procedures	July 2006 to June 2007	CDE Staff District Staff
Review and refine processes, items and instruments used to evaluate policies and procedures related to identification.	October 2007 And annually thereafter	CDE Staff
Implement revised review processes	October 2007 And annually thereafter	CDE Staff
Review disproportionality data establish corrective action plans as needed. Establish improvement plans as needed	June 2008	CDE Staff
Establish significant disproportionality definition in consultation with OSEP	July 2007	CDE Staff
Identify districts who are significantly disproportionate. Notify districts of requirement use IDEA funds for early intervening services to address disproportionality.	July 2007	CDE Staff
Provide technical assistance with identification, program planning and early intervening services who are significantly disproportionate.	July 2007 and annually thereafter	CDE Staff and contractors

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement activities	Timelines	Resources
Policy Development		
Reconvene Larry P. Task Force to reexamine testing matrix.	July 2007 to July 2008	CDE Staff Task Force
Publish revised matrices and test lists to facilitate appropriate identification	July 2008	CDE Staff
Technical Assistance		
Work with Western Regional Resource Center and other federal contractors to identify and disseminate research based practices related to preventing disproportionate representation overall and by disability, placement or discipline.	Ongoing	CDE Staff Federal Contractors
Work with Western Regional Resource Center to conduct a study of promising practices among districts who are not disproportionate and achieve successful student outcomes	January 2007 to January 2008	CDE Staff Western Regional Resource Center

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).
(20 U.S.C. 1416(a)(3)(B))

Measurement:
a. # of children for whom parental consent to evaluate was received.
b. # determined not eligible whose evaluations were completed within 60 days (or State established timeline).
c. # determined eligible whose evaluations were completed within 60 days (or State established timeline).
Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.
Percent = [(b + c) divided by (a)] times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Eligibility determinations will be completed within 60 days for 100 percent of children for who parental consent to evaluate was received.

Baseline Data for FFY 2004 (2004-05)

An analysis of monitoring data from Verification Reviews and Special Education Self Reviews (214 districts; 6,702 student records) indicates that 5,460 or 81.47 percent of student records met the 60-day timeline.

Baseline data will be available for all students evaluated in 2006-07 and will be reported in the 2006-07 APR in February 2008.

Discussion of Baseline Data

During the 2004-05 school year, the Special Education Division (SED) continued critical work with the Key Performance Indicator Stakeholder Committee (KPISC) and LEAs to capture additional data to assist the state and LEAs with program improvement and monitoring for students with disabilities. As a result, changes were made to the 2006-07 CASEMIS, the individual student-level data collection for students with disabilities, to capture new data elements required under SPP, APR, and Section 618 of the reauthorized Individuals with Disabilities Education Act of 2004 (IDEA).

These data elements will be included in CASEMIS beginning with the December 1, 2006, data collection. As such, they are not available for 2005-06. The 2006-07 school year will be the first year these data are collected through CASEMIS and it is imperative to recognize that reliable data may not be available until at least two years after this initial data collection year.

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

Improvement activities have been completed as follows:

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Provide statewide CASEMIS training for SELPAs.	October 21, 2005 October 28, 2005	CDE staff, SELPA, LEAs	Completed
Finalize new child find data fields for CASEMIS	Fall 2005	CDE staff, SELPA, LEAs	Completed
Modify CASEMIS data table structure to incorporate new data fields and update table codes	Fall 2005	CDE staff	Completed
Modify validation codes and develop prototype reports	Spring 2006	CDE staff	Completed
Beta-test new CASEMIS software	Summer 2006	CDE staff	Completed
Official deployment of CASEMIS software	October 2006	CDE staff	Completed
Provide ongoing technical assistance to ensure reliable and accurate submission of data	Ongoing throughout the year	CDE staff	Completed
Provide statewide CASEMIS training for SELPAs.	Each year in the Fall and sometimes Spring	CDE staff, SELPA, LEAs	Completed
Monitoring and Stakeholder Meetings			
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff	Not completed. No approval from DOF
Explore Web based applications for all components of the monitoring system.	June 30, 2006	CDE staff	In Process

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	Ongoing	CDE staff and contractors	Completed
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 - June 30, 2011	CDE staff	Completed and ongoing
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the Individualized Education Program (IEP) Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, and CDE staff	Completed and ongoing

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006):

No revisions are being made at this time.

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

Measurement:

a. # of children who have been served in Part C and referred to Part B for eligibility determination.
b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in a but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.
Percent = [(c) divided by (a – b – d)] times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100 percent of children referred by IDEA Part C prior to age three and who are found eligible for IDEA Part B will have an IEP developed and implemented by their third birthdays.

Actual Target Data for FFY 2005 (2005-2006):

Complete data is not yet available for this indicator. Similar to Indicator 11, Eligibility Evaluation, CASEMIS data regarding referrals and evaluations covering this indicator were added to the CASEMIS data set in December of 2005 and will be collected for the first time in December 2006. Even with modifications to CASEMIS, CDE will rely on the Department of Developmental Services (DDS), the Part C lead agency, to determine referrals from Part C. For the last several years DDS and CDE have shared data for the purpose of Part C reporting and Part B Child Find. As result, CDE is able to match children who turned three years of age in Part C to three year old children entering Part B. In addition, CDE serves infants and toddlers with solely low incidence disabilities who are not a part of the DDS data set. With this group of children CDE is able to identify children who were served in Part C; were identified in Part B; and who IEPs developed before their third birthday. In 2005-06, 69.19 percent of the three year olds entering Part B had an IEP developed before their third birthday. Referral date information to determine the extent to which these three year olds were referred in a timely fashion is unavailable.

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

CDE was able to generate percentage figures for only 82 of 121 SELPAs because of the very small numbers involved. The highest percent on children with an IEP before their third birthday was 100 percent and the lowest was 3.57 percent. The median value was 67.31 percent. The data is distributed comparably throughout the geographic regions of the state.

Of the 214 districts monitoring through Verification Reviews or Special Education Self Reviews, 25 were found systemically noncompliant with transition from Part C to Part B. Corrective action plans have been developed for both student and systemic noncompliance at these districts. Correction is due later in the 2006-07 school year**.**

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activity	Timeline	Resources	Status
Meet with Part C staff to review data by Special Education Local Plan Area (SELPA), LEA and Regional Center.	By January 1, 2006	Part B and C staff	Completed
Prepare general mailing regarding the status, policies and procedures and resources available related to transition.	By January 1, 2006	Part B and C staff and resources	In process
Explore development of a joint letter to SELPAs, LEAs, and/or Regional Center where rates are low.	By January 1, 2006	Part B and C staff and resources	In process
Conduct follow-up teleconferences and/or site visits to assess compliance and provide technical assistance.	By April 1, 2006	Part B and C staff and resources	Completed and in process
Prepare and follow-up on corrective action plans as required	By June 30, 2006	Part B and C staff and resources	Completed
Meet annually to plan for monitoring and technical assistance activities related to transition from Part C to Part B, based on Annual Performance Report data.	2006 - 07 through 2010-11	Part B and C staff and resources	Completed and ongoing
Monitoring and Stakeholder Meetings			
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff	In process
Explore Web based applications for all components of the monitoring system.	June 30, 2006	CDE staff	In process

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activity	Timeline	Resources	Status
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	October 2005 - June 30, 2010	CDE staff and contractors	Completed
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 to June 30, 2011	CDE staff	Completed and ongoing
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the IEP Task Force	Semi-annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, and CDE staff	Completed and ongoing

In addition, CDE staff and contractors published a guide to early childhood transition (http://www.cde.ca.gov/sp/se/fp/documents/ectransitn.pdf) and conducted statewide training.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006):

CDE will conduct complete analysis for this indicator when data are available and will report in the 2006-07 APR due February 2008.

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	One hundred percent of students age 16 or above will have transition services language in the IEP.

Actual Target Data for FFY 2005 (2005-2006):

98 percent of students age sixteen or above have transition services language in the IEP.

This high level of transition language is consistent across districts. There are 389 of 1,023 districts of sufficient size to generate transition services language percentages. 270 of the 389 districts had appropriate language for 100 percent of their students. Three hundred sixty nine had 95 percent transition-compliant IEPs. The high percentage is not localized geographically. Twenty of the 214 districts monitored through the Verification Review and the Special Education Self Review had systemic findings in one or more areas related to secondary transition. All twenty have corrective action plans that come due later in 2006-07.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

Although California did not achieve the mandated target of 100 percent, the FFY 2005 (2005-06) figure of 98 percent is a 4.7 percent improvement over the 93.3 percent reported in FFY 2004 (2004-2005).

Improvement activities were completed as follows:

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Finalize secondary transition data fields for CASEMIS	Fall 2005	CDE staff, SELPA, LEAs	Completed
Modify CASEMIS data table structure to incorporate new data fields and update table codes	Fall 2005	CDE staff	Completed
Modify validation codes and develop prototype reports	Spring 2005	CDE staff	Completed
Beta-test new CASEMIS software	Summer 2006	CDE staff	Completed
Official deployment of CASEMIS software	October 2006	CDE staff	Completed
Provide ongoing technical assistance to ensure reliable and accurate submission of data	Ongoing throughout the year	CDE staff	Completed and ongoing
Provide statewide CASEMIS training for SELPAs.	Each year in the Fall and sometimes Spring	CDE staff, SELPA, LEAs	Completed and ongoing
Monitoring, Stakeholder Meetings, and Selected Special Projects			
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff	Not completed. No approval from DOF
Explore Web based applications for all components of the monitoring system.	June 30, 2006	CDE staff	In Process

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	October 2005 to June 30, 2010	CDE staff and contractors	Completed
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 to June 30, 2011	CDE staff	Completed
Follow up CASEMIS letter related to transition service language data.	December 30, 2005	CDE staff	Completed
Provide regionalized training and technical assistance regarding transition services language in the IEP.	October, November 2005; March, April, May and June 2006	CDE staff, Workability I staff	Completed
Utilize transition data in the Workability I grant procedures to ensure programs include the provision of transition services.	December 30, 2005	CDE staff	Completed
Utilize transition data for the Workability I reapplication funding process.	December 30, 2005	CDE staff	Completed
Utilize statewide community of practice for collaborative efforts related to transition services across multiple agencies (Department of Rehabilitation, Employment Development Department, parents and consumers).	June 30, 2006	CDE staff	In Process

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006):

The FFY 2004 baseline data reported in the FFY 2004 (2004-2005) included fifteen year old students. The baseline was recalculated with fifteen year old students removed to bring the California data in line with the standard SPP measure.

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2008.

Baseline Data for FFY 2005 (2005-06)

As a new SPP indicator, baseline data and targets do not need to be provided until the Annual Performance Report (APR) due February 1, 2008. These baseline data will provide information about students exiting in the 2005-06 school year. The total number of students exiting 2005-06 school years is 65,381. The table below provides the database values and their definitions for the database variable **Exit-Reason** as well as the number of students in each category.

Exit Reason	Definition	Number of Students
71	Graduated from high school with diploma	20,142
72	Graduated from high school with certificate of completion or other than diploma	1,885
73	Reached maximum age	961
74	Dropped out, includes attempts to contact unsuccessful	3,632
76	Moved, and known to be continuing (transferred), includes transfer to another program	29,262
78	Parent withdrawal	1,666
80	Moved, and NOT known to be continuing	7,753
81	Received high school proficiency certificate through general education development (GED) test	80
	Total	**65,381**

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Discussion of Baseline Data

Baseline data cannot be computed as a percentage because the 2005-06 CASEMIS software was not able to collect post-secondary follow-up information on students exiting in the 2005-06 school year. Starting June 2006-07 a follow-up table (Table D) will be added to the CASEMIS data collection and reporting instrument to do a census data collection on all students exiting during the 2006-07 school year. Table D includes the following information: report date, SELPA code, district of service, district residence, school code, school type, first name, last name, student identification code, statewide student identifier, social security number, birth date, gender, variables for four ethnic identifiers. The table also includes the student's postsecondary program participation and whether or not the student is earning gainfully unsubsidized wage.

In addition to baseline data, the State must ensure that "competitively employed" and "enrolled in some type of postsecondary school" are operationally defined in this APR. The definition of competitive employment includes whether the work is full-time (35 or more hours per week) or part-time (less than 35 hours per week). OSEP encourages States to use the Rehabilitation Act definition of competitive employment "Competitive employment means work-(i) In the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and (ii) For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled" (Authority: Sections 7(11) and 12(c) of the Act 29 U.S.C. 705(11) and 709(c)). The definition of postsecondary school includes: (a) type of school, education, or training; and (b) whether enrollment is full- or part-time.

The codes and definitions for post-school follow up to program participation, **PST_SECPRG – field 18** in **Table D**, are as follows:

Code	Service Provider
100	None
200	Four-year college/university
210	Community college
220	GED program
300	Vocational or technical school
310	ROP classes
320	Work Force Investment Act (WIA) supported program
400	Military training
800	Unknown
900	Other

The codes and definitions for post-school follow up on gainful employment, **PST_SECEMP – field 19** in **Table D**, are as follows:

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Code	Gainfully Employed
10	Yes
20	No
80	Not applicable

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005 (2005-2006):

Improvement activities were completed as follows:

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Finalize new post school follow-up data fields for CASEMIS	Fall 2005	CDE staff, SELPA, LEAs	Completed
Modify CASEMIS data table structure to incorporate new data fields and update table codes	Fall 2005	CDE staff	Completed
Modify validation codes and develop prototype reports	Spring 2005	CDE staff	Completed
Beta-test new CASEMIS software	Summer 2006	CDE staff	Completed
Establish benchmarks and target with statewide Key Performance Indicator Stakeholder Committee	March 2006 November 2006	CDE staff, parents, advocates, professional organizations and administrator groups	Completed
Official deployment of CASEMIS software	October 2006	CDE staff	Completed
Provide ongoing technical assistance to ensure reliable and accurate submission of data	Ongoing throughout the year	CDE staff	Completed and ongoing
Provide statewide CASEMIS training for SELPAs	Each year in the Fall and sometimes Spring	CDE staff, SELPA, LEAs	Completed and ongoing
Monitoring, Stakeholder Meetings, and Selected Special Projects			
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff	Not completed. No approval from DOF

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Explore Web based applications for all components of the monitoring system	June 30, 2006	CDE staff	In Process
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	Ongoing	CDE staff and contractors	In Process
Conduct analysis and prepare plans for APRs	July 1, 2005 - June 30, 2011	CDE staff	Completed and ongoing
Convene Stakeholder Groups including the Least Restrictive Environment (LRE), KPISC, and the IEP Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, and CDE staff	Completed and ongoing
Follow up CASEMIS letter related to transition service language data	December 30, 2005	CDE staff	Completed
Provide regionalized training and technical assistance regarding transition services language in the IEP	October, November 2005; March, April, May June 2006	CDE staff, Workability I staff	Completed
The Workability I grant procedures utilize transition data to ensure programs include the provision of transition services	December 30, 2005	CDE staff	Completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Utilize transition data for the Workability I reapplication funding process.	November 30, 2005	CDE staff	Completed
Utilize statewide community of practice for collaborative efforts related to transition services (DOR, EDD, SILC, parents and consumers)	June 30, 2006	CDE staff	In Process
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system	June 30, 2006	Outside Contractor subject to approval by the Department of Finance	Not completed. No approval from DOF

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005 (2005-2006):

California will continue work with the State's model WorkAbility Program as well as other transition models to merge with CASEMIS. It is proposed that this phase-in begins during the 2006-07 school year. In addition, the CDE will continue to work with the State WorkAbility Advisory Committee to develop programs and secondary transition services to assist students with disabilities in their preparation for the workforce and living independently. CDE staff will continue to meet with other agencies such as DRS and EDD to develop an interagency transition evaluation model. These interagency efforts will continue through the cycle of the SPP. One barrier to this type of work, specifically sharing student-level data across agencies is the Family Education Rights and Privacy Act (FERPA). Such barriers need to be resolved before a true measure of post-school outcomes can be determined.

The new data collection model requires that CDE modify the existing data collection system for students with disabilities beyond school. During the 2006-07 school year CASEMIS will include data fields to address the new post school indicator. LEA's will report these data to CDE through CASEMIS yearly on students who left high school the previous school year. Each LEA will determine the method of data collection (for example, who collects the data: special education teacher, LEA staff, university, contractor, etc.). These data will be used for SPP and APR reporting purposes. Targets have been set during the 2005-06 meetings of the KPISC. The biannual CASEMIS training sessions with SELPAs and LEAs will focus on this SPP indicator. During these training sessions CDE addressed strategies to increase response rates.

Paid employment will constitute competitive employment. During the 2005-06 school year CDE will work with LEAs and SELPAs to modify exiting data systems and train program staff to maximize the likelihood that reliable and accurate data are reported to CDE. (The new Table D in the CASEMIS data set will be modified if necessary to include variables to measure competitive employment in terms of number of hours worked and rate of pay per hour.)

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification. (20 U.S.C. 1416 (a)(3)(B))

Measurement:
Percent of noncompliance corrected within one year of identification:
a.# of findings of noncompliance.
b.# of corrections completed as soon as possible but in no case later than one year from identification.
Percent = [(b) divided by (a)] times 100.
For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	One hundred percent of noncompliance will be corrected within one year of identification

Actual Target Data for 2005 (2005-2006):

Findings Due in 2005-06	Findings Corrected within One Year of Identifying Noncompliance	Items not corrected within one year	Percent of Noncompliance Corrected with Year
9,372	9,108	264	97.18

The table above includes findings from 317 agencies, including school districts (charter schools), County Offices of Education, Certified Nonpublic Schools and educational programs in Developmental Centers (state hospital settings). Findings were made at both the student and the agency level. Corrective action plans were developed and implemented for all of these findings. Of the 264 items not corrected within one year, 55 are still not corrected. Staff have provided technical assistance and sent sanction letters in order to hasten correction.

These findings were primarily made in the areas of IEP Development, Assessment, Academic Achievement and Free Appropriate Public Education. Findings in these areas constitute 93 percent of all findings. Specific subtopics are detailed below:

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Individualized Education Program (IEP)	
Sub Category	**Percent of Total Findings**
Contents	24.08
IEP team	9.51
Process	8.36
Transitions	6.91
IEP Timeline	6.23
Preschool IEP	5.23
Additional Requirements	2.69
IEP Total	63.01

Assessment	
Sub Category	**Percent of Total Findings**
Assessment Procedures	7.20
Triennial Review	4.90
Assessment Plan	4.67
Assessment Report	2.99
Infants and Toddlers	0.23
Behavior	0.04
Assessment Total	20.04

Academic Achievement	
Sub Category	**Percent of Total Findings**
English Learners	5.40
Access to General Curriculum	0.07
Academic Achievement Total	5.46

Free Appropriate Public Education (FAPE)	
Sub Category	**Percent of Total Findings**
Implement IEP	4.34
Suspension Expulsion	0.06
FAPE Total	4.41

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005 (2005-2006):

CDE made a concerted effort to improve the timeliness of correction through training and mentoring of new staff. The addition of corrective action modules to the Verification and Special Education Self Reviews helped, but still requires additional refinement.

The following improvement activities have been completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Add a corrective action Correction Module to VR and SESR software to track completed or overdue corrective actions on a daily basis	June 30, 2006	CDE Staff	Completed and ongoing
Provide staff training for corrective actions, timelines, and sanctions. Incorporate notice of potential sanctions in monitoring correspondence	January 2, 2006	CDE Staff	Completed and ongoing
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system	June 30, 2006	Outside contractor subject to approval by DOF	Not completed. No approval from DOF
Explore Web-based applications for all components of the monitoring system	June 30, 2006	CDE Staff	In Process
Conduct analysis and prepare plans for Annual Performance Reports (APR)	July 1, 2007-June 30, 2011	CDE Staff	Completed and ongoing

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005 (2005-2006):

CDE staff review findings and corrections monthly. Annually, CDE revises its monitoring software, updating legal requirements, highlighting frequent noncompliance items, and generally adjusting monitoring processes to improve the precision of the instruments and accuracy of the information.

In 2006-07, CDE will convert the basis of the monitoring from the KPIs established in response to IDEA ’97 to the Indicators contained in the State Performance Plan. This will require a substantial overhaul of the software and the underlying data tables. Where monitoring items are currently selected to include items associated programmatically with the KPIs, in the future items will be selected based on the items identified by the OSEP as related to each of the SPP indicators. CDE will continue to identify and correct noncompliance, particularly in those areas identified in the SPP. CDE will also explore adding improvement planning modules to the software to assist districts who are below SPP Indicator targets to identify activities and resources associated with improvement in each of the indicator areas.

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint. (20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	One hundred percent of written complaints resolved within the 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint.

Actual Target Data for 2005 (2005-2006):

Eighty-four percent of written complaints were resolved within the 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005 (2005-2006):

While the 84 percent is below the compliance target of 100 percent, it is a significant improvement over the 52 percent rate reported for 2004-05. Staff vacancies, turnover and a large backlog of reconsiderations continue to act as barriers to completing 100 percent of the complaints within the 60-day timeline.

Improvement activities have been completed as follows:

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Continue refinement of final official reports that are timely, clear, and defensible.	June 30, 2006	CDE staff	Continue
Conduct outside evaluation of the Division's complaint intake, investigation, and correction monitoring and utilize recommendations as appropriate.	October 31, 2005	Outside contractor	Evaluation completed Studying recommendations
Continue to provide ongoing training for investigators	June 30, 2006	CDE staff	Ongoing
Continue cross-unit activities of team complaint investigations and other monitoring activities to focus on inter-rater reliability and consistency.	June 30, 2006	CDE staff	Ongoing
Continue and develop ongoing collaboration with CDE legal and other entities such as Parent Training Information Centers, Family Empowerment Centers, local educational agencies, and advocates in conjunction with PSRS.	June 30, 2006	CDE legal staff, Art Cernosia	Completed
Cross branch collaboration with Legal Department and Division	December 30, 2005	CDE staff	Continue
Attended USDOE regulations training November 14, 2006. **Statewide training on IDEA 04 and Federal/State law**	April 2006	Outside Consultant	To be completed January 2007
Align federal and state codes and regulations	June 30, 2006	CDE staff	Completed
Train CDE staff on new laws and regulations	January 2006	CDE staff	On-going
Provide technical assistance on new laws to LEAs	June 30, 2006	CDE staff	Ongoing
Collaborate with parent organizations and groups regarding the new federal and state laws and regulations	June 30, 2006	CDE staff	Completed
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance	Not completed. No approval from DOF

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Explore Web based applications for all components of the monitoring system.	June 30, 2006	CDE staff	In Process

In addition, the CDE completed the following activities during 2005-06 to address issues related to complaint timelines:

Activity	Resources	Status
Developed, implemented and trained in a revised CMM Procedural Manual for alignment with federal, state laws and regulations	CDE staff	Completed
Hired additional consultants, student interns and retired CDE Special Education Consultants to assist with complaint investigations	CDE staff	Completed
Revised and implemented new internal training and technical assistance activities with the SED and CDE Legal Division	CDE staff	Ongoing

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005 (2005-2006):

There no revisions proposed at this time.

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	One hundred percent of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

Actual Target Data for 2005 (2005-2006):

Thirty-three percent of due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005 (2005-2006):

Effective June 1, 2005, there was a change of contractors in California to provide due process and mediation services. The Office of Administrative Hearings (OAH) assumed contractual responsibility to process requests for due process only those cases filed on and after July 1, 2005. However, due to unforeseen circumstances, the OAH to take responsibility for all pending due process requests effective July 1, 2005. This created an unanticipated workload surge of over 1,000 cases and contributed to the percentage of due process hearing requests that were fully adjudicated within the timeline required by law. This also came at a time when the transition from contractor to contractor was to occur and during the period of time when the OAH was recruiting and training new administrative law judges. The OAH has implemented measures to attain the target of fully adjudicating due process hearing requests within 45 days or a timeline that is properly extend by the hearing officers at the request of either party. The OAH has implemented measures to attain the target of fully adjudicating due process hearing requests within 45 days or a timeline that is properly extend by the hearing officers at the request of either party. The specific improvement activities include: (1) decision due dates are tracked by each administrative law judge in advance of the hearing, by each presiding judge and by staff in Sacramento responsible for decision review, formatting and issuance; (2) at the conclusion of each hearing, the number of days remaining is calculated and communicated to pertinent staff; (3) administrative law judges are taken completely off calendar and given time to write the decision; (4) administrative law

judges will meet with their presiding judge to discuss decision timelines; (5) the OAH management has communicated to all administrative law judges how absolutely critical it is that decision be timely and individual performance will be closely tracked; and (6) the OAH has provided and will continue to offer training on decision writing, portions of which include efficient decision writing skills.

Improvement activities were completed as follows:

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Hearing officers will receive training regarding IDEA, *Education Code* Section 56000 et. seq., and related regulations. Trainings will be designed to ensure that all hearing officers meet the minimum training standards specified by law.	Ongoing basis	CDE staff, Outside contractors	Completed and ongoing
Hearing officers will receive global skills training.	Annually	Outside contractors	Completed and ongoing
It will be determined when hearing officers have a working knowledge of the laws and regulations governing services to students who qualify for services under IDEA and related California laws and regulations, and the programmatic aspects of special education, services, and supports.	Ongoing basis	Office of Administrative Hearing (OAH) staff	Completed and ongoing
Only hearing officers who have the level of expertise specified in the proposed regulations will be assigned mediation and hearing duties. Such monitoring activities will be provided on an ongoing basis by knowledgeable senior staff.	Ongoing basis	OAH senior staff	Completed and ongoing

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Data will be gathered pertaining to due process hearings to ensure that all due process hearing requests are fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party. Such data will include the following items: 1) number of hearing requests total; 2) number of resolution sessions conducted; 3) number of settlement agreements; 4) number of hearings held (fully adjudicated); 5) Number of decisions within timeline; 6) number of decisions within extended timeline; 7) number of decisions issued after timelines and extension expired;8) number of hearings pending; 9) number of expedited hearings; and 10) number of hearing request cases resolved without a hearing. Regarding expedited hearing requests (related to disciplinary decision), the following data will be collected: 1) number of expedited hearing requests total; 2) number of resolution sessions; number of settlement agreements; number of expedited hearings (fully adjudicated); and number of change of placement ordered.	Ongoing	OAH staff	Completed and ongoing including development

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005 (2005-2006):

The following improvement activities have been added to address tracking and timeline issues:

Improvement Activities	Timelines	Resources	Status
A new case management system will track decision due dates and be updated regularly. A tickler system will allow immediate access to decision timeline information on any given case.	Ongoing	OAH staff and external contractors	The new case management systems will be operational in early 2007
Administrative law judges are taken off calendar and given time to write decisions. The OAH is able to call upon administrative law judges from any of the three different special education division offices to cover mediations and hearings, add to their capability to provide necessary decision writing time. The OAH can call upon administrative law judges from their general jurisdiction division, as well as pro temp mediators to assist in covering the calendar when needed.	Ongoing	OAH staff	Implemented

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Administrative law judges will meet with their presiding judge to discuss decision timelines. At that time, due dates will be established for submission of a decision draft, usually within five days, and allowance will be made for additional time for decision review, feedback and revisions prior to preparation and issuance of the final decision draft.	Ongoing	OAH staff	Implemented
The OAH management has communicated to all administrative law judges how absolutely critical it is that decisions be timely. It is an individual administrative law judge performance measure that is closely tracked.	Ongoing	OAH staff	Implemented
The OAH has provided and will continue to offer training on decision writing, portions of which will include efficient decision writing skills.	Ongoing	OAH senior staff and outside consultants	Implemented

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
(20 U.S.C. 1416(a)(3(B))

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	60 percent of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.

Baseline Data for FFY 2005 (2005-06):

One hundred percent of the hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.

Discussion of Baseline Data:

During the 2004-05 and 2005-06 school years, CDE was making a transition from one due process hearing contractor to another. For a period during the transition, the original contractor still had responsibility for finishing some activities, while the new contractor had responsibility for both overlapping and different activities. To add further difficulty, the data collection responsibilities were not clear and data collection was not coordinated between the two contractors. The new contractor took over sole responsibility for mediation in January of 2006. As a result, baseline data is incomplete and only reflects the second half of 2005-06.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005 (2005-2006):

Improvement activities were completed as follows:

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Data will be collected pertaining to (1) the number of resolution sessions held; (2) whether the sessions were conducted within the 15-day timeline; (3) the results of the resolution sessions within the 30-day timeline.	Ongoing	Special Education Division staff	Completed
The form for requesting a due process hearing will be amended to track the following items: (1) whether a resolution session was held before a request for due processing hearing was completed; (2) whether the session was conducted within the 15-day timeline; (3) confirmation that the complaint was not resolved to the satisfaction of the parents within the 30-day timeline; (4) whether the parents and local educational agency agreed in writing to waive the resolution session.	January 2006	Office of Administrative Hearing staff	Completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005 (2005-2006):

While the baseline value is 100 percent, representatives from stakeholder groups, parents and program administrators recommended establishing more modest targets, particularly since this is a relatively new activity and that the data only reflects six months of hearing requests.

FFY	Measurable and Rigorous Target
2005 (2005-06)	60 percent of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.
2006 (2006-07)	62 percent of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.
2007 (2007-08)	64 percent of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.
2008 (2008-09)	67 percent of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.
2009 (2009-10)	71 percent of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.
2010 (2010-11)	75 percent of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.
(20 U.S.C. 1416(a)(3)(B))

Measurement:
Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	At least 56 percent of mediation conferences will result in mediation agreements.

Actual Target Data for 2005 (2005-2006):

SECTION B: Mediation Requests	
(2) Mediation requests total	1,649
(2.1) Mediations	Not reported
(a) Mediations related to due process	1,487
(i) Mediation agreements	370
(b) Mediations not related to due process	182
(i) Mediation agreements	60
(2.2) Mediations not held (including pending)	1,280

These data were reported by the Office of Administrative Hearings (OAH) in December 2006, covering the second half of 2005-06. Both OAH and CDE understand that these numbers do not “add up” in the fashion expected by the OSEP. Currently, the OAH does not track mediation numbers in a manner that would allow them to track numbers in this fashion. OAH is building this capability into their new system.

The current system has provided the total number of due process hearing requests in a given quarter. Each of these is placed on the calendar for a mediation. Some of these matters resolve in the resolution session or by other agreement between the parties prior to mediation and would not always fall within the mediations not held (including pending) category if OAH was not advised of this resolution. There are also matters that are mediated in a given quarter that were filed in a previous quarter. OAH has provided data for the period requested and provided an explanation of what each of the numbers represent see attachment to Table 7. The

problem is that the data being sought focuses on a defined cohort of cases, and then attempts to break that cohort down into component parts. The numbers OAH provided on mediations held, and mediations pending, include cases filed in previous quarters. At present, they do not seem to have the ability to sort out mediations requested in previous quarters and that is what is needed in order to have the numbers reconciled.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005 (2005-2006):

Effective June 1, 2005, there was a change of contractors in California to provide due process and mediation services. The Office of Administrative Hearings (OAH) assumed contractual responsibility to process requests for due process only those cases filed on and after July 1, 2005. However, due to unforeseen circumstances, the OAH to take responsibility for all pending due process requests effective July 1, 2005. This created a unanticipated workload surge of over 1,000 cases and contributed to the percentage of due process hearing requests that were fully adjudicated within the timeline required by law. This also came at a time when the transition from contractor to contractor was to occur and during the period of time when the OAH was recruiting and training new administrative law judges. The OAH has implemented measures to attain the target of fully adjudicating due process hearing requests within 45 days or a timeline that is properly extend by the hearing officers at the request of either party. The specific improvement activities include: (1) decision due dates are tracked by each administrative law judge in advance of the hearing, by each presiding judge and by staff in Sacramento responsible for decision review, formatting and issuance; (2) at the conclusion of each hearing, the number of days remaining is calculated and communicated to pertinent staff; (3) administrative law judges are taken completely off calendar and given time to write the decision; (4) administrative law judges will meet with their presiding judge to discuss decision timelines; (5) the OAH management has communicated to all administrative law judges how absolutely critical it is that decision be timely and individual performance will be closely tracked; and (6) the OAH has provided and will continue to offer training on decision writing, portions of which include efficient decision writing skills. In 2006-07, the OAH will adjust their data collection and reporting system to be able to track a fixed cohort of cases.

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.
(20 U.S.C. 1416(a)(3)(B))

Measurement:
State reported data, including 618 data and annual performance reports, are:
a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	20A. One hundred percent of state-reported data, including 618 data, the State Performance Plan (SPP), and Annual Performance Reports (APR) are submitted on time and are accurate. 20B. One hundred percent of the SELPAs will submit accurate data to CDE in a timely manner.

Actual Target Data for 2005 (2005-2006):

20A. One hundred percent of state-reported data, including 618 data, the State Performance Plan (SPP), and Annual Performance Reports (APR) was submitted on time and were accurate.

20B. One hundred percent of the SELPAs submitted accurate data to CDE in a timely manner.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005 (2005-2006):

Accurate and timely data are ensured through a variety of mechanisms including bi-annual CASEMIS meetings, data verification routines built into statewide software provided by the CDE, and technical assistance. Accurate 618 data are also ensured through the federal OSEP data validation process. During 2005-06, CDE hosted four technical assistance meetings throughout the state, focusing on accurate and timely data reporting, modifications to the data system to report to the OSEP, and supports and assistance available. CDE maintains a data dictionary (published in a technical assistance guide) which is disseminated over the web and also has a help desk for district staff, SELPA staff and contractors.

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

The California data collection procedures require LEAs to submit data to the State by prescribed deadlines. These deadlines are delineated in the CASEMIS Users Manual provided to LEAs through the CDE Web site well in advance. In addition, LEAs must certify that student-level data meet state and federal criteria for accuracy prior to submitting to the CDE. The criteria are listed in Chapter V of the CASEMIS Users Manual. CASEMIS includes error checking routines and data cannot be submitted with verification errors. As a part of the data certification, districts and SELPAs must submit data notes, explaining data anomalies.

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Improvement Activities	Timelines	Resources	Status
Provide statewide CASEMIS training for SELPAs	October 21, 2005 October 28, 2005	CDE staff, SELPA, LEAs	Completed
Finalize new data fields for CASEMIS	Fall 2005	CDE staff, SELPA, LEAs	Completed
Modify CASEMIS data table structure to incorporate new data fields and update table codes.	Fall 2005	CDE staff	Completed
Modify validation codes and develop prototype reports.	Spring 2006	CDE staff	Completed
Beta-test new CASEMIS software	Summer 2006	CDE staff	Completed
Deploy official of CASEMIS software.	October 2006	CDE staff	Completed
Provide ongoing technical assistance to ensure reliable and accurate submission of data.	Ongoing throughout the year	CDE staff	Completed
Provide statewide CASEMIS training for SELPAs	Each year in the Fall and as necessary	CDE staff, SELPA, LEAs	Completed

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Attachment 1:
Table 7, APR Due February 1, 2007

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

Table 7, APR Due February 1, 2007

REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT
2005-06 School Year Data

Section A: Signed, Written Complaints	
(1) Signed, written complaints total	1,074
(1.1) Complaints with reports issued	871
(a) Reports with findings	517
(b) Reports within timeline	649
(c) Reports within extended timelines	83
(1.2) Complaints withdrawn or dismissed	166
(1.3) Complaints pending	37
(a) Complaint pending a due process hearing	37
Section B: Mediation Requests	
(2) Mediation requests total	1,649
(2.1) Mediations	
(a) Mediations related to due process	1,467
(i) Mediation agreements	370
(b) Mediations not related to due process	182
(i) Mediation agreements	60
(2.2) Mediations not held (including pending)	1,280
Section C: Hearing Requests	
(3) Hearing requests total	3,796
(3.1) Resolution sessions	271
(a) Settlement agreements	271
(3.2) Hearings (fully adjudicated)	119
(a) Decisions within timeline	2
(b) Decisions within extended timeline	37
(3.3) Resolved without a hearing	2,286
Section D: Expedited Hearing Requests (related to disciplinary decision)	
(4) Expedited hearing requests total	33
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	4
(a) Change of placement ordered	0

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Data Notes for Sections B, C and D from the Office of Administrative Hearings

1. Mediation requests total represents the FY 2005-06 third and fourth quarter filings (766 + 883) found in the respective quarterly reports. Mediation requests filed prior to January 1, 2006, were handled, and presumably reported by SEHO.

2. Mediations related to due process are the total mediations minus mediations not related to due process (1649 – 182).

3. Mediation agreements are taken from the case disposition category of “Settled in Mediation” in the third and fourth quarter reports (224 + 146).

4. Mediations not related to due process taken from mediation only request category in third and fourth quarter reports (89 + 93).

5. Mediation agreements taken from number of mediation-only requests resolved through mediation (10 + 50).

6. Mediations not held derived from total number of pending mediations category in third and fourth quarter reports (543 + 737).

7. Hearing requests total is total number of case filings FY 2005-2006 minus mediation-only requests (3978 – 182).

8. Resolution sessions is based on data reported to OAH and noted in each of quarterly reports (167 + 92 + 12).

9. Settlement agreements presumes that the reported resolution sessions resulted in settlements in each case (167 + 92 + 12).

10. Hearings (fully adjudicated) are as reported (56 + 32 + 31).

11. Decisions within timeline. We reported this data for only third and fourth quarters FY 2005-2006 (2 + 0).

12. Decisions within extended timeline. We reported this data for only third and fourth quarters FY 2005-2006 (9 + 28).

13. Resolved without a hearing as reported under same category in quarterly reports (433 + 988 + 865).

14. Expedited hearing requests total for third and fourth quarter only (15 + 18).

15. Resolution sessions as reported to OAH.

16. Settlement agreements as reported. OAH is aware that there were 17 settlement agreements in expedited hearings, but there is no way to determine if resulted from the resolution session.

17. Expedited hearings (fully adjudicated) as reported (2 + 2) in third and fourth quarters.

18. Change of placement ordered. Unknown at this time. Will provide when determined.

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Attachment 2
Table 6, APR Due February 1, 2007

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION PROGRAMS

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-06

PAGE 1 OF 18

OMB NO.: 1820-0659

FORM EXPIRES: 09/30/2007

STATE: _____

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT[1]

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		
4		
5		
6		
7		
8		
HIGH SCHOOL (SPECIFY GRADE: _____)		

[1]At a date as close as possible to the testing date.

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT
2005-06

OMB NO.: 1820-0659

FORM EXPIRES: 09/30/2007

STATE: _____

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE[1] (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID[2] (3C)
3				
4				
5				
6				
7				
8				
HIGH SCHOOL (SPECIFY GRADE: _____)				

[1] Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

[2] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT
2005-06

OMB NO.: 1820-0659

FORM EXPIRES: 09/30/2007

STATE: _____

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE[1] (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID[2] (4B)
3			
4			
5			
6			
7			
8			
HIGH SCHOOL (SPECIFY GRADE: _____)			

[1] Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

[2] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT
2005-06

OMB NO.: 1820-0659

FORM EXPIRES: 09/30/2007

STATE: _____

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP [3] (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID [4] (5D)
3					
4					
5					
6					
7					
8					
HIGH SCHOOL (SPECIFY GRADE: _____)					

[3] NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

[4] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

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STATE: _____

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS[5] (8)
3			
4			
5			
6			
7			
8			
HIGH SCHOOL (SPECIFY GRADE: _____)			

[5] Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Achievement Level[1]	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9A ROW TOTAL[2]
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

[1] Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

[2] The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level[3]	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL[4]
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

[3] Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

[4] The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Achievement Level[5]	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9C ROW TOTAL[6]
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

[5] Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

[6] The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)*

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 4)	TOTAL FOR COLUMN 9B (ON PAGE 5)	TOTAL FOR COLUMN 9C (ON PAGE 6)	NO VALID SCORE[7] (10)	TOTAL[8] (11)
3					
4					
5					
6					
7					
8					
HIGH SCHOOL (SPECIFY GRADE: _____)					

[7] The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

[8] The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide and explanation.

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SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT[1]

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		
4		
5		
6		
7		
8		
HIGH SCHOOL (SPECIFY GRADE: _____)		

[1]At a date as close as possible to the testing date.

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE[1] (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID[2] (3C)
3				
4				
5				
6				
7				
8				
HIGH SCHOOL (SPECIFY GRADE: _____)				

[1] Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

[2] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE[1] (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID[2] (4B)
3			
4			
5			
6			
7			
8			
HIGH SCHOOL (SPECIFY GRADE: _____)			

[1] Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

[2] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP [3] (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID [4] (5D)
3					
4					
5					
6					
7					
8					
HIGH SCHOOL (SPECIFY GRADE: _____)					

[3] NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

[4] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS[5] (8)
3			
4			
5			
6			
7			
8			
HIGH SCHOOL (SPECIFY GRADE: _____)			

[5] Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Achievement Level[1]	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9A ROW TOTAL[2]
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

[1] Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

[2] The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level[3]	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL[4]
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

[3] Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

[4] The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Achievement Level[5]	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9C ROW TOTAL[6]
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

[5] Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

[6] The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 4)	TOTAL FOR COLUMN 9B (ON PAGE 5)	TOTAL FOR COLUMN 9C (ON PAGE 6)	NO VALID SCORE[7] (10)	TOTAL[8] (11)
3					
4					
5					
6					
7					
8					
HIGH SCHOOL (SPECIFY GRADE: _____)					

[7] The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

[8] The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide and explanation.

CALIFORNIA STATE BOARD OF EDUCATION
1430 N Street, Suite 5111
Sacramento, CA 95814
Phone: (916) 319-0827
Fax: (916) 319-0175

STAFF MEMORANDUM

TO: STATE BOARD OF EDUCATION MEMBERS

FROM: SBE STAFF

DATE: JANUARY 5, 2007

RE: BOARD ITEM #26 – Individuals with Disabilities Act of 2004: Special Education Part B – State Performance Plan and Annual Performance Report

Program

The reauthorization of IDEA required each state to develop a plan for annually reporting the state's progress toward meeting federally established goals. The goals are to be reported through twenty indicators. For each indicator (e.g., rate of high school graduation for students with IEPs), the state was required to identify measurable and rigorous targets and to describe the data that would be collected to monitor annual growth towards the targets.

California's State Performance Plan (SPP) was initially approved by the Board in November 2005. A revised Plan reflecting responses to feedback from the federal Office of Special Education Programs (OSEP) was approved at the Board's March 2006 meeting. The Plan includes baseline data, rigorous targets to map growth over the six years of the reauthorization, and activities the state will undertake to improve implementation of Part B.

On November 1, 2006, OSEP released the final requirements for the Part B SPP and Performance Report (the annual reporting document) (SPR). The final requirements necessitated a revision to the SPP and to the data being collected for the SPR. The amended plan also includes revised sampling plans that better satisfy OSEP's technical requirements.

The SPP and SPR are due to OSEP on February 1, 2007. Board staff received the documents on December 22 to begin its review.

Issue

Whether to approve the revised State Performance Plan and the annual State Performance Report for submittal to OSEP on February 1, 2007.

Recommendation

Approve the staff recommendation with the following condition:
That SBE staff receive a briefing by CDE of any OSEP communication regarding the State Performance Plan or the State Performance Report prior to submittal of any responses to OSEP.

Background and Issue Description

The State Board of Education has a major interest in ensuring that students with disabilities receive high quality instruction. However, in recent years, the Board has played a primarily reactive role. The recommendation would create a mechanism for ensuring the Board receives timely updates on issues of policy and the state plan, and that staff will be better equipped to analyze future special education activities.

SBE Staff Contact Person

Rebecca Parker, 916-319-0694

ITEM #27

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	☒ Action ☒ Information ☐ Public Hearing
Community-Based English Tutoring Program: Approve Commencement of the Rulemaking Process for the Amendment of *California Code of Regulations*, Title 5, Section 11315 and the Addition of Section 11315.5	

RECOMMENDATION

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

- Approve the proposed regulations;
- Approve the Initial Statement of Reasons;
- Approve the Notice of Proposed Rulemaking; and
- Direct staff to commence the rulemaking process.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The Community Based English Tutoring (CBET) Program is authorized by California *Education Code* (*EC*) sections 315 and 316, enacted by Proposition 227 in June 1998. The statute allocated annual funding of $50 million dollars each year through fiscal year (FY) 2006-07. Senate Bill (SB) 368 was passed by the legislature in August 2006 and approved by the Governor in September 2006. This bill will extend the CBET Program while adding a number of new provisions. Beginning in FY 2007-08, the funding for CBET Programs will be provided pursuant to an appropriation in the annual Budget Act.

SUMMARY OF KEY ISSUES

Proposition 227 requires the State to encourage family members and other adults to provide personal English language tutoring to children coming from backgrounds of limited English proficiency. *California Code of Regulations*, Title 5, authorized funding appropriation for CBET Programs under Section 11315 and in *EC* sections 315 and 316. SB 368 amends the regulations with the addition of *EC* sections 315.5, 316.5, and 317.

SB 368 would require each school district, as a condition for receiving funding under the bill for the 2007-08 FY, to develop a plan, to be approved by the school district governing board, certifying that the agency will accomplish certain objectives relating to providing personal English language tutoring to children from backgrounds of limited English proficiency. New regulations further require the governing board of the school

SUMMARY OF KEY ISSUES (Cont.)

district, as a condition for receiving funding under the bill for FY 2008-09 and each FY thereafter, to collect data, review, revise, and approve the plan. The plan is to be reviewed, and revised as necessary, not less than once every three years. The new provisions ask that CBET administrators and staff review the achievement levels of adults and students participating in the program as they make progress toward English language proficiency. The CDE is asking for approval of the regulation to Section 11315 and the addition of Section 11315.5 to reflect the inclusion of *EC* sections 315.5, 316.5, and 317.

FISCAL ANALYSIS (AS APPROPRIATE)

The funding level for CBET Programs was established in June 1998 to be an annual appropriation of $50 million dollars for a period of ten years. Beginning in FY 2007-08 this program will be considered as an item in the annual Budget Act.

ATTACHMENT(S)

Attachment 1: Title 5. EDUCATION, Division 1. California Department of Education, Chapter 11. Special Programs, Subchapter 4. English Language Learner Education (3 Pages)

Attachment 2: Initial Statement of Reasons (2 Pages)

Attachment 3: Notice of Proposed Rulemaking (4 Pages)

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 11. Special Programs

Subchapter 4. English Language Learner Education

§ 11315. Community-Based English Tutoring (CBET) Programs.

In distributing funds authorized by Education Code sections 315, ~~and~~ 315.5, 316, 316.5, and 317, the State Superintendent of Public Instruction shall allocate the funds and local educational agencies shall disburse the funds at their discretion consistent with the following:

(a) The funds made available by Education Code sections 315, ~~and~~ 315.5, 316, 316.5, and 317 shall be apportioned by the State Superintendent of Public Instruction to local educational agencies offering Community-Based English Tutoring based upon the number of limited English proficient (LEP) pupils identified in the Annual Language Census Survey from the prior year.

(b) The governing boards of local educational agencies may disburse these funds at their discretion to carryout the purposes of this section. Local educational agency governing boards shall require providers of adult English language instruction which receive funds authorized by Education Code sections 315, ~~and~~ 315.5, 316, 316.5, and 317 to maintain evidence that adult program participants have pledged to provide personal English language tutoring to California school pupils with limited English proficiency.

(c) Local educational agencies may use these funds for direct program services, community notification, transportation services, and background checks pursuant to Education Code section 35021.1 related to the tutoring program.

(d) Local educational agencies shall not receive any funds pursuant to Education Code sections 315, 315.5, 316, 316.5, and 317 until the first day that chapter 3 (commencing with section 300) of Part 1 of the Education Code is operative for that local educational agency.

NOTE: Authority cited: Sections 316, ~~and~~ 316.5, 33031 and 35021.1, Education Code. Reference: Sections 315, ~~and~~ 315.5, 316, and 317, Education Code.

§ 11315.5. Local Education Agencies Assurances of Compliance.

In addition to assurances specified in Education Code section 35021.1, a Local Education Agency (LEA) applying for Community-Based English Tutoring funding shall provide assurances to the State Board of Education that:

(a) The LEA shall certify that it has read and is familiar with the regulations governing the program, which include California Code of Regulations, title 5, sections 11315 and 11315.5, and that it will implement the goals;

(b) The LEA will develop a Community-Based English Tutoring plan in accordance with the SB 368 additions of Education Code sections 315.5, 316.5 and 317. The plan shall be approved by the governing board of the school district and shall be reviewed and revised as necessary, not less than once every three years;

(c) The LEA shall retain, for no less than five years, all records related to the training, attendance, and reading achievement of adult English-as-a-second-language

learners who pledge to provide tutoring to pupils with limited-English-language proficiency. The format of such records shall be substantially similar to the CBET Data Collection Template located on the web at http://www.cde.ca.gov/sp/el/cb/.

(d) The LEA shall maintain data-based records that include, but not limited to, measurable English reading growth of adult English language learners participating in the Community-Based Tutoring program; and,

(e) The LEA shall maintain district level data pertaining to, but not limited to:

(1) improvement in attendance of pupils participating in the tutoring program;

(2) achievement progress of K-12 pupils tutored by Community-Based English Tutoring as measured by the English language development test administered under section 60810; and

(3) review of individual K-12 pupil data from the Standardized Testing and Reporting program, under Education Code section 60640, to determine progress of pupils tutored by adults who have been trained as a tutor.

NOTE: Authority cited: Section 313, Education Code. Reference: Sections 315, ~~and~~ 315.5, 316, and 317, Education Code.

11-29-06 [California Department of Education]

Initial Statement of Reasons

Section 11315. Community-Based English Tutoring (CBET) Program
Section 11315.5. Local Education Agencies Assurances of Compliance

SPECIFIC PURPOSE OF THE REGULATION

The proposed amendments will provide for accountability measures to be made available to the State as requested from districts that receive funding for Community-Based English Tutoring (CBET) Programs. The new section requires a CBET plan to be approved by the governing board of funded districts. The regulations clarify the steps and requirements for the development of the plan and for the collection and analyses of data to revise the plan as necessary.

NECESSITY/RATIONALE

This proposed Title 5 regulation amends the existing regulations under the CBET Program. Revisions and amendments establish assurances that CBET funded districts have a plan, approved by the local governing board that will include the use of assessment data for review and revision of the plan. The intent of the CBET program is to instruct adult participants who pledge to provide English language tutoring to improve the English language proficiency of kindergarten through grade twelve students with limited English proficiency.

Section 11315 - The amendments to this section include citations to California *Education Code* (*EC*) sections 315.5, 316.5, and 317 from the chartered Senate Bill 368.

Section 11315(d) – This subdivision was added to ensure that districts will not receive CBET funding until such time that chapter 3 of Part 1 of *EC* is operative for the district.

Section 11315.5 - The addition of this section will clarify the elements required to be part of a CBET plan and the necessary assessment of all program participants.

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

The State Board of Education (SBE) did not rely upon any technical, theoretical, or empirical studies, reports or documents in proposing the adoption of these regulations.

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

These proposed regulations require the governing board, of districts seeking appropriation of CBET funds, to develop and approve a plan with built in monitoring and improvement provisions. The plan is expected to include strategies for collecting assessment information attesting to the effectiveness of the program. Governing boards

are required to review the assessment data and to revise the CBET plan when necessary, or at the least once every three years.
No other alternatives were presented to or considered by the SBE.

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

The SBE has not identified any alternatives that would lessen any adverse impact on small business.

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

The proposed regulations would not have a significant adverse economic impact on any business because they relate only to school districts.

STATE OF CALIFORNIA ARNOLD SCHWARZENEGGER, *Governor*

CALIFORNIA STATE BOARD OF EDUCATION

1430 N Street, Room 5111
Sacramento, CA 95814

NOTICE OF PROPOSED RULEMAKING
AMENDMENT TO TITLE 5, CALIFORNIA CODE OF REGULATIONS
REGARDING COMMUNITY-BASED ENGLISH TUTORING (CBET) PROGRAMS

[Notice published January 17, 2007]

NOTICE IS HEREBY GIVEN that the State Board of Education (SBE) proposes to adopt the regulations described below after considering all comments, objections, or recommendations regarding the proposed action.

PUBLIC HEARING

California Department of Education (CDE) staff, on behalf of the SBE, will hold a public hearing beginning at **10:00 a.m. on March 5, 2007** at 1430 N Street, Room 4305, Sacramento. The room is wheelchair accessible. At the hearing, any person may present statements or arguments, orally or in writing, relevant to the proposed action described in the Informative Digest. The SBE requests that any person desiring to present statements or arguments orally notify the Regulations Coordinator of such intent. The SBE requests, but does not require, that persons who make oral comments at the hearing also submit a written summary of their statements. No oral statements will be accepted subsequent to this public hearing.

WRITTEN COMMENT PERIOD

Any interested person, or his or her authorized representative, may submit written comments relevant to the proposed regulatory action to:

Debra Strain, Regulations Coordinator
LEGAL DIVISION
California Department of Education
1430 N Street, Room 5319
Sacramento, California 95814

Comments may also be submitted by facsimile (FAX) at (916) 319-0155 or by e-mail to regcomments@cde.ca.gov. Comments must be received by the Regulations Coordinator prior to **5:00 p.m. on March 5, 2007**.

AVAILABILITY OF CHANGED OR MODIFIED TEXT

Following the public hearing and considering all timely and relevant comments received, the SBE may adopt the proposed regulations substantially as described in

this Notice or may modify the proposed regulations if the modifications are sufficiently related to the original text. With the exception of technical or grammatical changes, the full text of any modified regulation will be available for 15 days prior to its adoption from the Regulations Coordinator and will be mailed to those persons who submit written comments related to this regulation, or who provide oral testimony if a public hearing is held, or who have requested notification of any changes to the proposal.

AUTHORITY AND REFERENCE

Authority: Sections 315, 315.5, 316, 316.5, 317, Education Code.

Reference: Sections 313, 1302, 11303, 11315, 11510, 33031, 35021.1, and 60810, Education Code.

INFORMATIVE DIGEST/POLICY STATEMENT OVERVIEW

Proposition 227, an initiative statute approved by the voters at the June 2, 1998, statewide primary election, requires the state to encourage family members and others to provide personal English language tutoring to children coming from backgrounds of limited English proficiency. This requirement was fulfilled under the *California Code of Regulations,* title 5, section 11315, to commit funding for Community-Based English Tutoring (CBET) Programs and the additions *EC* sections 315 and 316.

Senate Bill 368, English language tutoring, would require each school district, as a condition for receiving funding under the bill for the 2007-08 fiscal year, to develop a plan, to be approved by the school district governing board. This plan will certify that the agency will accomplish certain objectives relating to providing personal English language tutoring to children from backgrounds of limited English proficiency. Appropriations for CBET Programs will hence forth be considered during the annual Budget Act.

The bill would require a school district, as a condition for receiving funding under the bill for any fiscal year, to collect certain data for use in revising and updating the plan.

The bill would require the governing board of the school district, as a condition for receiving funding under the bill for the 2008-09 fiscal year and each fiscal year thereafter, to review, revise as necessary, and approve the plan. The bill would require the plan to be reviewed, and revised as necessary, not less than once every three years. The bill would require the governing board to consider, during its review, the specified data collected by the school district.

DISCLOSURES REGARDING THE PROPOSED REGULATION

The SBE has made the following initial determinations:

Mandate on local agencies or school districts: TBD

Cost or savings to state agencies: TBD

Costs to any local agencies or school districts for which reimbursement would be required pursuant to Part 7 (commencing with section 17500) of division 4 of the Government Code: TBD

Other non-discretionary cost or savings imposed on local educational agencies: TBD

Cost or savings in federal funding to the state: TBD

Significant, statewide adverse economic impact directly affecting business including the ability of California businesses to compete with businesses in other states: TBD

Cost impacts on a representative private person or businesses: The SBE is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Adoption of these regulations will not 1) create or eliminate jobs within California; 2) create new businesses or eliminate existing businesses within California; or 3) affect the expansion of businesses currently doing business within California.

Effect on housing costs: TBD

Effect on small businesses: The proposed regulations would not have a significant adverse economic impact on any business because they relate only to school districts and not to small business practices.

CONSIDERATION OF ALTERNATIVES

The SBE must determine that no reasonable alternative it considered or that has otherwise been identified and brought to the attention of the SBE, would be more effective in carrying out the purpose for which the action is proposed, or would be as effective and less burdensome to affected private persons than the proposed action.

The SBE invites interested persons to present statements or arguments with respect to alternatives to the proposed regulations at the scheduled hearing or during the written comment period.

CONTACT PERSONS

Inquiries concerning the content of this regulation may be directed to:

Mark Klinesteker, Education Programs Consultant
David Almquist, Education Programs Assistant
Language Policy and Leadership Office
California Department of Education
1430 N Street, Room 4309
Sacramento, CA 95814
M. Klinesteker – Telephone: (916) 319-0271
E-mail: mklinesteker@cde.ca.gov

D. Almquist – Telephone: (916) 323-5124
E-mail: dalmquis@cde.ca.gov

INITIAL STATEMENT OF REASONS AND INFORMATION

The SBE has prepared an initial statement of reasons for the proposed regulation and has available all the information upon which the proposal is based.

TEXT OF PROPOSED REGULATION AND CORRESPONDING DOCUMENTS

Copies of the exact language of the proposed regulation and of the initial statement of reasons, and all of the information upon which the proposal is based, may be obtained upon request from the Regulations Coordinator. These documents may also be viewed and downloaded from the CDE's Web site at http://www.cde.ca.gov/re/lr/rr.

AVAILABILITY AND LOCATION OF THE FINAL STATEMENT OF REASONS AND RULEMAKING FILE

All the information upon which the proposed regulations are based is contained in the rulemaking file which is available for public inspection by contacting the Regulations Coordinator.

You may obtain a copy of the final statement of reasons once it has been prepared, by making a written request to the Regulations Coordinator.

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Unruh Civil Rights Act, any individual with a disability, who requires reasonable accommodation to attend or participate in a public hearing on proposed regulations, may request assistance by contacting Mark Klinesteker, Language Policy and Leadership Office, 1430 N Street, Sacramento, CA, 95814; telephone, (916) 319-0271; fax, (916) 319-0138. It is recommended that assistance be requested at least two weeks prior to the hearing.

State of California **Department of Education**

ITEM ADDENDUM

DATE: December 22, 2006

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

FROM: GAVIN PAYNE
Chief Deputy Superintendent of Public Instruction

RE: Item No. 27

SUBJECT: Community-Based English Tutoring Program: Approve Commencement of the Rulemaking Process fro the Amendment of *California Code of Regulations*, Title 5, Section 11315 and the Addition of Section 11315.5

The Economic and Fiscal Impact Statement finds that no additional costs or savings will result from the proposed regulations.

Attachment 4: Economic and Fiscal Impact Statement (5 Pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.)

ITEM #28

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	
Career Technical Education (CTE) Framework for California Public Schools, Grades Seven Through Twelve: Public Hearing and Adoption of Framework	☒ Action ☒ Information ☒ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) hold a public hearing and adopt the Career Technical Education (CTE) Framework for California Public Schools, Grades Seven Through Twelve, pursuant to California *Education Code* Section 51226.1.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND

In 2002, Senate Bill 1934 (McPherson) mandated the establishment of a model curriculum framework for implementation of CTE following the adoption of the standards. The CTE Standards were adopted by the SBE in May 2005.

On November 8, 2006, the SBE directed the Curriculum Development and Supplemental Materials Commission (Curriculum Commission) to review the draft CTE Framework. The purpose of the review was to ensure that the essential components of the document are consistent with other curriculum frameworks for California public schools.

In December 2006, the SBE received the draft copy of the CTE Framework via memorandum.

SUMMARY OF KEY ISSUES

As directed by Senate Bill 1934, a broadly representative CTE Advisory Group (Attachment 4) was appointed by the State Superintendent of Public Instruction to provide guidance and input during the developmental process of the CTE Framework. The advisory group met three times; August 2005, April 2006, and September 2006. In concert with the CTE Advisory Group, two additional teams of experts contributed to the development of the CTE Framework. The Framework Review Committee was comprised of members of business and industry and current CTE educators with a strong background in CTE curriculum development. The committee commented on the relevance of the framework and provided valuable input into its design. A technical writing team was selected for each of the 15 industry sectors. Current CTE classroom teachers served on the writing teams, providing current and relevant examples that are included in Part II of the framework.

SUMMARY OF KEY ISSUES (Cont.)

In addition to input from the CTE Advisory Group, the Framework Review Committee, and the 15 technical writing teams, an extensive 45-day public review process was conducted to solicit information from the public. Targeted efforts were made to solicit the input of teachers, administrators, parents, school board members, postsecondary educators, and representatives of business and industry in order to ensure that the framework is both informative and functional and that it is relevant for the implementation of the CTE Standards. The comments gathered during the public review process were thoroughly analyzed and incorporated into the framework when applicable. At the direction of the SBE, the CTE Framework has been reviewed by the Curriculum Commission and the comments are highlighted in Attachment 3.

The unique challenge of creating one framework for 15 industry sectors which includes 58 different career pathways was accomplished by creating a two-part framework. Part I is designed to assist the field in planning and delivering curriculum and instruction. The examples in Part II are intended to demonstrate how the specific standards for their subjects might be implemented using the processes and practices described in Part I.

FISCAL ANALYSIS (AS APPROPRIATE)

California *Education Code* Section 51226.1(d) states that:

> Costs incurred by the superintendent in complying with this section shall be covered, to the extent permitted by federal law, by the state administrative and leadership funds available pursuant to the Carl D. Perkins Vocational and Technical Education Act of 1998 (20 U.S.C. Sec 2301 et seq.).

For distribution of the Framework, the CDE Press has estimated editing and printing costs at $160,000, which is anticipated to be covered by sales of the document.

ATTACHMENT(S)

Attachment 1: Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve, Executive Summary (10 pages)

Attachment 2: Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve, Draft (489 pages)

Attachment 3: Curriculum Development and Supplemental Materials Commission Comments (2 pages)

Attachment 4: California Career Technical Education Standards and Framework Advisory Group (3 pages)

Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve

Executive Summary

DRAFT

November 2006

Prepared for the California Department of Education
by the California Institute on Human Services at Sonoma State University

The production of this Executive Summary of the *California Career Technical Education Model Curriculum Standards* was supported by Carl D. Perkins Vocational and Technical Education Act of 1998 funds awarded under an interagency agreement to Sonoma State University, California Institute on Human Services, by the California Department of Education.

CAREER TECHNICAL EDUCATION (CTE) FRAMEWORK EXECUTIVE SUMMARY

Introduction

California *Education Code* Section 51226.1 mandates the development of a Career Technical Education (CTE) Framework to support the State Board of Education adopted CTE Model Curriculum Standards. The standards, written for grades seven through twelve, specify learning goals in 58 career pathways organized around 15 industry sectors. The CTE Framework is designed to guide curriculum discussions at the local level and the development of a rigorous and relevant career technical education curriculum that increases student achievement. An inclusive framework development process was followed in order to meet this design goal.

Design of the CTE Framework

The CTE Framework is the only California curriculum framework developed under legislative authority and guided in its design and development by a legislatively mandated advisory group. Senate Bill 1934 (McPherson), authorized the development of the CTE Framework. It acted as the companion to Assembly Bill 1412 (Wright), earlier legislation that authorized the development of the CTE Model Curriculum Standards. SB 1934 required that the CTE Framework be developed in consultation with an advisory group "broadly reflective" of the state. This group was formed by the State Superintendent of Public Instruction in late 2003 and was consulted through all phases of the standards and framework development process.

In early 2004, the CTE Advisory Group adopted *Guiding Principles* for the design and development of CTE Standards. The CTE Framework development was driven by the following State Board of Education approved *Guiding Principles*:

- *Inclusion* – CTE provides all students with full access to high-quality career technical education offerings.

- *Students and the Economy* – CTE serves the career preparation needs and interests of students, industry, labor, and communities, while promoting workforce and economic development.

- *Preparation for Success* – CTE prepares students to master the necessary technical, academic, employability, decision-making, and interpersonal skills to transition to meaningful postsecondary education and employment.

- *Career Planning and Management* – CTE provides students with opportunities to develop and apply the skills to plan and manage their careers.

- *Integration* – CTE incorporates instructional strategies to improve teaching

and learning through rigorous academic content standards applied in real-world situations.

- *Programs of Study* – CTE provides sequenced curricular pathways that include career-related and academic content standards to prepare students for success in postsecondary education, careers, and lifelong learning.

- *Innovation and Quality* – CTE fosters innovation and continuous improvement of instructional content and delivery.

- *Future Orientation* – CTE demonstrates a forward-looking perspective that meets the contemporary and emerging needs of individuals, communities, and the economy.

- *Collaboration* – CTE partners with business, industry, labor, postsecondary education, and the community to provide classroom and work-based learning opportunities that prepare all students for success.

With guidance from the adopted Principles, numerous frameworks and models were consulted and expert input was solicited. The Curriculum Frameworks and Instructional Resources Division of the California Department of Education (CDE) and other key CDE staff contributed to the development of a framework outline. The outline contained both the core elements of the existing state frameworks and additional areas unique to CTE. The outline approved by the CTE Advisory Group in August of 2005 contained the following elements of existing California state frameworks as well as content areas specific to Career Technical Education:

Core elements of existing California state frameworks:

- The *purpose* of and *audience* for the document, and the educational *context*;

- *Guiding Principles*, written to focus on the unique aspects of the subject;

- *The standards* in each subject area;

- *Criteria for the development and evaluation of instructional materials*, including information on aligning materials with standards and organizing materials and programs;

- Assessment of *student learning*, covering various types of assessment, specific subject-area concerns, characteristics of assessment across grade levels, and information on major statewide assessments;

- Universal *access*, including planning, modification and accommodation, differentiation through pacing and complexity, and strategies and issues related to specific subgroups; and

- Professional *development*, with issues specific to the subject area and best practices discussed.

CTE-specific content:

- Instruction in *Foundation Standards*, including both *academic integration* and *life skills*;
- *Program development in the local context;*
- Program and instructional *delivery structures* (e.g., ROCPs, Partnership Academies, and apprenticeships and other work-based learning);
- *CTE stakeholder groups*, including career technical student organizations (CTSOs) and community partners;
- *Counseling and guidance* and its role in CTE delivery;
- *Examples of standards selection, analysis, use, and assessment* in each of the 58 industry sector pathways.

The CTE Framework received input from stakeholders around the state. At multiple points throughout the framework development process, the following stakeholders reviewed drafts and provided feedback:

- Business and industry,
- Labor,
- The California Community Colleges,
- The University of California,
- The California State University,
- Classroom teachers,
- School administrators,
- Pupils,
- Parents and guardians,
- Representatives of the Legislature,
- The State Department of Education, and

- The Labor and Workforce Development Agency.

Stakeholder input was regularly incorporated as part of the iterative editing process. The CTE Advisory Group reviewed the final draft in September of 2006 and approved it for advancement to the State Superintendent of Public Instruction.

The CTE Framework is also focused on local relationships. It describes for middle school and high school educators who are putting CTE Standards into practice:

- The relationship between technical standards and their academic underpinnings specified in state academic standards;

- The relationships with business and community partners required to ensure that students are able to apply academic, technical, and employability standards in real-world settings such as labs, workshops, work-based learning environments, and preparation for postsecondary education.

CTE Framework Structure and Contents

The CTE Framework structure and contents are designed to assist the field in planning and delivering curriculum and instruction. It is not intended to guide textbook development, as are single-subject frameworks, nor is it an in-depth exploration of all the CTE Standards. It is a guide to implementing the groundbreaking CTE Standards at the local level in rigorous and relevant ways.

The CTE Framework is presented in two parts:

Part I

The Introduction, Career Technical Education for California's Twenty-First Century, offers an overview of the compelling case for CTE in terms of increasing the success and satisfaction of high school graduates as well as increasing the quality and quantity of skilled workers to fuel the economy. It explores the relationship between rapidly changing workforce needs and increasing demand for CTE that is rigorous, highly flexible, and adaptable to meet those needs.

This introduction also provides an overview of the current structure and funding of CTE in California. The culminating section explores some of the unique qualities of CTE and the high level of support for CTE expansion and innovation.

Chapter 1, Structuring a Standards-Based Curriculum, begins with an overview of school-wide CTE delivery structures, such as district-sponsored programs in middle schools and comprehensive high schools, Regional Occupational Centers and Programs (ROCP), and adult education, and alternative structures such as CTE-oriented magnet and charter schools. This is followed by a step-by-step discussion of how to create standards-based CTE programs, beginning with course sequencing and mapping curriculum and culminating with the delivery of CTE through experiential

activities and work-based learning.

Chapter 2, Standards-Based Instruction and Assessment, is a practical guide to the development of standards-based lessons and units for classroom instruction. There are two primary sections:

1. Creating exemplary standards-based lessons/units, which involves:

    a. Analyzing the standards;

    b. Designing assessments;

    c. Identifying the skills and knowledge required;

    d. Planning and delivering lessons;

    e. Examining student work;

    f. Using assessment data to drive instruction.

2. Integrating foundation and pathway standards in lessons/units to increase rigor, including teaching literacy and math through CTE and launching interdisciplinary projects with academic teachers.

A thorough understanding of Chapters 1 and 2 is necessary for navigation of Part II, in which each sector and pathway exhibits sample elements of standards-based lessons/units that demonstrate how the process applies to that industry.

Chapter 3, Administrative and Support Services, addresses the administrative infrastructure essential to the successful operation of a CTE program. The chapter opens with a discussion of appropriate planning for CTE programs: who should be involved, what should be included, and how results should be incorporated in whole school plans such as the Single Site Plan or Western Association of Schools and Colleges (WASC) action plan. Included is a focus on planning for financial support and using data-based internal and external review to ensure continuous improvement. Particularly important to creating high-quality, industry-valid, and rigorous CTE coursework is professional development. The considerations for professional development relevant to the needs of CTE staff are explored in depth.

The crucial role of the counselors is also a focus of this chapter, particularly in relation to career guidance and student scheduling for CTE. Included is a review of methods for student recruitment and marketing. A special focus on universal access for special-needs students, English learners and those designated as gifted is followed by a review of the case for nontraditional careers. Differentiating instruction in CTE lessons/units to ensure access by all students is featured as the primary approach.

Chapter 4, Community Involvement and Collaboration, explores the roles played by local stakeholders and partners, including:

- Site-based groups (e.g., districts, administrators, teachers, parents/families, students);
- Educational community groups (e.g., postsecondary, apprenticeship programs, ROCPs, adult education);
- Workforce Investment Boards and Youth Councils;
- Business and industry;
- Community-based organizations;
- Youth development organizations;
- Economic development entities (e.g., Chambers of Commerce, the Employment Development Department (EDD), labor market intermediaries, Economic Development Corporations (EDC) and employer associations);
- Government organizations;
- Military agencies.

This section is followed by a significant discussion of articulation and alignment in CTE—middle to high school, high school to postsecondary, high school to industry certification, and the role of P–16 councils.

Chapter 5, CTE Foundation Standards Applications, discusses the ways in which classroom teachers can incorporate and apply the foundation standards in each sector, including:

1.0 Academics

2.0 Communications

3.0 Career Planning and Management

4.0 Technology

5.0 Problem Solving and Critical Thinking

6.0 Health and Safety

7.0 Responsibility and Flexibility

8.0 Ethics and Legal Responsibilities

9.0 Leadership and Teamwork

10.0 Technical Knowledge and Skills

11.0 Demonstration and Application

All foundation standards are explored and expanded on, but a special emphasis is placed on foundation standard 3.0, Career Planning and Management, because disciplines other than CTE rarely, if ever, teach this essential knowledge and skill area.

Part II

For each sector, readers will find the following elements:

- A description of the sector in relation to the economy and the projected labor market;
- A list of the pathways within the sector.

For each pathway, the following elements are included:

- A sample course sequence;
- A sample of appropriate foundation and pathway standards for a single course in the pathway;
- A sample of an “unpacked” standard in the sample course;
- A sample authentic or project-based performance task assignment that integrates foundation and pathway standards;
- A sample rubric, or scoring tool, to help assess student performance on the assignment;
- A sample of pathway careers.

These examples are intended to demonstrate to instructors and others how the specific standards for their subjects might be implemented using the processes and practices described earlier in the framework. CTE curriculum will be developed at the local level and to fit local needs, and the samples in Part II are intended to provide guidance in unpacking and using the CTE standards.

Summary

Ground-breaking CTE Standards—standards that specify procedures and skills through the lens of conceptual understanding—and thoughtful *Guiding Principles* established by the CTE Advisory Committee have led to the development of an equally ground-breaking CTE Framework. This powerful document, advanced through a collaborative process, incorporates the core elements of all California curriculum frameworks while

representing its unique context and subject matter. It has undergone rigorous review and editing at every stage of the development process, ensuring that its information is accurate, relevant to the field, and up-to-date; and it draws on all 15 of California's CTE industry sectors to provide strong examples of best practices and research-based guidance for implementing the CTE Model Curriculum Standards. Together with the standards, the framework provides California's CTE educators with the tools and strategies required to deliver a rigorous, relevant, and relationship-based curriculum that will, when fully implemented, result in increased student achievement.

Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve

DRAFT 5

October 2, 2006

The production of this draft of the *Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve* was supported by funds awarded under the Carl D. Perkins Vocational and Technical Education Act of 1998 and an interagency agreement with Sonoma State University, California Institute on Human Services, by the California Department of Education.

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Introduction

In 2004, State Superintendent of Education Jack O'Connell said:

> The job of K–12 education in California must be to ensure that all our students graduate with the ability to fulfill their potential—whether that takes them to higher education or directly to their careers. Unfortunately . . . too many of our students are not adequately prepared for either. By raising our expectations for our students, we can and will begin to change that.[1]

The California Career Technical Education Model Curriculum Standards, adopted by the State Board of Education in 2005, was designed to help achieve that goal by providing educators with rigorous, balanced standards reflecting both the essential knowledge to achieve a seamless transition to careers or postsecondary education/training and the specific skills required for each of the state's 58 career pathways.[2]

The *Career Technical Education Framework* is the blueprint for educators to implement the career technical education model curriculum standards adopted by the State Board of Education (SBE). It provides context for the content laid out in the standards, discusses best practices, and explores important issues in implementation.

An Overview of the Framework

The development and adoption of the framework was mandated by Senate Bill 1934 (McPherson), a companion bill to the earlier Assembly Bill 1412 (Wright), which required development of career technical education (CTE) model curriculum standards. The bill required that the framework be developed in consultation with an advisory group "broadly reflective" of the state. The group was to consist of representatives from:

- Business and industry
- Labor
- The California Community Colleges
- The University of California
- The California State University
- Classroom teachers
- School administrators
- Pupils
- Parents and guardians
- The Legislature
- The State Department of Education
- The Labor and Workforce Development Agency

The CTE Advisory Group was formed by the State Superintendent of Education in late 2003 and was consulted through all phases of the standards and framework development process. In April 2004, the Advisory Group developed the vision and mission statements, along with a set of guiding principles for career technical education in California. The statements and principles are as follows:

Vision Statement

Career technical education (CTE) engages all students in a dynamic and seamless learning experience resulting in their mastery of the career and academic knowledge and skills necessary to become productive contributing members of society.

Mission Statement

California's education system delivers high-quality programs, resources, and services to prepare all students for career and academic success, postsecondary education, and adult roles and responsibilities.

Guiding Principles

1. *Inclusion*—CTE provides all students with full access to high-quality career technical education offerings.
2. *Students and the Economy*—CTE serves the career preparation needs and interests of students, industry, labor, and communities while promoting workforce and economic development.
3. *Preparation for Success*—CTE prepares students to master the necessary technical, academic, employability, decision-making, and interpersonal skills to make the transition to meaningful postsecondary education and employment.
4. *Career Planning and Management*—CTE provides students with opportunities to develop and apply the skills to plan and manage their careers.
5. *Integration*—CTE incorporates instructional strategies to improve teaching and learning through rigorous academic content standards applied in real-world situations.
6. *Programs of Study*—CTE provides sequenced curricular pathways that include career-related and academic content standards to prepare students for success in postsecondary education, careers, and lifelong learning.
7. *Innovation and Quality*—CTE fosters innovation and continuous improvement of instructional content and delivery.
8. *Future Orientation*—CTE demonstrates a forward-looking perspective that meets the contemporary and emerging needs of individuals, communities, and the economy.
9. *Collaboration*—CTE partners with business, industry, labor, postsecondary education, and the community to provide classroom and work-based learning opportunities that prepare all students for success.

The framework was developed to align with these statements. The existing California curriculum frameworks were also consulted to ensure that the *Career Technical Education Framework* would be consistent with these other state documents. However, unlike other state curriculum frameworks, the *Career Technical Education Framework* addresses a wide range of disparate subjects for significantly diverse stakeholder groups.

The framework is a hands-on tool for education professionals and others with an interest in implementing statewide standards-based CTE. Since the framework is the blueprint for implementing the CTE standards, a brief discussion of the conceptual model follows.

The Conceptual Model for CTE Standards

Cognitive specialist John R. Anderson at Carnegie Mellon University theorizes that students learn through the interaction of *declarative* memory and *procedural* memory.[3] Declarative memory is where information is stored, and procedural memory is where the production rules and processes—the data on how to use the information—reside. Anderson and other researchers believe that humans learn how to attain, use, transmit, and manage knowledge through the interaction of procedural knowledge and declarative knowledge. Therefore, standards must identify the underlying information (declarative knowledge) and processes (procedural knowledge) in a given content area to help students develop complex cognition and higher-order thinking skills.

John Kendall, Ph.D., at Mid-Continent Regional Education Laboratory (McREL), applied Anderson's work to categorize information and skills as declarative and procedural statements as standards. Kendall's work in this format includes the development of standards for academics, life skills, and CTE for more than ten states.[4] The CTE Advisory Group referred to this structure as the *information and skills format* for writing standards.

Kendall's format for writing standards is based on the belief that all knowledge can be categorized under three domains: declarative, procedural, and contextual.

Declarative knowledge is *information*—including facts, events, concepts, and principles—that the learner needs *to know* (not what the learner needs to do). Declarative knowledge requires an understanding of component parts. For example, mastery of the standard "Understand the *concept* of profit margin" requires the foundational understanding of what profit margin is built on: variable and fixed costs, gross profit, markup, etc.

Procedural knowledge is what the learner is able *to do* with the information. It includes the *skills and processes* important to the content area. Calculating profit margins is important to the career pathways of Marketing, Sales, and Service.

Therefore one procedural standard for this content area might be “Knows how to *calculate* profit margins.”

Contextual knowledge goes beyond declarative or procedural knowledge to include information or skills that are, in part, defined by the conditions under which they are learned. In other words contextual knowledge is *new knowledge* acquired during the act of doing something.

Take, for example, the Animal Science Pathway Standard D.5.1: “Evaluate a group of animals for desired qualities and discern among them for breeding selection.” Knowing desirable qualities of various animals is declarative knowledge; evaluating animals for those traits is procedural knowledge; but the knowledge constructed in examining how those traits might combine in a breeding situation is new procedural knowledge created by the situation or context.

A knowledge and skills approach to standards development supports hands-on instruction that applies principles, concepts, skills and processes from academic and technical curriculum to real-life tasks. Standards written at the knowledge and skills level incorporate principles that can transfer across occupations within an industry sector. For example, in the Transportation industry sector, Standard C.3.3 in the Vehicle Maintenance, Service and Repair Pathway specifies that students “Understand the basic principles of pneumatic and hydraulic power and their applications,” and students apply these principles in the servicing of vehicles. Once mastered, the principles can be transferred to the skills needed to service aircraft in the Aviation and Aerospace Transportation Services Pathway where the same standard is specified as A.4.2.

Basic principles that apply to pneumatic and hydraulic power include the concept of proportional relationships. When students learn to diagnose brake function through the lens of proportionality, they master the skill and see the relationship between hydraulic fluid volume and the ability of the brakes to stop the car. The concept transfers across industries and can be applied to everyday life. For example, the concept of proportional relationships applies to brake function in the Transportation sector and can transfer to sales tax in the Marketing, Sales, and Service industry sector. The amount of sales tax paid on an item is proportional to the cost of the item. In everyday life, a proportional relationship exits between the amount of interest paid on a home or car loan and the annual percentage rate.

An information and skills format for writing standards is a major change from the much more detailed-oriented activity and performance-level standards that have been common in career technical education in the past. There are several reasons for this change.

1. *Standards written at the knowledge and skills level support hands-on or applied learning and help students to master the skills required for immediate employment; apply conceptual knowledge to real-world tasks that require*

critical thinking and problem solving; and transfer knowledge across disciplines as well as across jobs, occupations, and industry sectors.

Career technical education (CTE) programs should be preparing students for:

- A fast-changing, knowledge-based global economy in which program graduates may find they are competing with workers in other countries.[5] High-speed telecommunications combined with rising levels of education continuously expand global competition. Many high- and low-skilled jobs are being outsourced or moved offshore to countries with lower labor costs [6] and where workers possess a firm grasp of concepts and the ability to apply these in new situations.[7]
- Employment that requires mastery of cross-cutting skills such as employability, academic, and technical skills that can be applied across jobs, across occupations, and across industries:
  - *Across jobs.* Ninety-eight percent of all California enterprises are small businesses. Small businesses employ more than 50 percent of California's workforce.[8] Because they lack the breadth and depth of specialized staffing found in large corporations, small businesses seek workers who possess transferable skills. Furthermore, for small businesses to respond quickly to changing market demands, they need agile workers who can continually apply knowledge and skills in new ways.
  - *Across occupations and industries*. Although the Bureau of Labor Statistics (BLS) does not attempt to project the number of career changes a person will make in a lifetime, available data do indicate that job changes, both voluntary and involuntary, are increasing. According to BLS, people born between 1957 and 1964 held, on an average, 10 different jobs between the ages of eighteen and thirty-eight.[9] This trend will clearly require flexible workers who are able to transfer their skills.

  Therefore, all students need to be able to transfer learning across jobs, occupations, and industries and be able to think *conceptually;* that is, to detect patterns and opportunities and to combine seemingly unrelated information and ideas into something new.[10] The hands-on or applied learning methodology used in CTE classrooms to teach knowledge and skills will help students transfer information and apply conceptual knowledge to tasks in a real-world setting.

2. *Broad standards written at the knowledge and skills level adapt quickly and easily to the realities of a rapidly changing knowledge-based economy.* Industry standards change, technological advances make previous practices obsolete, and the demands of the market fluctuate over time. In the computing industry, "Moore's Law" states that computing power per unit cost doubles roughly every two years,[11] and with computers and computing integrated into more and more industries, that rate of change affects the entire labor market. If

standards have adequate breadth and do not dictate specific tools, software programs, or methods, they will continue to be relevant and useful over time.

3. *Broad standards written at the knowledge and skills level encompass most lower-level specific activities/tasks while reducing the total number of standards.* It is impractical to spell out all lower level skills in all pathways. For example, standards in an agricultural pathway apply to rice farming, hog farming, alpaca farming and every other farming venture, but it would take hundreds of pages to write standards that cover every farming possibility. In the Fashion and Interior Design sector, standard A9.3 calls for students to master the skill of using "a variety of equipment, tools, supplies, and software to construct or manufacture garments" rather than discrete statements such as "knows how to thread and use a needle," "is proficient in GERBERSuite CAD and CAM applications," etc.

The State Board of Education provides clear corroboration of the importance of detailing the knowledge and skills (instead of activities and tasks) that students need to master. In the introductory message to each set of California's academic content standards, the State Board President and State Superintendent of Schools underscore the need for a specific vision of what students need to know and be able to do.

Differences Between CTE Standards and Other Core Subject Standards

The requirements for CTE standards differ from those for academic core subjects in several ways.

First, the heterogeneous nature of the subject material and course delivery patterns make it impossible to develop course- or grade-specific standards for all CTE subjects. The content, sequencing, availability, structure, and nomenclature of CTE courses vary significantly among districts and sometimes even among schools within a district. Although CTE courses are developed using the industry sector standards, each school offers courses that reflect the local district's employment preparation needs.

Second, CTE courses are not necessarily vertically aligned. They may be obviously sequenced (e.g., Accounting I, Accounting II, etc.), but they may also be (1) courses that draw from more than one pathway within a sector (e.g., Plant and Animal Physiology, which takes standards from the plant science, animal science, and agriscience pathways); or (2) discrete courses that draw from a particular pathway (e.g., Introduction to Network Communications). Not all courses build from other prerequisite courses in the same content area.

Third, the building blocks for CTE are, in part, the academic knowledge gained in core courses such as English and mathematics, and success in CTE is dependent on students' increasing skills and knowledge in multiple arenas within the academic core. For example, veterinary medical courses are of little use without a detailed

understanding of biology, accounting courses are founded on mathematical knowledge, and the family and human services pathway professions all require high-level communication skills initially fostered in English–language arts courses. It is essential that CTE courses integrate, support, and reinforce core academics to ensure that students have these skills for the CTE foundation.

These differences are essential to understanding the way in which California's CTE standards have been written. The knowledge and skills format used in the Kendall model moves the CTE standards away from the old and more familiar “performance standards” model. The adopted model instead delineates the underlying knowledge and skills that make optimum performance both possible and successful, giving a flexible foundation on which to build classroom demonstration and practice.

Structure of the CTE Standards

Industry sectors and pathways. California's CTE model curriculum standards are presented in 15 industry *sectors* or groupings of related careers and broad industries, such as the Finance and Business industry sector or the Public Services industry sector.

Each sector has two or more career pathways. Within each career *pathway* are identified standards detailing the knowledge and technical skills students need to succeed in the selected career pathway. For example, in the Building Trades and Construction industry sector, there are four pathways: Cabinetmaking and Wood Products, Engineering and Heavy Construction, Mechanical Construction, and Residential and Commercial Construction. The planned sequence of courses within the pathways may be represented at the local level in a selection of rigorous academic and CTE courses that prepare students for entry-level careers and lay the foundation for more advanced postsecondary training or education related to their career interest.

These pathways are not mutually exclusive. Many industry sectors require similar knowledge and capabilities, especially in areas of more general work and life skills. Many careers draw on knowledge and skills classified under more than one pathway or more than one industry sector. For example, becoming an architect requires mastering elements of the Arts, Media, and Entertainment industry sector and elements of the Building Trades and Construction sector. Certainly, the Information Technology sector has crossed over into virtually every other industry.

Types of standards within industry sectors. Each industry sector has two different types of standards: Foundation Standards and Pathway Standards.

Foundation Standards are the 11 core standards that all students need to master to be successful in the CTE curriculum and in the workplace:

1.0 Academics

2.0 Communications
3.0 Career Planning and Management
4.0 Technology
5.0 Problem Solving and Critical Thinking
6.0 Health and Safety
7.0 Responsibility and Flexibility
8.0 Ethics and Legal Responsibilities
9.0 Leadership and Teamwork
10.0 Technical Knowledge and Skills
11.0 Demonstration and Application

While more generic than pathway standards, foundation standards reflect the pattern of high expectations for mastery of specific knowledge/skills required for the industry sector. For example, in all industry sectors, under the section for "Problem Solving and Critical Thinking," one foundation standard reads "Understand the systematic problem solving models that incorporate input, process, outcome, and feedback components."

Foundation standards support and extend the skills and competencies identified by the Secretary's Commission on Achieving Necessary Skills (SCANS). These 11 standards are uniform in all industry sectors although the subcomponents may differ slightly; they focus on the basic skills *all* students in that sector will need to succeed in the high performance workplace.[12]

Within the foundation standards, academic standards cited are from the standards approved by the State Board of Education (SBE) in various disciplines (visit the Web site http://www.cde.ca.gov/be/st/ss/index.asp). The cited standards are integrated into the industry sector pathways and are supported and reinforced in applied situations. Most are listed in the first two *foundation standards* of each industry sector: 1.0 (Academics) and 2.0 (Communications).

The majority of the academic standards appear in 1.0 (Academics.) The exception is the English–language arts standards, which are generally listed under 2.0 (Communications), as they are broad-based enough to include most industry sector communication requirements. This approach avoids any restating of standards already approved by the State Board.

Pathway standards are concise statements that reflect the essential knowledge and skills students need for success in the career pathway. For example, Agriculture C9.2 calls for students to "Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior;" Finance and Business A2.2 requires them to "Apply appropriate concepts and techniques to account for equity investments and withdrawals for sole proprietorships, partnerships, and corporations;" and Manufacturing and Product Development D7.3 asks students to "Use computers to design and produce welded products, write numerical control programs, and control robots."

All CTE standards adopted by the State Board are available online at www.cde.ca.gov/be/st.

Structure of the Framework

The CTE standards are written for 15 industry sectors, and within those sectors, separate standards have been developed for 58 career pathways. To provide a unique blend of "big picture" analysis offset by details on classroom instruction and pathway levels, the framework is presented in two parts:

- Part I offers extensive detail on a variety of topics applicable to all 15 industry sectors.
- Part II highlights each industry sector with selected examples.

Part I consists of an introduction and five chapters:

The introduction offers an overview of the compelling case for CTE in terms of increasing the success and satisfaction of high school graduates as well as increasing the quality and quantity of skilled workers to fuel the economy. It explores the relationship between rapidly changing workforce needs and increasing demand for CTE that is highly flexible and adaptable to meet those needs.

This introduction also provides an overview of the current structure and funding of CTE in California. The culminating section explores some of the unique qualities of CTE and the high level of support for CTE expansion and innovation.

Chapter 1, "Structuring a Standards-Based Curriculum," begins with an overview of schoolwide CTE delivery structures, such as district-sponsored programs in middle schools and comprehensive high schools, regional occupational centers and programs (ROCPs), and adult education, and alternative structures such as CTE-oriented magnet and charter schools. The overview is followed by a step-by-step discussion of how to create standards-based CTE programs, beginning with course sequencing and mapping curriculum and culminating with the delivery of CTE through experiential activities and work-based learning.

Chapter 2, "Standards-Based Instruction and Assessment," is a practical guide to the development of standards-based lessons and units for classroom instruction. There are two primary sections:

1. Creating exemplary standards-based lessons/units, which involves:

    a. Analyzing the standards
    b. Designing assessments
    c. Identifying the skills and knowledge required
    d. Planning and delivering lessons
    e. Examining student work

f. Using assessment data to drive instruction

2. Integrating foundation and pathway standards in lessons/units to increase rigor, including teaching literacy and math through CTE and launching interdisciplinary projects with academic teachers

A thorough understanding of Chapters 1 and 2 is necessary for navigation of Part II, in which each sector and pathway exhibits sample elements of standards-based lessons/units that demonstrate how the process applies to that industry.

Chapter 3, "Administrative and Support Services," addresses the administrative infrastructure essential to the successful operation of a CTE program. The chapter opens with a discussion of appropriate planning for CTE programs: who should be involved, what should be included, and how results should be incorporated in whole school plans, such as the Single Site Plan or Western Association of Schools and Colleges (WASC) action plan. Included is a focus on planning for financial support and using data-based internal and external reviews to ensure continuous improvement. Particularly important to creating high-quality, industry-valid, and rigorous CTE course work is professional development. The considerations for professional development relevant to the needs of CTE staff are explored in depth.

The crucial role of school counselors is also a focus of this chapter, particularly in relation to career guidance and student scheduling for CTE. Included is a review of methods for student recruitment and marketing. A special focus on universal access for special-needs students, English learners, and those designated as gifted is followed by a review of the case for nontraditional careers. Differentiated instruction in CTE lessons/units to ensure access by all students is featured as the primary approach.

Chapter 4, "Community Involvement and Collaboration," explores the roles played by local stakeholders and partners, including:

- Site-based groups (e.g., districts, administrators, teachers, parents/families, students)
- Educational community groups (e.g., postsecondary, apprenticeship programs, ROCPs, adult education)
- Workforce Investment Boards and Youth Councils
- Business and industry
- Community-based organizations
- Youth development organizations
- Economic development entities (e.g., Chambers of Commerce, the Employment Development Department, labor market intermediaries, Economic Development Corporations and employer associations)
- Government organizations
- Military agencies

This section is followed by a significant discussion of articulation and alignment in CTE—middle to high school, high school to postsecondary, high school to industry certification, and the role of P–16 councils.

Chapter 5, “CTE Foundation Standards Applications,” discusses the ways in which classroom teachers can incorporate and apply the foundation standards in the following areas:

1. Academics
2. Communications
3. Career Planning and Management
4. Technology
5. Problem Solving and Critical Thinking
6. Health and Safety
7. Responsibility and Flexibility
8. Ethics and Legal Responsibilities
9. Leadership and Teamwork
10. Technical Knowledge and Skills
11. Demonstration and Application

All foundation standards are explored and expanded on, but a special emphasis is placed on foundation standard 3.0, Career Planning and Management, because this essential area is rarely, if ever, taught in disciplines outside CTE.

Part II highlights each industry sector, with selected examples of standards-based curriculum/lesson planning for each pathway.

For each sector, readers will find the following elements:

- A description of the sector in relation to the economy and the projected labor market
- A list of the pathways within the sector

For each pathway, the following elements are included:

- A sample course sequence
- A sample of appropriate foundation and pathway standards for a single course in the pathway
- A sample of an “unpacked” standard in the sample course
- A sample authentic or project-based performance task assignment that integrates foundation and pathway standards
- A sample rubric, or scoring tool, to help assess student performance on the assignment
- A sample of pathway careers

[1] Jack O'Connell, "Give All High School Students Course Loads of College-Bound; Skills Required for Higher Ed Are the Same as for the Workplace and Voting," *The Sacramento Bee*, March 14, 2004. http://www.cde.ca.gov/nr/el/ed/yr04oe0314.asp.

[2] *California Career Technical Education Model Curriculum Standards*. Sacramento: California Department of Education, 2005.

[3] John R. Anderson, *Rules of the Mind*. Hillsdale, NJ: Erlbaum, 1993.

[4] John S. Kendall and Robert J. Marzano, *Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education*. Aurora, CO: Mid-continent Research for Education and Learning. 2004. Online database: http://www.mcrel.org/standards-benchmarks.

[5] Senta Raizen and Vivian Stewart, "Math and Science Education in a Global Age: What the U.S. Can Learn from China," May 2006. http://www.askasia.org/teachers/resources/item.php?no=67.

[6] Deborah Wince-Smith, "The Creativity Imperative: A National Perspective," 2006. http://eee.uci.edu/news/articles/0606creativity.php.

[7] Senta Raizen and Vivian Stewart, "Math and Science Education in a Global Age: What the U.S. Can Learn from China," May 2006. http://www.askasia.org/teachers/resources/item.php?no=67.

[8] California Executive Order S-02-06. 2006. http://www.governor.ca.gov/state/govsite/gov_htmldisplay.jsp?sCatTitle=Exec+Order&sFilePath=/govsite/executive_orders/20060329_S-02-06.html&sTitle=EXECUTIVE+ORDER+S-02-06&iOID=77532.

[9] Number of Jobs Held, Labor Market Activity, and Earnings Growth among Younger Baby Boomers: Recent Results from a Longitudinal Survey. USDL 04-1678. Washington, D.C.: Bureau of Labor Statistics, August, 2004.

[10] Daniel H. Pink, *A Whole New Mind*. New York: Riverhead Books, 2005.

[11] Gordon Moore, "Cramming More Components onto Integrated Circuits," *Electronics Magazine,* Vol. 38 (April 19, 1965). ftp://download.intel.com/museum/Moores_Law/ Articles-Press_Releases/Gordon_Moore_1965_Article.pdf.

[12] Christine Overtoom, *Employability Skills: An Update*. 2000. http://www.cete.org/acve/docgen.asp?tbl=digests&ID=105.

Part I
Career Technical Education for California's Twenty-First Century

California ranks as the sixth largest economy in the world, after the U.S., Japan, Germany, the U. K., and France.[1] And as with all major global economies, developments in the way the world does business have demanded commensurate changes in California's workforce skills. Over the past two decades, external forces—including technological advances, intensified international competition, accelerating product cycles, and growing consumer interest in quality—have created an economic environment characterized by change, variety, higher standards, and uncertainty. The keys to effective competition for students entering this labor market are flexibility, fast response to market shifts, and continuous innovation.

These dynamic shifts have transformed the workplace, dramatically reducing the number of lower-skill jobs that provide wages and benefits sufficient to support a family. Today, good jobs require higher-level skills, changing what workers need to know and how they apply their knowledge, and limiting the long-term value of any current stock of knowledge or skills. Successful participation in the economy now requires fundamentally different skill sets—and the bar keeps rising.

In response to these demanding requirements of the new economy, career technical education (CTE) providers at all levels, public and private, are re-examining previous ideas about requisite skills and knowledge. In California, educators have responded with impressive skills-and-knowledge-based standards adopted by the State Board of Education. But for true effectiveness, the change cannot stop there. Several key factors call for a bold, proactive, strategic response from the CTE community in the implementation of the new standards:

- Not only are workplace requirements increasing, but the *rate* of change has been accelerating so that many living-wage jobs now demand skills typically associated with positions higher on the career ladder just a decade ago. As Willard Daggett notes, "Jobs that were once routine and sequential have been eliminated or replaced by technology . . . [and] businesses . . . outsource work overseas with a high-quality, low-cost return. Medium wage, high skill jobs are the standards for today's global economy."[2]
- Current research indicates that CTE improves graduation rates and, in some structures, academic achievement rates.[3] However, CTE is being challenged to demonstrate added value in both academics and graduation rates and to meet the higher demands of business and industry.
- Careers in high-growth sectors increasingly involve skill sets that cut across traditional career lines. California's new CTE standards include foundation standards to address this shift, but teachers need staff development and support to ensure appropriate implementation.

- A growing body of research supports the benefits of integrating CTE and academic instruction to improve learning outcomes, calling for a systemic movement toward overt integration, as in courses such as Biotechnology, Principles of Technology, Veterinary Science, Architectural Design, Ford Partnership for Advanced Studies, Medical Technology, and Virtual Enterprise.[4]

Background

A review of existing literature highlights the twenty-first century workforce requirements in light of three new challenges:

1. The need for an increase in the quantity and quality of skilled workers;
2. The need for employees who are lifelong learners; and
3. The need for flexible, adaptable education and training systems.

1. *The need for an increase in the quantity and quality of skilled workers.* Demand for a highly skilled workforce is being driven by rapid technological advances. The growing importance of knowledge-based work requires preparation far beyond basic skills. Even entry-level jobs will require higher-order cognitive skills, such as abstract reasoning and problem solving.[5]

   However, a 2005 national survey of high school graduates, college instructors, and employers commissioned by Achieve, Inc., an organization of governors and industry leaders, reported that as many as 40 percent of American public high school graduates are unprepared for both college and work.[6] Preparation gaps include sloppy work habits; inability to read and understand complicated materials; and deficient math, science, and writing skills.

   Quantity, as well as quality, is a burgeoning workforce issue. A recent Rand Corporation study on labor market forces in the United States over the next ten to 15 years found that the slowdown in workforce growth may make it difficult for firms to recruit workers during periods of strong economic demand.[7] Employers will need to hire multiskilled personnel and recruit from population groups with relatively low labor force participation, such as the sixteen- to twenty-four-year-old group, to replace retiring baby boomers. However, U.S. Department of Labor summer 2005 statistics show the participation rate for this age group, which includes all recent high school graduates, has been going down since the early 1990s.[8]

2. *The need for employees who are lifelong learners and have transferable skills.* The growing importance of knowledge-based work means that education and training will become a continuous process throughout an employee's life. Training and retraining will continue well past initial entry into the labor market.

   Eighty-two percent of employers in the Achieve, Inc. study stated that most recent high school graduates will need further education to advance in their

companies.[9] In fact, according to the U.S. Chamber of Commerce, 80 percent of the 23 million jobs that will be created in the next ten years will require some postsecondary training/education.[10] Although jobs being backfilled may not demand the same degree of ongoing training and education, nearly all will require on-the-job re-training so that the employee can adapt to constantly increasing, technology-driven job requirements.

3. *The need for flexible, adaptable CTE systems.* John J. Castellani, president of the Business Roundtable, spoke to the need for flexibility in his 2004 U.S. Congressional Testimony on *The Changing Nature of the Economy: The Critical Roles of Education and Innovation in Creating Jobs and Opportunity*:

> We must recognize that our training system for workers was developed for an economy that no longer exists. It was intended to help a static labor market adjust to cyclical business changes. But for today and the foreseeable future, we have a dynamic labor market that must adjust to structural economic changes.

Castellani contends that, because of the rapid pace of technology change and international competition, CTE will need to adapt programs, curricula, and instructional approaches quickly to keep pace.[11] The 2005 Achieve, Inc. survey reports that 84 percent of recent high school graduates not currently in college believe that they will need to pursue more formal education or training to adapt their knowledge and skills to meet employers' ever-evolving needs.[12]

The Unique Qualities of CTE

California *Education Code* Section 51228 states that "Districts are encouraged to provide all students with a rigorous academic curriculum that integrates academic and career skills, incorporates applied learning in all disciplines, and prepares all pupils for high school graduation and career entry." Furthermore, *Education Code* Section 51224 mandates that local district boards "prescribe separate courses of study including, but not limited to, a course of study to prepare prospective pupils for admission to state colleges and universities, and a course of study for career technical training," specifically in the latter case " . . . a course of study that provides the opportunity for those pupils to attain entry-level employment skills in business and industry" (*Education Code* Section 51228).[13]

In proscribing "separate courses of study," it is important to note that the policy makers did not envision students being tracked into one of two exclusive and independent curricular paths. Indeed, the intent was to describe courses of study as "separate" so they would maintain their unique qualities and ensure that local boards did not effectively disband one in favor of the other.

The California Department of Education has incorporated these requirements in its official state vision: "To create a dynamic, world-class education system that equips

all students with the knowledge and skills to excel in college and careers and excel as parents and citizens."[14] Most of the academic structure across the state focuses on preparing students for college, including the reading and mathematics interventions required to earn the diploma ticket to college success. The other 50 percent of this charge—to equip *all* students with the knowledge and skills to excel in careers—falls primarily to career technical education.

Through its unique connection to the world of work, CTE offers students a powerful, authentic education and an entry point into a rewarding career. CTE's hands-on experience, mastery-by-doing, learning in context, and connections with adult mentors engage students in learning essential skills in an applied venue. By providing career exploration and work-based learning, CTE enhances students' abilities to choose an appropriate major and institution for post-secondary education/training, thus increasing students' chances of finding good jobs that lead to rewarding careers. And with this solid career skill foundation, CTE also offers options for well-paid, career-ladder part-time jobs during postsecondary training/education.

The unique qualities of CTE include the opportunities offered to all youths to:

1. Acquire the technical skills required for direct employment in business/industry.
2. Maximize achievement through contextual learning.
3. Learn to function efficiently in predictable and unpredictable circumstances.
4. Experience adult mentors.
5. Gain employment experience and beginning references.
6. Increase potential for high school graduation.
7. Prepare for success in postsecondary training and education.

In doing so, CTE realizes the vision of the California Department of Education and the mandates of the *Education Code.*

1. *Acquire the technical skills required for direct employment in industry.* As addressed in the *Education Code* mandates and the Department of Education's vision statement, the acquisition of technical skills, reflected in CTE foundation and pathway standards, is one of the two primary purposes of education in the state—and practically the sole province of CTE. All students can benefit from basic technical and employability skills, whether they plan to get their postsecondary training/education on the job; through the military; in the apprenticeship system; at the community college, adult school, or ROCP; or through a university degree. Gaining technical skills in high school opens a world of options to students who may choose to:

    a. Move directly into a full-time career-ladder job;
    b. Combine advanced career training with related postsecondary study;
    c. Maintain career-ladder part-time work while continuing in postsecondary education; or

d. Enter the workforce after postsecondary education with marketable skills.

These options all provide an advantage to the student who has acquired CTE skills in high school over the student who has not. They also directly address the growing problem of "reverse transfers," in which a student who has diligently completed a four-year degree must return to the community college to gain marketable skills.

2. *Maximize achievement through contextual learning.* CTE relies on contextual learning, a method of teaching the skills employers value and students thrive on. Contextual learning incorporates academic applications, appropriate work habits and attitudes, and specific career skills in an environment that simulates real world employment. Teaching these skills in a career context is an effective way to engage hard-to-reach students and motivate them to master math, written and oral communication skills, critical thinking, and problem solving.[15] Learning within a career-related context imbues abstract concepts with the relevance and application that makes them accessible to context-driven learners. This, in turn, builds students' confidence in their ability to master the standards at school and on the job. And when students experience success in their endeavors and discover the applicability of abstract thinking to the "real world," they develop enthusiasm and interest in their goals—and in the education that will help them achieve those goals.[16]
3. *Learn to function efficiently in predictable and unpredictable circumstances.* By grade three, most children can identify and sort tasks into "real work" and "school work." One criterion for the sorting process is the predictability of school tasks: they are usually teacher-structured, confined to a limited environment, dependent on materials provided or clearly described, executed on a timeline, free of financial commitment, and evaluated by a single, known individual. However, the real world seldom functions this way. While employers value consistency and reliability in their workforce, these qualities seldom describe the work itself, which tends to be messy, erratic, and swiftly changing to meet the demands of consumers and economic survival. Most of the educational system barely touches on the skills students need to function efficiently in unpredictable circumstances—to deliver rush orders and meet crash deadlines, to identify or create needed job materials, or to produce goods and services within budget constraints. This skill set is the realm of CTE.
4. *Experience adult mentors.* CTE classes and work-based learning programs such as community classrooms or internships can connect adolescents with a caring adult, one of the strongest methods of increasing resiliency for at-risk youths.[17] These work-based mentors help young people build self-esteem and confidence and avoid or untangle the complex peer group webs of drug use, gang membership, and other self-destructive behaviors. Mentors often model methods of overcoming barriers through application and hard work. They serve as a personal coach for the student, reinforcing pro-social goals and plans to

reach those goals. And they provide advice that may be easier for adolescents to accept than the voice of a parent or teacher. CTE and work-based learning establish a natural environment for mentoring in which the adult supervisor has a stake in the success of the student.

5. *Gain employment experience and beginning references.* Even for entry-level jobs, almost three-quarters of employers regularly ask for experience and references.[18] A school-based internship or CTE cooperative work model gives students the chance to acquire both. CTE work-based learning also gives youths a tryout period in which they can demonstrate their potential. Without such a tryout period, some students may become victims of negative stereotypes held by employers. Many employers use informal mechanisms for hiring rather than formal advertising, screening, and interviewing. Therefore, the connections that CTE instructors can provide may well make the difference between a student being employed in a career-ladder position and just being employed. Often, CTE teachers can link their students with employers because of relationships they have built over the years. These relationships allow teachers to connect exceptional students with exceptional employers and also to convince employers to try out a student who may have encountered problems in school or in the community.
6. *Increase in potential for high school graduation*. The cost to the high school dropout—and the commensurate loss in contributions to society as a whole—is $304,555 in lifetime earning loss compared to a high school graduate and $1,416,476 compared to a college graduate.[19] The lost lifetime earnings for the class of 2005 in a high school with 500 seniors and a 40 percent drop out rate is, therefore, over $60 million for that single year. Obviously, the high school graduation stakes for both the student and the economy are dramatic. School-related factors positively associated with school performance and completion rates include (a) direct, individualized tutoring and support for the students to complete homework assignments, attend class, and stay focused on school; (b) participation in CTE classes; and (c) participation in community-based work experience programs.[20] The last two factors demonstrate the clear relationship between CTE and the increased potential for high school graduation.
7. *Prepare for success in postsecondary training and education.* The California CTE standards have been nationally praised for their focus on rigor and relevance, higher-level thinking skills, problem-solving skills, and preparation for postsecondary training/education. CTE prepares students for success in their postsecondary endeavors in four distinct ways:

    a. Providing rigorous and relevant entry- and intermediate-level knowledge building and skill training for California's primary career pathways
    b. Providing career awareness, exploration, and experimentation through counseling and guidance activities (such as career fairs, the Real Game, the California CareerZone, and Virtual Enterprise) and work-based learning opportunities (such as job shadowing, entrepreneurial activities, apprenticeships, work experience, and internships)

c. Building team and leadership skills through youth organizations and hands-on group projects
d. Offering students insight into the importance of postsecondary training and education to their future career success

As noted above, the California Department of Education vision statement calls for the state to "create a dynamic, world-class education system that equips all students with the knowledge and skills to excel in college and careers and excel as parents and citizens." CTE is the best mechanism California schools have to equip all students K–12 with the knowledge and skills necessary to excel in careers, whether those careers are initiated right after high school or on completion of postsecondary education and training. Thus California's vision recognizes the primacy of preparation for careers in the role of the K–12 system.[21]

The Structure of CTE in California

To carry out the mandate for "a course of study for career-technical training" and realize the vision of a balanced educational experience that "equips *all* students with the knowledge and skills to excel in college and careers," CTE programs throughout the state have evolved through five different venues:

1. Middle school introductory CTE courses
2. High school CTE courses, individually or in a sequence
3. Regional occupational centers and programs (ROCPs)
4. Integrated academic and CTE programs, such as magnet schools and academies
5. Tech Prep/2+2 programs

The latter two generally incorporate some of the course work from high school CTE courses and ROCPs.

1. *Middle school introductory CTE courses.* Many California middle schools offer a variety of CTE courses, ranging from "sampler" eight- to-12 week classes to full first-year courses in the field. By beginning CTE exploration as early adolescents, students can experience CTE's hands-on educational opportunities while trying out various industry sectors they may pursue in high school.
2. *High school CTE courses.* Most comprehensive high schools offer a range of stand-alone and sequenced CTE courses, including both traditional classes such as construction or automotive repair and more recent additions such as biotechnology or digital media studio. The numbers, types, titles, and curriculum for these courses vary dramatically from district to district. Schools support CTE courses through general funds and a modicum of state and federal appropriations and/or discretionary funds.
3. *Regional occupational centers and programs.* Initiated in 1967 to serve high school students and adults, ROCPs constitute the largest delivery system for

CTE in California. Programs are operated regionally—by county offices of education or by districts working singly or in joint powers agreements—to address equipment cost and to ensure a full range of options is offered across a geographic area. Statewide, ROCPs offer over a hundred career pathways and programs, as well as career exploration, career counseling and guidance, and placement assistance. ROCPs work with industry or pathway-specific advisory groups to update curricula annually to address labor market needs. The programs received $421 million in 2005 and served about half a million students, with the highest enrollment in business/information technology and industrial technology.[22]

4. *Integrated academic and CTE programs, such as magnet schools and academies.* Many high school CTE and ROCP programs have integrated core academic instruction into their courses for years, using a variety of starting points, including:

    a. Federal School-to-Work Opportunities Act and Smaller Learning Communities programs
    b. State Partnership Academies and Specialized Secondary Programs
    c. CTE courses that meet academic requirements for graduation or UC/CSU "a–g" admission requirements

    Additionally, federal funding for charter schools has increased the number of career magnets using an overtly integrated structure.
5. *Tech Prep/2+2 programs.* Tech Prep programs also work to integrate academic and career technical education. Combining at least two years of high school CTE and academics with two years of postsecondary education, Tech Prep is designed to provide maximum preparation for higher-wage employment or continued education.[23] More than 75 Tech Prep consortia made up of high schools, community colleges, ROCPs, businesses, and industries operate across California, usually administered by the local community college district with primary funding from federal sources.

Status of CTE in California

Five key indicators demonstrate CTE's increasingly important role in California's high school reform efforts, building on its unique qualities and the state's economic environment:

1. Strong legislative support for CTE
2. Increased student interest in CTE
3. Increased academic and community interest in CTE
4. Increased business support
5. Greater access to funding and resources for CTE
6. UC/CSU support for CTE.

1. *Strong legislative support for CTE.* The 2002 Assembly Bill 1412 and Senate Bill 1934 mandated that a CTE Advisory Group oversee development of the CTE curriculum standards and framework, thus granting CTE the same status as the core academic subject areas and the arts. The resulting standards, adopted by the State Board of Education in May 2005, emphasize both academics and technical skills in a higher-order knowledge and skills base. The standards have been recognized by educators across the nation for their reflection of twenty-first century labor market realities, their flexibility and adaptability to local CTE conditions, and their focus on increased rigor in the CTE system.
2. *Increased student interest in CTE.* CTE enrollment has shown a modest upturn. Although Department of Education data show CTE enrollment decreasing by approximately 25 percent between 1987 and 2003, ROCP enrollment increased by over 50 percent across approximately the same period.[24] The Department's 2003–04 data show that 42 percent of high school students were identified as CTE "concentrators" because they were enrolled in CTE courses beyond the introductory level and completed *at least three* courses in a single CTE area. This statistic reflects the national trend showing that the proportion of high school graduates who concentrated in a CTE area and the ratio of CTE credits to total credits stayed the same between 1994 and 1998.[25] And part of this renewed interest may be due to the third factor—the growth of magnet schools and smaller learning communities.
3. *Increased academic and community interest in CTE.* CTE is experiencing a renaissance of interest through a growing number of thematic schools, including charters, smaller learning community pathways, and career academies. Many of these schools have substantial waiting lists for entry. This trend places CTE in a new perspective as the focal point for entire educational structures. Between 1982 and 1998, the percentage of CTE "concentrators" declined from 34 percent to 25 percent, while those completing a college preparatory course increased from 9 percent to 39 percent, and those with "general education preparation" declined from 58 percent to 43 percent.[26] These data suggest that the percentage of students combining a CTE concentration with a college preparatory curriculum increased from less than 1 percent in 1982 to almost 7 percent in 1998[27]—an increase that may reflect the development of these new CTE-focused structures that combine academic and CTE studies.[28]
4. *Increased business support for CTE.* Much of the renewed community interest in CTE comes from business. The gap between the demand and supply for skilled workers is no secret, as any glance through the Sunday classified ads or visit to a Web-based job list dramatically demonstrates. Because a trained and skilled workforce is essential to a thriving American economy, the business community has turned to CTE to build the foundation for a highly skilled workforce. Indicators of that support are found in the ways business has responded to the call for consultation through advisory groups and embraced

local internships, Career-Technical Student Organizations (CTSO), community classroom placements, and other forms of work-based learning.[29]

5. *Greater access to funding and resources for CTE.* The Governor's 2005–06 budget called for expanded CTE opportunities for middle school and high school students and improved linkages between the career and technical curricula of the public schools and community colleges. Toward those objectives, Senate Bill 70 provided $20 million to the California Community Colleges to be used for several types of projects:

   a. "Quick Start" Partnerships, which will enhance linkages and pathways between secondary schools and selected economic and workforce development initiatives in community colleges
   b. Projects that will grow program capacity and infrastructure
   c. Projects that will strengthen career and technical education sectors at the secondary school level

   Additionally, total CTE support in 2004-05 grew to over $555 million: $387 million from state funds, including ROCP funding, and the balance from federal funding, primarily under the Carl D. Perkins Act.[30] One-time funding for CTE in the state 2006–07 budget continued this trend.

6. *UC/CSU support for CTE.* Approval for "a–g" credit of academically rigorous CTE courses has increased dramatically in recent years, allowing CTE courses to satisfy academic admissions requirements of universities. The California Department of Education reports show that the number of CTE courses approved by UC to satisfy the "a–g" requirements continues to increase; approximately 5,000 CTE courses were approved for "a–g" credit in 2006.

Conclusion

In California, CTE is a relevant, important educational route to success. Indeed, research shows that rigorous CTE course work combined with challenging academic classes results in students being better prepared for success both in the world of work and in postsecondary education and training than many of their peers are with only academic preparation.[31] Providing serious preparation in both CTE and academic skills meets the California Department of Education definition of CTE as "a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers."[32]

California now faces a twofold call to action: first, to ensure that every CTE class and program meets the State Board of Education's rigorous new standards for high-quality, rigorous, and integrated CTE course work; and, second, to inform the public and the stakeholders in middle schools, high schools, postsecondary education/training, and business and industry that CTE presents an educationally and economically sound choice for students.

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Chapter 1: Structuring a Standards-Based Curriculum

CTE delivery structures vary dramatically across the state, depending on local resources, the needs of students, and the requirements of the business community. Typical patterns for CTE delivery in middle schools, comprehensive high schools, ROCPs, alternative high schools (magnet, charter, continuation), and adult schools are discussed briefly below.

Schoolwide CTE Program Structures

Middle schools. Decades of research have established that the "middle years" are a time of exploration for early adolescents.[1] That exploratory spirit is captured in CTE courses specifically designed for the initiation of targeted career exploration in middle school. By planting the seeds of career preparation at the middle school level, districts can capitalize on student motivation to increase the number of ninth grade completers. Aspiration to take more CTE courses and a focus on a career goal can help students get through this crucial grade and continue on through high school graduation. Recent legislation recognizes the importance of the years from middle school to community college and the even more inclusive work of the state's P-16 Council.

Middle schools in California currently offer two types of introductory CTE courses: a "wheel," or "sampler," of CTE and full-year foundation courses. The first approach includes a quarter, trimester, or semester of different CTE pathway courses, such as introduction to computer operations, foundation skills in nutrition/foods, or agriculture fundamentals. By sampling a number of such courses in middle school, the early adolescent has some experiential base on which to make reasoned choices among high school courses. The alternative—full-year courses—is usually offered after middle school students have a sufficient introduction to career planning to have identified initial career interests. The year-long core foundation course allows them to try out that initial interest to determine if this might be a pathway for continued study. Middle school year-long courses help build CTE programs at the high school level as they provide the foundation for early entry into concentration course work.

Comprehensive high schools. Comprehensive high schools are designed to address the needs of all students. The comprehensive program usually provides career guidance programs as well as academic and CTE courses. CTE courses are generally offered as electives, but some schools, such as 2005 Exemplary CTE Award recipient Yosemite High in Madera County,[2] require students to complete a certain number of CTE units to ensure that all graduates have initial preparation for the world of work. Collaboration between high school CTE programs, local ROCPs, and community colleges provides a combination of useful and rigorous offerings for local students. And course work is frequently supplemented through relationships with local businesses, other educational institutions, and student organizations.

CTE in comprehensive high schools is flexible, ideally allowing students to sample several different career tracks during their high school experience. Comprehensive high schools with CTE courses authorized as UC/CSU "a–g" requirements can entice students into CTE who might otherwise miss the opportunity. For students entering secondary schools without previous exposure to CTE, some high schools offer a "sampler," or "wheel," program at the ninth grade level.

Regional occupational centers and programs (ROCPs). ROCPs constitute the state's largest workforce preparation system, delivered under the governance of county offices of education, joint partnership agreements, or single districts. They are locally accountable, with required advisory groups for each program.

The 73 ROCPs provide almost 500,000 high school and adult students with higher level CTE so students can (1) enter the workforce with skills and competencies to succeed; (2) be prepared to pursue advanced training in higher education institutions; and/or (3) upgrade existing skills and knowledge. ROCP programs build on introductory courses to provide concentration and capstone/advanced skill building.[3] In recent years, an increasing number of ROCP courses have been designed to satisfy UC/CSU "a–g" admission requirements.

In addition to specific career pathway skills and comprehensive career education, ROCPs also offer employment survival skills in many aspects of the industry sector, as well as placement assistance, counseling and guidance services, and other critical support services. ROCPs statewide collaborate with businesses and industry organizations, public and private agencies, and labor associations to develop industry-based curriculum and offer instructional classes and programs to meet local business and industry needs.

Students age sixteen years or older or in eleventh/twelfth grade receive training in a variety of venues: from high school classes to actual business and industry facilities. ROCPs may offer courses throughout the regular school day, in the late afternoon and evenings, or during the summer months. ROCPs award certificates of completion and/or state or national industry-based certification upon successful completion of courses. For example, in the Health Science and Medical Technology industry sector, ROCPs might offer course and examination preparation for Nurse Assistant certification, Vocational Nurse licensure, Dental Assistant registration, Phlebotomy certification, and Pharmacy Technician certification. In the Hospitality, Tourism, and Recreation sector, ROCP courses prepare students for the National Restaurant Association's ServSafe certification exam for safe food handling, which is required of all food service managers and recommended for all food service staff.

One study funded by the Department of Education shows that ROCP students have higher pay rates, earn more promotions on the job, stay in school longer, and attend postsecondary schools at the same rate as students who do not take ROCP

courses.[4] ROCPs also serve the employment training needs of eligible CalWORKs recipients.

Alternative high schools: magnet or thematic, charter, and continuation. Some districts offer magnet or thematic high schools of choice which focus on one or more industry sectors, allowing the CTE perspective to be woven into all aspects of the curriculum. Magnet schools may also be able to offer more concentration and advanced courses within their chosen industry sectors or career pathways than a comprehensive high school as a result of their specialization. For example, students at Clark Magnet High School, a 2005 Exemplary CTE Award recipient, in Glendale can pursue one of four "strands": Math/Science and Engineering, Technology Systems, Computer Applications, and Digital Arts. Each strand has multiple options and electives. Additionally, the core focus on technology and science allows the school to integrate applied, project-based thematic material into *all* courses.

Charter schools are public schools created by the community or district and defined primarily by their "charter," the statement of goals and procedures approved by the sponsoring district or the state. Because they are not subject to some of the regulations applicable to other public schools, charter schools have more freedom to experiment with innovative programs and ideas. Mare Island Technology Academy (MIT) High School in Vallejo is a 2005 Exemplary CTE Award recipient focused on CTE. One unique feature of this school is that every student is required to complete an internship before graduation.

Continuation high schools are a form of alternative public schooling for students who are at risk of not completing their education. CTE is particularly key for continuation and other alternative education students who have already fallen through the mainstream cracks and may have more difficulty securing and keeping jobs after high school and finding success in postsecondary education and training. Garfield High School in San Diego, a state model continuation high school, has a strong emphasis on CTE and lifelong learning reflected in a variety of career preparation options.

Adult education. The California Adult Education Program offers lifelong educational opportunities through districts and county offices of education. These programs address the unique, evolving needs of individuals and communities by providing adults with the knowledge and skills necessary to participate effectively as productive citizens, workers, and family members. Approximately 15 percent of adult education funding supports CTE and apprenticeship programs. Specific CTE programs offered depend on the needs of the community, the priority of CTE in the local adult education system, and the resources available.[5]

Specialized Delivery Models Within Schools

In addition to the whole-school models, CTE is frequently delivered through specialized structures within schools, such as career academies and Tech-Prep programs.

Career academies. Though their nature varies greatly across the state, career academies are usually small learning communities within a high school consisting of a cadre of students who take academic and CTE classes together for at least two years with a team of teachers from different disciplines. Career academies typically integrate a career focus—such as health, law, or education—into the academic curriculum, similar to the practice in magnet schools. They also develop partnerships with employers, the community, and local colleges and may require completion of activities, products, or courses beyond those their host high school mandates for graduation.[6]

The number of career academies in California continues to increase, fueled by three sources:

1. The federal Smaller Learning Communities Program grant that assists larger schools in reorganizing to produce a more personalized environment
2. The highly successful school reform model from Johns Hopkins University: Talent Development High Schools with Career Academies
3. The California Department of Education's California Partnership Academies grant program, which includes close to 300 academies

Much like mini-magnet schools within the comprehensive high school setting, academies address local labor market needs and are supported by local employers. These employers serve as advisors, mentors, and speakers and provide opportunities such as field trips, internships, and entry-level jobs. The academy structure allows students to focus on specific industry sectors and "try on" the career they are considering.

Career academies have well-established positive outcomes: increased attendance, decreased behavioral problems such as suspension, increased graduation rates for both at-risk and general populations, and increased transition to postsecondary education and training.[7] Some of these benefits accrue from the small size, individualized instruction, teacher advising and counseling, career focus, and looping (teachers who stay with students two or more years) that characterize these programs. Many larger schools are moving toward career academies to increase graduation rates without a major increase in demands on school resources.

An excellent example of a career academy is the Lassen Technical Institute (LTI) on the Lassen High School District campus. LTI was a showpiece for Lassen High School's 2005 Exemplary Career Technical Education award and the recipient of

the 2000 Golden Bell Award for a technical integrated program. The course sequence shown in the chart below demonstrates this integration, as courses designated "LTI" have curriculum crafted to reflect the high school's transportation focus while delivering the state academic content standards. Physical education and science are taken outside the academy.

10th Grade	*11th Grade*	*12th Grade*
English 10, LTI	English 11, LTI	English 12, LTI
World History, LTI	U.S. History, LTI	Civics/Economics, LTI
Algebra I or Geometry, LTI	Geometry, LTI or Algebra II	Technical math
Energy and Transportation	Advanced Technology Auto, Auto Body, ROP Diesel, Computer Maintenance, ROP Computer Networking, Auto Parts Supply (choice of two)	Advanced Technology Auto, Auto Body, ROP Diesel, Computer Maintenance, ROP Computer Networking, Auto Parts Supply (choice of two)
	Mentoring/Job Shadow	Mentoring/Job Shadow

State-funded California Partnership Academies, such as LTI, serve students in grades ten through twelve and are required to enroll high-risk youths who make up at least 50 percent of their student body. Successful grantees receive funding for planning and implementation.

Tech-Prep. Tech-Prep is a high-school-to-college/apprenticeship educational strategy that creates a practical connection between academic experience and career goals, particularly in technical fields. More specifically, Perkins 2006, Sec. 203.2 defines a Tech-Prep program as "a program of study that—

1. Combines a minimum of two years of secondary education (as determined under state law); with a minimum of two years of postsecondary education in a nonduplicative, sequential course of study; or an apprenticeship program of not less than two years following secondary education instruction; and
2. Integrates academic and career and technical education instruction and utilizes work-based and work site learning experiences where appropriate and available;
3. Provides technical preparation in a career field, including high skill, high wage, or high demand occupations;
4. Builds student competence in technical skills and in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965), as appropriate, through applied, contextual, and integrated instruction, in a coherent sequence of courses;
5. Leads to technical skill proficiency, an industry-recognized credential, a certificate, or a degree, in a specific career field;
6. Leads to placement in high skill or high wage employment, or to further education; and

7. Utilizes career and technical education programs of study, to the extent practicable."

The Tech-Prep curriculum structure focuses on grades nine through sixteen. Implementation therefore requires proactive collaboration and regular communication with local postsecondary institutions. Most programs also involve partnerships with business and community leaders. Tech-Prep is often implemented in conjunction with career academies.

CTE Program Planning

CTE course sequencing is the process of developing at least two sequential courses in each CTE program offered by the school. A preferable sequence format has at least three courses in each program, adding a "capstone" or advanced course to an introductory and concentration course, or two concentration courses.

Creating course sequences is an important part of the CTE Plan and inherent in the Perkins legislation. While the introductory-concentration-capstone structure is similar for each program, the course content will vary depending on local needs, circumstances, size of program, ability to attract quality teachers, and availability of support resources. Assessing community and business needs is also an important step in planning course sequences, and the partners discussed in Chapter 4 can be of significant assistance in this assessment.

One key factor in planning is the number of CTE industry sector teachers available at the school. For example, a course sequence offering for a CTE agriculture mechanics program at a high school with only one Ag Mechanics teacher might consist of three courses:

Grade level	*Course (level, # of sections)*
Grades 9-10	Agriculture Mechanics I (introductory class; teacher has two sections)
Grades 10-12	Agriculture Mechanics II (concentration class; teacher has two sections one year; one the alternate year)
Grades 11-12	Advanced Agriculture Mechanics (capstone/advanced class; teacher has one section one year; two the alternate year)

A different school, with two teachers in the sector, might offer many more options, even several that fulfill university admissions requirements as well, as shown in this example for one Ag Science and one Ag Business teacher.

Grade level	*Course (level, # of sections)*
Grades 9-10	Introduction to Agriculture (introductory class; teacher has two sections)
Grades 10-12	Agricultural Biology (concentration class; teacher has two sections; meets science "a–g" standards and high school science graduation requirement)

Grades 10-12	Floriculture (concentration class; teacher has two sections)
Grades 10-12	Environmental Horticulture (concentration class; teacher has one section; meets elective “a–g” requirement)
Grades 10-12	Animal Science (concentration class; teacher has one section; meets elective “a–g” requirement)
Grades 10-12	Plant Science (concentration class; teacher has one section; meets elective “a–g” requirement)
Grade 12	Agricultural Economics (capstone/advanced class; teacher has one section; meets elective “a–g” requirement and high school graduation requirement)

By alternating or cycling offerings over a two-year period, even more concentration courses could be added in the agriculture science and business program cited above. The key is that the courses themselves are carefully designed both to respond to local industry needs (e.g., in some areas plant science concentrates on fruit trees, in others on vineyards or forage crops) and to provide students the opportunity to master the CTE standards. Because a wide range of courses often becomes the responsibility of just one or two CTE teachers, ongoing professional development and opportunities for interface with industry leaders are clearly important.

Course sequences at the local level are not the same as the pathways in the standards because local CTE programs are designed to meet local needs and circumstances. Thus, a small high school may have just one agriculture teacher, as in the first example, and that one teacher must address a number of different elements from the standards, including both agriculture science and agriculture mechanics, to provide appropriate preparation for postsecondary study, training, or job placement. The resulting site level sequence is thus an amalgam of several industry sector pathways.

Furthermore, CTE courses in California do not have the same titles from district to district or county to county, and ROCP titles do not necessarily match district titles. For example, all of the following and more are the titles for agricultural science concentration and capstone courses, most of which share common standards in differing combinations: Ag Biology, Botany, Plant/Animal Physiology, Ag Science, Ag Leadership, Floral Design, Ag Science 2, Landscape Design, Vet Science, Ag Computers, Environmental Science, Equine Science, Meat Processing, Ornamental Horticulture, Floriculture, Integrated Ag Science 2, and Farm Management.

And, finally, CTE course sequences often include academic courses that are critical to and sometimes prerequisite for success in the CTE program. For example, biology is clearly essential to success in concentration courses in the Health Science and Medical Technology industry sector, and advanced academic courses, such as anatomy and physiology, may be required as co-requisites for CTE capstone courses.

Logical and Coherent Sequence of CTE Courses

Career course sequences are a traditional model of CTE delivery. Currently, this delivery model is evolving as high schools re-assess their obligation to prepare every student for success in the world of work. Career course sequences for all students can be effective if the sequences are designed to be inclusive; that is, both gifted and special education students from all cultural and linguistic backgrounds can successfully take part.

Some high schools are experimenting with new, more rigorous delivery requirements for course sequences. For example, a school wishing to provide students with a strong foundation in an industry sector or career pathway using the course sequence model might define successful completion of a career course sequence in this manner:

The student:

1. Completes career awareness/exploration activities between grade eight and twelve
2. Completes at least one of the following course options:

    a. Graduates from a career academy;
    b. Earns a “C” or better in a college course in an industry sector approved by the counselor;
    c. Completes one or more CTE high school or ROCP courses in an industry sector; or
    d. Completes career preparation activities spelled out in the IEP.

3. Completes the school’s required Senior Project in English 12 on a topic related to an industry sector
4. Completes the school service-learning requirement in an area related to an industry sector

In this CTE pathway model, students with very diverse backgrounds and educational needs can all participate successfully and meaningfully.

Coherence in CTE is enhanced by sequenced courses creating clear CTE programs at a school site. A solid, traditional program sequence in CTE may be defined as an introductory course (which may be offered at the middle school level) followed by two or more concentration and/or capstone courses. Part II presents examples of sequenced programs in each pathway.

Advantages: This coherent sequence of courses will allow students to move through introductory, concentration, capstone, and related courses in an organized manner which:

1. Facilitates student mastery of many—and perhaps most—standards within a pathway
2. Allows students to select related courses from another program in the industry sector
3. Enables students to complete concentration courses which have been articulated with the community college in a Tech-Prep 2+2 pathway
4. Provides opportunities in many industries to earn certificates of mastery, college credits, and/or industry certification
5. Avoids using concentration course time to teach knowledge and skills appropriate to introductory courses

Most high schools have a sequence of CTE courses within a career pathway that includes some listed courses actually being taught and others that are “on the books,” meaning that they have been approved but are not currently offered. It is important to ensure that all elements of a CTE sequence are actually available to students in articulated, comprehensive programs.

Reviewing the course sequence in each program is the first task in creating a standards-based curriculum to ensure that:

1. There is at least an introductory and a concentration course in each program.
2. All courses are offered periodically, so they are accessible to students during their four-year tenure.
3. The courses collectively form a sequence reflecting rigor and high expectations for student achievement.
4. The courses accurately reflect the needs of the community, local businesses and industry, and the students.

CTE coherence as described in this model is fully realized in many comprehensive high schools across the state:

- As a part of the regular district course offerings, ROCP course offerings, or a combination;
- As academy programs such as a California Partnership Academy (grades ten through twelve) or a Career Academy (grades eleven through twelve); or
- As a Specialized Secondary Program (grades nine through twelve).

Some schools may have these fully sequenced courses in many pathways, others in just one. Alternative delivery models, such as magnet or charter schools, often offer only one pathway but provide many more concentration courses within the pathway.

Challenges: There are several challenges to creating coherent course sequences in CTE programs, including:

1. *The cost of establishing and maintaining facilities with up-to-date equipment.* This is especially challenging for many concentration and advanced/capstone courses. The cost of computer diagnostic machinery alone can preclude a school from offering advanced automotive maintenance courses, for example. For suggestions, see Chapter 4.
2. *Finding instructors.* This is particularly difficult in high-demand fields, such as biotechnology or computer networking, which are often the areas in which students and stakeholders have the greatest interest. For suggestions, see Chapter 3.
3. *Time available in the master schedule.* A high school has a limited number of class periods that are available each year. Courses required for graduation and to meet mandates are generally scheduled first, with other courses, including academics and CTE offerings, filling in the remaining slots. If CTE is given equal status with the "other courses" for the remaining available periods, creating coherent course sequences should not be a problem.
4. *Business support.* Crucial to CTE and generally available in urban/suburban areas, business support is sometimes more difficult to generate in rural areas, especially for pathways focusing on the sciences and technology. For suggestions, see Chapters 3 and 4.
5. *Commitment/investment by the school and district administration.* In this era of high-stakes academic examinations, it sometimes requires extra commitment on the part of the school and district administration to ensure that CTE programs can offer coherent course sequences. For suggestions, see Chapter 3.

These resource issues must be directly addressed in CTE planning to ensure that coherence can be maintained.

Curriculum Defined Through the Standards

Developing standards-based curriculum in CTE is more complex than in academic courses. If instructors teach English 9, they start with the English 9 standards. If assigned to chemistry, they address the chemistry standards. However, the CTE standards are not written to be course-specific. This was not an oversight. It was purposeful and reflects the following realities:

1. No uniform system of course structure or implementation exists across the state. A course that one district calls Child Development may cover the physical, social, emotional, and cognitive growth of a child from conception to age five in one semester, while a different district with the same course title may spend a year on zero to age eighteen. Course titles like Introduction to Computers, Keyboarding I, Computer Technology, Microsoft Office, Technology I, and Business Technology may cover essentially the same

knowledge and skills or have dramatically different topic scope and sequence to meet local staffing realities or labor market needs.

2. While CTE foundation standards apply to the full industry sector, they tend to be more highly represented in some pathways (and, thus, some courses) than in others.
3. The standards selected for any given CTE sequence are directly affected by the local community's economic situation, labor market, postsecondary opportunities, and educational needs. Thus the courses educators create and the standards which they target in these courses depend on community circumstances.
4. The interdisciplinary nature of many CTE courses necessitates that some curricula reflect standards from multiple pathways in a single course.

Given these realities, before CTE teachers can begin with standards-based curriculum development, they must determine which CTE foundation and pathway standards will be addressed in each course. This is key to ensuring content rigor and course continuity.

Choosing standards: Choosing the standards to be addressed takes a great deal of careful attention, and there are potential difficulties:

- Choosing too few course standards could indicate that the course is primarily focused on content outside the standards.
- Choosing too many might signal that the standards are being addressed in a superficial or elementary way.
- Focusing on the introductory level of the standards in concentration or capstone courses would result in students not acquiring the higher level skills they need.
- Focusing too narrowly on pathway standards might deprive students of the chance to reinforce foundation skills.
- Choosing standards for individual courses in a department without considering the flow of standards across the department or in the coherent CTE pathway could result in inappropriate duplication of some standards and the omission of others.

One useful approach to this challenge is to begin the work of creating CTE sequences in industry sector groups within a district, as a collaborative of multiple districts, or as a county consortium. Inviting business and industry representatives to be a part of the process may be a substantial help and is required in some sectors and for all ROCP courses. Inviting academic teachers to join this process may also help build the foundation for ongoing collaboration. Certain industry sectors may also want to include a representative from another sector that has significant bearing on their content. For example, an instructor or businessperson from the Information Technology sector might be helpful in the Energy and Utilities discussions. More information on involving a variety of stakeholders is included in Chapter 4.

When teachers and supporters come together in industry sectors, they can discuss current course structure and determine which of the CTE foundation and pathway standards are addressed in their existing curriculum. They can then collectively determine which pathway and foundation standards should be addressed additionally or in place of current choices to ensure that:

1. The rigor of the course matches the increased expectations of business/industry and the State Board of Education.
2. Courses in a pathway sequence logically build skills and allow students to master increasingly demanding standards from introduction to capstone.

In the charts below, the two agriculture programs described previously are shown in relation to the choice of foundation and pathway standards targeted in each course. Note that CTE courses tend to address many of the foundation standards in every class, so that the specific foundation standards cited are those that might be targeted to be taught at deeper levels during the course. Note also that the standards for many concentration courses come from specialty pathways, e.g., ornamental horticulture or animal science.

Agricultural mechanics program: In the first sample program, the single teacher must cover the most important standards in the entire agricultural mechanics industry.

Course	*Grade level*	*Foundation standards emphasis*	*Ag Science pathway standards (C)*	*Ag Mechanics pathway standards (B)*	*Related pathway (Other topics)*
Ag Mechanics 1 (intro)	9-10	Alg 1, 10.0; Eng 9/10, Writing 2.5; Tech 4.6; Health/Safety 6.4-6.6; Technical 10.1	C. Agriscience 1.0; 2.0; 3.0; 13.0	B. Ag Mechanics 1.0; 2.0; 3.0, 4.0; 5.0; 6.0; 7.0; 8.0	(Small wood and metal project construction)
Ag Mechanics 2 (concentra-tion)	10-12	1.0 Science: 2.1; Eng 9/10, Reading 2.2; Career Planning 3.2; Responsibility 7.5; Technical 10.3	C. Agriscience 13.0	B. Ag Mechanics 1.0; 2.0; 5.0; 7.0; 8.0; 12.0	Manufacturing – D. Welding: 1.0; 2.0; 4.0; 5.0; 6.0 Engineering - C. Engineering Design: 2.0; 3.0; 4.0; 5.0; 6. (Larger wood/metal projects)
Advanced Ag Mechanics (could be ROP or 2+2 Tech Prep)	11-12	Eng 11/12, Written/Oral Conv. 1.1; Problem Solving 5.1; Ethics 8.1; Leader 9.3	C. Agriscience 13.0	B. Ag Mechanics 1.0; 2.0; 3.0; 4.0; 6.0; 7.0; 8.0; 9.0; 12.0	Manufacturing – D. Welding: 3.0; 5.0; 6.0; 8.0 Engineering – C. Engineering Design: 7.0; 8.0; 10.0; 11.0 (Increasingly more

					complex wood and metal fabrication)

Agricultural science program. The second example, a program in the agricultural science pathway that includes standards from four other agriculture sector pathways, is designed for a school with a large agriculture department that can devote two teachers to agricultural science to meet community and student needs. The two courses in the sequence which carry full academic credit obviously address the academic standards for the area in which they are credited, in addition to other foundation standards within the industry sector.

Course	*Grade level*	*Foundation standards*	*Agriscience pathway standards(C)*	*Other pathways (A, D, F, G)*
Intro to Ag	9-10	1.2 Science; Eng 9/10, Reading 2.1; Career Planning 3.1-3.5; Leader 9.2; Technical 10.1	C. Agriscience: 1.0; 2.0; 3.0; 4.0; 6.0; 7.0; 8.0; 9.0; 10.0; 11.0; 12.0; 13.0	
Ag Biology **	10	1.2 Science; Eng 9/10, Reading 2.3; Writing 2.6; Career Planning 3.6; Ethics 8.2	C. Agriscience: 5.0; 6.0; 7.0; 9.0; 11.0; 13.0	Science: Life Sciences, Substrands 1-10
Floriculture *, **	10-12	Eng 9/10, Listening/ Speaking 1.7; Responsibility 7.6	F. Ornamental Horticulture: 1.0; 9.0; 11.0	A. Ag Business: 2.0; 3.0; 4.0; 5.0; 6.0; 7.0; 8.0
Environmental Horticulture *, **	10-12	Eng 9/10, Written and Oral Conv. 1.2; Leadership 9.6	C. Agriscience: 13.0	F. Ornamental Horticulture: 1.0; 2.0; 3.0; 4.0; 5.0; 6.0; 7.0; 8.0; 9.0; 10.0
Animal Science *, **	10-12	Tech 4.5; Health/Safety 6.1; Ethics 8.4	C. Agriscience: 13.0	D. Animal Science: 1.0; 2.0; 3.0; 4.0; 5.0; 6.0; 7.0; 8.0; 9.0; 10.0; 11.0; 12.0
Plant Science *, **	10-12	Eng 11/12, Writing 1.7; Leader 9.3	C. Agriscience: 13.0	G. Plant Science: 1.0; 2.0; 3.0; 4.0; 5.0; 6.0; 7.0; 8.0; 9.0; 10.0; 11.0
Ag Govt/Econ **	12	Principles of Econ, all; Eng 11/12, Writing 1.3; Tech. 4.3; Technical 10.3	A. Ag Business: 1.0; 2.0; 3.0; 4.0; 8.0; 9.0;	History/Social Science, Principles of American Democracy Strand: substrands 12.1-12.9

* could be an ROCP course, which would be two periods

** could be 2+2 articulated Tech-Prep or a regular community college course

Clearly, the determination of target standards for courses is not a simple process. Like most of the steps below, determining target standards should be included in the school's professional development plan, with substantial time and resources

allotted to the task. However, when the standards-by-course delineation is finished, CTE instructors will have clearly defined the key standards that will guide curriculum, instruction, and assessment in their courses, allowing them to prepare students more consistently and at higher levels of rigor for subsequent courses and training in their field. A review and adjustment of the standards-by-course will probably be required when new courses are added, and periodic reviews will allow for adjustments in the industry.

Part II contains examples of the types of standards that might be included in a sample course for each pathway.

Curriculum Mapping

The next step in the process is curriculum mapping. In this step, CTE instructors first determine the sequence of the CTE foundation and pathway standards in their courses. This process results in a list of standards that represent the progression of learning throughout the course. This progression can then be organized into instructional units. Again, this step is best incorporated into the professional development program.

Items on the list of standards may appear multiple times, since the CTE standards are written at a fairly high level of generalization. For example, in the Vehicle Maintenance, Service, and Repair pathway, Standard A2.5 (“Use measurement scales, devices, and systems, such as dial indicators and micrometers, to design, fabricate, diagnose, maintain, and repair vehicles and components following appropriate industry standards”) might appear at several points in the curriculum map if the course is organized by vehicle components or types of vehicles. Similarly, the chosen foundation standards might be taught and assessed in more than one unit; for example, these two foundation standards for the Vehicle Maintenance, Service, and Repair pathway might appear frequently in a curriculum map:

1. Problem Solving and Critical Thinking 5.3. Use critical thinking skills to make informed decisions and solve problems.
2. Mathematical Reasoning 2.1. Use estimation to verify the reasonableness of calculated results.

Clearly, *CTE teachers cannot teach and assess every standard in every unit even when the standards are relevant*. And there may well be standards that are reinforced but not directly taught in a unit. This is particularly true for foundation standards. The key to assigning a reasonable number of standards in each unit is to determine how many standards will be *assessed* in the unit’s performance task, project-based assessment, and/or formal test.

The curriculum development team should list only the standards that will be assessed for each unit in the curriculum map. Thus instructors in courses in the

Collision Repair and Refinishing pathway may teach the Communications standard 2.1 ("Verify and clarify facts presented in . . . a variety of consumer, workplace, and public documents") consistently throughout the course, but assess it only twice in the unit test on a manufacturer's repair manual.

When the number of standards in each unit is manageable and the general progression of standards is determined, then the curriculum is mapped across the school year in blocks of weeks. Students in an introductory course in the Human Services pathway might well be expected to master all the Human Services standards in A1.0: "Students understand the history of human services in America and the role of and demand for human service professionals" and in A.2.0: "Students understand the basic attitudes and skills needed to be a successful human service worker, including linking problem solving methods to desired outcomes" in the first two months of the course, so they can spend the balance of the year on the more advanced and performance-specific standards.

This is another selection point which relies on the curriculum developers' sense of local resources, educational needs, and the level of skills/knowledge students will really need to succeed in the pathway's twenty-first century labor market. Instructors must determine which standards are the most important to teach and then devote the most time to instruction and assessment in those areas. The decisions will then be reflected in the curriculum map. A simplified sample of a curriculum map for Foundations of Child Development, an introductory course in the Child Development pathway, Education, Child Development, and Family Services Sector, is shown below by grading period (GP):

GP	*Units*	*Pathway standards*	*Foundation standards*
1	Child development careers	A3.2: Students understand the educational and industry-related requirements for child care facilities staff.	3.1 Students know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
	Safety	A4.0 Students understand and apply critical safety, emergency, and disaster procedures at the work site.	6.0 Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials.
2	Physical development	A5.0 Students understand important elements of a child's physical, intellectual, emotional, and social growth and development.	10.3 Understand the importance of studying child growth and development from infancy through adolescence.
	Nutrition and health	A9.0 Students understand and apply the principles and practices of good nutrition, health, and safety for infants and children.	6.0 Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials.

3	Emotional development	A5.0 Students understand important elements of a child's physical, intellectual, emotional, and social growth and development.	10.10 Students understand the factors that affect the development of individuals and how to build positive relationships.
	Interactions, guidance	A6.0 Students understand and apply the principles of positive interactions, guidance, and discipline in the workplace.	10.4: Students understand positive guidance and discipline techniques that promote feelings of self-worth as they apply to the developmental stages of children.
4	Intellectual development	A5.0 Students understand important elements of a child's physical, intellectual, emotional, and social growth and development.	4.0 Students know how to use contemporary and emerging technological resources in diverse and changing . . . environments.
	Effective learning environments	A7.0 Students understand and apply the essential components of an effective learning environment for the early childhood classroom.	10.5 Students understand the value and methods of providing infants, children, and adolescents with play and developmentally appropriate learning activities.

Contextual Learning

Contextual learning can be viewed as a continuum of the following:

- Hypothetical situations
- Simulated conditions
- Projects within an authentic activity with limited engagement
- Full participation in the real-world activity

The continuum is similar to that presented in Willard Daggett's model of rigor and relevance (see Chapter 5) moving from quadrant C to quadrant D. For CTE, that continuum might be represented in the experiential activities below that build into full work-based learning.

Experiential Activities

The foundation for work-based learning is found in a variety of experiential activities such as Career Technical Student Organizations, career-based service learning, and entrepreneurship.

Career Technical Student Organizations (CTSOs): In CTE, student organizations serve a unique role. In addition to offering access to the usual gamut of social and academic support from groups/activities such as student government and service organizations, CTSOs provide activities specific to an industry sector or career pathway. Career-related student organizations offer CTE students a way to bond with the school and develop the essential knowledge and skills of the CTE foundation standards while exploring their career interests. The organizations are

specifically designed to promote leadership, teamwork, community service, and professional development.

The following organizations provide students with opportunities for networking and mentorship:

- Future Homemakers of American (FHA-HERO), promoting consumer and family studies careers
- The association of marketing students (DECA)
- The industrial and technical students' association (SkillsUSA)
- Health Occupations Students of America (HOSA)
- Future Business Leaders of America (FBLA)
- Future Farmers of America (FFA)
- Technology Student Association (TSA)

Involvement in CTSOs helps build the skills and knowledge necessary to make the all-important transition from school to work. Competitions within and among these groups provide members with an external assessment of their skills and abilities. Students in CTSOs are able to compare their results not just to their peers at a single high school but to their fellow CTE students across the state and nation. And these associations can prove valuable resources for recommendations and career opportunities as graduates enter postsecondary education or the workforce.

Student organizations also provide participants with opportunities to develop leadership capacity and interpersonal skills that may not be as accessible to them outside CTE, especially in large high schools. Given the relatively close-knit nature of many CTE programs, the career-based student organizations foster leadership skills by providing training through positions as club officers, committee chairs and members, and special event task force groups. These opportunities significantly augment the leadership options available through other clubs and organizations in the rest of the school and help ensure that no student is marginalized.

Career-based service-learning: Another experiential activity is service-learning connected to CTE. Service learning places students in real-life experiences and allows their service activities to drive the development of academic and workplace skills. Thus, service-learning can help fill the gap between the worlds of school and work. Some high schools have developed a CTE Career Service class as a capstone.

The key difference between work-based learning and service-learning is in the nature of the real-world component and the role of the student in these experiences. Service-learning is unpaid and is conducted in the public or private non-profit sectors. While an unpaid internship and a service learning project may seem similar at first glance, the service-learning experience is more likely to be focused on a project or a discrete assignment rather than on a job or work position. The service-learning experience may also include involvement by the entire class

and contact with the public/private non-profit agency that is primarily adult-driven or, in the case of capstone projects, an activity negotiated by the student with the agency. Internships, on the other hand, are more frequently negotiated between student, business, and CTE instructor/internship advisor, and, as explained by the American Youth Policy Forum:

> These differences can be used by practitioners to create 'a menu of applied learning' from which young people may choose, thereby expanding their learning opportunities. Even if such strategies start small, the synergy between these two initiatives 'can really lead to much bigger things.[8]

Entrepreneurial activity: Increasingly CTE students are choosing to operate their own businesses as a personal enterprise outside of the classroom/school. The student may undertake this endeavor:

- Under the guidance and with the support of the school or CTSO
- In a structured option such as the supervised agricultural experience (SAE) program within a business environment
- In a group as part of a co-op
- As an individual working alone or with a mentor or parent

The degree of structure provided depends on whether school credit or other credit is being awarded for the project. Students may also be encouraged to keep records of these activities, including business agreement(s), budgets, journal pages to record receipts and expenses, and accounting pages such as depreciable property and inventories, that may be assessed for credit or partial credit.

Work-based learning

Work-based learning is a broad term encompassing a variety of work experiences tied to schooling. The value of this learning approach is incalculable. It is the way most adults learn best—by doing the task in the real world setting. Work-based learning is usually reflected in a coherent sequence of program courses at the advanced or capstone level. School-generated work-based learning includes job shadowing, career-related mentoring, school-based enterprises, internships, cooperative vocational education, community classrooms, pre-apprenticeship, and work experience, each of which is discussed below.

Job shadowing usually entails a student observing a worker on the job. This type of work-based learning experience is unpaid but has many rewards, including increasing students' career awareness, setting a positive example of work ethic, and reinforcing the link between classroom learning and work. A job shadow assignment ranges typically from a part of one day to several days, but some intensive job shadowing assignments can be considerably longer. Intensive job shadowing is sometimes offered in fields where actual work experience is

impractical (e.g., heavy machine operation) or students need much support in making the transition between school and work.

Some schools set aside one day after STAR testing in the late spring when all students at a given grade level participate in a day-long job shadow. To prepare for this event, staff and volunteers begin enlisting local businesses and securing opportunities in the fall. Students are matched to opportunities that reflect their career interest. Before the day of the actual job shadowing, students spend several days in research about the field, develop appropriate questions, and master appropriate job shadowing etiquette. After students return, they write a reflection on their learning and a letter of thanks to their host business; both of these activities address English eleventh and twelfth grade standards. Students are generally sent in groups of two to four.

Junior Achievement, Inc. (http://www.ja.org), can assist in establishing job shadow programs for middle or high school. It offers curriculum for in-school teacher-led activities, both before and after a job shadow experience. Instructors emphasize skills such as analyzing situations, applying information, asking questions, using critical thinking, following directions, using interpersonal skills, making observations, taking responsibility, and using workplace etiquette.

Career-related mentoring creates a relationship between a student and an adult based on the student's career interests. The adult mentor offers insight into his or her career, including appropriate academic and skill/knowledge preparation, as well as support, guidance, motivation, and assistance to the student in exploring various careers within the pathway.

Any kind of mentoring program requires intensive and systematic screening, training, monitoring, and support. Schools may consider partnering with a community-based organization for career-related mentoring, such as the Boys' and Girls' Club or Big Brothers, Big Sisters. Another option is e-mentoring, where an external organization provides career pathway mentors online for students, with appropriate monitoring of e-mail exchanges to ensure student safety. Some of these sites are operated by private non-profits; others are industry based.

School-based enterprises are small businesses operated by students who build houses, publish books, run restaurants, operate a children's science museum, manage an on-site birthday business, run a student store, and provide countless other goods and services under school oversight. They are often directly related to a CTE or academic course, though sometimes the school offers a school-based enterprise course that provides support for a variety of entrepreneurial efforts. Among the many benefits of school-based enterprises are:

- Direct application of CTE foundation and pathway standards
- Practice of problem solving in real contexts
- Development of work-based teamwork skills

School-based enterprises also offer excellent opportunities to engage in all aspects of the business, including managing costs, ordering materials, working under pressure, conserving supplies, planning/executing a marketing campaign, and maintaining facilities. For many students, school-based enterprises provide their first work experience; for others, they provide an opportunity to build management, supervision, and leadership skills. Students may use enterprise profits to pay managers a small salary, to offset school activity costs, or to donate to a student-chosen cause.

School-based enterprises require significant staff and faculty support. Fortunately, there are excellent resources available to schools interested in establishing school-based enterprises. DECA hosts a Web site (http://www.schoolbasedenterprises.org) that offers start-up instructions and operating manuals for all aspects of student store operations. REAL also offers professional development opportunities and materials at http://www.cfed.org/focus.m?parentid=32&siteid=341&id=341.

Other options exist for simulated enterprises. For example, Virtual Enterprise is a popular simulated business course. The enterprises are created and operated by students to prepare for work in a real business environment. With the guidance of a consultant (the teacher) and local business partners, students determine their business' products and services and management structure. They engage in the daily business operations using industry-standard software, communications, and the Internet for business transactions. This simulation takes the teacher outside of the traditional instructional paradigm and places the students on the front lines of the business world. Competitions within the state, region, and nation assist schools in continual improvement of their enterprises. In California, the Kern High School District is home to the Virtual Enterprise Center, found online at http://www.virtualenterprise.org.

Other opportunities for school-based enterprises are available through Junior Achievement (JA) and the Ford Foundation's Partnerships for Advanced Studies (Ford PAS). The JA Company Program analyzes and explores personal opportunities and responsibilities within a student-led enterprise. Volunteers provide between eight and 15 activities incorporating such skill-building areas as assembling products, estimating, creating needed forms, giving reports, graphing and interpreting data, negotiating and problem solving, market assessment and marketing, sales, and teamwork.[9]

Students also develop a business plan in one of five Ford PAS integrated semester courses, all of which provide real-world learning opportunities for students. Academically rigorous and interdisciplinary, the Ford PAS curriculum and program provide students with content knowledge and skills necessary for success, in such areas as economics, business, engineering, and technology. This inquiry- and project-based program links classroom learning, higher education, and workplace

realities in exciting and motivating activities. Most of the curriculum and resources are downloadable for free at the Web site http://www.fordpas.org.

Internships are short-term, paid or unpaid, structured work experience activities in the public or private sector. Internships may be offered during the school year or over the summer, the latter having the advantage of avoiding conflict with school-year schedules. The length in both hours per week and weeks per year varies significantly depending on the school's structure for the program.

Internships may:

- Satisfy course requirements.
- Earn stand-alone academic credit.
- Meet graduation requirements.

They motivate students to select the right courses, study harder, and make learning and success in high school a priority. Students benefit from seeing and participating in real-life applications of the academic, technical, intellectual, and personal skills taught in high school. Other advantages for students include learning to use modern workplace equipment, solving actual workplace problems, having first-hand experience with employer expectations, learning that high performance in high school counts in the workplace, and experiencing many aspects of an industry.

Internships also give students access to jobs that can lead to high wages and career pathways rather than the low-skill, low-wage "youth jobs" usually available to high school students. For economically disadvantaged youth, internships provide opportunities that other students might have through family networking, thus helping to level the playing field for entry level jobs in well-paid careers. Economically disadvantaged students may be eligible for paid internship services through One Stop Centers funded through local Workforce Investment Boards and WorkAbility I programs for students with disabilities.

Teachers also benefit from internships by gaining a better understanding of what business and industry expect. By observing student interns, teachers can adjust curricula and instruction to the needs of the work site. And internships allow employers to "preview" youth workers and benefit from the strong, long-term relationships with local schools, which will produce qualified job candidates for the companies.

Some CTE teachers manage internships in their program through a concentration or capstone course. In schools that offer internships to all students (or require completion of an internship to graduate), a staff or faculty internship coordinator has time allocated to manage the internship program, helping students narrow industry choices, master interview techniques, and learn to respond to employer expectations. She or he also works with the employer to establish learning outcomes, pay status, hours, and duration—and then monitors the internship to

ensure both student and employer are satisfied. English teachers often read and credit the student's business letter thanking the internship sponsor and culminating reflection essay on the internship experience.

Cooperative vocational education is an instructional methodology in which periods of CTE classroom study alternate with periods of related work experience. Students usually attend classes for part of the day and work the other part, or they attend class full time initially and then once a week after the cooperative placement is made. In cooperative vocational education, employers, the CTE teacher, the student, and the student's parents develop an individualized learning plan which specifies the competencies/standards to be mastered, expected duration of training for each competency/standard, whether the competency/standard is taught in the classroom or on-the-job, and verification of student mastery of the competency/standard. The student, who must be at least sixteen years old, receives school credit for both work-related classroom instruction and the actual work experience, the latter being at least eight hours a week. Usually the work experience component is paid and conditions are spelled out in a contract. The CTE teacher monitors the placement regularly.

In addition to increased skills, student benefits include clarification of career goals; increased relevance of academic and CTE learning and motivation for continued study; improved self-reliance, self-confidence and responsibility; practice in human relations skills; contacts with potential employers; exposure to practicing role models; and, of course, direct income. Employers also benefit from effective screening, selection, and recruitment; higher employee retention and productivity; lower recruitment and training costs; and improved public relations. Schools benefit from improved relationships with business and the community, opportunities for faculty to keep current on workplace requirements, and enhanced student retention and graduation.

Community classroom is an instructional methodology that uses on-the-job training experiences at business, industry, and public agency sites to help students acquire the competencies (skills, knowledge, and attitudes) necessary for entry-level employment. Community classroom methodology extends CTE classroom instruction and helps the student acquire saleable skills. Because students are not engaged in "productive work" as defined in law, the positions are unpaid and cannot displace regular paid workers. Like cooperative vocational education, each student has an individualized training plan. Benefits to students and employers are similar to those for cooperative vocational education.

*Apprenticeship*s are offered to students eighteen and older through a formal agreement between an employer and an employee in which the apprentice learns a craft or trade through on-the-job training and related classroom instruction. Individual programs typically span a period of three to five years during which registered apprentices work on the job for 2,000 hours of reasonably continuous,

paid employment and attend approximately 144 hours of related and supplemental classroom instruction at ROCPs or adult schools.

Middle and high schools frequently include apprenticeship awareness in their regular career awareness programs; see Chapter 5. Furthermore, some industry sectors offer more formal pre-apprenticeship programs such as the Automotive Youth Education System (AYES). Other high school pre-apprenticeship activities include participating in the various forms of work experience discussed above in an apprenticeable field and understanding career-entry options.

Work experience requires school-based related instruction for students who may register for up to three periods during any semester. These paid or unpaid on-the-job experiences for secondary school students require districts or other LEAs to have training agreements with employers and a CDE-approved plan to offer vocational, general, and/or exploratory work experience. State law requires a student-to-teacher ratio of no more than 125:1, regular monitoring of workplaces, and documentation of workers' compensation coverage. The purpose of work experience is to allow students to learn and earn. In California there are three types of work experience education: general, vocational, and exploratory.

- *General work experience education* helps students choose a career path; prepares them for full-time employment or continued part-time employment during college; and helps develop skills, habits, and attitudes conducive to job success and personal growth.
- *Vocational work experience education* reinforces and extends career learning opportunities for students through a combination of related classroom instruction and supervised paid employment. This is generally a capstone option for students completing a pathway sequence of courses.
- *Exploratory work experience* helps students determine their career interests/aptitudes through opportunities to observe and sample a variety of conditions of work. The student may perform work activities without pay while exploring the career on a limited, periodic, and sampling basis. The length of exploratory assignment may vary, and students may participate in exploratory work experience programs concurrently with paid part-time employment during hours not assigned to the exploratory assignment. The LEA must provide workers' compensation insurance for the student.

WorkAbility. Initiated in 1982, WorkAbility I has been cited as one of the best school-to-work transition programs in the nation for students with disabilities. WorkAbility I's success is frequently attributed to great care in matching these students with employers and to the provision of two-year "follow-up" support services. The federally funded program provides comprehensive pre-employment training, employment placement, and follow-up for high school students in special education who are making the transition from school to work, independent living and post secondary education, or training. More than 300 WorkAbility I program

sites successfully coordinate with state and local service providers to offer comprehensive services tailored to local economic needs. Over 10,000 employers statewide each year participate in WorkAbility I, finding the students to be well prepared for entry-level employment and reliable employees.[10]

The overwhelming advantages of work-based learning open the dialogue on how schools might offer these benefits to all students. Planning to provide intensive, high quality work-based learning for all students challenges schools to engage the whole community of employers to create an effective, large-scale work-based learning infrastructure.

Providing large scale, intensive, high quality work-based learning holds two challenges: (1) recruiting employers for participation and (2) structuring effective work-based instruction. CTE programs can address the first challenge by using business leaders to recruit their peers and/or using intermediary organizations respected by the business community in recruitment. Involving employers early in the planning process will also maximize their commitment and ensure the program meets their needs. Inviting employers to participate in related activities, such as sitting on evaluation panels for senior projects, judging student competitions, and conducting mock job or scholarship interviews, can engage businesspeople in the school's CTE activities and help employers understand what students are learning and how they are being evaluated. Teachers who build professional relationships with business leaders through their own participation in externships can also use those connections to recruit employers to student work-based learning programs.

Collaborative planning, strategic design, and ongoing support are all required for work-based learning success. Schools, employers, students, and any intermediaries should agree formally on the goals of work-based learning and how to achieve them The agreement should be documented in an individualized, written, standards-based learning plan. This agreement may be modified with the concurrence of all parties during the experience. To the extent possible, the agreement should include exposure to several aspects of the industry, as students reap greater benefits from a range of job duties to develop broad, transferable skills rather than from preparing for a single job.

Finally, all work-based learning should relate to a student's course work, and the two should be mutually reinforcing. For example, an internship in a hospital might logically be offered while a student is enrolled in a Health Technology course. This very close relationship is inherent in some delivery modes, such as academies, but it must be consciously monitored in other settings.

Conclusion

In California, CTE is delivered through a significant variety of venues, each serving a distinct target audience. In each setting, CTE educators and business representatives must initially create or review the existing program by:

- Creating the course sequences in target industry sectors, considering available resources and community need
- Assigning foundation and pathway standards to each course in each sequence to ensure coherence and student mastery of key standards
- Developing a curriculum map for each course indicating what foundation and pathway standards will be taught and assessed in each grading period

CTE at the concentration and capstone levels almost always includes work-based learning, which may begin with job shadowing, career-related mentoring, or school-based enterprises and then move into internships, cooperative vocational education, community classroom, apprenticeships, or work experience.

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Chapter 2: Standards-Based Education—Lesson Planning and Instruction

Standards-based education requires that teachers "begin with the end in mind." This is the concept of backwards planning, from understanding the standards and delivering instruction to analyzing assessment results and determining what further instruction or individual help is needed. The California Department of Education's 2001 publication on standards-based education in high schools, *Aiming High,* Chapter 4, provides detailed guidelines for carrying out the following steps in standards-based education:

1. Select and analyze (also termed "unpack" or "unwrap") each standard to be met.
2. Design or select an assessment through which students can demonstrate mastery of one or more standards and determine the required performance level, if not given.
3. Identify what students must know or be able to do to perform well on the assessment.
4. Plan and deliver lessons which provide all students with adequate opportunities to learn and practice the necessary skills and knowledge.
5. Assess students, examine results to plan further instruction or individual support, if needed, and grade their work.

Chapter 1 of this framework focuses on the activities required in CTE before the first of the five steps noted above can be taken, specifically:

- Creating CTE programs with career course sequences
- Assigning appropriate standards to each course in the sequence
- Mapping the curriculum across the year and developing pacing guides
- Ensuring inclusion of work-based learning

This process is more complex for career technical courses than for academic courses because they initially require that teachers determine which standards should be taught in each course, by pathway. Teachers then complete the curriculum mapping for the course, determining the placement of each standard in a unit and when the units and standards will be taught during the school year. At this point, teachers are ready to move on to steps 1 through 5, after they have a thorough understanding of assessment in a standards-based system.

Before moving into the lesson planning, it is important to review the foundation concepts and latest research about assessment as assessment is what drives the instruction cycle in standards-based education.

Purpose of Assessment in a Standards-Based Environment

Assessment of student learning is key to standards-based CTE instruction. Assessment is the venue for students to demonstrate their mastery of the subject standards. It is the means for CTE teachers to gather data about the effectiveness of their instruction and how best to teach to student learning needs. Assessment is an area of strength for CTE in general, as there are many techniques and criteria that have been historically used for assessing mastery. Assessment is one area where the demonstration and application of knowledge and skills—core strengths of CTE—is used to the fullest extent, through performance tasks and projects.

In a standards-based environment, assessment must be aligned with content standards and the curriculum. A rigorous, standards-based curriculum is the prime generator of increased student achievement, and aligning hands-on instruction and assessment to the rigorous curriculum is the key to improvement in student learning.

The learning in CTE goes far beyond success on a standardized test. CTE's end product is the knowledge and skills that translate to success in work and lifelong education. As a result, CTE instruction is a perfect environment for strong, rigorous learning combined with authentic, standards-based assessment.

In short, CTE assessment:

1. Evaluates student progress and mastery level in relation to the foundation and pathway standards addressed in the CTE course
2. Gives teachers direct feedback on the effectiveness of instruction and the curriculum
3. Allows teachers to plan for further instruction or individual support, thus generating data-driven instruction
4. Assists in the creation of future curricula by providing information over time about standards mastery for a substantial number of students

Types of Assessment and Scoring Tools

For an assessment to be useful, it must distinguish between positive and negative—or desired and less desired—outcomes, and it must result in a rating or evaluation score, generally on a scale of "advanced" to "unacceptable" or "below basic." Types of assessments that students typically encounter in California are:

1. *Criterion- or standards-referenced tests and tasks*. In criterion-referenced assessments, a student's knowledge is compared to defined mastery of the subject/standards rather than to scores of other students. Industry-developed certification examinations are an excellent example of this type of assessment. There is no scoring curve or comparison; students either pass or they do not, based on a predetermined cutoff point.

2. *Content standards assessments*. These are assessments of "broadly stated expectations of what students should know and be able to do in a particular subject and/or grade level." [1] Both CTE foundation and pathway standards are content standards that are assessed through appropriate tests or projects with rubrics.
3. *Benchmarks*. These are more specific versions of content standards, detailing descriptions of performance targets for specific career stages, goals, or grades. California does not provide benchmarks for academic or CTE standards. These must be developed by teachers working cooperatively at the district or school site level.
4. *Norm-referenced tests*. In this type of testing, students are compared to other students, so that the most proficient students receive the highest scores, and less proficient students—even if they have acquired all the relevant skills and knowledge—receive lower ones. This is reflected in the old-fashioned "grading-on-the-curve" approach and is not conducive to conveying the career-related standards of performance that are the focus of CTE.
5. *Comparative or pre- and post-tests.* Here, the basis for comparison is the student's prior performance; the student takes a test prior to a learning task or unit and then again after the task or unit is completed. This type of testing is most useful when CTE instructors wish to measure the student's progress—the difference, in other words, that instruction has made to the student's overall knowledge and skill level.

Objective Assessment. An assessment is objective when "the scoring procedure is completely specified,"[2] resulting in total agreement between different scorers. On an objective test, there are correct and incorrect answers. Examples of objective assessment include:

1. *Traditional multiple choice, true-false, matching, and similar types of test items in written exams*. This type of testing is most appropriate to CTE instruction when a body of knowledge must be acquired and applied, for example, in accident prevention and treatment procedures in Food Service and Hospitality standard A2.3.
2. *Oral exams*. The student is given questions and answers them aloud in a real-time scenario. This type of testing is useful when the knowledge or skill must be readily available and smoothly applied (for example, emergency procedures in health occupations).
3. *Credentialing or licensing exams*. These exams can be norm-, criterion-, or standards-based and may include traditional written, oral, and performance task assessments.
4. *Certain performance tasks.* These can be tasks that reflect a "right-wrong" response:
    a. A ledger, for example, either balances according to the given criteria, or it does not.
    b. A nonfunctioning small engine can be made to run or not.

c. A soufflé can rise properly or fall.

These can also be tasks that exhibit a range of quality, such as a machined air engine that works only at a high rate of pounds per square inch (PSI) compared to another engine that works more efficiently by operating at a lower PSI. Of course, each of these tasks involves a variety of steps and considerations. Thus the objective aspect of the assessment is generally divided into several parts (which may or may not be objective in and of themselves), so that students can learn from—and be assessed on—those steps that they perform correctly, as well as those with which they experience some difficulty.

Subjective Assessment. An assessment is subjective when the opinion of the evaluator determines the score, and there is generally not perfect agreement between scorers. The test should, however, be scored using a rubric (a detailed "scoring guide") that provides performance examples or a scale of results, in order to increase the inter-rater reliability and consistency of the results.

Exemplars are examples of work that scored "advanced" or "proficient" on the rubric. Exemplars further increase student understanding of expectations and the reliability of the scoring by several different evaluators. Generally, on a subjective assessment, there are no prescribed correct answers. These types of assessments may be seen in:

1. Juried exhibits, reviews, and performances. In these cases, the assessment is performed by a panel of experts in the field, including the CTE instructor. These can include gallery showings or screenings (in Media and Design Arts), runway shows (in Fashion and Design), dance and theatre performances (in Performing Arts), and livestock, horticulture, or agricultural science exhibitions at fairs (in the relevant Agriculture and Natural Resources pathways).
2. Observations of field work or internship. Typically, a trainee or apprentice in the field is supervised directly both by an individual at the work site and the school's work-based supervisor. The school representative assesses the student's work using a combination of student self-reports and supervisor evaluations, interviews and meetings with the student, and observations from the job site. This type of assessment is appropriate in most CTE work-based learning assignments.
3. Performance-based assessment. In this type of assessment, instructors construct a performance task or project that allows students to demonstrate mastery of the target standards. The instructor creates a rubric that spells out the benchmark at each level of mastery for each standard. Then students are provided with exemplars showing them exactly what "proficient" products from the performance task look like.
4. Review of portfolio or journal. Students maintain a portfolio of work or a journal chronicling their activities. The instructor reviews the materials and assesses the quantity and quality of work according to a published rubric. Portfolios are used frequently in visually focused fields, such as the arts, graphic, garment,

and landscape design, but are applicable in all pathways as they put the onus for organization and responsibility on the student, allowing the teacher to take the role of coach. This is one assessment model that clearly demonstrates growth of skill over time.

5. Review of final project or other outcome product. The student applies his or her knowledge directly to a field-based project, which may be completed in stages with a rubric for each stage. This allows the teacher to provide formative feedback as the project progresses. The assessor evaluates the student's standards mastery, as demonstrated by the quality of the project or other outcome product. This is appropriate to most CTE fields and is often used in high schools for senior projects.

Self- or Peer Assessment. CTE programs often incorporate a significant amount of self- and peer assessment, that is, assessment in which the student takes an active role.

Students can easily self-assess their products at preliminary and final stages, using rubrics and exemplars to help them make accurate judgments. Teachers often require each product submission to be accompanied by a student self-assessment. Students circle the appropriate levels on the rubric, make notes about similarities and differences between the product and the rubric descriptions, and estimate the amount of time invested and effort expended. If this is done for a preliminary submission, the teacher can respond noting points of agreement and disagreement with the student's self assessment, and the student can address the comments to produce a higher quality product and earn a better grade. This process can be repeated several times, with the quality of the product improving each time.

As students become familiar with this process, they can help create the rubric for the assessment. Teachers might begin by developing a rubric that has the ratings filled in for all but one of the standards, that one being chosen because students have already received considerable instruction in the skill. In small groups, students could create the descriptive ratings for this standard and then compare their descriptions to gain class consensus. Students generally write more demanding rubrics than teachers do, but as they gain skill in this area, a greater percentage of the rubric that represents known or partially known material can be turned over to them. Self-assessing presentation practices also improves performance quality.

When the product is a presentation (for example, a sales presentation in the Professional Sales and Marketing Pathway), students can be filmed during rehearsal. They analyze their performances based on rubric and video exemplars. When the video is added to the instructor's assessment, students then have clear guidance on specific ways to improve performance.

Using self-assessment ultimately internalizes the assessment process so that the student moves away from just "getting the assignment done" to completing performance tasks at the highest-quality level possible.

Authentic and Project-Based Assessment. Authentic and project-based assessment is used extensively in CTE. *Authentic* or "real world" assessment allows students to measure their skills against the benchmarks used in business/industry. Authentic assessments require students to perform tasks in the industry settings or in simulations of industry environments. Students are then assessed on their performance according to the same criteria that are applied to regular workers. *Project-based* assessment simulates authentic assessment but takes place in a classroom or lab setting. Here students perform the same or similar tasks as workers in industry but do so in a learning environment.

Industry-Based Assessments. Experts within specific fields or industries develop authentic assessments as benchmarks for full-scale entry into the profession. Assessments include the following:

1. Apprenticeship*.* Some industries and unions offer programs that combine successful completion of related and supplementary instruction (RSI) with on-the-job training. Student competency is assessed through observation and interaction. Occupations that offer apprenticeship include firefighting, ironworking, licensed vocational nursing, carpentry, child care, electrical, painting, tile setting, and plumbing.
2. Industry certification examinations*.* Many industries offer exams designed to help employers identify competent individuals in the field. These tests may be:
    a. Privately offered, as in the CompTIA A+ certification for entry-level computer technicians
    b. Offered by an independent professional organization, as with the Marketing A*S*K Certification, an independent test designed to test mastery of specific, business-related skills
    c. Offered through state-certified organizations, such as the electricians Electrical Certification exam

Most examples in the following section and in Part II reflect variations of authentic and project-based assessments. For example, students learn how to make a specific type of plumbing connection in the lab and then are assessed on their ability to make the connection correctly in a sink drain assembly.

Development of Standards-Based Lessons and Units for Classroom Instruction

With a good understanding of assessment and the curriculum map in hand, instructors are ready to develop units and lessons to deliver the standards. As previously mentioned, this process involves several steps, sometimes referred to as "backward mapping":[3]

1. Analyzing the standards
2. Designing the assessment
3. Identifying the skills and knowledge required for the assessment
4. Planning and delivering the lessons in the unit
5. Examining student work on the assessment
6. Using the data from the assessment to drive subsequent instruction

These steps are presented in detail in *Aiming High*[4] and summarized below in reference to CTE standards.

Step 1: Analyzing, "unwrapping," or "unpacking" the standards. In a perfect world, CTE foundation and pathways standards would be so transparent that educators, students, and parents would agree exactly on what information and skills were included in each statement and at what level that knowledge and skill should be mastered. In practice, it becomes the task of the district, ROCP, or program sponsor to make that determination. That means that CTE instructors, as content experts, must analyze the standards collectively and determine the scope and depth of information and skills being addressed.

For example, Human Services Standard A6.4 calls for students to "understand how and why accountability mechanisms protect people receiving human services." To ensure that students master this standard, teachers in this pathway first need to determine what knowledge and skills are involved. In this case, teachers determined that students must *know* the following information at the level indicated in parentheses:

- The definition of accountability mechanisms (to the extent that they can provide a basic description and at least two examples);
- The reasons why citizens might need protection when participating in human services programs (to the extent that they can provide two examples from history); and
- The way that accountability mechanisms protect people participating in human services programs (to the extent that they can relate the two examples of accountability mechanisms cited above to real protections for participants).

The instructors also determined that students should be able to apply that skill by demonstrating their ability to "determine what type of accountability measures should be in place to address basic grievances human services participants might have (to the extent that the student can identify potential accountability measures that would be appropriate to address the three most prevalent problems experienced by human services participants)."

Teachers then determined which accountability measurements or mechanisms should be included for the level of the course; for example, in a concentration-level course, students might be expected to understand the following types of accountability measures:

- Cost per participant (such as in some job training programs)
- Length of time in processing claims or requests (as in some health and social services programs)
- Oversight of human subjects in testing (as in most health, education, and social service research)
- Maximum caseload sizes (as in drug/alcohol rehabilitation programs, etc.)

Then the teachers determined what most students would need to be taught in order to demonstrate mastery of the standard. On this list they placed all three knowledge items, plus how to determine what problems a participant is actually encountering and how to relate those problems to potential accountability measures.

The whole process may be captured in the chart used in all pathways in Part II. A sample chart appears below, filled in for a standard at the capstone-course level in the Public Utilities pathway of the Energy and Utilities industry sector.

Chart: Analyzing, "Unwrapping," or "Unpacking" a Standard Sample

Standard	C6.0 Students understand management procedures and processes as they occur in a public utilities industry project.	
Standard subcomponent	C6.2 Use scheduling systems to plan sequences of events in public utilities industry projects.	
Course level	❑☐Introductory ❑☐Concentration ❑☐Capstone	
	Knowledge/Skills	Benchmark/Level
Concepts/ benchmark *What do students need to know? At what level?*	1. The nature and purpose of scheduling systems 2. Typical events/activities that must occur to complete a public utilities industry project 3. The order in which typical events/activities must occur	1 Give basic description of at least one scheduling system and its purpose. 2. Cite at least ten events/activities that must be completed in a simple project. 3. Order the ten events/activities cited in a typical and logical manner.
Skills/benchmarks *What should students be able to do? At what level?*	1. Use a simple scheduling system. 2. Identify the events/activities and steps inherent in them for a simple project. 3. Use the simple scheduling system to schedule the steps to complete a project on time.	1. Use system to schedule tasks, given textbook examples, with 90 percent accuracy. 2. Identify necessary steps with 80 percent accuracy. 3. Combine the processes in an open-ended, real-world example with 75 percent accuracy.
Topics/contexts What must be taught?	1. Knowledge items listed (1-3) 2 How to use two different, elementary scheduling systems 3. How to determine the steps necessary to complete a project 4. How to use a scheduling system to create a project timeline	

This analysis is easy for many standards but may be difficult for others. In each case, the instructor writes in the target standard and the subcomponent. Indicating

the course level is essential, as many standards are taught at every level but have increasingly higher expectations of knowledge and skills benchmarks. This is also why teachers must delineate what knowledge is essential to mastering the standard at the given level and what level of understanding the student must have—that is, answers to the question “What do students need to know and at what depth of knowledge?” Then the teacher responds to the same questions for skills. The last section summarizes what must be taught in order for students to master the standard or subcomponent chosen.

Creating these parameters is essential to the rest of the process and helps instructors clarify for themselves exactly what they will teach and assess.

Step 2: Designing the assessment. Assessment in a standards-based environment is different from traditional assessment. Since one of the major strengths of CTE is the applied, authentic, hands-on nature of the learning, it is important to include performance tasks or project-based assessments that determine the extent to which the student has mastered the chosen standards in each unit. This can either be in addition to or in lieu of the more traditional, pencil-and-paper test.

However, planning performance tasks or project-based assessments is easier in a standards-based environment than in a traditional curriculum, because the end is clear: the assessment must show at what level the individual student has mastered the CTE foundation and pathway standards chosen for the unit.

When planning standards-based assessments, teachers select and analyze the CTE content standard (s) targeted during standards analysis. For example, with Entrepreneurship standard B4.4: “Understand how market research is used to develop strategies for marketing products or services in a small business,” the students might conduct market research, make decisions based on that research, and then design an appropriate marketing tool. Several academic foundation standards match this instructional approach:

1. Foundation—Communication 2.2: English 11-12 Writing 1.3: Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
2. Foundation—Communication 2.2: English 11-12 Writing 1.6: Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources, etc.).
3. Foundation—Academics 1.2: Science 9-12 Investigation and Experimentation 1.a: Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

This performance task would also be an opportunity to assess a foundation standard in Leadership and Teamwork, such as:

9.3: Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

Working with the selected standards, instructors develop the student assignment for the assessment. The assignment and the assessment rubric must be given to the students in writing and may also be sent home for parent review and signature.

Sample student performance tasks. In this section, two performance task samples are provided. Each sample has two parts: the student assignment and the rubric to assess the assignment. Both parts are given to students at the beginning of the unit or lesson sequence.

Sample #1: Entrepreneurship: Student Assignment

Overview. In this unit, we'll be studying how manufacturers conduct market research to ensure their product will be competitive and to help shape their advertising campaign. The study will include Chapter 9 of the text, two videos, daily mini-lectures, and three homework readings. For all these items, you will turn in notes in your portfolio. There will be two assessments: (1) a unit test on the information provided; and (2) the performance task outlined below.

Standards addressed: This performance task will require your demonstration of mastery of the following standards:

Standard #	*Standard*
Entrepreneurship B4.4	Understand how market research is used to develop strategies for marketing products or services in a small business.
Foundation 2.2: English 11-12 Writing 1.3	Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
Foundation 2.2: English 11-12 Writing 1.6	Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
Foundation 1.2: Science 9-12 Investigation and Experimentation 1.a	Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data
Foundation: Leadership and Teamwork 9.3	Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

Performance task: In your cooperative learning group, select a type of product for your market research—something you think other people will have definite opinions about, like pizza, sport drinks, running shoes, etc. Your job is to . . .

1. Design a market survey to determine what qualities consumers want in the chosen product. Use the information in your text, readings, and the mini-

lectures. The survey must be at least eight questions, none of which are duplicative.

2. Conduct the market survey, getting responses from at least 50 people.
3. Analyze the results, using a spreadsheet or database program, by (a) listing your findings, (b) determining clear trends in preference, and (c) making decisions about preferences from data that is not clear—should you use that data or not and why? Each person will make a different display of the data (e.g., pie chart, graph, etc.).
4. Create and present a 30-second radio advertisement for a fictional product that reflects your findings from your market research. Use at least two strategies for product promotion that you learned about in your readings.
5. Write a short report (minimum 750 words) in which you explain (a) how you developed your market survey; (b) how you conducted the market survey and what your results were; (c) how you analyzed your results; (d) how you came to the conclusions that you did based on your data; (e) how you used the market research in your ad; and (f) to what extent you feel your market research followed the guidelines presented in the text, readings, and mini-lectures. Each person in the group must write his/her own report and attach the group's data display and market survey, along with each member's data display.

Grading: Your unit grade will consist of 15 points on the test, five points on your portfolio notes, and 80 points on the performance task. On the large bulletin board at the back of the class, you will see "proficient" or "advanced" level examples of each part of the performance task, examples of "proficient" portfolio notes, and a list of the items that will be covered on the test. As in business, to a significant degree, you choose your level of success (your grade) by the amount of time and attention you give to the task (the learning and demonstration of your knowledge/skill).

Performance task rubric: The standards will be assessed in the performance task. The rubric for each standard is shown below, and the total number of points possible in the rubric is 80. "Proficient" is considered "A"-level work, meeting the expectations of the course. However, you will want "Advanced" as your goal in every standard because in business, only those who strive for excellence reap the top financial and personal rewards. The rubric shows you exactly how to earn that level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
EP/B4.4 (50 points)	Market survey has nine+ questions and 60+ responses; data are correctly and thoroughly analyzed;	Market survey has eight questions and 50 responses; data are correctly analyzed; data analysis is used	Market survey has four to seven questions and 30–49 responses; data are correctly analyzed; data	Market survey has fewer than four questions or questions are duplicative; there are fewer then 30 responses; data

	accurate data analysis is used creatively in commercial; report shows insight into the process. (45 points)	accurately in commercial; report accurately reflects the process. (40 points)	analysis is used in commercial; report accurately reflects the process in most parts. (35 points)	are correctly analyzed in part, but not effectively used in commercial; report doesn't reflect the process. (30 points)
E/LS1.6 (10 points)	All market survey questions are well-phrased, nonduplicative, thorough, and comprehensive. (10 points)	All market survey questions are adequately phrased, nonduplicative and fairly comprehensive. (9 points)	Most market survey questions are adequately phrased, nonduplicative and fairly comprehensive. (8 points)	The majority of market survey questions are not adequately phrased, nonduplicative or fairly comprehensive. (6 points)
E/W1.3 (10 points)	Report includes all requirements and detailed, relevant examples; writing is at a typical business level of sophistication. (10 points)	Report includes all required elements with relevant examples; writing reflects high school sophistication. (9 points)	Report includes all required elements, most with examples; writing is not at a high school level of sophistication. (8 points)	Report does not include all required elements. (6 points)
S/IE1.a (5 points)	Spreadsheet or data-base is accurately used; data display is creative, clear and user-friendly. (5 points)	Spreadsheet or data-base is accurately used; data display is clear and user-friendly. (4 points)	Spreadsheet or data-base is accurately used; data display isn't clear. (3 points)	Spreadsheet or data-base is not accurately used; data display isn't clear. (1 point)
Leadership and Teamwork 9.3 (5 points)	Teacher observes student taking leadership in effectively organizing group work and individual work. (5 points)	Teacher observes student helping to organize group work and structuring individual work effectively. (4 points)	Teacher observes student following the group work plan and adequately structuring individual work. (3 points)	Teacher observes student not following the group work plan or structuring individual work. (1 point)

Sample #2: Cabinetmaking and Wood Products: Student Assignment

Overview: In this unit, we will learn key safety measures, cabinetmaking techniques, and equipment maintenance through the creation of our first product, a CD storage rack. The unit will cover the Shop Safety Book, pages 22-48, the video of safety techniques for using the table saw, daily mini-lectures/demonstrations, and three homework readings—one on the maintenance of each power tool. For all

these items, you will turn in notes in your portfolio. In addition to the CD storage rack itself, you will prepare and submit your job plan, take two unit tests—one on the safety information and the other on reading and interpreting cabinetmaking fabrication plan, and complete your first draft of the Safety and Maintenance Manual for the following power tools: table saw, router table, and orbital sander.

Standards addressed: This performance task will require your demonstration of mastery of the following standards:

Standard #	*Standard*
CAB A3.1	Use portable power tools safely and appropriately.
CAB A4.1	Understand the proper and safe use of stationary power tools used in the milling process.
CAB A5.1	Know how to read, understand . . . and construct cabinets accurately from cabinetmaking fabrication . . . plans and specifications.
CAB A.5.3	Understand how to create a job schedule in a cabinetmaking project.
CAB A7.1	. . . create cabinet and wood products.
CAB A7.3	Use stationary and portable power tools in milling the components for cabinets and wood products.
CAB A7.4	Use stationary and portable power tools in the assembly of cabinet and word product components.
CAB A7.5	Use finish tools . . . and techniques for finishing cabinets and wood products.
Foundation: Communication 2.2 English 9-10 Writing 1.3	Use clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources.
Foundation: Communication 2.3 Written and Oral English Language Conventions 1.4	Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
Foundation: Technology 4.2	Understand the use of technological resources to access, manipulate, and produce information, products, and services.

Assignment: You will build a CD storage rack according to a plan that includes scale drawings, details of joints, and fabrication procedures. You will also begin your own Safety and Maintenance Manual that you will add to throughout the course. Your job is to:

1. Comply with all the safety features and maintenance requirements for the tools you will use: table saw, router table, and orbital sander.
2. Demonstrate how to read and understand fabrication plans and use those plans accurately to create your CD storage rack.
3. Create your job schedule.
4. Mill the components for the CD storage rack, using the tools cited above.

5. Assemble the components for the CD storage rack, using rabbet and tongue-and-groove joints.
6. Finish the CD storage rack according to the directions.
7. Create electronic and hard-copy versions of the draft of the first three chapters of your own Safety and Maintenance Manual. Each chapter will focus on a different power tool: table saw, router table, and orbital sander. Each Chapter will include (a) a brief (two- to three-sentence) description of the tool with examples of what it's used for in bullet form; (b) a list of the safety rules and procedures to follow when using the tool; (c) procedures to follow in case of an accident; (d) tool and area cleanup; and (e) routine tool maintenance.

Grading: Your unit grade will consist of ten points on each of the two tests, five points on Portfolio notes, and 75 points on the performance task.

In the front of the shop, there will be two CD storage racks—one at the "proficient" level and one at the "basic" level. I'll review the rubric with you and then ask you to determine which example is proficient, which one is basic, and why. Then we'll compare notes and label each model so we can see the skill level reflected for each part of the rubric.

Examples of "proficient" portfolio notes, examples of "proficient" personal Safety and Maintenance Manuals, examples of "proficient" job schedules, and a list of the items that will be covered on each test are posted on the bulletin board.

Performance task rubric: The following standards will be assessed in the performance task. The rubric for each standard is shown below, and the total number of points possible in the rubric is 80. "Proficient" is considered "A" level work, meeting the expectations of the course. However, you will want "advanced" as your goal in every standard because cabinetmaking is a highly competitive and exacting craft which requires precision and discipline. The rubric shows you exactly how to earn that level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
CAB A3.1 and A4.1 (5 points)	Teacher observes student using and helping others use power saw, table router, and orbital sander safely and appropriately. (5 points)	Teacher observes student using power saw, table router, and orbital sander safely and appropriately. (4 points)	Teacher observes student using power saw, table router, and orbital sander safely but not always appropriately. (2 points)	Teacher observes student not using power saw, table router, and orbital sander safely. (0 points)
CAB 5.3 (5 points)	Job schedule reflects detailed planning. (5 points)	Job schedule reflects adequate planning. (4 points)	Job schedule is missing one step in the plan. (3 points)	Job schedule is missing more than one step in the plan. (1 point)

CAB A7.1, A7.3 (20 points)	Milling is perfect. (20 points)	Milling has fewer than two minor errors. (18 points)	Milling has three to four minor errors. (16 points)	Milling has more than one major error or five or more minor errors. (8 points)
CAB A7.1, A7.5 (20 points)	Assembly is perfect. (20 points)	Assembly has fewer than two minor errors. (18 points)	Assembly has three to four minor errors. (16 points)	Assembly has more than one major error or five or more minor errors. (8 points)
CAB A7.1, A7.5 (20 points)	Finish is perfect. (20 points)	Finish has fewer than two minor errors. (18 points)	Finish has three to four minor errors. (16 points)	Finish has more than one major error or five or more minor errors. (8 points)
E/W 1.3 E/C 1.4 (5 points; graded by English teacher)	Safety and Maintenance Manual includes all requirements, is detailed, and has no more than three errors. (5 points)	Safety and Maintenance Manual includes all requirements and has no more than five errors. (4 points)	Safety and Maintenance Manual includes all requirements and has no more than ten errors. (3 points)	Safety and Maintenance Manual does not include all requirements. (1 point)
Tech 4.2 (5 points)	Manual reflects detailed and accurate use of word processing and the Internet. (5 points)	Manual reflects accurate use of word processing and the Internet. (4 points)	Manual reflects one to two errors in use of word processing and the Internet. (3 points)	Manual does not reflect accurate use of word processing and the Internet. (1 point)

Analyzing the examples. There are several items to note in these samples. First, the units specifically integrate foundation academic standards but are teaching and assessing those standards only in relation to the CTE content, and the assessment of these standards is integral to the assessment of the CTE pathway standard.

Second, CTE instructors assess writing standards on the basis of:

- Full response to the requirements (both samples)
- Correct use of conventions (cabinetmaking sample)
- Use of details/examples (both samples)
- A general judgment about whether the writing exhibits sophistication appropriate to an adolescent writer (entrepreneurship sample)

In the cabinetmaking sample, CTE teachers arranged with the English teachers to complete the rubric that addresses writing and conventions; students may thus receive grades and credit in both classes. The entrepreneurship teachers have

chosen not to focus on English-language writing conventions, but the grade is affected by the level of sophistication of the writing.

Third, concrete examples of high quality work for each element in the performance task, along with a list of items on the tests, are provided to the students. Research demonstrates that providing students with "exemplars" of the work they are asked to produce dramatically increases the quality of their products and performance.[5,6] The first time teachers use this assessment, they can create the exemplars. After that, the teachers can use exemplars from the highest scoring work from students in previous years.

Providing students with a list of items on the test is not the same as giving them the questions on the test—or the answers. It is instead directing student attention, once again, to those standards and standard elements most important for mastery. The teachers in the first sample might post a list such as the following:

Items on the Test on Market Research:

1. Why manufacturers conduct market surveys
2. Six key elements of a market survey
3. Major mistakes you can make in marketing surveys
4. Four effective strategies for commercials
5. Ways to display data in a report

This information helps guide students in the process of learning, pointing them toward important information for note-taking and study as they read the text and assigned articles for homework, view visual aids, and listen to lectures. They will still have to demonstrate that they have mastered the information in the standards.

One last consideration about pencil-and-paper testing in a standards-based CTE environment is that the test should be written to relate to distinct parts of the standards—and different tests might be used for different types of standards, as in the cabinetmaking sample where there are two tests: one for safety and one for plan reading. In the entrepreneurship sample, test items might be related to the standards by putting 15 questions on the test—three questions on why businesses conduct market research, four on creating/conducting viable market research, three on analyzing and displaying market research data, two on using findings to inform the marketing plan, and three on advertising strategies to promote customer purchase. When the test reflects the key parts of the standards, analysis of the test scores provides useful data on the extent to which the students mastered each component of each standard.

Most CTE instructors have always required a test and a performance task for each major unit of learning. The primary difference here is that the sample performance tasks are built on CTE foundation and pathway standards, thus making obvious the important connection between the foundation learning (including academic

standards) and the CTE pathway learning. This reflects industry reality. Success in a small business depends on more than the technical skills of business (e.g., framing and conducting a market survey); success depends also on collecting data, translating data into an action plan, and using a variety of communication skills to implement that plan.

There is significant research evidence that schools can successfully intensify the foundation standard rigor of CTE coursework without losing any CTE pathway standard content. Both the MDRC and the Southern Regional Education Board have performed longitudinal studies that show that integrating CTE standards with academic standards—such as those in the foundation standards—and requiring completion of higher-level academic course work has substantially increased the success of CTE completers.[7]

Step 3: Identifying the skills and knowledge required for the assessment. This is a relatively easy activity. Instructors produce a list of the skills and knowledge required for a student to do well on the assessment, and the method of instruction used to impart these elements. For example, with the assessment delineated in the entrepreneurship sample above, the list might look like this:

Skill/knowledge required	*Method of instruction*
Why market research is conducted	Textbook reading assignment; mini-lecture
How to create a market survey	Textbook reading; article reading; mini-lecture; exemplar
How to conduct a market survey	Textbook reading; article reading; mini-lecture
How to analyze data from a market survey	Mini-lecture; demonstration in computer lab
How to display data from a market survey	Mini-lecture; demonstration in computer lab
Strategies for advertising	Article reading, video, mini-lecture, exemplar
How to write the report	Assignment, mini-lecture, exemplar, draft report feedback
How and what to study for the test	List on bulletin board, mini-lecture, study groups in class
How to take and use notes	Mini-lecture, exemplar, study groups in class
How to organize work in a group and as an individual	Mini-lecture to review previously taught skills, pointing out successful group techniques

Step 4: Planning and delivering the lessons in the unit. In this step, instructors use the information in the chart to plan and deliver the lessons for the period defined in the curriculum map. This process is basically the same in standards-based and traditional instruction and is enhanced by inclusion of the instructional strategies discussed in Chapter 1.

Step 5: Examining student work. This process is critical to student learning and consists of three elements:

1. Students perform self- or peer assessment of the work. (Optional)
2. The teacher assesses the work according to the rubric, with additional, specific commentary on the work.
3. Students respond to the commentary and assessment.

Element 1: Self- or Peer Assessment. (See pp. XX for detailed discussion.)

Element 2: Teacher Assessment. CTE teachers are now prepared to make judgments about the extent of demonstrated knowledge/skills with relative ease, having clearly defined the expectations for task. Teachers often use the rubric for the full grading of the performance task, circling the description (or part of the description) that best reflects the student's achievement for each standard and adding comments to clarify the exceptionally good elements, and how the student could improve.

Element 3: Student Response. If the process stops here, however, students will learn little from teacher feedback. The last step in examining student assessment work is to have each student respond to the teacher's comments. This need not be more than a paragraph in length but should include:

1. A topic sentence that indicates general agreement or disagreement with the comments
2. Two or three sentences providing examples of why the teacher's assessment was inaccurate or accurate or a combination
3. A concluding sentence reflecting how the student will use the feedback to improve future performance

Students keep the rubric/grade sheet in their portfolios and submit the reflection paragraph, which signals the teacher to record the unit grade.

A second option is for the student to respond to the comments with an improved version of that part of the performance task. In this type of student response, students demonstrate that they can perform the skill at the "proficient" level. For example, if the teacher rated the butt joint in the CD cabinet to be "basic" due to a 1/8" mismatch in the vertical surface, a student might respond to this by submitting an example of a butt joint that has no mismatch in the vertical surface. The teacher could adjust the grade at that time. This completes the learning circle.

Use of Assessment Data to Guide Instruction

Because the entire instruction process is standards-based, using assessment data to modify future instruction is straightforward and consists of the following steps:

1. Identify data sources.
2. Analyze the data, including comparison of expected, ideal, and actual results.
3. Make immediate modification of instructional strategies.
4. Plan future modification of instructional plans.

Using the first sample above, the entrepreneurship teacher has three sources of assessment data: the test, the portfolio notes, and the performance task. If the teacher has set up the test as suggested, a simple item analysis (a count of how many students got each item correct) will indicate whether or not the instruction worked for each component of the standards. Thus, if half the class failed the questions on the rationale for business/industry use of market research, but only one student missed any of the questions on advertising strategies, the teacher has strong indicators that instruction on the rationale for market research went awry and the instruction on advertising approaches went well.

Similarly, the scores on portfolio notes provide immediate feedback on how effective the students' note-taking practices are and where those skills need to be bolstered to produce better learning and retention. As shown in the chart at the end of the chapter, accurate and efficient note-taking will increase student achievement dramatically, so this analysis is well worth a CTE teacher's time. Instructors can also determine how to better prepare students to view a film or read a textbook assignment and may identify ways in which they can improve the clarity of their own mini-lecture approach.

Finally, the item analysis of the performance task rubric will provide feedback on each standard. For example, if 85 percent of the students scored "proficient" or "advanced" on the Entrepreneurship standard B4.4 ("Understand how market research is used to develop strategies for marketing products or services in a small business") the instructor has a strong indicator of success in teaching this important pathway standard. This should be corroborated by the pencil-and-paper test data for those items that related directly to this standard. If successful, the teacher can move the class on to the next unit, setting aside a lunchtime or after-school review session for the students who still need to master the standard concepts.

However, if the item analysis on the performance task rubric and the test show that 85 percent scored "basic" or "unacceptable" on this standard, the instructor must make a choice. If the standard is fundamental to the course—reflecting core information that the rest of the course builds on—then the instructor may need to add to the curriculum map another period of time to re-teach and review the key elements and give another assessment. This will require that another standard that is less important have a shortened time period later in the year.

During the added instruction time, the teacher reviews the previous materials and adds new approaches to explore the concepts in a different way. Because there will generally not be time to do another performance task, the assessment can be a daily quiz, with information re-taught until 85 percent of the students are passing at least at the 80 percent level. When this is accomplished, the class as a whole will move on, and the last few students will be assigned to an out-of-class review.

If the data shows a more even division—for example, that half the class mastered the key standards and half did not—the instructor again must make a determination about the importance of the standard. If it represents concepts or skills key to understanding major parts of the rest of the course or performing the next level of task difficulty, having only 50 percent of students demonstrate mastery is unacceptable. In this case, the class may need to be split in two, with those who earned “proficient” or “advanced” assigned interesting enrichment projects for additional credit while the others work directly with the instructor to review the concept or practice the skill. Use of the daily assessment quiz or task demonstration with this group would provide added incentive to master the content as quickly as possible. Mastery can also generate points to improve the previous grade.

Another alternative is to divide the class into groups of four. The two groups that mastered the standard review the material/concepts with the two that did not. Points might then be awarded as follows: five points to any group of four who can all demonstrate mastery by the end of the first day, four points to the groups whose members all demonstrate mastery by the end of the second day, etc. In this approach, peers who have mastered the standards are working to assist those who have not to master the material as quickly as possible. This group work not only helps students master pathway content but also gives students the opportunity to practice and expand on the skills and knowledge contained in foundation standard 9.0, Leadership and Teamwork.

All these examples reflect ways in which to differentiate instruction at the classroom level. Techniques for differentiating instruction at the individual student level are addressed in Chapter 3.

Development of Standards-Based Curriculum, Instruction, and Assessment for Off-Campus Work-Based Learning

Off-campus work-based learning has been a mainstay for many CTE students. Recent studies have shown that off-campus work-based learning has significant value in non-academic benefits.[8] Thus, initially, it may be useful to focus on the CTE pathway standards in work-based learning settings.

Using pathway standards as the basis for off-campus work-based learning is relatively easy to implement because the existing structure often includes legal mandates for an agreed-upon set of objectives for the student to master during the

work-based learning period. The key is to choose the appropriate standards for the work-based learning assignment and then align the objectives to the standards. A clear understanding between the teacher, student, and employer/supervisor about the level of mastery required for each objective and the indicators of that mastery is essential.

The instructor must be aware of the legal requirements for such agreements that apply to the specific type of work-based learning. It is essential that such agreements be developed appropriately to be in compliance with the California *Education Code* and state or federal child labor laws.

Integration of Foundation Standards

As the examples in this chapter demonstrate, using the foundation standards to bolster CTE rigor is highly effective. It is the approach promoted by the Southern Regional Education Board (SREB) in *Designing Challenging Vocational Courses*.[9] SREB, long-time advocates of including CTE in every student's course sequence, paraphrases the California Department of Education's definition of CTE, stating that "the primary role of career and technical programs is to prepare youths for careers and further study by raising students' achievement in technical literacy" in order to:

1. Encourage less-motivated students to persevere in high school by showing them the path to higher-paying jobs;
2. Allow students to experience real-world applications of higher math and science; and
3. Open vistas of opportunities.[10]

The focus on inclusion of the high-level foundation standards in all CTE courses is to ensure that students are well prepared for success in the twenty-first century labor market, with both academic and career technical skills and knowledge. The Education Trust notes that:

> The technical reading and computational skills required for jobs that pay a living wage are remarkably similar to those required for credit-bearing college courses. The ever-popular myth of the hard worker who can't read well or divide fractions but owns his own air-conditioning repair company is just that—a myth [for today's students].[11]

This focus on jobs with reasonable pay and benefits in the future labor market is key. There are, and will be, millions of low-paying jobs in America, but the mandate for CTE change comes from the focus on high-wage and high-demand positions.

What does increasing the focus on rigorous foundation standards look like in CTE? The answer is in integrating foundation standards with pathway standards. If the sheer number of foundation standards is daunting, a suggestion is to initially choose ones that align with the National Research Council's list of skills required by

business/industry in which secondary and postsecondary educational institutions must provide instruction:

1. Understanding and meeting customer needs (directly related to foundation standard 2.0, Communication)
2. Accessing pertinent information regarding the job in multiple and time-efficient ways (directly related to foundation standard 3.0, Career Planning and Management)
3. Identifying and solving of problems through research, critical thinking, trouble-shooting, and decision-making (directly related to foundation standards 1.0, Academics; 2.0, Communications; 4.0, Technology; 5.0, Problem Solving and Critical Thinking; and 6.0, Health and Safety)
4. Being able to work alone and in teams (directly related to foundation standard 9.0, Leadership and Teamwork)
5. Applying knowledge and experience to a wide range of activities (directly related to foundation standard 7.0, Responsibility and Flexibility)
6. Understanding of corporate and business cultures and systems (directly related to foundation standard 8.0, Ethics and Legal Responsibilities)
7. Seeking lifelong learning and upgrade of skills (directly related to Foundation Standard 3.0, Career Planning and Management)[12]

In the foundation standards section in each industry sector, the first two standards, "Academic" and "Communication," list the academic standards that CTE courses in that sector address, as chosen by business and industry representatives working with teachers in the field. While not all sectors or pathways require integration of trigonometry or physics, most call for eleventh and twelfth grade reading, writing, and analysis skills. Many require in-depth understanding of social science, science, mathematics (usually at least through algebra), or the arts. This need for integration has profound implications for professional development, as discussed in Chapter 3.

Integrating foundation standards into the unit assessment is discussed in Chapter 1, but the richness of the CTE curriculum allows for this integration to occur on a daily basis. Indeed, the tremendous advantage that CTE courses have in teaching foundation standards has long been recognized: CTE can teach foundation skills through application. Most students—indeed, most adults—learn best by doing, and CTE courses offer that opportunity in ways that traditional courses can seldom equal. As Jim Canales, president and chief executive officer of the James Irvine Foundation, states: "We need to promote programs of study that blend academic rigor and real-world learning if we hope to inspire more of our youth to stay and succeed in school."[13]

Foundation standards in CTE promote students' adaptability and ability to transfer skills. This kind of flexibility and adaptability is important to the long-term value of CTE skills in the workplace. Students may master foundation skills in one context but not realize that these skills generalize to greater applications. Using the

techniques discussed in this chapter can help improve students' ability to apply and understand foundation knowledge and skills in a variety of situations and applications.

For example, Agriculture Mechanics students learn how to determine the amount of oil to mix with gasoline, given the capacity and requirements of a small engine (related to Agriculture Mechanics standards B10.1 ("Understand engine theory for both two- and four-stroke cycle engines") and B10.3 ("Know small engine parts and explain the various systems [e.g., fuel….]"). In teaching how to determine the appropriate ratio of oil to gasoline, the CTE teacher might first clearly identify the activity as addressing foundation standard 15.0 for Algebra I—"Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems." The teacher could then have students complete a series of percent mixture problems, requiring them to set up the problem as an algebraic equation and solve for the unknowns. This way the student is much more likely to make the link between the application in CTE and the problems in algebra.

Of course, the opposite is also true. That is, teachers of academic subjects will enhance their students' chances of standard mastery by using explicit examples from CTE. Applying concrete examples to abstract concepts and ideas enhances understanding and retention in all fields. This is yet another reason why collaboration between CTE and other disciplines can result in higher achievement for all students. Collaboration will also ensure that every student has opportunities to build a strong foundation of academic skills and a broad range of technical skills, as recommended by many studies, including *Building for Tomorrow: Industrial and Technology Education in California.*[14]

Strategies for Transferring CTE Skills to Academic Applications

Foundation standards instruction in CTE can become highly transferable to academic situations, including academic tests such as CAHSEE and STAR, and vice versa, if the connection is transparent to the student. Just as academic teachers strive to engage their students with examples of how their subjects are relevant in the real world of careers, CTE instructors can make explicit connections to the academic content in their courses. There are three primary mechanisms for accomplishing this:

1. Using common language and constructs
2. Making frequent, clear connections for the students orally and in writing
3. Arranging for students to receive extra credit or other recognition in the appropriate academic class

1. *Using common language and constructs.* This is the easiest way to make the connection between authentic CTE and theoretical academic learning for students. Academic teachers need to recognize and value the vocabulary that CTE students and teachers bring to the table. Conversely, if an English

teacher calls the controlling sentence in a paragraph a *thesis sentence* while a CTE teacher calls it a *topic sentence,* students in both classes will be confused. Using the same terms for the same concepts ensures that young people have words that are accurate and viable in multiple settings, thus increasing flexible thinking and skill transferability. This also holds true for academic teachers' use of CTE terminology.

Using common constructs is perhaps even more important in developing transferable skills. For example, if a CTE teacher requires students to take notes on lectures, readings, and videos by using portfolio notes, and the social science and English departments in that school are using outline note-taking formats, the student will likely not do a good job of either. Thus, it is important to adopt common constructs or formats across the entire school, especially for common skill areas such as writing paragraphs, learning vocabulary, taking notes, or summarizing.

2. *Making frequent, clear connections for students orally and in writing.* This keeps the link between CTE pathway and foundation standards knowledge and skills in the forefront. Several techniques make this easy to do on a daily basis.

The CTE teacher can include the foundation standard(s), written out completely, in every appropriate assignment. This way, in the example about small engines, the students get the first connection message immediately, when they see the CTE pathway standard B10.1: "Understand engine theory for both two- and four-stroke cycle engines" and standard B.10.3: "Know small engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, and lubrication systems)," directly followed by Algebra I, 15.0: "Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems" in their assignment.

The CTE teacher can also point out the connection directly. Telling students that they are using algebra skills as they perform tasks or making the equations and processes explicit in the instruction allows students to gain a deeper understanding of the process as a fluid and adaptable set of criteria that includes algebraic calculation.

In the written assignment given to students, after listing the CTE pathway and foundation standards addressed in the assignments, the teacher might write, "Correct application of the algebra standard 15.0 is essential to mastery of the agricultural mechanics standards and will carry significant weight in the grading of this assignment."

3. *Arranging for students to receive extra credit or other recognition in the appropriate academic class.* Credit or other recognition can also bring home the connection, demonstrating to students who see academic and CTE disciplines as discrete class periods that they are in fact an interrelated whole.

Thus, a Health Occupations teacher who requires a research paper that includes at least four sources using APA format might arrange with the English teacher to grant credit for students in English grades 11 and 12, where standards for research papers are emphasized. Reciprocally, teachers in academic subjects may solicit suggestions for CTE topics and examples for their assignments while the CTE instructor offers credit to students who submit a copy of the research report to them.

Skills Students Need to Pass the California High School Exit Examination

There are several ways CTE can provide value-added instruction in English–language arts and mathematics to help students pass the CAHSEE. CTE has a special capacity to teach the skills actually tested on the exam. This is true in English–language arts because CTE instructors use the kind of practical, job-related materials that form at least 50 percent of reading test items on the CAHSEE. It is true in mathematics because most of the CAHSEE items reflect sixth- and seventh-grade mathematical standards rather than algebra, which is often the lowest-level course now taught in high school. The practical mathematics reflected in most CAHSEE test questions are exactly the type of math used in CTE courses.

1. *Incorporating CAHSEE-level English standards in CTE.* Many of the most effective educational strategies described above are applicable to reading and writing instruction in CTE courses.

This interdisciplinary focus on reading and writing is essential to CTE success. Students in the twenty-first century American workforce must have significant literacy skills to obtain and maintain employment in practically every pathway in every sector.

Willard Daggett's International Center for Leadership in Education has published a white paper detailing the reading levels of average high school students, typical high school textbooks, and entry-level career reading materials.[15] The paper uses Lexile ratings to indicate the level of difficulty in a text, considering elements such as vocabulary and syntax. Example of text include *Frog and Toad Are Friends* at a Lexile rating of 410, *War and Peace* at 1200, and *The Scarlet Letter* at 1400. The charts below summarize Lexile ratings for high school students and typical high school texts/reading materials. In each case, the middle 50 percent is reflected in the sample, leaving out both lowest and highest achievers and the easiest and most difficult textbooks.

Grade	*Lexile reading level for middle 50 percent of students*	*Lexile text level for middle 50 percent of course reading materials*
9	855–1165	1050–1150
10	905–1195	1100–1200
11–12	940–1210	1100–1300

Note that the Lexile ratings for students listed above are for the middle 50 percent. The average Lexile levels of entry level job materials in 13 careers are shown in the chart below.

Entry Level Career-Technical Reading Material (alphabetical)	*Lexile level*	*Entry Level Career-Technical Reading Material (alphabetical)*	*Lexile level*
Agriculture/Natural Resources	1270–1510	Architecture/Construction	1210-1340
Arts/Communications	1100–1190	Business/Administration	1210–1310
Education/Training	1320–1370	Health Science	1260–1300
Hospitality/Tourism	1230–1260	Human Services	1050–1200
Law/Public Safety	1420–1740	Manufacturing	1200–1310
Retail/Wholesale Sales/Service	1180–1270	Scientific Research/Engineering	1190–1250
Transportation/Distribution/ Logistics	1170–1350		

Because of the disparity between high school students' reading levels and levels of difficulty in texts, it is essential that the first and most intense interdisciplinary focus for CTE be reading. Students must be able to read and comprehend the materials in CTE classes and—most importantly—the materials they must comprehend to be successful in entry level positions in their career pathway.

2. *Incorporating CAHSEE-level mathematics in CTE courses.* One significant problem high schools face in preparing students to pass the CAHSEE is the mismatch between courses offered at the high school level and the material tested in the mathematics section. Currently the CAHSEE mathematics section tests skills in general mathematics, pre-algebra, and approximately the first third of a typical Algebra I course. Students must answer 55 percent of all questions correctly. Given the usual distribution of items, this means that a student can pass the mathematics section without getting any Algebra 1 content questions correct but cannot pass without having a sound understanding of general mathematics and pre-algebra concepts.

The problem is timing. Most California high schools no longer offer a course with content lower than Algebra I. Instead of providing remedial classes, lower-achieving students are provided simultaneous support courses to help them pass Algebra I. Only a few students actually receive direct instruction in general math, usually in an after-school tutorial program and usually in grade nine only. By the spring of tenth grade when they take the CAHSEE, students are generally at least two years away

from any direct instruction in the bulk of the material in which they must demonstrate mastery. For many, this is just too long—and here is where CTE can provide significant assistance.

Most real-world occupations require math skills that are used on a daily basis, such as:

- The interior designer who must measure and graph rooms, furniture, and appliances with total accuracy
- The roofer whose profit margin depends on accurate estimates of roofing felt and shingle requirements
- The utilities or transit project manager who must work within budget constraints to retain his/her job
- The nursing assistant who must accurately measure medication amounts or risk the lives of patients

CTE instructors teach and assess these essential skills that reflect many of the standards tested on the CAHSEE. Thus, simply by virtue of being enrolled in CTE classes, students are receiving instruction in key mathematics skills tested on the CAHSEE.

Teachers can also incorporate general math learning into the daily process of CTE classroom management. The research indicates that all teachers should be teaching the following message to students: *inspiration (ability) + perspiration (hard work) = success.*[16] One way to do that is to give students a rubric for effort and have them chart all their work—homework, quizzes, performance tasks, tests, and more—to show two scores: one for effort and one for achievement. This chart should be kept in the student's portfolio. To create a non-linguistic representation of this linkage between effort and achievement (and to teach graphing skills), students should turn their chart data into a personal best graph that clearly shows the linkage. As with other graphs of real life data, the results will not be absolutely linear, but over time, especially as students begin to be more honest about their level of effort, and especially if the instructor rewards personal best achievement, the student makes the connection between hard work and achievement. In addition, the exercise causes the student to review and practice graphing skills which are definitely on the CAHSEE.[17]

Interdisciplinary Projects

Interdisciplinary projects within CTE. Creating interdisciplinary projects within CTE is addressed specifically in Chapter 1, which delineates a step-by-step process for blending academic foundation and pathway content standards in a performance task or project. Additionally, many CTE advanced or capstone courses require extensive interdisciplinary projects. An example is Career Service, which provides the opportunity for CTE students to work with a local community-based

organization or government agency to create a project to meet community needs and address rigorous CTE standards in the pathway.

Interdisciplinary projects involving CTE and academic teachers. Interdisciplinary projects usually involve several teachers who agree to have one performance task constitute a credit assignment in multiple classes. A typical example involving both CTE and academic teachers would be a geometry teacher collaborating with a residential construction teacher to develop an interdisciplinary unit plan addressing standards related to angles and load-bearing ratios in the context of rafters and roof beams. These types of interdisciplinary projects are most easily accomplished under one of three conditions:

1. *Integrated timelines.* If the CTE course is required in a certain grade (e.g., computer applications in grade nine), it is relatively easy to have the students word-process papers or other writing assignments in English 9 while they learn word processing in computer applications or have the students create graphs for papers, math assignments, or labs while they are learning a spreadsheet or database program. In each case, the teachers collaborate on the timeline and requirements.
2. *Student choice in academic assignments.* This occurs when academic teachers allow students to determine certain elements of their assignments. To make this work, schools must set aside time at least quarterly for teachers to exchange information on their up-coming major assignments and see if there are opportunities for interdisciplinary projects. For example, the grade ten English teachers notify CTE teachers that they'll be teaching Writing Standard 2.9 (Business Letters) in the last three weeks of the semester and are willing to let students choose the letter topic. CTE teachers can then assign a business letter appropriate to their curriculum that is due at the end of the timeframe and allow students credit in both classes.
3. *Team teaching.* This approach is almost exclusively seen in magnet schools or career academies where the academic and CTE teachers have totally integrated their curricula. In this case, the assignments are always dual assignments. For example, a student might take English 10 and Introduction to Health Careers, a two-hour class taught by a team consisting of a CTE teacher and an English teacher with 60 students. All text—fiction, expository, drama, textbook, poetry, biography—has health careers as a dominant feature, and all are analyzed from the perspective of CTE content, literary attributes (if appropriate), and writing qualities.

Research-Based Instructional Strategies

Strong instructional strategies make the difference between an exciting, motivating course and one that fails to engage students. The authentic nature of CTE is, in itself, motivating, and use of strategies such as simulation, modeling, demonstration, and guided discovery are natural to CTE instruction.

The whole concept of work teams in which team members amplify each other's skills and incorporate peer-teaching as a part of daily routine is a methodology used in virtually every industry and almost universally appropriate and effective in CTE. And perhaps most important is the metacognitive instruction—the clear emphasis on understanding how to learn—that permeates CTE classrooms and labs and helps prepare students for the flexibility and on-the-job learning that dominates the modern workplace.

In addition to these instructional strategies prevalent in virtually all CTE classrooms, other research-based classroom strategies can be extremely useful for delivering standards-based CTE in optimally effective ways.

The research used in the following section is from Robert Marzano's *Classroom Instruction That Work*s (1997) and *A Handbook for Classroom Instruction That Works* (2001), both published by the Association for Supervision and Curriculum Development (ASCD). Marzano and his colleagues at the Mid-Central Research Education Laboratory conducted a series of meta-analyses of hundreds of studies on effective pedagogy to determine which instructional strategies had the maximum positive effect on student learning. The results, shown below, can be used by CTE teachers as a guide to increasing learning in both CTE and academic content areas.[18] The chart shows the instructional strategies that are most effective, the average effect size, the translation of the effect size into percentile gain on a standardized test, and the number of studies/effect sizes included in the analysis.

Categories of Instructional Strategies That Positively Affect Student Achievement

Category	*Average Effect Size*	*Percentile Gain*	*Number of Effect Size or Studies*
Identifying similarities and differences	1.61	45	31
Summarizing and notetaking	1.00	34	179
Reinforcing effort and providing recognition	.80	29	21
Homework and practice	.77	28	134
Nonlinguistic representations	.75	27	246
Cooperative learning	.73	27	122
Setting objectives and providing feedback	.61	23	408
Generating and testing hypotheses	.61	23	63
Questions, cues, and advance organizers	.59	22	1,251

Effect size is a statistical measure used by researchers to quantify the difference that the use of a particular strategy or intervention makes in the outcome. For educators, then, the effect size shows the positive (or negative) achievement resulting from the use of the particular strategy; no change in the strategies used would result in an effect size of zero. Thus, in the chart above, an effect size of 1.00 means that achievement of students consistently and effectively exposed to the

strategy discussed will result in a 34 percent gain on a standardized test compared to similar students taught the same material without the use of the strategy. Thus, a CTE instructor can increase the effectiveness of instruction and student learning dramatically by incorporating the strategies identified by Marzano and his colleagues.

Conclusion

Assessment is absolutely central to CTE standards-based education. Well-designed assessments focus on both foundation and pathway standards. For authentic or project-based assessment, the performance task is clearly presented to the students, along with a detailed rubric and an exemplar for each part of the task. Examples of this format for every pathway appear in Part II. Combining standards-based assessment with research-based instructional strategies will maximize learning for all students and showcase CTE's increasing rigor and effectiveness.

Because of CTE's hands-on, performance-oriented instructional methodology and because CTE courses actually include applied instruction in CAHSEE-tested math and nonfiction reading skills, career technical educators can be a significant asset in the school's safety net for exit exam preparation.

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Chapter 3: Administrative and Support Services

Planning for career technical education at the school level needs to be conscious, comprehensive, and ongoing. While individual departments and instructors may be able to build strong CTE programs in a less-structured environment, only a whole-school CTE plan can ensure that these vital programs are effectively accessible for all students.

While the CTE plan can be a separate document, it is recommended by the California Department of Education's Exemplary Career Technical Schools application process that the essence be carefully integrated into other school-wide plans, such as the Single Site Plan for Student Achievement, the school's Safety Plan, WASC Plan, and any other official document representing the whole school. Comprehensive CTE planning also includes those elements required for federal funding, such as the traditional Perkins Plan.

Finally, CTE planning must reflect articulation beyond the single school site. Middle school course alignment will ensure a smooth transition between the introductory skill set mastered at that level and concentration courses at the high school. Lack of articulation can result in duplication of standards instruction or gaps in essential learning that can cripple effectiveness. Similarly, smooth transition to postsecondary training/education such as community colleges, apprenticeships, and trade schools can be greatly enhanced through curriculum alignment.

Components of CTE Planning

CTE planning for administrative and support services, as well as curriculum and instruction, is a powerful tool for ongoing improvement. Plan components that are important to the success of a comprehensive CTE strategy are:

1. Universal access
2. Financial support
3. Internal and external review
4. Professional development
5. Career awareness and guidance
6. Student scheduling
7. Student recruitment and enrollment

Also essential are course articulation and alignment, topics treated in depth in Chapter 4. Developing and implementing planned strategies for these elements ensures that a school's CTE programs will grow and thrive.

Component 1: Universal Access

CTE planning must include a strong focus on *all* students' readiness to succeed in academics and in the twenty-first century labor market. Actual entry into the labor

market may be during school, after graduation, during or after postsecondary education/training, or even after degree completion and return to community college (reverse transfer). But a well-conceived CTE plan will provide a strong foundation, no matter when a student chooses to join the workforce. The school's clear focus on exceptional achievement for *all* students will benefit everyone.

This focus on consideration and accommodation of the needs of every student is termed "universal access." Universal access is more than just providing literal access to a course. Equality of opportunity extends to providing physical and instructional adaptations to meet students' individual learning needs—whether those needs are primarily for support to complete basic classes or for additional challenge in the traditional system. An effective universal access approach for CTE requires planning, attention, and application of resources. Student differences are not always immediately obvious or easily addressed, and CTE instructors must identify and meet multiple and sometimes conflicting needs within a single class.

Students needing additional support or alternative approaches. Students who are struggling or falling behind in CTE courses—or perhaps not enrolling at all—may be having difficulty for a number of reasons, including a variety of learning disabilities, limited English proficiency, issues related to gender equity/nontraditional careers, or lack of background knowledge/skills due to socioeconomic status.

Students with documented special needs. Students identified as having special needs will have 504 Plans or individualized education programs (IEPs), as required by law.[1] These plans may call for modifications, either curricular or adaptive, to provide these students with equal learning opportunity.

There are many resources available to CTE instructors to help implement IEPs or 504 Plans. Funding and space for adaptive technology and other physical accommodations will be provided as necessary to meet the specifications of an IEP or 504 Plan. Special education instructors at the school, local specialists, the child's parents, and other members of the IEP team will assist CTE teachers in understanding how to best meet an individual student's needs.

Instructors who suspect that a student may have an undiagnosed learning disability should make a referral to the designated person on campus; this may be a school psychologist, special education teacher, counselor, or administrator. Teachers may request screening tests or a meeting of the student study team.

English learners (ELs). CTE instructors employ various instructional techniques to reach students who have different comprehension and fluency levels in English. CTE teachers may meet with the school or district's EL teacher/specialist for support ideas, curricular modifications, or other advice.

CTE teachers must be prepared to address the needs of the increasing number of California high school students who are ELs. Strategies described in the California Department of Education's publication *Aiming High*, Chapter 9, may be helpful. CTE instructors must also be especially sensitive to language and cultural issues affecting student performance and work to recognize when cultural differences or language barriers are inhibiting understanding.[2]

CTE has a particular advantage over many traditional academic subjects in this area because of its strength in multiple modes of learning and assessment. In addition to language-based assessments such as written tests or oral examinations, students can demonstrate understanding through performance- or project-based assessments. CTE has the opportunity both to assess understanding in ways that are less dependent on English literacy and, simultaneously, to increase English language skills through instruction in the subject area.

Gender equity issues. Schools need to proactively recruit students of both genders into CTE programs. The value of diversity and the importance of equity, as delineated in the foundation standards, is a key message that can be delivered by example during recruitment. Unspoken stratifications between students "destined" to become blue- or pink-collar workers and those "suited" to white-collar professions can develop early and affect student enrollment and performance in CTE as well as academic courses. Well-planned recruitment and retention efforts can help prevent these divisions from developing. Although significant inroads have been made, women in the workforce continue to dominate many of the careers with the lowest pay and fewest benefits and are the notable minority in many top-paid, high-status careers.

Gender equity initiatives assist schools to better serve all students through improved compliance with gender equity and civil rights law, elimination of sex bias in teaching practices and curriculum, and support for instruction in gender-equitable CTE. The Columbia Education Center maintains a Web site at http://www.col-ed.org/smcnws/equity that lists many excellent gender equity and nontraditional CTE resources to assist schools, including:

1. Midwest Equity Assistance Center at http://www.meac.org/index.html houses a comprehensive library of resources that individuals can borrow and use.
2. The Equity Center at Northwest Regional Education Laboratory at http://www.nwrel.org/cnorse, provides technical assistance and support in implementing gender equitable career awareness/exploration.
3. American Association of University Women at http://www.aauw.org provides programs, materials, and research briefs in gender equity.
4. Campbell-Kidler Associates at http://www.campbell-kibler.com offers user-friendly reports, brochures, and pamphlets.

The following Web sites can provide support for young women considering nontraditional careers:

1. HardHattedWomen.org. This organization was established to empower women to achieve economic independence in nontraditional careers through education, support, advocacy, and job placement and advancement.
2. Tradeswomen.org. Tradeswomen, Inc., is a nonprofit grassroots organization whose purpose is to promote and support women in nontraditional blue-collar jobs.

Economically disadvantaged students. Economically disadvantaged students may carry additional burdens into the classroom that aren't easily visible. They may be needed at home to take care of younger siblings periodically on school days, making attendance an issue. They may have to help support the family financially and work long hours. They may come to school hungry, cold, without adequate medical/dental care, or with other problems that can impede their learning. These barriers can be identified at the classroom level and referred to a student study team or counselor for community assistance.

However, CTE teachers can make a significant impact on the other barrier that economically disadvantaged students frequently face: lack of background knowledge and skills. Research shows a well-documented connection between poverty and low academic achievement, a reality recognized by California's "similar schools" API ranking. Even when studies are controlled for race/ethnicity, family structure, and mother's education, only 37 percent of students born in or near poverty will pass a test that 63 percent of students not born in or near poverty pass. [3]

Robert Marzano has identified two key strategies that directly address the knowledge gap: silent sustained reading and vocabulary instruction. He conducted a meta-analysis of research studies to identify steps to effective vocabulary instruction that can tangibly help level the playing field for economically disadvantaged students. Because specialized vocabulary is a part of virtually every CTE course, economically disadvantaged students will particularly benefit from these strategies:

1. The teacher provides a description, explanation, or example of the new term.
2. Students pronounce the word and restate the explanation of the new term in writing in their own words.
3. Students create a nonlinguistic representation of the term (diagram, pictogram).
4. Students periodically do activities that help them add to their knowledge of vocabulary terms, such as comparing or classifying terms, revising initial descriptions, etc.
5. The teacher periodically asks students to discuss the terms with one another.[4]

This approach can substantially help economically disadvantaged students to bridge the background knowledge gap. It can also increase the retention and depth of understanding of essential CTE vocabulary terms for all students.

Gifted and talented students. The general public may assume that career selection and training come easily for gifted and talented students: students simply identify their special talent and then practically learn it on their own. This is far from the case. Indeed, "Gifted and talented students often have problems beyond those of most other students who consider college and career choices."[5]

One problem some gifted students face is *multipotentiality* or the ability to develop any number of career options from their wide variety of interests, aptitudes, and abilities.[6] Having a broad range of interests and opportunities available sometimes increases the complexity of decision making and focusing on an industry sector for goal setting and training development. Multipotentiality is most often found in those who are academically talented and those who have two or more outstanding but very different abilities, such as ballet and mathematics.

For gifted and talented students with multipotentiality, CTE is one way to explore and narrow their possible career choices. "Wheel" or "sampler" courses in middle school may help the multipotential gifted student focus on two or three industry sectors. A subsequent CTE concentration course may well offer sufficient exposure for the student to decide whether to continue forward in that pathway or explore another. CTE courses which provide job shadowing experiences or CTSO opportunities for mentoring and competition can sharpen the decision-making process. And gifted students needn't settle on a single CTE sector. Counselors may wish to encourage students with significant multipotentiality to explore two very different areas, with the recognition that one may emerge as the career choice while the other becomes avocational.

Other gifted students may not be faced with multipotentiality but instead be designated as early emergers: children or early adolescents who have extremely focused career interests.[7] A passion for an idea and an early commitment to a career area is not negative, but it does signal the need to provide training in the skills necessary to exercise that talent. Students can use CTE courses for that training, and counselors should encourage parents to allow students to explore their passion in this way without making the student feel pressured to perform in the interest area. Sometimes early emergers are so passionate about their career focus that they ignore their other courses. CTE instructors can be central to re-establishing balance for these students, helping them understand the relationship of the required coursework to success in their area of expertise or insisting that they do adequately in other courses to have special privileges in the CTE course.

Differentiated instruction. Differentiated instruction reflects teacher understanding and anticipation of the differences in students' readiness, differences in their

interests, and differences in their learning profiles. Based on that understanding, the instructor creates different learning options or different paths to learning so all students have equal opportunity to master the standards. The most common ways of differentiating instruction are:

1. Pacing
2. Varying the complexity of instruction
3. Grouping based on types of learning issues
4. Grouping based on type of instruction

1. *Pacing*. Pacing refers to the speed at which the material is covered. CTE instructors can adjust the pace of the class or of groups within the class to conform to student needs, providing extra learning time after school or more direct instruction during class to groups or individuals who require more time to understand the material. Instructors offer supplemental instruction for students who can move ahead earlier with extra projects or enriched materials. The additional instructional time can accommodate more practice, multiple explanations, or slower overall pacing.
2. *Varying the complexity of instruction.* Complexity is the depth and detail in which a subject is covered; varying complexity complements pacing and helps instructors manage classes of students functioning at different levels. Gauging complexity and adjusting instruction accordingly can be challenging. Using materials that have been prepared with differentiation in mind can help teachers manage without increasing their workload in insupportable ways.

   Accelerated learners can be encouraged to delve into greater detail on specific topics. If their understanding and interests trend more toward the larger picture, they might be encouraged to look at the abstract concepts behind the standards or the ways in which the material connects to other areas of study. For students who are encountering difficulties, differentiation may entail identifying and focusing on the key skills and main ideas in the material.
3. *Grouping based on types of learning issues.* It may aid instructional planning to group students into four major groups based on the degree and/or type(s) of difficulties they are experiencing; these groups are:[8]

   a. Proficient
   b. Strategic
   c. Intensive
   d. Advanced

   a. *Proficient.* The proficient group is made up of students who are making adequate progress but may experience minor or occasional difficulties. Addressing the problems in a timely manner can prevent these students from falling behind. For example, students who do poorly on a quiz can join a review group that meets after school or during the next day's class period, while those not having problems with the concept use the time to

work on their performance task for the unit. Often just one or two review sessions are all that "proficient" level students need to get back on track.

b. *Strategic.* The strategic group contains students who may be performing at a below-average level, but whose learning difficulties can still be addressed by the regular CTE teacher within the classroom environment. CTE tutoring or targeted assignments may be helpful to such students, as well as course study groups or other opportunities for extended learning time. Some students in the strategic group may need accommodations to the physical environment of the classroom or to the curriculum or instruction as specified in their 504 Plan or IEPs. The district will provide resources to assist individual instructors in complying with any required modifications.

c. *Intensive.* The intensive group is made up of students who are seriously at risk, as indicated by ongoing, severe low performance on one or more measures. Referral to full course interventions (for example, in reading), a Student Success Team, or a special education specialist (if the student does not already have an IEP) may be helpful in getting these students the more intensive assistance they need.

d. *Advanced.* Advanced students who master the material easily or quickly may require greater challenges or faster pacing to remain engaged. More challenging assignments or enrichment opportunities that such students can pursue may assist in maintaining their interest or focus. If the "4" level on the CTE performance task rubric represents "advanced," instructors can build in high expectations for understanding and skill that will appropriately challenge these students.

There is a great need to plan for the instruction of accelerated or advanced learners in CTE courses. Traditionally, high schools have assumed that "advanced" students would continue on to traditional, four-year postsecondary education, and that their college or university programs would deal with their career development and training. But all students eventually end up in the workforce, and the critical adaptation and application skills that CTE imparts are important for success in all careers, regardless of the "color of the collar." Instructors must plan to adapt their teaching to reach students at *all* levels of understanding and ability, not just to those who encounter difficulties.

4. Grouping based on types of instruction: Flexible grouping can make it much easier to address the needs of a wide spectrum of students. There are five separate types of flexible grouping:[9]

a. Whole-class instruction is appropriate when the skill or concept being taught is appropriate for the majority of students.

b. Identified need and skill-based groups are organized based on the common needs of a group of students.

c. Cooperative groups are structured by the teacher, represent a heterogeneous blend of students and ability levels, and focus both on the group and on individual achievement of a specific learning goal.
d. Groups based on interests or topics provide choice and control to students, thus enhancing their motivation and enthusiasm for the topic.
e. Groups based on subject knowledge are developed by placement or prior familiarity with the material being taught.

While grouping is an excellent facilitator of differentiation, *what students are taught* has a greater effect on their achievement than how they are grouped.[10] Rigorous content is still the most important factor in generating positive student outcomes.

Component 2: Financial Support

The CTE Plan should include a robust strategy for financial support, including:

1. Use of federal funds and state allocations
2. Application for federal, state, and private discretionary grant funds
3. Local business support, community philanthropy, and fundraising
4. General fund
5. Specific funding for facilities
6. Specific funding for equipment

1. *Use of federal funds and state allocations*. Federal CTE funding has traditionally been available by application. Beginning with the Smith-Hughes Act of 1917 and currently embodied in the Carl D. Perkins Vocational and Technical Education Act of 2006, this CTE-supportive legislation has most recently focused on integrating academics and CTE; sequencing CTE courses; creating quality programs that prepare students for high skill, high wage, high demand occupations; and requiring accountability for funding use and achieving core indicator performance levels. Success has been measured by meeting benchmarks in academic and skill attainment, school completion, placement and retention, and nontraditional program participation and completion.

Districts have traditionally used federal funding to:

a. Strengthen the academic and career technical skills of CTE students through CTE-academics integration in a coherent sequence of courses to ensure maximum learning in both areas.
b. Provide students with experience and understanding of all aspects of an industry.
c. Develop, improve, or expand the use of technology in CTE.
d. Provide professional development to teachers, counselors, and administrators.
e. Develop and implement CTE evaluations.
f. Initiate, improve, and expand quality CTE programs.

g. Provide services and activities sufficient in size, scope, and quality to be effective.
h. Link secondary and postsecondary CTE.

State funding also supplies a noncompetitive allocation through the Agricultural Education Vocational Incentive Grant Program (California Senate Bill 813 [1983] and *Education Code,* Chapter 9, Vocational Education, Article 7, Sections 52460–52462) providing funds to upgrade and maintain existing high-quality, comprehensive agricultural CTE programs. Funding is based on the size of staff, number of students, and the school's state quality criteria rating. Matching funds are required.

2. *Application for federal, state, and private discretionary grant funds*. The first step in applying for competitive federal, state, and private funds is to find out when grants are available. CTE educators can be notified of state education grant announcements by signing up for this free e-mail service at www.cde.ca.gov/fg/fo/af/joinlist.asp and of federal grants by enrolling at www.grants.gov. Other support available on the Department of Education's Web site is an excellent guide to writing grants at www.cde.ca.gov/fg/fo/we and a guide to finding funding not sponsored by the Department at www.cde.ca.gov/fg/fo/of/ap.

Three grants that have provided significant support for CTE programs throughout California are the federally funded (a) Smaller Learning Communities grant, (b) the state-funded Specialized Secondary Program, and (c) California Partnership Academies grants. These are briefly summarized below.

a. Information on Smaller Learning Communities (SLC) is available at http://www.ed.gov/programs/slcp/index.html. Many SLC schools in California have included career academies in grades ten through twelve or eleven through twelve as one of their strategies to personalize large high schools and increase student achievement. Funded grantees (see "Awards" page on Web site) can be a good starting place for further information.
b. California's Specialized Secondary Program (SSP) has also funded a variety of innovative CTE programs throughout the state that provide students with advanced learning opportunities. The program emphasizes the acquisition of technology skills and their use as a tool for instruction and learning. A few of the CTE programs funded through SSP include the International Business Academy (Arroyo High School), Health Career Plus (Southwest High School), Biotechnology Program (Carlmont High School), Academy of Criminology and Justice (Otay Ranch High School), and Mountain Valley Farm Program (Hayfork High School). See the full program description at http://www.cde.ca.gov/ci/gs/hs/sspgen.asp.
c. California Partnership Academies (CPA) program, an effective school-business partnership, provides academic and CTE training to high risk

students and others in 290 programs across the state. The CPA model, a school-within-a-school program in grades ten through twelve, integrates academics and CTE and establishes viable partnerships with businesses. Emphasis is placed on student achievement in a curriculum focused on a career theme and coordinated with related academic classes. Features include:

- A voluntary student selection process that identifies interested ninth graders, at least half of whom must meet "at-risk" criteria
- A team of academic and CTE teachers led by one member with released time and having a common prep period, who work together to plan and implement/operate the program using complementary, highly integrated curriculum
- A variety of motivational activities with private sector involvement to encourage academic and occupational preparation, such as a mentor and internship program, enhanced curriculum, classroom speakers, field trips, and postsecondary options

Academies generally create a close family-like atmosphere, integrate academics and CTE, and may offer paid or unpaid internships to students on track for graduation. Grants require 100 percent match from the district and business partners. Academies have been carefully evaluated and shown to have positive impacts on school performance. See the full program description at http://www.cde.ca.gov/ci/gs/hs/cpagen.asp.

3. *Local business support, community philanthropy, and fund-raising*. CTE programs excel in generating local business and community support. Innovative fund-raising strategies, such as auctioning a student-built home, tax preparation services, and cake sales, enrich many programs with opportunities rarely available otherwise.

   In addition to fund-raising, certain groups generously support some programs and some high schools feature CTE Booster Clubs. Advisory committees may also generate resources for CTE, in addition to their other essential functions. Some CTE programs that have a lengthy history in the community are now forming alumni programs with annual dues, recognition dinners, and other opportunities for support and involvement. Service clubs sometimes adopt CTE programs, supporting them with ongoing resources and funding.
4. *General fund.* Use of general fund monies to support CTE is common in many districts. Because CTE is the primary delivery method for districts to meet their *Education Code* mandate to prepare students for success in the world of work, school boards can demonstrate their commitment to education for careers through adequate general fund allocations for CTE.
5. *Specific funding issues: Facilities.* Resources for facilities renovation or expansion present a challenge. Schools and districts generally prefer to construct classrooms and other facilities that have the maximum possible flexibility of use. While many CTE courses can operate the school-based

portion of their programs in a traditional classroom, others cannot. If the district is planning an application for a large construction or modernization project, *Education Code* Section 17070.95 requires certification that the district has consulted with the CTE advisory committee (established pursuant to *Education Code* Section 8070) about facilities needs, and that it has considered the need for vocational and career technical facilities to adequately meet its program needs. While the advisory committee is clearly only advisory, it is an important element of the planning and approval process for facilities.

Another possible source is Qualified Zone Academy Bonds (QZABs). Available periodically through federal funding pass-through, these bonds offer no-interest funds to be paid back in 20 years. Money can be used for equipment or facility renovation for CTE programs with strong business connections. See www.cde.ca.gov/ls/fa.

6. *Specific funding issues: Equipment.* Maintaining and replacing equipment is an ongoing budgetary challenge in many CTE programs. In addition to using state and federal allocations or grants for equipment, some schools have turned to their advisory committees, parents, or alumni for assistance with donated or deeply discounted equipment and free labor on repairs. Others have joined countywide or regional buying consortia to get the best prices possible. Still others are buying well-maintained used equipment locally or from online sources such as eBay or Craigslist.

Component 3: Internal and External Review

Importance of consistent cyclical assessment/improvement. Perhaps the single greatest strategy to ensure improvement over time is a consistent cycle of internal and external review. Indeed it is virtually impossible to create lasting improvements without this concerted effort. Thus planning for cyclical assessment, data analysis, data-based decision-making, and subsequent alterations in practice and policy becomes the bedrock of effective change for improvement.

Data-based decision-making. It is important to base CTE program decisions on solid information about program needs and performance. Consideration of CTE program performance should include an annual review of at least the following school-level data, much of which is required for Perkins reporting:

1. Percent of students completing a CTE course and percent completing a CTE sequence of two or more courses
2. Percent of CTE sequence completers who graduate
3. Percent of CTE sequence completers placed in apprenticeship, military training, postsecondary education and training, or employment
4. Enrollment and completion of students in non-traditional careers compared to the total CTE population

5. CTE students' CST, CAHSEE and local test scores compared to the total school population
6. Level of district and other fiscal support for CTE

The school will also want to examine data at the course and individual program level, including ethnic/racial, special needs, gifted/college bound, and gender enrollment, to clarify the extent to which their efforts to recruit *all* students into CTE are being successful. It is especially important to consider equity enrollment issues in those courses leading to high-demand, high-skill, high-pay jobs.

The purpose of the annual data-based review is to consider CTE performance in light of the goals set in the CTE Plan, adjust the plan as needed to reflect the last year's performance, set new goals, and create the action plan to address those goals. Thus, the data-based review, the formative assessments, and the creation of the CTE Plan are all a part of the CTE program improvement cycle and are included in the school's annual strategic planning efforts.

Formative Analysis. Formative analysis allows the school and CTE departments to examine what is actually occurring in classrooms and how it might be improved to accelerate student mastery of CTE standards. Analysis meetings may include business and industry representatives and other community partners, but all meetings should include the CTE department teachers and the site administrator in charge of curriculum. The sessions should be integrated with the school's inquiry and improvement cycle.

A typical formative analysis session might focus on a single CTE pathway. Stakeholders meet to:

1. Review the program sequencing, the foundation and pathway standards to be addressed in each course, the benchmarks for achievement in each standard, and the emphasis on individual standards, as reflected in the pacing guide.
2. Analyze information and materials provided by the instructors and advisory group members attesting to the relative level of implementation and level of student mastery of the standards addressed in each course.
3. Make recommendations for mid-course alterations, if needed.

Questions raised might include the following:

1. Will the program offer all the courses listed in the course of study over a two-year period?
2. Are current courses following a pacing guide that ensures adequate time for mastery of key foundation and pathway standards?
3. Do the foundation and pathway standards chosen adequately reflect industry standards?
4. To what extent are academic and CTE teachers collaborating in the program?

5. To what extent have the students as a whole demonstrated mastery of each foundation and pathway standard taught to date, and what evidence shows this mastery?
6. What implications do responses to Questions 2 and 5 have for the balance of the year?
7. If problems are evident, what is the cause? Lack of materials? Incorrect benchmarks? Faulty pacing guide? Ineffective instructional strategies?
8. What precisely needs to be done to address the cause(s) of the problems, who will do it, and by when?

This process will provide not only for an effective improvement cycle but also provide key data for the promotion of CTE. By regularly collecting a variety of information on CTE program performance and analyzing the results, schools will have powerful data to demonstrate how:

1. CTE courses are up-to-date and aligned with industry standards, so businesses can be assured that entry-level workers are well prepared for the real world of work.
2. CTE instructors are using research-based strategies in classroom instruction and applying best practices.
3. Students underachieving in math and/or English/language arts are getting important, standards-based skill instruction in these areas supportive of passing the California High School Exit Examination through CTE courses.
4. Rigorous CTE courses are preparing students to be successful in high-wage, high-demand jobs, and postsecondary training and education.

These outcomes will corroborate the information collected in the data review and formative analysis and may bolster arguments for maintenance or expansion of CTE programs, funding from the school or community groups for further staff development or CTE projects, or increased community or business support. The process of tracking and analyzing data on a regular basis gives schools a built-in source of longitudinal data to use in compiling reports, writing grant proposals, and disseminating information about CTE program successes to students and parents during recruitment and enrollment efforts.

Component 4: Professional Development

CTE staff recruitment and hiring. Recruitment and hiring of excellent teachers is key to increasing CTE course rigor and improving student achievement. Indeed, the skill of the teacher is generally cited as being the primary factor in student learning, as many studies published by the Education Trust have shown.[11] The California Standards for the Teaching Profession[12] detail the level of competency all teachers should demonstrate in the classroom. Clearly, it is the responsibility of all stakeholders to ensure that CTE teachers meet the following requirements by having:

1. Depth of knowledge, experience, and application in the industry sector
2. A deep understanding of the foundation standards
3. Mastery of effective instructional strategies

As in most disciplines, recruitment and hiring is easier in some CTE industry sectors than in others—and in some years more than others. For example, during technology sector downturns in Silicon Valley, information technology teachers are easier to attract in the Bay Area than when business is soaring. Even in sectors and years of relatively easy recruitment, CTE programs benefit from the most aggressive, creative recruitment strategies possible. For example, in addition to EdJoin and similar Web sites known to professional teachers, CTE recruitment efforts might include the following:

1. Advertising on general employment sites, such as Craigslist.org or Monster.com
2. Offering workshops for students in teaching colleges and pre-service programs
3. Conducting local hiring campaigns with posters and newspaper or other low-cost advertisements
4. Collaborating with surrounding district and county schools to hold hiring fairs
5. Supporting pre-service and in-service CTE leadership preparation
6. Working with CalTeach programs to grant a credential to excellent candidates
7. Providing two-year new teacher induction programs
8. Offering a pay differential to attract excellent teachers from industry

Professional development goals. In CTE professional development, it is important to begin with the end in mind, especially because available professional development time is extremely limited and there are many critical uses for it.

CTE teachers need to ensure that their clearly defined professional development needs are included in the CTE Plan. Then these needs should be reiterated to the principal or district personnel who make professional development decisions, usually a year in advance. Teachers requesting professional development based on the plan should consider proposing definitive outcomes for the training they wish to pursue. Outcomes focus on the *results* of the training and are measurable so teachers can prove that the professional development really made a difference in the quality of CTE instruction.

Possible goals for CTE professional development and their accompanying outcomes include:

1. *Implementing best practices in classroom instruction*. This is an area of importance to the whole school, with outcomes designed for all teachers. Because the school or district frequently sponsors this type of professional development, they will also develop the outcomes, which might include items such as the following:

a. Teachers will demonstrate use of graphic organizers and other nonlinguistic representations in their daily instruction, as demonstrated by a review of their weekly lesson plans.
b. Teachers will increase the diversity of their instructional strategies in the areas of modeling and demonstration, as reflected in classroom observations or walk-throughs.
c, Professional development in reading across the curriculum will result in students' increased ability to comprehend course texts and materials, as indicated by California Standards Test reading scores and teacher surveys.

2. *Integrating foundation standards into CTE courses.* This professional development goal, targeted directly to CTE teachers, needs to have clear projected outcomes, beneficial to students and the school, to persuade administrators of the importance of the additional training. Examples of such outcomes might include:

a. CTE teachers will coordinate with academic teachers to produce at least one interdisciplinary project per class per semester.
b. CTE teacher lesson plans will reflect the integration of foundation and pathway standards in each unit and performance task.
c. All CTE teachers at the school will use at least two specific strategies from the foundation standards training in their classes each week, as demonstrated by their lesson plans.

3. *Staying current with business and industry innovations*. Because this form of professional development varies extensively according to industry, discipline, educational background, and specialty, each CTE teacher will need to develop a personal outcome from this experience to bring back to the classroom. Such an individual outcome may be structured as follows:

   As a result of my professional development activity, an externship with Pacific Gas and Electric, I will revise my curriculum in the areas of (teacher fills in details here) to update my instruction to align with current practice in the field.

Making Time for CTE Professional Development and Collaboration. "Time has emerged as *the* key issue in every analysis of school change appearing in the last decade."[13] Teachers will probably need "*more* than 20 percent of their work time for learning and collaboration if they are to be successful in implementing ambitious reform initiatives."[14] To generate enough time for CTE teachers to collaborate and have access to professional development, schools may integrate these activities into the regular school calendar rather than restricting them to professional development days.

Researchers and practitioners offer a number of strategies to create more time for professional development, including:

1. *Using buy-back days*. Schools frequently schedule nonstudent days for "buy-back" professional development. Teachers cannot be required to attend, but daily rate compensation is an enticement generally offered. Often buy-back days are scheduled on holidays, such as Columbus Day, or at semester break.[15]
2. *Releasing students on other days*. Schools that have instructional minutes in excess of the legal requirement of 64,800 instructional minutes/year (or the school's required total, if greater) may schedule some morning or afternoon non-student periods for professional development at no additional cost. However, this approach provides relatively small blocks of time and may be resented by parents unless it occurs on a regular schedule.
3. *Purchasing teacher time by using permanent or semi-permanent substitutes.* The advantages are clear in this approach: it provides professional development during the school day and guarantees substitutes who know the high school campus, the students, and the CTE curricula. The disadvantages are equally obvious: teachers must leave their classes with substitutes, substitutes can be difficult to procure in California, and the cost is relatively high.
4. *Providing compensation for weekend or summer work.* This is an excellent mechanism for generating longer blocks of time. The downsides are that it is sporadic, and some teachers will not participate, even with compensation. Obviously, there are also budget implications.
5. *Scheduling common preparation periods.* While this can create scheduling challenges, a school may benefit tremendously from scheduling common preparation periods for teachers within one or two industry sectors or pathways each year on a rotating schedule. This is a no-cost option.
6. *Restructuring time by permanently altering the school schedule.* In California this is increasingly common practice. Schools create a block of time each week by lengthening classes by a few minutes four days a week. The additional minutes—say, moving from a 50-to 55-minute period—are then "banked" and used for a staff development/teacher collaboration period once a week. In the case of a five-minute increase, the total would be 5 minutes x 6 periods/day x 4 days = 120 minutes or two hours/week for professional development.

   This time is best provided in high school as a "late arrival" day, with school starting, for example, at 9:30 instead of 7:30 on a Tuesday, Wednesday, or Thursday. (Monday or Friday late arrival increases absentee rates.) Late arrival is often preferable to early release (e.g., sending students home at 1:30 instead of 3:30), as teachers are much fresher in the morning, and students will sleep in rather than creating interesting activities for themselves in the afternoon. This may have implications for busing, union contracts, and facilities maintenance, but it is a no-cost option working well in many districts.
7. *Making better use of available time and staff*. For example, if there are two teachers in the Food Service and Hospitality pathway, each one might be released on the other's prep period for several days to complete a specific

task, such as curriculum alignment, with the classes being covered by a period substitute. Additionally, technology allows for audio and video-conferencing, which saves time and travel. And online courses can address CTE teachers' mastery of industry content and instructional skills.[16]

Professional development collaboratives. CTE professional development can be significantly enhanced through partnerships with a variety of entities in the business/industry, professional organizations, the community, and educational organizations.

- *Business and industry partnerships.* The school or district arranges for teachers to participate in professional development activities, such as through intersession or summer paid "externships" offered by businesses within their fields. These approaches help CTE teachers stay current in their industry sector, and they provide the district with cost-effective professional development.
- *Professional organization partnerships.* Other good sources for professional development are industry sector professional organizations. For example, the California Industrial and Technology Education Association (CITEA) provides specific standards-based professional development in various venues, such as annual regionalized in-service days, the CITEA annual conference, and regional meetings each year. The California Agriculture Teachers Association (CATA) offers similar services, and other organizations, such as the California Business Education Association (CBEA), provide professional development through their Web sites and annual conferences.
- *Community partnerships.* Many community organizations and businesses have educational programs or will offer lectures on specific topics. For example, the American Diabetes Association might cover diagnosis, prevention, and treatment of diabetes in a Health Occupations classroom presentation, or Jet Propulsion Laboratories may present an interactive discussion of careers in Aviation/Aerospace Transportation. Schools can either schedule a day in which many different organizations offer such information, or structure a day around a single organization or educational concept. While the students receive the benefits of tested programs and information direct from the source, teachers receive the benefits of professional development. This is a no-cost option, but it is primarily useful as an augmentation to the mainstream program.
- *Educational partnerships.* Schools partner with local professional development providers, including colleges or universities and non-profit organizations, to provide classes on-site. In this option, teachers usually pay for Continuing Education Units or regular college units that count toward salary schedule placement. This approach can address such professional development needs of CTE teachers as learning to integrate foundation standards into CTE content and improving instructional skills.

Professional development topics crucial to CTE instruction. Four topics deserve additional depth in the discussion of professional development, given their critical nature to the successful implementation of standards-based education in CTE:

1. Pathway and foundation standard integration
2. Instruction and assessment integration
3. Data-based decision making
4. Up-to-date industry skills

1. *Pathway and foundation standard integration*. Most districts have some internal professional development capacity or work with their county office of education on issues such as the implementation of standards. However, many are not as well equipped to meet the specific needs of CTE educators in relation to integrating foundation standards into their CTE courses.

   If providers are not locally available for professional development in integrating foundation and pathway standards, some universities and private providers have this capacity. For example, Sonoma State University worked with the California Department of Education to create the Focused Approach to Standards and Testing (FAST), a one- or two-day research-based workshop specifically designed to help teachers outside the academic core subjects incorporate fundamental CAHSEE English/language arts and mathematics standards into their curriculum. Follow-up activities are provided for school curriculum leaders. Educational consulting groups also have professional development and coaching in the integration of academic foundation standards and CTE content standards. For example, consultants from the Southern Regional Education Board's *High Schools That Work* assist schools/districts in this area, as does the ETS Pulliam Group. Another good source for professional development in integrating foundation and pathway standards may come from the industry sector teacher organizations, as mentioned above.

   A significant study done by the University of Minnesota demonstrated the high value of providing CTE teachers with professional development targeted directly to the academic foundation standards they are asked to integrate into their pathways.[17] Research over the last decade has demonstrated the causal connection between the depth of teacher preparation in the field and the achievement of students in the classroom. For the most effective integration of CTE and academic topics and the highest achievement of students, CTE teachers need to be prepared via professional development to provide excellent instruction in both CTE pathway and foundation standards.

   Additionally, the professional development offered in foundation academic standards must be tailored to reflect the interpretation of the district/school. For example, many CTE sector foundation standards include Writing Standard 1.6

in grades eleven through twelve: “Develop presentations by using clear research questions and creative and critical research strategies. . . . ” When the English teachers of a school unpack this standard, they may choose a precise methodology for framing “clear research questions” that they then agree to use throughout the department.

To ensure that student learning is effectively reinforced, CTE teachers must use the same terminology and approach as the English teachers in addressing this standard. Thus, it is important that the professional development be offered by someone knowledgeable about the practices of the academic faculty at the school, not just someone who understands the topic. And, as in all professional development, it’s important for CTE teachers to be involved and in control of the focus for the training—in this case, which foundation standards will be reviewed and refreshed.

2. *Instruction and assessment integration.* While most CTE teachers have taught and assessed lab assignments and performance tasks for years, few have integrated standards into this pattern. The type of foundation and pathway standards-based assignments and integrated rubric-based assessments discussed in Chapters 1 and 2 and exemplified in Part II may be new concepts also worthy of time in the professional development calendar.

Creating standards-based assignments with rubrics is not an intuitive process, and it requires a significant change in the way teachers plan lessons, create assignments, and assess student work. Staff development is simply essential to help teachers make this transition.

3. *Data-based decision making.* To increase CTE course rigor and positive student outcomes, instructors must have the capacity to make data-based decisions. Using rubrics can produce a wealth of information about individual student skill mastery as well the level of mastery of the class as a whole. To ensure that all students receive the support they need to be successful, teachers need to make instructional and curricular decisions based on data from student performance. A strong staff development plan can bolster their skills in this area.
4. *Up-to-date industry skills.* CTE teachers must have the opportunity to maintain their *industry* skills to match current workplace demand and to make implementation of pathway standards reflect current industry realities. In some industries with extremely rapid change, this may mean annual renewal and upgrade of an instructor’s skill base.

Component 5: Career Awareness and Guidance

Career development. Career development is integral to comprehensive guidance and counseling programs that help students explore career options and identify educational paths to reach their goals. Counseling and guidance are required

components of ROCP, and they are included formally or informally in most CTE programs, especially those in academy structures.

The California Career Resource Network (http://www.californiacareers.info) is a California state agency established to provide career information, resources, and training materials to middle school and high school counselors, educators, and administrators. The California Department of Education works with the California Career Resource Network to expand career development resources and training for career guidance paraprofessionals in the state's educational agencies.

Career guidance. Regardless of the structure of the school or the delivery modes for counseling, career guidance is essential for reinforcing and strengthening the impact of existing CTE instruction and programs. Career guidance gives students a picture of the larger context of their studies and the opportunities available to them in the working world.

Effective counselor-led career guidance programs promote awareness of various careers and help students explore options. The guidance activities also promote self-knowledge, as students learn about their own interests and aptitudes. And they help students plan for, transition to, and succeed in postsecondary education and training and in their chosen career paths.[18] Indeed, counselors have a unique role and responsibility to provide the information and resources to help students build skills to identify, train for, and manage their careers.

However, to carry out this important task, counselors need CTE-specific training and information to guide all students through appropriate choices and scheduling. Counselors need a deep understanding of CTE course sequencing and integrated two- and four-year programs, as well as clarity about CTE programs, industry sectors and pathways, and career options. With these tools, they can use industry-sector resources to help students plan their education with a career technical goal in mind. Counselors need to be aware of what CTE courses meet "a–g" requirements and how to get CTE courses accredited in that process (see http://www.ucop.edu/a-gGuide/ag/a-g/new_course_cert.html). And counselor skills must include the ability to assess student interests, strengths, and weaknesses and help students identify suitable career areas for study.

School counselors cannot be solely responsible for CTE enrollment and promotion; teachers and administrators also play crucial roles. In California high schools, the average school counselor to student ratio is 478:1, almost twice that recommended by the American Counseling Association,[19] and students' counseling needs are diverse. It is critical for schools to integrate career guidance into all aspects of student life in order to reach *all* students effectively. This means that all participants in the education process—including parents, faculty, school staff, district and county office staff, and the students themselves—have important roles in career guidance.

Counselor or advisor information about CTE. School counselors or advisors can be key figures in the advancement of CTE as they have significant influence over student course selection. However, counselors are seldom experienced in CTE themselves, whereas they are very familiar with academic course work. Furthermore their ability to counsel students effectively about CTE options may be impeded by some common misconceptions about the relevance and rigor of CTE courses.

In the *Major Needs of Career and Technical Education in the Year 2000,* a project of the National Dissemination Center for Career and Technical Education, the image of CTE among students, teachers, counselors, and administrators was cited as a recurring concern.[20] Counselors, particularly, play a key role in scheduling students and advising them on how best to plan for their goals after high school. When counselors are unaware of CTE benefits, as many are, students are guided toward other educational options even when CTE may in fact be more appropriate to their goals and needs.

Counselors need a new image and understanding of what CTE is and why it is a viable choice for all students. While pre-service is a logical point to address counselor education about CTE, in-service professional development and other strategies must help existing counselors understand the important role CTE plays in meeting the overall mission of secondary schooling.

A related need is for counselor understanding of CTE course sequencing. A counselor who would never put a student in trigonometry without the prerequisite study of geometry may not be aware that advanced/capstone CTE courses have important foundations in introductory and concentration courses.

The California Department of Education's counseling/guidance guidelines align well with the American School Counselor Association's *National Model for School Counseling Programs,* which provides school counselors and school counseling teams with guidelines to design, coordinate, implement, manage, and evaluate their programs for students' success. It provides a framework for delivery of the ASCA National Model Student Competencies, including the following guidelines for career development:

1. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
2. Students will employ strategies to achieve future career goals with success and satisfaction.
3 Students will understand the relationship between personal qualities, education, training, and the world of work.[21]

These guidelines for the counselor's role and other CTE information need to be provided to practicing school counselors in every possible arena. CTE stakeholders

must make a concerted effort to ensure that this is accomplished. District or county staff can create a "think tank" or CTE action team to develop approaches to this task and use those approaches to create an action plan for each site.

Some ideas for involving school counselors and building their awareness and understanding appear below, partially adapted from the CTE National Dissemination Center's *In Brief #15*:[22]

1. Secure the principal's permission to have a counselor on CTE advisory committees.
2. Invite counselors to CTE department meetings, showcase meetings, and partner meetings.
3. Share success stories of students in CTE programs and graduates of CTE programs with counselors.
4. Include counselors on any appropriate e-mail lists or internal mailings.
5. Provide workshops on in-service days and invite counselors.
6. Hold a counselors' meeting featuring student-made materials and student presentations about each course.
7. Hold Counselors' Nights or Administrators' Nights.
8. Ensure that a CTE representative is on all major school committees to advocate for CTE.
9. Respond to calls for presentations from the California Association of School Counselors or write an article for the association's newsletter (http://www.schoolcounselor-ca.org).

Component 6: Student Scheduling

The career development process begins with guidance about course and program selection and career information that can allow students to identify and work toward career goals. CTE is a uniquely powerful and effective tool for career exploration and development, but it usually requires a program of study over several years. Counselors must be prepared to guide students through integrated two- and four-year programs and CTE sequences of study as well as through traditional year-by-year academic courses.

In the examples below, four-year course programs are shown for students with varying circumstances and goals:

1. Students completing a full CTE program and planning to attend community college or enter the workforce directly
2. Students requiring academic intervention in high school but wanting to complete a full CTE program
3. Students fulfilling UC/CSU "a–g" requirements and a CTE sequence of courses

1. *Students completing a full CTE program.* Students can easily complete a full CTE program as well as their high school graduation requirements. The course of study below demonstrates a typical pattern for a CTE major.

Example 1: Student graduating with a CTE major in business and planning to attend community college

Grade 9	*Grade 10*	*Grade 11*	*Grade 12*
English 9	English 10	English 11	English 12
Arts	World History	US History	Govt/Econ
Algebra I	Geometry	Accounting 1	Accounting II
Physical Science	Biology	Marketing I	Marketing II
Physical Education	Physical Education	Business Finance	Business Law
Introduction to Business	Computer Applications	Advanced Computer Applications	Virtual Enterprise

2. *Students requiring academic intervention.* An increasing challenge to enrolling students in coherent CTE pathways is what some educators call the "squeezing out" of CTE coursework by required academic intervention. As schools fail to improve quickly enough to exit the Immediate Intervention/Underperforming Schools Program (II/USP) or to keep up with the rising requirements of adequate yearly progress (AYP) under the No Child Left Behind Act, they are required (in the case of II/USP) or highly recommended (in the case of AYP) to enroll lower-achieving students in mathematics and reading intervention courses, particularly in the ninth and tenth grades.

   For example, in II/USP schools that do not make the required gains, a School Assessment and Intervention Team (SAIT) helps schools plan for and implement the *required* state program for intervention:

   a. Three periods of reading/day for students reading two or more years below grade level
   b. Two periods of English/language arts for students reading between grade level and 1.9 years below grade level
   c. Algebra I and one Algebra support class for students underperforming in mathematics by two or more years (*Note:* Districts have discretion and may count these two classes as meeting a two-year math requirement.)

With these interventions in place, a student struggling in both reading and math might have five periods in ninth grade devoted just to these two disciplines. Obviously, this has significant implications for the availability of time for CTE and other courses. However, CTE remains feasible in the context of four-year student programs, even for academically challenged students in SAIT schools. This is demonstrated in the sample course schedule below, which includes all the state

requirements for graduation, typical local requirements (e.g., the fourth year of English) and completion of the intervention requirements.

Example 2: Student who is two years behind in both reading and math who takes two years to exit from reading and has a CTE emphasis in the Public Utilities pathway of the Energy and Utilities Sector.

Grade 9	*Grade 10*	*Grade 11*	*Grade 12*
Reading	Reading	English 9	English 11
Reading	Reading	English 10	English 12
Reading	Reading	US History	Govt/Econ
Algebra I	Biology	Physical Science	Arts
Algebra I support	World History	Physical Education	Electronic Repair and Maintenance
Physical Education	Technology Core	Basic Electronics	Advanced Electronics

Clearly, CTE courses can become an important part of an intervention student's coursework, even when that student must take the maximum intervention possible (Example 2) or even when she or he wants to complete "a–g" requirements in addition to intervention (Example 3 below).

3. *Students completing "a–g" courses.* Students who want to complete both a sequence of CTE courses and "a–g" requirements can do so even if both reading and mathematics intervention courses are required, as shown in Example 3, or while actually exceeding college entrance requirements, as shown below in Examples 4
and 5. The schedules in Examples 3, 4, and 5 assume a simple six-period day with no summer school or other supplemental coursework. Students who take advantage of summer school or community college courses, or attend a school that has more courses per year can complete courses significantly beyond those shown in the example.

Example 3: Student who is two years behind in both reading and math who exits reading in grade nine, completes the "a–g" requirements, and completes a sequence of CTE courses in the Child Development pathway of the Education, Child Development, and Family Services Sector.

"a–g" Subject Areas	*UC reqs (units)*	*Grade 9*	*Grade 10*	*Grade 11*	*Grade 12*
(a) History/ Social Science	2		World History	U.S. History	Government (sem)
(b) English	4		English 9 English 10	English 11	English 12
(c) Mathematics	3	Algebra 1	Geometry	Algebra II	

(d) Lab Science	2		Biology		Chemistry
(e) Language other than English	2			Spanish I	Spanish II
(f) Visual/ Performing Arts	1			Graphic Arts	
(g) College Prep Elective	1				Economics (sem) Developmental Psychology of Children
CTE program courses				Child Development and Parenting	Advanced Child Development
Other		Reading Reading Reading Algebra 1 support Physical Education	Physical Education/ Health		

Example 4: Student who is not required to take reading and math intervention and wants to complete a full CTE course sequence in the Machine and Forming Technology pathway of the Manufacturing and Product Development industry sector, as well as completing the "a–g" requirements for UC/CSU. This example reflects the student completing 17 "a–g" courses, when only 15 are required, including the following: (a) 2.5, rather than minimum 2; (b) 4; (c) 4, rather than minimum 3; and (d) 3, rather than minimum 2.

"a–g" Subject Areas	*UC reqs (units)*	*Grade 9*	*Grade 10*	*Grade 11*	*Grade 12*
(a) History/Social Science	2		World History	U.S. History	Government (sem)
(b) English	4	English 9	English 10	English 11	English 12
(c) Mathematics	3	Algebra 1	Geometry	Algebra 2	(see below)
(d) Lab Science	2		Biology	Chemistry	Physics
(e) Language other than English	2	Spanish 1	Spanish 2		
(f) Visual/ Performing Arts	1	Graphic Design			

(g) College Prep Elective	1				Statistics (c/g) Economics (sem)
CTE Pathway courses		Technology Core	Machine Shop	Metal Fabrication	Advanced Machine & Tool Technology
Other		Physical Education		Physical Education/ Health	CADD

Simultaneous satisfaction of the "a–g" requirements and CTE pathway courses is made easier if one or more of the pathway courses have been approved by UC as satisfying the "a–g" requirements. Many CTE courses with strong academic components have been "a–g" approved. Examples include courses in agriculture, engineering, biotechnology, animation, graphic design, business economics, and more. Some pathways and pathway courses lend themselves to CSU/UC "a–g" approval, while others are not so appropriate.

Another strategy that can assist in allowing students to take full courses of both "a–g" and CTE classes is to offer more than six classes per day/year. For example, some schools offer a "4-by-4 block" that allows students to complete eight courses per year, adding tremendously to a student's ability to meet these simultaneous goals.

Example 5: By capitalizing on dual designation courses (CTE courses that also meet "a–g" requirements), the CTE agriculture student in the example below meets all "a–g" requirements and completes high school with a CTE program of 4.5 courses. This example reflects the student completing 20 "a–g" courses, far beyond the required 15, including the following: (a) 2.5, rather than minimum 2; (b) 4; (c) 4, rather than minimum 3; (d) 3, rather than minimum 2; (e) 3, rather than minimum 2; (f) 2, rather than minimum 1; and (g) 1.5, rather than minimum 1.

"a–g" Subject Areas	*UC reqs (units)*	*Grade 9*	*Grade 10*	*Grade 11*	*Grade 12*
(a) History/Social Science	2		World History	U.S. History	Government (sem)
(b) English	4	English 9	English 10	English 11	English 12
(c) Mathematics	3	Algebra 1	Geometry	Algebra 2	(see below)
(d) Lab Science	2		(see below)	Chemistry	Anatomy and Physiology
(e) Language other than English	2	Spanish 1	Spanish 2	Spanish 3	
(f) Visual/ Performing Arts	1	Painting			Advanced Painting

(g) College Prep Elective	1				Statistics (c/g)
CTE Pathway courses		Intro to Agriculture	Ag Biology (d)	Animal & Plant Physiology (g)	Ag Economics (g)(sem) Veterinary Technician
Other requirements		Physical Education	Physical Education/ Health		

Component 7: Student Recruitment and Enrollment

Research clearly demonstrates the inherent value of CTE for students, regardless of their postsecondary plans. Schools, too, benefit from CTE enrollment, particularly for at-risk students who thrive under the added motivation and hands-on learning and often credit CTE courses and instructors for motivating them to graduate.

Additionally, the link between a workforce that is trained in applied, practical problem solving and increased productivity for employers is well established. And the discussion above clearly indicates that virtually every student's schedule can accommodate a sequence of CTE coursework. Given these significant advantages to multiple stakeholders, one might assume that every student would be enrolled in and completing full CTE pathways.

However, the major challenge to maintaining full, coherent CTE pathways continues to be enrollment. The public misconceptions that all students should go to a four-year college, that CTE does not prepare students for success in postsecondary education and training, and that CTE preparation is not sufficient to ensure good career options must be proactively challenged. CTE is addressing these issues internally by increasing course rigor through an intense focus on both the pathway and foundation standards. But it is also essential to get the word to parents and students that CTE offers a valid and substantial path to success.

Disseminating CTE information. Part of the school's CTE recruitment plan should address the variety of sources of CTE information. To increase enrollment while maintaining universal access to CTE opportunities, all students and parents must first be made aware of CTE programs, sequences, and courses, postsecondary articulation opportunities, employment potential, and services, including referrals. This will require publication of the information in all languages appropriate to the school and in a variety of venues (e.g., posted on the Web site, published in brochures, provided on tape or CD for non-literate families, sent as an enclosure with the annual course selection letter, etc.)

In some California high schools, CTE has done an excellent job of marketing its courses, using such strategies as:

1. Operating middle school feeder classes
2. Having CTE students present information about CTE programs in eighth grade classes
3. Holding or participating in CTE-focused summer camps, such as Health Occupations related day camps
4. Including a CTE teacher presentation in the meeting held by high school counselors for parents of eighth-grade students
5. Having current CTE students create a marketing video that is used in various venues;
6. Conducting after-school programs that highlight CTE
7. Presenting highly visible CTE student displays or activities at school events
8. Having students distribute student-made brochures, serve as tour guides for CTE facilities, and staff well-marked information tables during evenings such as eighth grade visitation day, eighth Grade CTE Activity Night, Back-to-School, and College/Career Night
9. Mailing flyers to all incoming ninth grade students and their families
10. Conducting pathway planning for all current students prior to registration
11. Having counselors train CTE students to assist with eighth-grade orientation and registration
12. Inviting business and industry representatives at parent nights
13. Keeping the full faculty and staff apprised of CTE program data

These strategies need to be reviewed by the school site, adjusted/augmented to meet local needs, and formulated into a comprehensive marketing plan for CTE. This task is best assumed by CTE teachers and the counseling department, with the full approval of the site administration.

In addition to counselors, parents, and students at the high school, another key target for information and education is middle school staff. The more information and orientation they have about the available courses and programs, the more they can convey to eighth grade students and their families.

Impacted programs. The opposite of the enrollment issues described above is overenrollment, producing impacted programs. This often happens when a particularly popular course can only be offered in a limited number of sections due to staffing, facilities, or other issues. If programs are oversubscribed, with more students wanting to enroll than there are slots available, schools must develop an equitable method of student selection. Although some magnet schools and career academies have established minimum requirements (e.g., a 3.0 grade point average and “proficient” on the CST Algebra I) to limit student applications, a more equitable process is to advise students of the rigor of the CTE program, allow all to

apply, use a lottery for selection, and establish a waiting list. Those on the waiting list are then admitted as slots become available.

Conclusion

To be recognized as fulfilling half of the high school mandate in California, CTE must be a visible and vital part of the school's central planning efforts—as part of the Single Site plan, the WASC plan, or a stand-alone but equally validated plan. The plan must address a variety of issues related to the infrastructure of the school, including financial support for CTE, internal and external review of CTE programs, and a substantial professional development program.

However, perhaps most important is the planning directly related to student awareness and understanding of career preparation. Career awareness and guidance programs are essential for the school to meet California's requirement to prepare students for the workplace. Universal access and well-informed counseling—accompanied by a well-designed recruitment and marketing plan—will help all students recognize the value of CTE.

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Chapter 4: Community Involvement and Collaboration

Local stakeholders play important roles in the creation and maintenance of a rigorous, thriving CTE program. They are represented and involved in decision making through advisory groups, councils, curriculum and articulation committees, and other boards; participate in career technical student organizations (CTSOs) and CTE "booster clubs"; receive invitations to CTE-related events; and generally participate across the spectrum of CTE activities. This chapter addresses some ways that educational and community partners can be directly involved in the decision making, operation, and evaluation/improvement of CTE programs.

The Role of Educational Partners

Partnerships are essential to CTE. They speak to the very core of learning by doing and work-based learning. CTE thrives when educational, community, and business/industry partnerships help districts, and sites provide comprehensive professional development, work-based learning, and career guidance activities.

County offices of education, districts, administrators, counselors, teachers, and technical support personnel are essential to CTE program success, as are families and students. Partnerships with postsecondary education, workforce investment boards, youth councils, apprenticeship programs, ROCPs, local businesses and industry, adult education programs, WorkAbility programs, and military programs can also enrich, enhance, and provide relevant context and content for vibrant CTE instruction.

School districts. Districts hold responsibility for coordination and administration of CTE by creating policies that support the statewide goals and standards, national laws and directives, and local business and industry needs. They also provide information, resources, and assistance to individual schools.

In medium and large school districts, school boards and administrators view CTE from the "big picture," using the various high school sites to provide a comprehensive CTE program for the district as a whole. Thus districts may choose to establish industry sector magnet schools, place career academies at specific sites, or locate CTE concentration areas at different schools.

Working with the schools, districts set program goals and outcomes, coordinate and monitor school compliance, and evaluate and analyze the results of CTE programs. They report these results to schools, parents, the state government, and other involved or interested parties. Exercising their comprehensive oversight, districts also resolve disagreements between sites about CTE policies, requirements, course distribution, and other issues.

Another key role of districts is resource allocation and generation, as discussed in Chapter 3. Some districts have also developed excellent relationships with local business/industry, providing multiple valuable resources. These resources must be carefully allocated to the sites to generate a comprehensive districtwide CTE program and equitable opportunity for students at each site.

Schools and site administrators. As direct providers of CTE, schools are responsible for implementation, administration, and monitoring. They implement district policies and transform them into local programs through the Single Site Plan and/or other planning documents. Schools are responsible for providing structure and support for CTE programs/classes and staff.

At the local level, schools monitor teacher and department compliance and evaluate outcomes; they then report this information to a wide audience through the annual School Accountability Report Card (SARC) required by California *Education Code* Section 33126(b)(14). The SARC provides enrollment, concentration, and completion data on all CTE programs and classes, including academic and skills achievement and the following information:

1. Programs and classes offered by the school that are specifically focused on career preparation and/or preparation for work
2. How these programs and classes are integrated with academic courses and how they support academic achievement (e.g., courses that have been revised to incorporate CTE foundation standards, courses that satisfy the district's graduation requirements, courses that satisfy the "a–g" entrance requirements for UC/CSU)
3. How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students (e.g., steps to ensure equitable access, counseling and guidance, professional development, additional support services, coordination with youth development and economic development organizations)
4. Measurable outcomes for these programs and classes, and how they are evaluated for effectiveness in attaining those outcomes (e.g., mastery of "employment readiness standards; results of career technical skills assessments; business, labor, and other community stakeholder support; participation in CTSOs; and placement of program completers in employment, postsecondary education, or the military").[1]

Adequate financing for CTE is also controlled to a considerable extent at the site level. Frequently local business/industry generates resources for specific school's CTE programs. For example, in the agriculture sector, the Kingsburg Ag Booster Club provided funding and labor to rebuild the school farm. At Santa Ynez Valley High, a local auto dealer split a three-year lease on a pickup truck with the agriculture department. West Valley and Anderson High Schools have grant resources from the McConnell Foundation in the northern Sacramento Valley to

provide school farms and equipment. In addition, agriculture booster clubs throughout the state raise funds for student leadership activities, equipment, and labor.

Depending on the district, site administrators and faculty often also have a great deal of flexibility in creating a CTE structure that works best for their population. This might include instituting career pathways, career academies, Tech-Prep programs, or similar structural elements. Schools may, with the permission of the district, apply for funding to support their design, such as state grants for California Partnership Academies or federal funding for Smaller Learning Communities, which includes a career pathway and academy program.

Counselors. The role of guidance counselors is key to the success of CTE programs. Chapter 3 addresses this role and ways in which CTE faculty can assist counselors to encourage *all* students to participate in CTE for successful transition into the workforce and postsecondary training and education.

Teachers. Teachers provide CTE classroom and lab instruction and work-based learning oversight based on the policies and curriculum of the school and district. As the direct providers of front-line instruction, teachers master subject-area content, educational theory and practice, and CTE standards. Through pre-service and ongoing professional development, they also build skills to effectively communicate that knowledge to students.

Teachers plan and organize instruction to ensure that *all* students master the material and meet the chosen CTE pathway and foundation standards for each course. They set clear, challenging goals for their students and create short-, mid-, and long-range plans that address student needs. These goals and plans reflect school and district CTE policies, goals, and targets, and align with California CTE pathway and foundation standards. Teachers regularly communicate their instructional goals and plans to their students, including an evaluation of what the students are achieving compared to these targets.

This evaluation of achievement compared to target is inherent in standards-based instruction. Teachers provide their students with frequent, regular one-on-one and classroom-level assessment and feedback of their progress in mastering the key CTE foundation and pathway standards. They communicate the results of these evaluations to students, their families, and the school. These assessments also provide feedback for the teacher, becoming the basis for modification of the instructional plan and an ongoing source of professional feedback on instructional methodology. Using the results of these standards-based assessments, teachers pinpoint students in need of learning support and offer the necessary resources, as discussed in Chapter 2.

To enhance and reinforce learning and motivation, teachers should make use of all available resources; in particular, instructional plans should incorporate technology and multimedia, libraries and library science, and local business and industry resources wherever possible. CTE teachers also have a particular role in the interface between local business and industry resources and the student's school experience through the various forms of work experience (e.g., internship, community classroom, extended job shadowing, formal work experience, etc.) and through Career-Technical Student Organizations such as FFA, FHA-HERO, DECA, SkillsUSA, HOSA, FBLA, and TSA (as discussed in Chapter 1).

Teachers are responsible for the education of *all* students and the creation of an effective environment for learning. To achieve this, they respect and foster diversity and actively create equity in their classrooms, taking a primary role in encouraging all students to maximize their potential.

Perhaps most important, teachers are responsible for improving the education of today's youth and the future of CTE for tomorrow. CTE teachers work with the high school faculty as a whole, often leading school improvement efforts such as Western Association of Schools and Colleges (WASC) accreditation activities and the development of teaching partnerships and assessment models to improve education and student outcomes at the school, district, and state level.

Technical support personnel. Technical support personnel provide valuable services to CTE programs and personnel. Career center technicians operate career centers in many high schools, providing a focal point for career awareness and exploration activities and may also support tenth grade counseling activities (see Chapter 5).

Internship coordinators are most often found at magnet or charter schools that have a CTE focus or at high schools which offer internships through various academies or career pathways. Internship coordinators help students find potential internship placements and prep them for interviews, network with local businesses, make appropriate matches, train business supervisors, train students in job basics, and monitor and troubleshoot the internship. They also serve as very visible ambassadors for CTE programs in the community. CTE teachers frequently serve as internship coordinators for their course students when there is no formal support person.

Computer technology and network administrators maintain the infrastructure for those CTE courses dependent on computer technology. In many schools, this is a full-time job, and in CTE-focused magnet or charter schools, it is not unusual to find a ratio of one computer technician to every two hundred students when each student has a computer and the entire school is networked. For other schools, this ratio is simply a dream, and the CTE teacher may be the sole technology support for the school.

Work experience coordinators provide technical support for students in general work experience education and may assist teachers or other staff in supporting other work experience students. Coordinators are usually teachers, as the law requires instructional support for work experience students. However, some larger districts maintain both coordinators (who are often classified staff) and supervising teachers in their work experience programs. Coordinators are charged with ensuring that appropriate contracts and learning plans are executed, workers' compensation is in place as required by the program, permits are legally applied for and maintained, and student attendance at the instructional workshops/seminars is consistent.

Parents, guardians, and families. Parents, guardians, and families provide educational support to and advocacy for their youth enrolled in CTE coursework. They evaluate the needs of their students, communicate this information to teachers and the school, and work with teachers to ensure individual's needs are met. They also monitor the progress and process of their young adult's work, supporting, motivating, and encouraging them.

To perform these critical functions, families must have the contact information on CTE teachers and school administrators. This information can easily be provided in an introductory letter that explains the course content, the standards-based approach, the type of assessments students will complete, what families can do to help their students be successful, and how to contact the instructor, the department chair, the appropriate counselor, the Career Center, and the principal. Schools sometimes mail the letter home, with translations for non-English-speaking parents. Parents and families respond productively and appropriately to the information they receive and work with teachers and the school to provide positive support.

Finally, parents, guardians, and families show their commitment to and investment in education by working to improve and support the CTE classroom and career-related student organizations through groups such as Booster Clubs and Parent-Teacher-Student Associations. It may be helpful in developing leadership to have students request that support directly. For example, parents may be directly contacted by the officers of a Career and Technical Student Organization (CTSO) to run food booths for an upcoming competition they are hosting in the region.

Students. Students' role in their CTE program consists of taking responsibility, making an effort, and demonstrating respect. With assistance from the CTE instructor, students can identify and develop short-range, mid-range, and long-range goals in their career pathway. They can then plan the courses they will take and the on-the-job training they will complete to reach those goals.

Students then work to complete the plan and meet their goals by:

1. Contributing the effort, time, interest, and energy necessary to learn. This buy-in is required for success in any educational venture but particularly in CTE where hands-on work mandates understanding of and attention to detail (CTE Foundation Standard 7.0, Responsibility and Flexibility).
2. Monitoring their progress toward their goals. Monitoring can take place in the CTE classroom, in an advisory structure, or in regular meetings with the counselor. Some schools have student-led conferences in which the students review their work with their parents and update them on their progress in relation to their plan (CTE Foundation Standard 5.0, Problem Solving and Critical Thinking).
3. Soliciting and responding appropriately to feedback from teachers, mentors, peers, their families, and work supervisors. Again, this strategy works best if structured by the CTE teacher. Students must be taught how to solicit feedback on their work and progress and how to respond appropriately to both positive and negative feedback. This can be accomplished in the classroom through the peer review structure, in student organizations, through student-led conferences, and in training for internships, work experience, apprenticeships, or other work-based experiences (CTE Foundation Standard 5.0, Problem Solving and Critical Thinking).
4. Modifying or improving their habits and learning behaviors for success. Students need structure to accomplish this goal, and this can be provided in the CTE classroom by focusing on learning behaviors and attitudes that are most successful (CTE Foundation Standards 5.0, Problem Solving and Critical Thinking; and 7.0, Responsibility and Flexibility).
5. Improving their educational experience by seeking and mastering new challenges, expanding their abilities, and adding skills and knowledge to their learning portfolio. Creating short-, medium-, and long-range plans helps students see the value of taking on rigorous challenges that will expand their skills and knowledge. The CTE structure will help them be successful in their efforts (CTE Foundation Standards 3.0, Career Planning and Management; and 7.0, Responsibility and Flexibility).

Students also need to develop leadership skills, and CTSOs provide an excellent venue for this purpose. CTSOs are designated as intra-curricular by the U.S. Department of Education due to their importance in delivering key skills for career success. They are often the only opportunity a student has to travel outside the local area, meet and make friends from all over the nation, visit colleges, make connections with business leaders throughout the state, hone and practice interpersonal skills, and participate in the legislative process.

Advisory committees. Advisory committees are usually groups of employers and community representatives who advise the school on the design, development, operation, evaluation, and adjustment of CTE programs.[2] This external influence

ensures that CTE courses meet current and future workforce needs. Advisory committees are indispensable to maintaining state-of-the-art, community-linked curricula, but only if they function optimally in reality and don't just exist on paper.[3] When educators maximize the group's potential, advisory committees are advisory in the best sense of the term: they offer their expertise and assistance but do not have administrative authority.

Composition and meetings of advisory committees. In California, certain CTE advisory committees are required by law or institutionalized by practice. While these separate mandates sometimes specify all or part of the group's composition, it is generally accepted as good practice to include members from business and industry, education, parents, students, state employment and workforce agencies, public and private agencies, and the community. The most common CTE advisory committees are those required by the *Education Code,* specifically:

1. Regional Career Guidance Centers: A local advisory committee is composed of 11 members, at least seven of whom are from business, industry, labor, and the general public.
2. ROCP: Subject area advisory committees determine courses appropriate for Regional Occupational Centers or Programs and provide advice.
3. Unified school districts and union high school districts with a CTE Program: A career technical education advisory committee develops recommendations on the program and provides a liaison between the district and potential employers.
4. Unified school districts and union high school districts with a Partnership Academy: An advisory committee consists of those involved in academy operations, including school district and school administrators, lead teachers, and private sector representatives.
5. Unified school districts and union high school districts, ROCPs, or county offices of education receiving Carl D. Perkins funding: Advisory groups meet required involvement of parents, students, teachers, representatives of business/industry and labor, representatives of special populations, and others involved in Perkins-funded CTE programs.[4]

Purpose of advisory committees. An effective advisory committee develops and implements an annual plan of action that reflects long-term and short-term objectives. The most effective groups provide a wide variety of support to CTE programs, including:

1. Curriculum development, assisting programs to:
   - Analyze course content, materials, and sequence to establish performance benchmarks and align them to competencies and tasks.
   - Identify and expand the use of new technologies.
   - Assist in developing and validating performance tasks and other tests.
   - Advise on labor market trends.

- Recommend safety policies and procedures.

2. Program evaluation, helping programs by:
   - Reviewing goals and objectives in relation to outcomes
   - Comparing student performance standards to business and industry standards
   - Evaluating facilities, equipment, and technology to recommend upgrades
   - Recommending initiation of new programs or elimination of obsolete programs
3. Community/public relations, assisting programs by:
   - Cooperatively creating a marketing plan
   - Recognizing outstanding students, teachers, and community leaders
   - Generating effective media coverage
   - Presenting programs to community groups
4. Recruitment and job placement, helping CTE programs by:
   - Recruiting potential students
   - Identifying job openings
   - Placing students in cooperative work experience, internships, or other work-based learning opportunities
   - Hiring graduates
5. Student organizations, supporting programs by:
   - Sponsoring student organization activities and assisting in fund-raising
   - Assisting in developing and judging competitive skill events
   - Establishing scholarships and awards
   - Implementing leadership development activities
6. Professional development, augmenting school efforts by teacher recruitment and:
   - Reviewing teacher selection criteria and recruiting potential staff
   - Providing in-service activities for instructors
   - Offering teachers internships or externships and summer opportunities for skill upgrades
   - Encouraging personal initiatives
   - Reviewing professional development plans
   - Financially supporting teachers' attendance at professional meetings and conferences
7. Resources, augmenting programs by:
   - Providing financial support, equipment and materials, tours and field trips, job shadowing opportunities, and classroom speakers
   - Assisting in budget development and review
   - Brokering cost-saving arrangements with other businesses and industry organizations

8. Legislation and advocacy, assisting specific programs and CTE in general by:
   - Staying current on state and federal legislation
   - Advocating for CTE programs
   - Arranging tours of programs
   - Involving policymakers in program events[5]

County offices of education. California's 58 county offices of education play a major role in supporting the delivery of CTE to the districts and schools in their areas. From coordination of ROCPs to provision of professional development and enrichment opportunities for teachers, county offices of education are important CTE resources for all schools and districts.

The county link with ROCP allows for centralized development of a CTE program that is available to a large number of students and appropriate to the needs of the community. Particularly in areas with smaller schools, which might not be able to develop and maintain their own separate CTE programs, county-level ROCP programs are one of the driving influences in secondary CTE programs. For example, the Glenn County ROCP offers numerous popular CTE courses in agriculture, computer repair and maintenance, furniture and cabinet construction, health occupations, hospitality occupations, registered dental assisting, sports therapy and fitness technician, and virtual enterprise to over 1,400 high school and adult learners from five rural high school districts.

Postsecondary education. Universities, colleges, community colleges, and technical training schools prepare CTE students for skill- and knowledge-intensive careers and offer credential preparation for CTE teachers. They also act as primary determinants of career advanced study prerequisites and qualifications by setting requirements for matriculation and graduation.

Increasingly, community colleges are the public sector focal point for higher-level CTE. This role of the community college supports high schools that build a continuity of career pathways for students beginning with rigorous CTE courses in grades nine through twelve that deliver both foundation and pathway standards. These collaborative partnerships can result in highly articulated formal or informal programs leading to certification, an AA degree, and/or transfer to a four-year institution.

High schools with limited CTE resources can augment their programs with community college classes. A number of discretionary grants for postsecondary institutions require articulation with high schools, creating both an opportunity for additional funding and an incentive for partnerships. This should be considered in the development of the comprehensive CTE Plan.

Workforce investment boards. The Workforce Investment Act (WIA), implemented through local, broad-based workforce investment boards (WIBs), is the primary

federal source of job training funding in California[6] and includes youth programs through WIA's Title I. These programs are targeted to disadvantaged youth ages fourteen and older and include work preparation, education, and work-based learning experiences. Local One-Stop Career Centers link youths to the programs. Schools can work with One-Stop youth providers to implement work-based learning opportunities for most students with disabilities and most who are economically disadvantaged. For example, the One-Stop might provide support and funding for paid internships for economically disadvantaged students.

Each WIB has a youth council which works with local elected officials, business leaders, unions, community-based organizations, foundations, and local educational agencies to promote youth workforce preparation. Youth councils also build leadership skills for council members. Statewide, youth councils support an approach called "All Youth, One System" to address the interrelated academic, career, and developmental needs of young people.

Apprenticeship programs. In California, apprenticeship programs prepare an individual for a career in skilled crafts and trades. Currently, there are more than 800 apprenticeship careers in the United States, and more than 200 in California.[7] The apprenticeship training system is unique in that its basic foundation is a partnership between industry, labor, education, and government. Business-, industry-, and union-driven, the apprenticeship training system provides an effective balance between on-the-job training and theoretical instruction.

The California Department of Education supports related and supplementary instruction (RSI), the classroom aspect of an apprenticeship, in local adult education and ROCP agencies for over 200 apprenticeship programs, enrolling more than 30,000 registered apprentices, 43 percent of the more than 69,000 registered apprenticeships in California.[8] Programs are developed and conducted by individual employers, employer committees, or a jointly sponsored labor and management associations. Apprenticeship programs guarantee fair selection, employment, and training of apprentices. Sponsor employers evaluate work site conditions, identify skilled workers to serve as trainers, and schedule a rotation of training. Local ROCPs and adult schools provide the RSI and contract with program sponsors.

Apprenticeship programs typically span a period of three to five years. Registered apprentices attend a minimum of 144 hours of RSI directly related to on-the-job experiences. When an apprentice has completed an entire program of on-the-job training and RSI, the sponsor recommends that the State Division of Apprenticeship Standards issue a Certificate of Completion of Apprenticeship. With a Certificate of Completion, an apprentice is granted journeyman status.[9]

Adult education. Adult education programs offered through school districts can provide high school students who are short of meeting graduation requirements

with additional opportunities to earn course credit in academics and CTE and prepare for the CAHSEE or GED. Some adult schools also offer college credit options in completion of diploma requirements. Typically, adult education classes are held during the normal school day, in the late afternoon or evening, and often on Saturdays; some courses may be available online.

The Role of Community Partners

Community partners are a great source of help for CTE programs.

Business and industry. As the current and future employers of CTE graduates, business and industry are substantial stakeholders in the CTE process. To ensure their future workforce, businesses collaborate with CTE instructors at the site or district level to create a formal or informal strategic plan, much like those developed for ROCP. They begin this process by evaluating and identifying:

1. Actual numbers of CTE graduates and rates of graduation at both the high school and community college levels
2. Current industry needs for trained employees, by industry sector area
3. Projected future employment needs, including staffing levels and specific areas of knowledge and skills
4. Methods to close the gap between projected needs and supply sources
5. Resources needed to address the gap.

This fundamental planning forms the basis for business-education partnerships. By partnering with individual schools or districts, businesses can influence the development of industry-appropriate CTE educational goals. The partnership plan includes work with teachers, schools, and districts to create innovative and effective strategies to ensure future business and industry needs are met. As a part of the partnership, local businesses may provide student benefits and incentives, educational and professional opportunities, and financial support.

Business and industry also actively participate in CTE through involvement in many strategies discussed earlier, including work-based learning agreements, teacher externship programs, participation on various planning councils and panels related to CTE, and a variety of other involvements. While many business/industry leaders are eager to be involved, it is important that educators actively welcome them into the CTE community to forge strong and lasting relationships.

Labor. Unions and other organized labor groups contribute significantly to the success of CTE in California. As discussed above, unions play a key role in the state's apprenticeship system. Labor representatives are also among the members of the workforce investment board, as required by legislation, and frequently serve on the associated Youth Councils.

However, like business/industry, labor's major contribution to CTE for K–12 is through assistance in the development and implementation of the site or district CTE plan. Labor representatives are in a unique position to provide ideas for assessments that mimic the actual workplace. Labor representatives also can provide valuable support to struggling students through mentor and/or tutor programs. And they can support CTSOs by providing advice, resources, and time.

Labor representatives have a significant role to play in reference to foundation standards that are common to all industry clusters, such as the following:

3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employer and employee responsibilities.
7.3 Understand the need to adapt to varied roles and responsibilities.

Community organizations. Community organizations have a history of supporting CTE, including:

1. *Libraries, nonprofit organizations, and city/county programs* that provide education support, including access to specialty information and education-related services
2. *Professional and trade organizations,* including associations and interest groups, that provide access to current professionals in the field, up-to-date content information, and feedback on the appropriateness and applicability of CTE course offerings
3. *Alumni organizations* for school or CTSO members which provide learning support and networking for students, including access to professional and peer mentors
4. *Social and health services organizations* that offer support to students struggling with problems that are affecting their academic and CTE performance (Because of the mentoring role taken on by many CTE instructors, it is helpful to build relationships with these organizations for referrals of students in need.)

Youth development organizations. Other potential CTE partners are youth development organizations, such as the YMCA, YWCA, Boys' and Girls' Clubs, and 4-H. For those industries that do not have established CTSOs, these organizations can provide the student venue for building leadership skills, honing CTE skills through competition, or sharing CTE skills with peers or younger children.

Government. The role of government in CTE is one of policymaking and, in some cases, financial support. Federal and state governments create education policies and directives that guide education through legislation, funding initiatives, and programs such as the national Carl D. Perkins Act or statewide initiatives. In

addition, federal and state governments set general policies that affect employment and economic conditions, which in turn affect the entire workforce, including students.

Local governments may highlight or emphasize certain aspects of CTE through directed funding programs and population- and locality-specific policies. In addition, these governments can act in response to expressed needs within their constituencies, including those of area businesses and industries. Local governments are particularly involved with job training initiatives that include a variety of training opportunities for high school students, such as those overseen by the workforce investment boards.

Military. The military offers extensive postsecondary job training and education programs packaged with military service. Military branches have access to high school students' personal contact information (unless parents request otherwise) through the No Child Left Behind Act. Thus most students will be contacted at home as well as at school, and recruiters will provide full information on offerings.

The military's free ASVAB Career Exploration Program is intended for students in the tenth, eleventh, and twelfth grades, as well as students in postsecondary programs. ASVAB provides tools, including the test battery and interest inventory, developed by the U.S. Department of Defense to help high school and postsecondary students learn more about career exploration and planning. Results of the aptitude test and the interest inventory enable students to evaluate their skills, estimate performance in academic and career endeavors, and identify potentially satisfying careers. These results are integrated with work values to help students identify and prioritize possible career choices. Students are encouraged to consider their own work-related values and other important personal preferences as they explore the world of work and learn career exploration skills that reap lifelong benefits.

Junior Reserve Officers Training Centers (JROTC) programs representing the various military branches operate on many high school campuses in California. JROTC programs are usually elective courses that may be taken each year (e.g., JROTC Leadership Training I–IV). Typically, student cadets are introduced to CTE foundation standards and essential skills such as leadership, ethics, citizenship, techniques of communication, physical fitness, military readiness, and other subjects through a combination of classroom instruction and extracurricular activities. JROTC student cadets are under no obligation to join the military.

Articulation and Alignment of Courses

Articulation and course alignment are the backbone of effective, coherent CTE pathways. All districts face articulation issues at the high school-to-postsecondary transition point. Many have difficulties with middle-to-high school alignment within a

single district, and these problems are exacerbated for high school districts. To effectively articulate CTE courses, both parties must be satisfied that all courses are rigorous, adequately prepare students for the next step, and fulfill the requirements for the type of credit desired. To reach this state of agreement, schools may find the steps outlined below helpful.

Development of an articulation team. The first step in successful articulation involves the formation of an articulation team, including key individuals from both institutions (instructors/faculty, administrators, counselors, etc.) For efficiency, one person should be designated to coordinate and monitor the articulation process. Before beginning to examine course content, the articulation team will need to:

1. Establish goals to be achieved through articulation.
2. Ensure buy-in from relevant administrators, faculty, and staff who are not directly involved in the articulation process.
3. Develop or clarify existing policies and procedures for articulation, including a guidebook or other materials for counselors and instructors.
4. Decide which programs are to be articulated (preferably programs that already exist at both institutions and for which there are detailed, standards-based competencies already developed).
5. Conduct staff development on articulation for involved faculty at all institutions, if necessary.

Review of course content. Once a clear set of policies and procedures have been created and the key stakeholders are committed to the articulation goals, course content is reviewed. Middle and high schools now share common standards for CTE instruction, but community colleges and other postsecondary schools may be working from industry standards that will need to be cross-referenced with the *California CTE Model Curriculum Standards.* Some industry sectors have created these cross-references independently. The process, then, is to:

1. Identify the specific courses within the programs to be articulated.
2. Identify the standards taught in those courses. For courses that do not use California's CTE standards, cross-references will need to be developed or identified between the standards being used by different instructors or institutions.

Determination of advanced credit. Courses may be aligned to provide advanced placement or regular course credit. Advanced placement allows students who have completed a course at one level to have a similar course waived at the next level. For example, a student who has completed Introduction to Health Science at the middle school level would be allowed to skip the equivalent course at the high school and move directly into appropriate concentration courses; however, no high school credit would be awarded for completion of the introductory course. Dual credit provides students with credit both at the institution providing the course

instruction and at the second institution. For example, a student who completes Welding I or Equine Science at the community college might receive both college and high school credit for the course.

Once the type of advanced credit is identified, the articulation team must:

1. Identify the standards taught in the courses.
2. Identify the means used to evaluate student mastery of the standards.
3. Revise curricula so that both levels have identical, similar, or overlapping standards and requirements, depending on the type of credit desired.

Formalizing the decision. Once the courses have been aligned to the satisfaction of the articulation team, a formal agreement should be written, including the criteria for articulation credit (e.g., post-graduation time limits, acceptable achievement levels). The agreement should then be reviewed, approved, and signed by the relevant personnel or governing boards at each of the participating institutions, with copies provided to all participants, such as site administrators, school-level CTE advisory councils, or ROCPs.

Review and revision. Articulation agreements are ongoing and should be regularly reviewed. Because it can be difficult to sustain the regular collaboration and contact required to schedule and conduct such reviews, one person on the articulation team should be designated to manage this aspect of the process and carry out these responsibilities which may include:

1. *Public relations and communications.* Let counselors, teachers, faculty, parents, students, and employers know about the articulation agreement through mailings, meetings, informational materials, advertising, and local press releases.
2. *Data collection.* Develop and implement ways to track program success, specifically to determine how student performance, satisfaction, and enrollment patterns are changing for the articulated courses. If other, similar programs are not yet articulated, they may serve as a control group for this data; otherwise, historical performance or enrollment data can be used to show change over time.
3. *Review.* The data on program success and the articulation agreement itself should be reviewed by the articulation team at least annually; this review should be initiated and managed by the designated coordinator.
4. *Revision.* The articulation agreement should be revised as necessary based on the annual review by the articulation team and the revised document submitted for approval and information as appropriate.

Where these steps are followed, course articulation will remain strong, relevant, accurate, and dynamic.

Articulation strategies by level. Strategies for effective articulation vary somewhat by educational level and by district configuration.

Elementary and middle school alignment. CTE is, perhaps, the truest form of lifelong learning; from elementary school through formal training and multiple work sites, Americans are constantly developing and improving the knowledge and skills needed for success. Students have their first opportunities to explore careers in elementary school, through classroom speakers, projects, field trips, and other organized activities.

Middle and high school articulation. In middle school, many students engage in career exploration through such activities as completing career interest and aptitude tests, participating in job shadowing, or writing “I Search” papers about a career. They may also take exploratory or foundation courses to prepare for high school CTE. Where middle school CTE efforts have been articulated with high school programs, students can begin cohesive, age-appropriate career preparation programs as early as the sixth or seventh grade.

CTE high school programs that are articulated with middle school programs are highly advantageous for three reasons. First, high schools have a built-in feeder system, so that recruitment is an easier task. If the middle school is using a “sampler” or “wheel” approach to CTE, arts, and foreign languages, then all students have been exposed to some level of CTE programming and are thus more aware of what they can continue with in high school.

Second, high school programs that have the benefit of rigorous introductory courses offered at the middle school level can decrease the number of introductory sections and use their resources to expand concentration and capstone/advanced coursework. This is analogous to the math department finding the need for fewer Algebra I sections, as this course is increasingly being taught at the eighth grade level.

Third, the educational theory behind the middle school exploration approach is to allow students to try out or sample work in a particular industry. Thus students might try several different pathways and choose the one they like best to pursue at the high school level—or they may use their middle school experience to determine that they are not interested in any of the sectors or pathways they tried. Either way, they will enter high school more focused than students who have had no middle school experience and therefore will have a better chance to complete an entire CTE program—and possibly even a college course or two in Tech-Prep—during their high school years.

High school to postsecondary training/education alignment. The most common alignment of high school and postsecondary curricula is through Tech Prep 2+2 programming. Tech-Prep programs with integrated and articulated curricular

pathways result in well prepared high school students earning advanced technical degrees and certification at the community college. These pathways are academically rigorous and provide students with not only the fundamental skills required for postsecondary admission, but also the technical skills that will enable them to have successful careers in California's new, highly technical economy.

California's Tech-Prep delivery system has a state administration/leadership component as well as the Tech-Prep local consortia. Both focus on emerging and high-demand technical careers to ensure:

- Linkage of programs with the local, state and regional economies
- Collaboration and systematic articulation of programs among high schools and community colleges
- Development of comprehensive strategies among multiple state and federal programs to encourage joint planning and avoid unnecessary duplication of service delivery
- Funding and programmatic decisions directed toward industry priorities
- Focus on accountability and an infrastructure for monitoring effectiveness
- Capacity for researching and identifying effective programs and practices linked to CTE foundation and pathway standards

P-16 councils. The California P-16 Council is being increasingly replicated at district and regional levels statewide. The tremendous advantage of the P-16 Council is its ability to hold the "big picture" of local educational needs and strengths. Using this advantage, a local P-16 Council can help muster backing for community-wide educational initiatives and the funding to support those initiatives.

Industry/certification alignment. CTE coursework must also be aligned with industry or public certification required for entry into and promotion within a pathway. For most certification, students must be eighteen, but for some, such as Microsoft Office Systems certification, students can be any age. CTE instructors must know certification or industry requirements in their field, as well as the requirements for apprenticeships, where appropriate. The California Department of Education provides support for instructors in apprenticeship and pre-apprenticeships; see http://www.cde.ca.gov/ci/ct/ap.

Strongly aligned programs ensure that students have a carefully constructed scaffold to use to reach greater heights, in which each course builds on and reinforces the ones before it. While the process of developing the alignment can be frustrating, the results are rewarding for administrators, teachers, and students alike as they combine the separate strengths of multiple schools, instructors, and courses to support student success.

Conclusion

Partnerships have always been an important part of CTE, and they have never been more essential than now, as education strives to meet the needs of the twenty-first century workplace. Many partners continue to serve key traditional roles, such as sponsoring apprenticeship programs, serving on advisory committees, or providing professional development support. Some partners are placing new emphasis on traditional roles, such as the focus on articulation in CTE course work between middle and high schools. Still other partners are taking on relatively new roles, including workforce investment boards that are funding internships and community colleges that are providing dual credit CTE and CTE-related course work. These extensive and diverse partnerships are resulting in more rigorous CTE programs, course work that is better aligned to industry needs and better articulated with previous and future opportunities, and an invigorated CTE presence throughout the state.

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Chapter 5: CTE Foundation Standards Applications

In each industry sector, there are two types of CTE standards: (1) pathway standards, which detail the CTE content to be mastered in each distinct pathway; and (2) foundation standards, which delineate the knowledge and skills to be mastered in all pathways. Precedent for the foundation standards concept is found in several academic disciplines; for example, science standards for grades nine through twelve include the universal "investigation and experimentation" standards and history–social science grades nine through twelve include the "history and social science analysis skills" standards.

There are 11 CTE foundation standards that all students need to master to be successful in the CTE curriculum and in the workplace. Foundation standards are, in many ways, the equivalent of the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies: they reflect the knowledge, qualities, and skills that employers want in every employee. The specifics may be unique among sectors, especially for foundation standards 1, 2, and 10, but common themes run through standards 3–9 that are useful to explore. The foundation standards addressed in each sector are:

1.0 Academics
2.0 Communications
3.0 Career Planning and Management
4.0 Technology
5.0 Problem Solving and Critical Thinking
6.0 Health and Safety
7.0 Responsibility and Flexibility
8.0 Ethics and Legal Responsibilities
9.0 Leadership and Teamwork
10.0 Technical Knowledge and Skills
11.0 Demonstration and Application

1.0 Academics

"Students understand the academic content required for entry into postsecondary education and employment in the chosen sector."

The first foundation standard—academics—reflects standards in history-social science, mathematics, science, and visual and performing arts that are directly applicable to the industry sector and will be taught and/or reinforced in sector course work. Along with the standards in 2.0 Communications, the 1.0 Academics standards are referred to throughout this framework as "academic foundation standards" and are the subject of significant discussion in Chapter 1 on the integration of academic foundation standards with CTE content pathway standards.

Foundation academic standards are found in the Part II examples of assignments and assessments for all pathways.

Industry sectors differ significantly in the number and type of academic foundation standards chosen. Some sectors, such as Health Science and Medical Technology, list many standards in science, while others, such as Public Services, have a heavier emphasis on history-social science. Guidance for implementing particular academic foundation standards may be found in the appropriate framework available at http://www.cde.ca.gov/be/st/fr.

2.0 Communications

"Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts."

The foundation Communications standards are primarily drawn from the English–language arts standards, though some sectors have added industry-specific items. Like the Academics standards, foundation standards listed in 2.0 were chosen to reflect those taught or reinforced across all pathways. They also vary considerably between industry sectors. Foundation Communication standards are featured in the discussions of integrating academic and CTE content standards throughout this framework and feature prominently in the examples of assignments/assessments by pathway in Part II. Guidance in implementation is available through the *Reading/Language Arts Framework,* which may be viewed online at http://www.cde.ca.gov/be/st/fr.

3.0 Career Planning and Management

"Students understand how to make effective decisions, use career information, and manage career plans."

Career planning and management differs from the other foundation standards in that disciplines other than CTE rarely if ever teach this essential knowledge and skill base. To ensure thorough guidance, this framework addresses the unique Career Planning and Management standards in relative depth.

In all 15 industry sectors, CTE foundation standard 3.0 delineates the required knowledge and skills for "Career Planning and Management" in the following common standards:

- 3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in a career.
- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.

- 3.4. Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.5 Understand the past, present, and future trends that affect careers such as technological developments and societal trends, and the resulting need for lifelong learning.
- 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio.

Meeting these rigorous standards requires a logical, comprehensive system of career awareness, exploration, and preparation that begins in middle school and continues through transition to work and/or postsecondary training or education.

Foundation standards 3.1 and 3.2. These standards call for an initial understanding of the range of career opportunities and the requirements for success in each. The activities most often included are interest inventories and aptitude testing, followed by student research into possible careers reflected in their interest and aptitude data. Student investigations generally include the personal qualifications, skills, education, training, and licensure necessary to succeed in various careers identified with their interests and aptitudes. Their findings then allow them to narrow and better define their interest.

Activities for Foundation standards 3.1 and 3.2. Schools use a broad spectrum of activities to address these standards, including:

1. Online and pencil/paper assessments of interest, aptitude, values, and attitude
2. Classroom-based resources such as *The Real Game California* available from the California Career Resource Network at http://www.californiacareers.info
3. Online, software, or workbook guided career exploration
4. Classroom speakers, career fairs, “Power Lunches,” and informational interviews
5. Films/videos such as those available online at http://www.cacareerzone.org
6. Research using online resources or textbooks, trade books, and reference books
7. Online, software, or physical games

Most of these activities are commonly used in career awareness/exploration. One of the less frequently used, informational interviews, is of particular interest because it involves active learning and makes the connection between career awareness and exploration and work-based learning. Informational interviewing or research interviewing is one of the best sources for gathering information about an industry and the careers within it. An informational interview is the opposite of a job interview: **the student** initiates the interchange by requesting the interview and the student asks the questions. The purpose is not to get a job, but to explore careers and clarify a career goal, discover employment opportunities that are not

advertised, build confidence for later job interviews, and access the most up-to-date career information.

Teachers assigning informational interviewing usually require students to:

1. Identify a target career or industry through assessment and awareness activities.
2. Prepare for the interview by conducting appropriate research, developing potential questions, and conducting mock interviews in the classroom.
3. Identify possible people to interview, beginning with personal networks and moving on to professional organizations, unions, employer organizations, and other sources.
4. Contact the individual to be interviewed (securing his or her name from a phone call or Web site search) by letter first and then by phone to arrange the interview.
5. Conduct the interview using appropriate protocol (dress, promptness, professional demeanor, referring to questions, taking notes as appropriate).
6. Follow up by recording all the information gathered in a standard reporting format and sending a thank-you note to the interviewee.

Interviewing is one of the English–language arts (grades nine and ten) standards (Listening/
Speaking 2.3) that is incorporated into many of the Sector 2.0 foundation standards. To help students prepare for success in this standard, teachers also sometimes provide some generic “starter questions” for the students to build on, such as:

1. On a typical day in this position, what do you do?
2. What part of this job do you find most satisfying? Most challenging?
3. How do you see jobs in this field changing in the future?
4. If you could do things all over again, would you choose the same path for yourself? Why? What would you change?
5. With the information you have about my education, skills, and experience, what other fields or jobs would you suggest I research further before I make a final decision?

Delivery methodologies. Middle and high schools have typically responded with a variety of delivery methods to address foundation standards 3.1 and 3.2. For an overview of the broad scope of careers, schools offer a range of delivery points:

1. *Career awareness courses.* Many California high schools offer a one-semester career awareness course in the ninth or tenth grade that incorporates a variety of activities, resources, and materials. In some schools, teachers of the career awareness courses collaborate with English teachers so that career investigation results in a research or “I Search” paper that is graded and

credited in English as well as the career awareness class. In most career awareness curricula, the school's CTE pathways and courses are reviewed for all students. Many times, eleventh and twelfth grade students from the CTE programs will be invited to speak in the courses, demonstrating their products, answering student questions, and showing videos of their activities.

2. *Career awareness units in generic courses.* Some schools offer a generic one semester course that addresses a potpourri of study skills, career awareness, and state requirements. These courses have titles such as "Ninth Grade Orientation," "Life Skills," or "Preparing for Success." The career awareness unit in these courses usually provides access to the assessment tools mentioned above, allows for some initial investigation, and provides an overview of CTE pathways, programs offered at the school, and courses available. These course teachers can also work with the English Department to assign a collaborative research paper.
3. *Career awareness units in advisory programs.* Advisory systems are a proven adjunct to high school counseling; see the discussion of advisory programs in *Aiming High*.[1] Schools with advisory systems often include career awareness and exploration as a part of the program each year in grades nine through twelve. The advantage of this approach is that the students' exploration matures as they do. Information and activities presented in this venue are usually similar to those in the semester career awareness course, though they may be delivered across both grades nine and ten. The amount of time spent on career awareness activities in advisory programs varies greatly depending on the advisory curriculum and the number of hours of advisory courses per week. Because the counseling department frequently creates the career awareness curriculum for advisory, it is essential for CTE instructors to work with the department to ensure that CTE pathways and courses are a part of the advisory curricular materials.
4. *Career awareness units in introductory CTE courses.* CTE introductory courses, including those provided in middle school, almost always include career awareness regarding the industry and often provide information and exploration opportunities in related industries. Later, students can generalize the skills they learned while exploring the target sector to increase their awareness of other industries. Career awareness units in introductory CTE courses always include thorough exploration of CTE pathway options available at the high school level and their connection to postsecondary education and training.
5. *Career centers.* Many California high schools have a dedicated Career Center staffed through the district or the ROCP. How the centers are used varies widely; however, in some schools the Career Center delivers a career awareness curriculum, either in a unit or in a series of activities, during the school day or after school. For some, the completion of the units or activities is optional, while for others it is required. One advantage of using the Career Center as the delivery point is access to most of the school's career awareness and exploration materials and resources. Another advantage may

be that the school's CTE programs can be prominently displayed with literature, pathway-created videos, samples of student project work, and similar enticing displays.

6. *Career days and fairs.* The terms "career day," "career fair," and "job fair" are often used interchangeably to mean a time when students can visit booths sponsored by employers—public and private—to explore options and inquire about part-time, summer, or full-time post-graduation career opportunities. To maximize learning, most schools find that students must be prepared in advance, reviewing the list of employers who will be represented, determining which booths to visit, conducting some level of research on the companies and organizations, creating a sound bite self-introduction (30–90 seconds about knowledge, skills, abilities, and coursework completed), or developing a list of questions to ask. Students actively looking for a job should also have their resumes and portfolio, if appropriate. After the fair, students should be encouraged to write to at least one business to thank them for their participation. Career days are also an excellent opportunity to advertise CTE course options. Each district and ROCP program might have a separate booth with information, demonstrations, games, or use other methods to attract visiting students.
7. *Career exploration units in CTE concentration or capstone courses.* Most CTE concentration and capstone courses include an in-depth study of the industry and the pathway in terms of career opportunities at various levels of education and training. At this point, students are well into the career exploration process and are actively measuring themselves against the personal qualifications, skills, education, training, and licensure requirements for various occupations within the pathway. Through the concentration and capstone course work, students further define their focus within the pathway, consistently adjusting as they reflect on their experience. CTE teachers take an active role in helping students make these judgments.
8. *Senior projects*. In many high schools that require senior projects, the projects must in some way reflect the student's current pathway choice. A person planning to enter nursing, for example, could investigate the role of nurses in responses to international disasters, learn and report on how to help elderly relatives at home remember to take their medications, or do a computer-generated model of nursing needs if California were subject to a terrorist Ebola attack. Because the purpose of senior projects is to stretch inquiry and presentation skills in these almost-adults, as well as expand their horizons, requiring that the project be related to a potential future career results in mastery of multiple standards.

Materials and resources. What materials and resources are chosen and how they are used in career awareness and exploration depends greatly on the venue for service delivery. For example, a full semester class of career awareness and exploration may have a specific textbook, whereas a Career Center-based program may use more online and hands-on activities.

As noted in Chapter 3, the California Career Resource Network (http://www.californiacareers.info) develops, disseminates, and provides training in the use of career development resources. These resources include *The California Career Planning Guide (CCPG), The California CareerZone,* and *The Real Game California*. The *CCPG* is a student-oriented self-help guide for developing a career action plan.

The *California CareerZone,* http://www.cacareerzone.com, is California's first publicly supported career information delivery system. The Web-based *CareerZone* is available to students (and all other Californians) free of charge and provides the following:

- Self-assessment tools
- Descriptions and essential information (e.g., skills, training required) on 900 nationally recognized occupations (O*NET), organized within California's 15 career technical education industry sectors
- Current and accurate California labor market information
- More than 300 career videos
- *Reality Check Budget Calculator* for comparing real-life living expenses with the wages available in a chosen career.

The Real Game California™ is part of the internationally popular and effective *The Real Game Series*™*.* Through participating in role-simulations and using California economic and workforce data, students learn career self-management competencies (e.g., knowledge, skills, attitudes). The relevance of the "game" to their lives helps students focus more on their future and appreciate the importance of lifelong learning.

The Real Game California™ and *The Real Game Series*™ provide a cooperative, experiential, and safe means for students to:

- Discover personal skills and talents
- Reinforce a positive self-concept
- Relate school experience to career choices and work roles
- Explore the relationship between work and broader life roles
- Be introduced to the concept of lifelong learning

All activities in *The Real Game California*™ have been aligned with:

- California academic content standards
- California career technical education standards
- National career development guidelines (rev. 2004)
- American School Counselor Association (ASCA) National Standards for Student Academic, Career, and Personal/Social Development

- Secretary's Commission on Achieving Necessary Skills (SCANS) Employability Skills
- Equipped-for-the-Future content standards for adult literacy and lifelong learning

Foundation standard 3.3. This standard requires students to develop "a career plan that is designed to reflect career interests, pathways, and postsecondary options." Most guidance experts agree that every student should have an eight-year plan that facilitates their transition from middle school to high school, ensures that they will successfully complete four years of high school, and explores their post-graduation plans. These career plans include:

1. Appropriate choice of course work based on interests and goals
2. Strategies for successful transitions between middle and high school
3. Strategies for successful transitions between high school and postsecondary training, education, and/or employment
4. Strategies for being successful at work

Career plans help individual students realize the benefits that come from planning and pursuing future goals, both long- and short-term. Schools use a variety of approaches to this task, such as:

1. Creating and updating the plan in the career awareness courses or units delivered through course work (stand-alone, generic, CTE), through the Career Center, or through Advisory
2. Creating and updating the plan through individual counseling sessions

Often schools combine three plans—graduation, college, and career—so that students recognize the linkages and options available. These "success plans," as they are sometimes termed, carry a record of career assessments (aptitude, attitude, interest), work-based learning, and short- and long-term career goals, as well as the record of high school courses completed and grades, progress on graduation requirements, STAR and CAHSEE test results, and other academic tests, such as EAP and SAT. With this information all in one plan, the counselor, advisor, or Career Center facilitator can help the student link academic and CTE course progress with postsecondary goals.

Career or success plans are most valuable when they are updated regularly. Students do this through annual meetings with a school counselor, advisor, or Career Center facilitator. In this meeting, the adult reviews the plan from the previous year, works with the student to update work-based experience and preparation, updates academic achievement and course completion, and helps the student re-examine and explore career interests.

Updating the plan keeps the student mindful of career preparation while selecting high school courses for the next year. Many schools send the career/success plan

home for parent signature, and in this way, the plan also serves to remind parents that career preparation is one of the purposes of the high school. Sometimes the updating of the plan calls for the student to do additional investigations, such as informational interviews, and family members may be able to assist the student in completing these assignments.

Foundation standard 3.4 states that students must "Understand the role and function of professional organizations, industry associations, and organized labor in a productive society." Schools choosing to address this standard through the twelfth grade economics course required for graduation will ensure that all students demonstrate mastery. The academic standard for Principles of Economics 12.4 states that "Students analyze the elements of the U.S. labor market in a global setting." As part of that analysis, students must "Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance." This requirement is broad enough to include the elements of foundation standard 3.4 and, because it is in a course required for graduation, calls for mastery by all students.

Most CTE concentration and capstone courses also deal with the roles and realities of professional organization, industry associations, and organized labor in the industry and pathway. CTE students often additionally acquire first-hand knowledge of professional organizations, industry associations, and organized labor through student organizations, such as HOSA and DECA, which may receive substantial support from employers, labor, and professional organizations, allowing students to become well acquainted with their role of these groups in the economics of the industry.

Foundation standard 3.5. This calls for students to "Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning." Americans are witnessing vast changes in the very nature and concept of work through globalization, technology, and labor market shifts. The demand on workers to engage in many career and industry sector transitions throughout life—12 to 25 times according to several analysts[2]—means that students must master career self-management competencies they will use for a lifetime. Thus, the old concept of career exploration and guidance as a one-time event must be replaced by lifelong career self-management. And schools must help students master the requisite skills, knowledge, and attitudes.

The understanding called for in foundation standard 3.5 must be delivered in CTE coursework, especially in concentration and capstone courses. However, to reach all students, schools should seriously consider addressing this standard in social studies courses such as U.S. History and Economics. In these classes, students

can learn about the changing economic forces that create the need for lifelong career self-management. The personal skills to accompany that knowledge are delivered through foundation standard 3.6.

Foundation standard 3.6. This standard requires that students "Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio." These key strategies for the future work force include career self-management skills as well as what have been historically called employability skills. Employability skills focus on the system of traditional paid employment and the needs of employers in that system. Career self-management skills serve the needs of the students themselves, equipping them with the skills to transition repeatedly between different types of work and learning in the new workforce.

Many schools have programs for teaching employability skills. These are generally found in the following venues:

1. *Advisory.* Typically, advisory is conducted by grade level, so that appropriate employability skill-building activities are included across grades nine through twelve. Employability skills such as practice interviewing, job application completion and development, and electronic or physical portfolio development are generally a part of the curriculum in grades eleven and twelve. The advantage of this approach is that all students have the opportunity to master these essential skills. To be successful in this approach, advisors should be supported in their teaching of these techniques through professional development.
2. *Senior Project.* In schools that require a senior project related to a career pathway, many employability skills, especially interviewing, are taught as part of the senior project preparation. If this is the school's primary venue for teaching employability skills, professional development can again be highly effective in helping teachers cover the skills comprehensively.
3. *Internship and work experience.* Internship and work experience programs almost always teach employability skills, as these are prerequisites for finding job leads and securing a position. Thus, if the school requires internships of all students, this is an effective delivery mode for the employability skills portion of foundation standard 3.6. If not, the school may use internship and work experience as the intensive point of delivery of these skills and provide more general training in another venue that reaches all students. The faculty member facilitating these activities usually has significant expertise in employability skills and may also be involved in staff development for other faculty members.
4. *Career centers*. In some schools, the Career Center offers training in employability skills on a regular basis; attendance is voluntary. The advantage of this system is that it provides the skill instruction as almost "on-demand"

learning. The disadvantage is that not all students avail themselves of these services and thus may leave high school without mastery of this standard.

5. *CTE concentration and capstone courses.* In almost all CTE concentration and capstone courses, including cooperative education and community classrooms, employability skills are taught to mastery. In some settings, such as Career Academies, the skills may not be part of the CTE course curriculum exclusively; that is, they may be taught in several venues. The advantage of this approach is that a student may have multiple exposures to learning the skills at different levels of maturity and understanding, resulting in a deeper level of mastery than a "one-shot" approach can provide. The disadvantage is that students not enrolled in CTE miss this important instruction unless the school has another venue for its delivery.

Recognition. The final element in a comprehensive and logical system of career exploration and preparation is a program of recognition. While most schools offer certificates of completion for various benchmarks in CTE, not all do so in a way that affirms CTE's role in preparation for postsecondary training, education, and employment. Skills certification, internship completion, training-related job placement, industry certification, and articulation into advanced training are examples of accomplishments that warrant high-visibility public acknowledgment by the full school in such venues as student award nights, press releases, graduation programs, and presentations. This level of recognition underscores the importance of students' career choice and career milestones at the high school level.

4.0 Technology

"Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments."

While technology is used in most academic disciplines, it plays a unique role in the applied learning of CTE through the mandate that students master "the tools of the trade," as used in the real world. For operations as diverse as blood pressure cuffs, GPS, computer software programming and digital lathes, technology permeates every pathway in every industry sector. Thus the three foundation standards in Technology that are common across sectors stress a much more in-depth relationship to technology than is found in most other courses:

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate and produce information, products, and services.
- 4.3 Understand the influence of current and emerging technology on selected segments of the economy.

Foundation standard 4.1. This standard calls for students to understand the continuum of technological development in their chosen pathway. Understanding the development of tools in common use today imbues the student with not only a sense of the immense rate of technological change in the world of work but also an appreciation for the process of research and development in the pathway fields. Indeed, contemplating the "science fiction" of yesterday (e.g., moving sidewalks, incredibly fast trains, portable communication devices) allows students to assess projections of future technology applications with a sense of the possible.

Activities related to this standard are easily included in assignments with pathway content standards. For example, when introducing a new power tool in the Cabinetmaking and Wood Products pathway, the instructor could add the history of the tool development and perhaps even projections of future improvements to the normal list of safety, operations, and maintenance instruction. In fact, in Integrated Graphics Technology pathway courses in the Manufacturing and Product Development sector, some teachers have students "re-invent" earlier versions of the modern movie camera such as a zoetrope or phenakistiscope to grasp the fundamentals of movie camera theory.

Foundation standard 4.2. Nearly every career requires an understanding of how to use technology to access, manipulate, and/or produce information, products, and services. Consequently, this focus is a major one for CTE sectors. Included in this single foundation standard are the primary uses of technology in the world of work: accessing information, products, and services; manipulating or adjusting them to fit immediate needs; and producing new information, more effective products, and higher quality services. This focus also allows for a continuum of higher order thinking skills instruction in CTE content, such as:

1. Mastering basic to sophisticated use as designed by the manufacturer
2. Adjusting the use of the information/product/service to meet specific needs
3. Creating information, products, and services to better meet existing needs or address developing needs

Activities to implement this standard at Level 1 (basic use as designed by the manufacturer) are inherent in every sector pathway. Instructors may step beyond simple mastery of the use of products in concentration or capstone level courses as they strive to move their students from the comfort zone of the predictable to the real world of constant change. One way used by some instructors is to reflect Level 2, the "adjust/modify" level, as an option in an assignment to earn the "advanced" level on the rubric. For example, students in the Accounting Services pathway might learn to use basic spreadsheet software to earn a "proficient" rating but could be called upon to adjust the standard templates to meet specified, unique needs to earn an "advanced" rating.

Foundation standard 4.3. Much of the manufacturing workforce in America was totally unprepared for the scope and rapidity with which technological advances and the globalization of the economy decimated middle-class, blue collar jobs. Standard 4.3 calls for CTE students not only to understand the influence of technological change on the pathway job market but also to grasp the potential impact of technological advance on existing and future products and services. For example, students may be asked not only to envision a world in which distance communication in sight, sound, and text is commonly conducted through a wrist watch but also to analyze the potential effects such a technological advance will make on computer, phone, watch, and television production; marketing; and sales/service; as well as the impact on business, recreation, education, and multiple other sectors.

Activities to implement this standard could stand alone; that is, require students to consider one element of technology commonly used in the pathway and research the impact of potential improvements or replacement products currently under discussion in the industry. Another option would be to frame the activity as an "advanced" level on a rubric measuring proficiency in basic use.

5.0 Problem Solving and Critical Thinking

"Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques."

Problem solving and critical thinking skills are required in every secondary school discipline, but perhaps only in CTE is the focus of the problem solving and critical thinking primarily on real-world applications. Developing critical thinking and problem-solving skills is essential for all students. However, the relationship between intelligence and critical thinking/problem solving is not linear; one doesn't necessarily produce the other. Intelligence provides the raw materials for the critical thinking/problem-solving production process—and all students deserve the opportunity to apply their intelligence to these production skills.

The workplace no longer offers a hierarchy in which front-line workers complete mindless and repetitive tasks while their supervisors (or the supervisor's supervisors) solve the problems. Employers expect high school graduates to have and apply these problem-solving skills appropriately and in a timely manner. Thus all sectors have included the following problem solving and critical thinking standards in their foundation standards:

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.2 Understand the systematic problem solving models that incorporate input, process, outcome, and feedback components.

- 5.3 Use critical thinking skills to make informed decisions and solve problems.

Foundation standards 5.1 and 5.3: These two standards require students to apply an appropriate problem-solving and/or critical thinking strategy at the right time to generate appropriate decisions and/or solutions. Problem-solving models are addressed in Standard 5.2, but students must also understand, as well as practice, critical thinking. Understanding critical thinking is part of metacognition, or learning about learning, which strengthens intellectual capacity.

As research has demonstrated and Marzano et al. have translated for mainstream educators, questioning techniques do make a significant difference in the level of critical thinking promoted in the classroom.[3] In *Critical Thinking: How to Prepare Students for a Rapidly Changing World*, Richard Paul demonstrates the use of Socratic questioning techniques to build critical thinking skills.[4] In Socratic questioning, one question's response will lead to another type of question not pre-determined by the instructor. For example, a response to a question that calls for analysis—say, contrasting safety guarantees of two child different child car restraint systems—might be followed up with a question of clarification, such as "What do you think is the primary difference?" or a question that probes assumptions such as "What is Susan assuming in her response?" or a question that probes reasons/evidence such as "What other information do you need to make a decision?"

Teaching these standards in CTE courses involves three steps:

1. Raising student awareness about critical thinking—what it is and how it is done (the metacognition approach to the instruction)
2. Having students practice critical thinking through strategies such as those discussed above
3. Asking students to use critical thinking strategies and methodologies in applied decision-making lab situations

Foundation standard 5.2: This standard calls upon instructors to provide the same kind of metacognitive transparency for problem-solving approaches as outlined above for critical thinking. In fact, the standard actually requires that students learn and apply a problem-solving approach.

There are many problem-solving approaches—some specifically designed for certain disciplines such as physics or math—but almost all incorporate the elements of input, process, outcome, and feedback components. For example, the "Big 6," a commonly used problem-solving model, calls for students to:

- Define the problem and information needed, select the best information source, and locate the source and information: steps 1–3 or "input."
- Use the information: step 4 or "process."

- Synthesize the information: step 5 or “output.”
- Evaluate the product: step 6 or “feedback.”[5]

Another model, explained in depth at http://groups.physics.umn.edu/physed/Research/CRP/psintro.html, calls for students to

1. Comprehend the problem (input).
2. Represent the problem in formal terms (process).
3. Plan a solution (process).
4. Execute the plan (product).
5. Interpret and evaluate the solution (feedback).[6]

To help students master this standard, instructors need to consider the following steps:

- Choose a problem-solving approach and then teach students how to use it.
- Assign written and lab exercises on problem solving that require use of the structured approach.
- Call upon students to apply the approach in their performance tasks.
- Assess the degree to which they understood and could apply the approach (as well as the results of the application).
- Determine what needs to be re-taught or reinforced and adjust future instruction.

6.0 Health and Safety

“Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials.”

Health and safety issues are clearly of primary concern to CTE teachers, as they are to employers. The Health and Safety foundation standards reflect that concern in two ways: (1) knowledge of the industry and public, formal policies/regulations; and (2) understanding of the less formal but equally important health and safety practices of the industry. These two levels are captured in the Health and Safety foundation standards common to all sectors:

- 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers’ and employees’ responsibilities.
- 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

Both standards are very clear, and both have been a part of the CTE curriculum in most sectors for decades. As products, services, and circumstances change, CTE health/safety curriculum must also adapt to reflect these changes. For example, the rise of HIV infection created a whole new chapter in safety issues for the health, human services, and child care workforce. New products or innovations in old

products require similar analysis for health and safety issues. And in the unpredictable real world, catastrophes such as pandemics, terrorism, or natural disasters are ever-present possibilities. CTE instructors will continue to monitor these changes and provide the necessary instruction to keep students healthy and safe in the classroom and in the workplace.

7.0 Responsibility and Flexibility

"Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings."

In CTE course work, more than in any other discipline, accepting responsibility, functioning in an accountable environment, and demonstrating flexibility represent essential knowledge and skills. These skills must be taught in every aspect of CTE to ensure that program graduates are both good employees and good citizens.

This imperative is captured in the four common foundation standards for Responsibility and Flexibility:

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.

Foundation standards 7.1, 7.2, and 7.4: These three standards all deal with responsibility, one of the most important employee qualities, as identified by the Secretary's Commission on Necessary Skills (SCANS) and noted by research analyses of employer responses.[7] This trait is also on practically every list of important concepts to be taught in character education. While pundits have speculated on why there is such an emphasis on this particular quality, the most straightforward reason may be the most accurate: it is, simply put, the characteristic they find most wanting in today's youth.[8] For some students, especially those given appropriate responsibility at home, taking responsibility for their actions at school, in the community, and in the workplace is a given. For others denied the opportunity of this learning at home, accepting responsibility and dealing with accountability may be extremely difficult.

CTE teachers are in a unique position to help students develop an appropriate sense of responsibility and accountability because industry standards and expectations often provide clear benchmarks as to what is—and is not—an acceptable product or service level. Holding students accountable to this tangible level of acceptability also helps them understand the importance of upholding their individual and group responsibility.

Using standards-based performance task assignments and rubrics to assess learning and production underscores the student's responsibility and accountability. The responsibility is clearly defined in the assignment and in the group role, if applicable. The accountability is delineated in the rubric. Using the terms "responsibility" and "accountability" in the assignment and rubric, as well as in classroom direct instruction and discussion, helps adolescents see the connection between expected performance/behavior and the accountability measures. Many of the rubrics used as examples in Part II reflect this approach.

Foundation standard 7.3: This standard directly addresses the need for flexibility in the workplace, one of the most important job skills of the twenty-first century. The rate of change in the American economy and workplace today is dazzling; tomorrow it may well be overwhelming to all who are not sufficiently flexible.

CTE instructors must discuss this need for flexibility in every aspect of the curriculum. They may require that students demonstrate flexibility by asking them to assume different roles in a process or reflect on the performance task from a variety of perspectives, as exemplified in the Ford Partnership for Advanced Studies (Ford PAS) curriculum.[9] CTE teachers may also evaluate students specifically on their capacity to be flexible as demonstrated by their ability to problem solve "in the moment" or make sound decisions in the midst of a task when conditions change.

8.0 Ethics and Legal Responsibilities

"Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms."

Building on the theme of responsibility, Foundation Standard 8.0 requires that students understand ethical and legal actions in the workplace. More than any previous generation, students in California's CTE programs today will function in a work world fraught by ethical conflicts and increasingly litigious approaches to problem solving. Ethical scandals are not new, but the gap between expected and actual ethical behavior in the public and private sectors may never have been greater than it is today. Twenty-first century work world requires that secondary students have a firm grounding in and understanding of major existing laws/regulations in their chosen pathway and the importance of integrity and ethical behavior in the workplace.

This learning is captured in the three foundation standards in ethics and legal responsibility cited by every sector:

- 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.

- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.

Foundation standard 8.1: This relatively straightforward standard focuses on public regulatory laws and agencies and is generally handled by a lesson or unit with direct instruction in the laws/regulations that affect the industry. When greater attention is appropriate, CTE teachers may delve into the history of the regulation/law, having students uncover what actions or issues caused the law or regulation to be imposed, and how the law/regulation has (or has not) generated the intended result.

Foundation standards 8.2 and 8.3: These standards focus on integrity and ethics as practiced by the individual in the workplace. While these are clearly discussions of "values," very few guardians or community members would disagree with instruction in the importance of integrity and the need to demonstrate ethical behavior.

How the CTE instructor actually teaches and assesses these standards will depend greatly on the course content. Some CTE courses absolutely require the discussion and demonstration of workplace ethics, such as courses targeted toward the legal profession in the Legal and Government Services pathway or courses in the Accounting Services pathway. But all courses require serious examination of ethics in the workplace. When employers report that their number one source of loss is not production problems, transportation issues, or retail pilferage, but employee theft,[10] America as a nation has an ethical problem that must be addressed.

9.0 Leadership and Teamwork

"Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution."

The importance of leadership and teamwork in the modern workplace cannot be overstated. Estimates from employer data demonstrate that at least 80 percent of work done across industry sectors is accomplished in work groups or in direct relationship to team decisions or direction.[11]

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.2 Understand the ways in which preprofessional associations and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.4 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.5 Understand how to organize, conduct, lead, and participate in student-centered activities and events through student-based organizations.

Foundation standards 9.1, 9.3, and 9.4: The first standard focuses on developing student knowledge of the definitions of leadership, teamwork, and citizenship; developing student understanding of the importance of these skills; and helping students understand how these skills benefit the individual and the group in various settings: school, community, and workplace. The second two focus on the skills necessary to demonstrate leadership and teamwork, specifically how to structure individual work and teamwork to reach performance goals and how individuals in groups demonstrate respect for other members.

Leadership is a dynamic and relational process. It is a quality and skill that can and should be taught in CTE classrooms. While there may be “born leaders,” there are many more youth who can learn leadership skills through study, diligent practice, feedback, and more practice. CTE instructors can teach and assess leadership skills by incorporating them into the performance task assignment and rubric assessments, as many examples in Part II demonstrate. Students in CTE courses have an exceptional opportunity to expand their understanding and skills in leadership as much of the classroom and lab study occurs in working groups.

Of course, along with leadership come responsibility and accountability, underscoring the same themes explored in Foundation Standards 7.0 and 8.0 and corroborating the essential nature of these qualities in the workplace. In fact, perhaps the most famous definition of leadership, that of President Harry S. Truman, focuses directly on these two characteristics: “The buck stops here!”

A second essential skill in the twenty-first century is effective teamwork. In the school setting, collaboration in cooperative learning groups allows students to produce a joint product for which they are commonly responsible. Teamwork projects should have clearly identified and separately evaluated responsibilities for each team member so that individual mastery of standards can be tracked, but these tasks also carry group accountability for the final product. Team members are assessed on the quality of the product and the quality of their contributions to the team effort, as well as the quality of the completion of their individually assigned tasks.

However, teams do not magically emerge when groups are formed. Indeed, the qualities of effective teams are often not found in groups unless the groups are explicitly trained in teamwork and assessed on their implementation. Key to the

transformation to effective teams are the following steps which can form the basis for a teamwork rubric:

- Establishing understandings, commitment, and clear roles. In a team, members understand that both personal and team goals are best accomplished with mutual support. Time is not wasted struggling over “turf” or attempting personal gain at the expense of others. The group identifies needed roles, and members volunteer for equal shares of the work. Members are committed to the common goals that they helped establish.
- Promoting creativity and universal contribution. In a team, members contribute to the group’s success by applying their unique talents, knowledge, and *creativity* to team objectives. They participate actively in decision making as well as fulfilling their part of the performance task.
- Building trust. Team members are encouraged to openly express ideas, opinions, disagreements, and feelings. *Questions* are welcomed. Members practice open and honest *communication*. They make an effort to understand each other’s point of view. Expressions of opinion or disagreement are not considered divisive or non-supportive.
- Learning and practicing conflict resolution. In a team, members realize conflict is a normal aspect of human interaction, but they view such situations as an opportunity for new ideas and creativity. They work to *resolve conflict* quickly and constructively.

Structuring group and individual work to be accomplished in a given timeframe is another important aspect of the foundation standards. Instructors can scaffold the learning of these skills by beginning with highly structured approaches to group and individual work allocation and time management and easing students progressively into developing and managing their own task work plans. This approach calls for teachers to do the following successively over the course of the year:

- Separate the whole job into discrete parts and assign due dates for each part. This is common practice in many classrooms.
- Separate part of the job into discrete parts with due dates and require students to separate out the remainder of the task and assign due dates, providing suggestions for how they may approach the division of jobs and duties. Review their work plan against a rubric and help them adjust for improvement.
- Provide the whole task with suggestions of approaches students might use to divide the task into smaller jobs, assign those jobs to individuals or the whole group, and assign due dates. Review their work plan against the rubric and provide feedback.
- Provide the whole task and require students to submit their work plan and timeline before starting on the project. Review the plan against the rubric.

Foundation standards 9.2 and 9.5: These two standards directly address pre-professional associations and student-based organizations such as Career Technical Student Organizations (CTSOs).

CTSOs are discussed at length in Chapter 1. CTE teachers who wish to initiate chapters of CTSOs at their school should contact the state or national organizations listed. Where a formal CTSO does not exist, CTE instructors can develop a student club with many of the features of the existing CTSO organizations.

10.0 Technical Knowledge and Skills

"Students understand the essential knowledge and skills common to all pathways in the industry sector."

This foundation standard allows the industry sector to describe the specific requirements for all pathways that have not been covered in the previous nine foundation standard areas. The requirements are unilaterally industry-specific and carry the expectation of being taught in every course. For example, in the Engineering and Design industry sector, Technical Knowledge and Skills standards 10.7 calls for students to "Understand the need and process to obtain and maintain industry-standard, technical certifications and affiliations with professional organizations, including the American Society for Engineering Education, the Accreditation Board for Engineering and Technology, and the American Society of Civil Engineers."

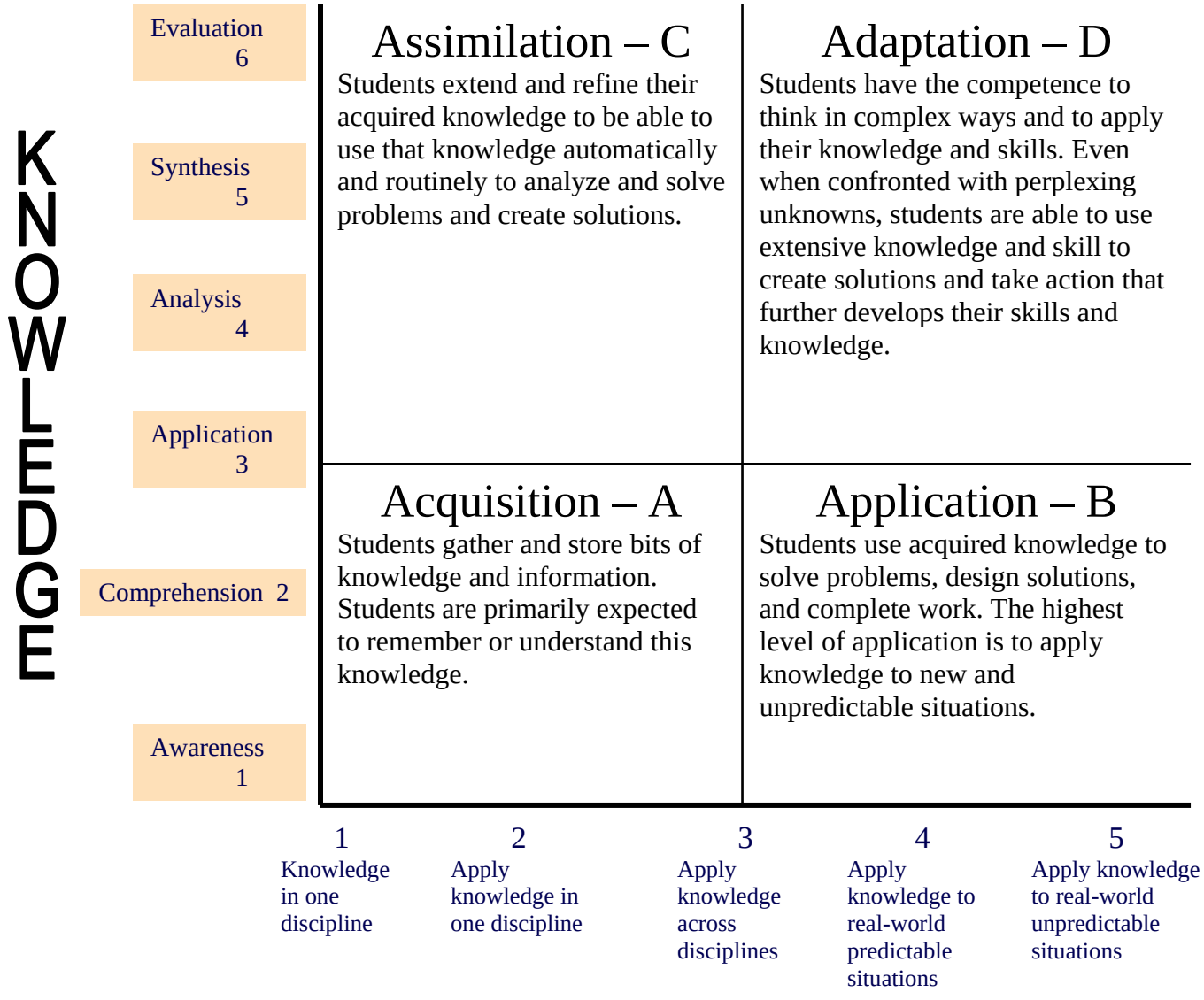
11.0 Demonstration and Application

"Students demonstrate and apply the concepts contained in the foundation and pathway standards."

This foundation standard exists in every industry sector to ensure that CTE courses are focused on applied learning and demonstrated skills in relation to the foundation and pathway standards. It carries the all-important message that CTE is about knowledge and skills—but knowledge and skills that must be mastered at the highest level of learning. This is expressed as "Adaptation" or Quadrant D on Willard Daggett's "Rigor/Relevance Framework," as shown in the following graphic.[12]

Rigor/Relevance Framework

The International Center for Leadership in Education



International Center for Leadership in Education

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Part II: Industry Sectors

Introduction

The *California Career Technical Education Framework* provides resources for implementing the *California Career Technical Education Model Curriculum Standards.* Part II deals with the 15 industry sector chapters, each of which contains a brief introduction and standards-aligned curriculum examples for the industry's career pathways, including:

- Course sequences
- Foundation and pathway standards appropriate to an example course
- Analysis or "unpacking" of one standard for the example course, with examples of benchmarks for skills and concepts
- A standards-aligned performance task for the example course, with an accompanying standards-aligned rubric for assessment
- Pathway occupations, organized by level of education or training required

Of course, these are *only* examples; course content, course names, and course sequences will vary widely at the local level, and pathway occupations are far more varied than a brief list could accurately represent. The pathway exemplars are intended only as subject-specific illustrations of the processes, techniques, and tools discussed in Part I.

The framework can be adapted to the needs of any California educational delivery environment and will be helpful to those involved with CTE program development, delivery, and support at the course, school, and district levels.

Educators who are using this document to build a standards-aligned curriculum or course in a CTE field will find the following sections particularly helpful:

- Chapter 1, which explains how to structure a standards-based curriculum, including delivery modes, creation of CTE programs, curriculum development, and contextual learning
- Chapter 2, which explains how to plan and deliver standards-based lessons, including assessment, lesson and unit development and planning, and research-based instructional strategies
- The appropriate industry sector chapter, which provides pathway-specific examples for standards-based curriculum development, lesson planning, and instruction

Educators should bookmark, print, or photocopy their relevant pathway(s) to have them ready for reference as they review Chapters 1 and 2, which contain the contextual detail and information necessary for solid standards-aligned curriculum design, planning, and instruction. Educators will also wish to explore Chapter 5, which examines the concept of foundation standards and how they are applied in greater depth in a CTE curriculum.

Administrators and other individuals charged with developing a CTE program at the school or district level will find Chapters 3 and 4 particularly helpful. Chapter 3 discusses plan components, including funding for CTE courses, internal and external review, and professional development within a CTE context. Chapter 4 discusses key stakeholders within the school and the community and their roles in CTE program development.

The industry sectors are as follows:

Agriculture and Natural Resources Industry Sector
Arts, Media, and Entertainment Industry Sector
Building Trades and Construction Industry Sector
Education, Child Development, and Family Services Industry Sector
Energy and Utilities Industry Sector
Engineering and Design Industry Sector
Fashion and Interior Design Industry Sector
Finance and Business Industry Sector
Health Science and Medical Technology Industry Sector
Hospitality, Tourism, and Recreation Industry Sector
Information Technology Industry Sector Overview
Manufacturing and Product Development Industry Sector
Marketing, Sales, and Service Industry Sector
Public Services Industry Sector
Transportation Industry Sector

Agriculture and Natural Resources Industry Sector

Agriculture is one of California's largest and most vital industries. It produces $28 billion in products, which in turn generate over $100 billion of economic impact. In fact, 10 percent of California jobs are in agriculture and related occupations. The demand for agricultural specialists throughout the state in both urban and rural areas is high, and there are more job openings than there are qualified applicants. Within the Agriculture and Natural Resources pathways, some of the fastest growing and/or highest wage occupations in California include agriculture marketing and sales persons, agricultural engineers, laboratory and research technicians, animal reproduction specialists, environmental scientists, landscape and turf managers, and pest management specialists.

Students in the Agriculture and Natural Resources industry sector are engaged in an instructional program that integrates academic and technical preparation with a focus on career awareness, career exploration, and skill preparation in seven pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skill development prepare students for continued training, advanced educational opportunities, or entry to a career.

Agriculture and Natural Resources Industry Sector Pathways:

- Agricultural Business
- Agricultural Mechanics
- Agriscience
- Animal Science
- Forestry and Natural Resources
- Ornamental Horticulture
- Plant and Soil Science

Agricultural Business

Sample sequence of courses in the Agricultural Business pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Introduction to Agriculture	• Ag Biology • Integrated Agriculture Science • Ornamental Horticulture • Plant Science • Animal Science • Ag Computers	• Ag Business Management • Ag Sales and Service • Ag Economics and Policy	• Work Experience Education • Speech and Communication • Information Technology sector courses • Government

			• Accounting • Chemistry

Sample of appropriate foundation and pathway standards for the Agricultural Business Management course in the Agricultural Business pathway:

Sample of appropriate foundation standards
Academics 1.1 Mathematics Algebra I (grades eight through twelve) 13.0: Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
Academics 1.3 History-Social Science Principles of Economics (grade twelve) 12.2.2: Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
Communications 2.1 Reading Comprehension (grades eleven and twelve) 2.3: Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.8: Integrate databases, graphics, and spreadsheets into word-processed documents.
Career Planning and Management 3.4: Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
Problem Solving and Critical Thinking 5.1: Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
Technical Knowledge and Skills 10.3: Understand the importance of maintaining and completing the California Agricultural Record Book.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
A1.0: Students understand decision-making processes within the American free enterprise system.
A2.0: Students understand the fundamental economic principles of agribusiness and agricultural production.
A3.0: Students understand the role of credit in agribusiness and agricultural production.
A4.0: Students understand proper accounting principles and procedures used in business management and tax planning.
A7.0: Students understand agricultural marketing systems.
A8.0: Students understand the sales of agricultural products and services.
A9.0: Students understand local, national, and international agricultural markets and how trade affects the economy.

Sample analysis (or "unpacking") of a standard for the Agricultural Business Management course in the Agricultural Business pathway:

Standard	Agricultural Business Pathway A4.0: Students understand proper accounting principles and procedures used in business management and tax planning.

Standard subcomponent	Agricultural Business Pathway A4.6: Understand how to determine the tax obligations for an agribusiness.	
Course level	❑☐Introductory ❑☐Concentration ❑☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Which tax forms to use 2. Which records generate the information for those tax forms 3. Current relevant tax codes 4. Tax obligation reduction strategies	1. Name three relevant forms. 2. Cite three records. 3. Cite three relevant codes. 4. Cite two strategies.
	Skills	Benchmark
What should students be able to do? At what level?	1. Read and follow tax-related directions. 2. Transfer information from records to tax forms. 3. Complete forms properly. 4. Reduce tax obligation from the example.	1. Obtain two sets of instructions and follow the directions. 2. Complete all transfers correctly. 3. Complete all forms correctly. 4. Identify two appropriate strategies.
Topics/contexts *What must be taught?*	1. Knowledge concepts 1 and 2, above 2. Depreciation 3. Transferring figures 4. Current relevant tax codes 5. Tax obligation reduction strategies 6. Using tax forms and records	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Agriculture and Natural Resources industry sector foundation standards and (AB) Agricultural Business pathway standards.

Standard #	*Standard*
Foundation: Academics 1.1 Mathematics Algebra I (grades eight through twelve) 13.0:	Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
Foundation: Problem Solving and Critical Thinking 5.1:	Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
Foundation: Leadership and Teamwork 9.3:	Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts in the foundation and pathway standards.
Pathway: AB A4.6:	Understand how to determine the tax obligations for an agribusiness.

Assignment: Determining tax obligation and completing tax forms.

1. Students will complete Schedule F, Schedule SE, and a Fuel Rebate Schedule 1028 from information generated from the simulated farming operation's journal and check book.

   Individually and by using your simulated family farming operation records [Leadership and Teamwork 9.3]:

   a. Complete a depreciation sheet [Academics 1.1 Mathematics Algebra 13.0; Leadership and Teamwork 9.3; Demonstration and Application 11.0].
   b. Prepare a balance sheet, financial statement, and cash flow summary [Academics 1.1 Mathematics Algebra 13.0; Leadership and Teamwork 9.3; Demonstration and Application 11.0].
   c. Complete a Schedule F [AB A4.6; Leadership and Teamwork 9.3; Demonstration and Application 11.0].
   d. Complete a Schedule SE [AB A4.6; Leadership and Teamwork 9.3; Demonstration and Application 11.0].
   e. Complete a Schedule 1028 [AB A4.6; Leadership and Teamwork 9.3; Demonstration and Application 11.0].

2. Determine and present to the class how that tax obligation could be reduced by adjustments to depreciation or purchasing [Problem Solving and Critical Thinking 5.1; Demonstration and Application 11.0].

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weigh the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
AB A4.6: Understand how to determine the tax obligations for an agribusiness.	Complete all three forms within 5 percent of the correct total.	Complete all three forms within 15 percent of the correct total.	Complete all three forms within 25 percent of the correct total.	Student does not complete all three forms within 25 percent of the correct total.
Academics 1.1 Mathematics Algebra (grades eight through twelve) 13.0: Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally	Make all calculations on the depreciation, balance, financial statement, and cash flow sheet with 95 percent accuracy.	Make all calculations on the depreciation, balance, financial statement, and cash flow sheet with 85 percent accuracy.	Make all calculations on the depreciation, balance, financial statement and cash flow, sheet with 75 percent accuracy.	Student does not make all calculations on the depreciation, balance, financial statement, and cash flow sheet with greater than 75 percent accuracy.

and conceptually challenging problems by using these techniques.				
Problem Solving and Critical Thinking 5.1: Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.	Student provides three examples of how to reduce the tax obligation through inventory or purchasing adjustments.	Student provides two examples of how to reduce the tax obligation through inventory or purchasing adjustments.	Student provides one example of how to reduce the tax obligation through inventory or purchasing adjustments.	Student does not provide examples of how to reduce the tax obligation through inventory or purchasing adjustments.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.	Student exceptionally sets and meets timelines, organizes materials, and completes assignments before they are due and with accuracy.	Student sets and meets timelines, organizes materials, and completes assignments on time and with accuracy.	Student minimally sets and meets timelines, organizes materials, and completes assignments with some confusion.	Student struggles with setting and meeting timelines, organization, or completion of assignments with inaccuracy.

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Agricultural Business

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Agriculture Retail Salesperson • Equipment Parts Salesperson • Ag Lending Office Clerk	• Farm Realtor/Appraiser • Customer Service Representative • Farm Accountant	• Agriculture Supplies Purchasing Agent/Buyer • Agricultural Sales and Marketing Manager • Agriculture Commodity Broker*

AGRICULTURAL MECHANICS

Sample course sequences in the Agricultural Mechanics pathway:

CTE Introductory	*CTE Concentration*	*CTE Capstone*	

Courses	*Courses*	*Courses*	*Related Courses*
• Introduction to Agricultural Mechanics • Introduction to Agriculture	• Advanced Agricultural Mechanics • Agricultural Welding • Agricultural Small Engines	• Agricultural • Fabrication/ Construction • Ag/Farm Power and Equipment	• Geometry • Physics • Electronics, Manufacturing Technology courses • Power, Energy, and Transportation Technology courses • Drafting courses (CAD, CAM)

Sample of appropriate foundation and pathway standards for the Advanced Agricultural Mechanics course in the Agricultural Mechanics pathway:

Sample appropriate foundation standards
Academics 1.1 Mathematics Algebra I (grades eight through twelve) 10.0: Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.
Academics 1.1 Mathematics Geometry (grades eight through twelve) 8.0: Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.
Academics 1.2 Science Investigation and Experimentation (grades nine through twelve) 1.c: Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
Communications 2.1 Reading Comprehension (grades nine and ten) 2.6: Demonstrate use of sophisticated learning tools by following technical directions.
Communications 2.4 Listening and Speaking Strategies and Applications (grades nine and ten) 1.1: Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
Health and Safety 6.2: Understand critical elements for health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
Health and Safety 6.5: Use tools and machines safely and appropriately.
Responsibility and Flexibility 7.6: Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
B1.0: Students understand personal and group safety.
B5.0: Students understand agricultural cold metal processes.
B7.0: Students understand oxy-fuel cutting and welding.
B8.0: Students understand electric arc welding processes.

Sample analysis (or "unpacking") of a standard for the Advanced Agricultural Mechanics course in the Agricultural Mechanics pathway:

Standard	Agricultural Mechanics Pathway B8.0: Students understand electric arc welding processes.	
Standard subcomponent	Agricultural Mechanics Pathway B8.3: Weld a variety of joints in various positions.	
Course level	❑☐Introductory X Concentration❑☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Safety equipment and procedures 2. Parts and functions of the power source 3. Evaluate material, equipment, and electrode selection to determine proper operational settings 4. How the welding process works 5. Different joints and positions and their uses	1. Wear protective clothing and goggles. Operate equipment safely. 2. Name parts and explain the functions. 3. Determine and list proper settings for three examples. 4. Explain the principles and process of arc welding. 5. Name four joints and three positions.
	Skills	Benchmark
What should students be able to do? At what level?	1. Strike an arc. 2. Run beads. 3. Fill a piece of steel with beads that are overlapped and layered. 4. Remove slag. 5. Analyze the quality of the work.	1. Strike and maintain an arc five times out of five attempts. 2. Run uniform, properly penetrating beads. 3. Run beads properly: even bead width, penetration is half the thickness of the bead, puddles are evenly spaced and equal in size, rows overlap previous rows halfway and are straight, layers are smooth and even. 4. Present welds that are free of slag. 5. Evaluate welds accurately.
Topics/contexts *What must be taught?*	1. Basic arc welding processes, equipment, and safety 2. Arc welding settings and adjustments 3. Proper angle, speed, electrode selection 4. Use of technical manuals	

***Sample performance task based on the skills and concepts*:**

Standards: This sample performance task targets the following Agriculture and Natural Resources industry sector foundation standards and Agricultural Mechanics (AM) pathway standards.

Standard #	*Standard*
Foundation: Academics 1.2 Science Investigation and Experimentation (grades nine through twelve) 1.c:	Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
Foundation: Health and Safety 6.5:	Use tools and machines safely and appropriately.
Foundation: Responsibility and Flexibility 7.6:	Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.
Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts in the foundation and pathway standards.
Pathway: AM B8.3	Weld a variety of joints in various positions.

Assignment: Padding a Plate

You will individually obtain a 4" x 5" x 1/4" steel plate and 1/8" E-6013 electrodes and proceed to pad the plate with 3.5 perpendicular layers of overlapping beads [AM B8.3]. Identify and demonstrate safe equipment set up, operation, and clean up [Health and Safety 6.5].

Steps:

1. Establish an arc and run a stringer bead parallel to and along one of the long edges of the plate.
2. Fill the craters at the end of each weld.
3. Run more beads alongside the previous bead. Ensure the far edge of the bead is in the center of the previous bead.
4. Chip the slag, clean the weld thoroughly after each pass, and cool the weld.
5. Evaluate the quality of each bead, and identify and correct any problems.
6. Continue making passes until the plate is covered.
7. Turn the plate 90 degrees and weld a second layer.
8. Weld 3.5 layers.
9. Stamp your number on the plate and submit it for evaluation [Health and Safety 6.5; Academics 1.2 Science Investigation and Experimentation 1.c; Responsibility and Flexibility 7.6; Demonstration and Application 11.0].

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weigh the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
AM B8.3: Weld a variety of joints in various positions.	Student produces a plate that has smooth, straight, uniform beads that	Student produces a plate that has minor imperfections in smoothness,	Student produces a plate that has some imperfections in smoothness,	Student produces a plate that has no evidence of smoothness, straightness,

	overlap with no slag or craters present.	straightness, or in the uniformity of the beads overlapping with no slag or craters present.	straightness, or in the uniformity of the beads overlapping with no slag or craters present.	uniformity, and has poor overlapping, slag, and/or craters are present.
Academics 1.2 Science Investigation and Experimentation (grades nine through twelve) 1.c: Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.	Student identifies three reasons for inconsistent results and explains both how to prevent and correct the poor results.	Student identifies two reasons for inconsistent results and explains both how to prevent and correct the poor results how to prevent them and provides some corrections for the poor results.	Student identifies one reason for inconsistent results and explains both how to prevent and correct the poor result.	Student cannot identify a reason for inconsistent results.
Health and Safety 6.5: Use tools and machines safely and appropriately.	Student demonstrates safe setup, use, and storage of equipment and keeps the working area clear and safe.		Student does not demonstrate safe setup, use, and storage of equipment or does not keep the working area clear and safe.	
Responsibility and Flexibility 7.6: Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.	Student produces an end product that has smooth, straight, and uniform beads/welds that overlap/penetrate with no slag or craters present.	Student produces an end product that has minor imperfections in smoothness, straightness, or in the uniformity of the beads/welds that overlap/penetrate with no slag or craters present.	Student produces an end product that has some imperfections in smoothness, straightness, or in the uniformity of the beads/welds that overlap/penetrate with no slag or craters present.	Student produces an end product that has no evidence of smoothness, straightness, uniformity, and has poor overlapping/ penetration with slag and/or craters present.

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Agricultural Mechanics

Sample of pathway occupations organized by level of education and training required for workforce entry Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Farm Equipment Operator • Farm Equipment Parts Person • Welder	• Equipment Fabricator • Equipment Service Technician • Heavy Equipment Operator	• Agricultural Engineer • Irrigation Engineer • Agricultural Mechanics Teacher*

AGRISCIENCE

Sample course sequence in the Agriscience pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Introduction to Agriculture	• Agriscience • Agricultural Biology	• Ag Business Management • Agricultural Biotechnology • Advanced Plant and Animal Science	• Ornamental Horticulture • Animal Science • Chemistry • Physics • Earth Science • Environmental Science

Sample of appropriate foundation and pathway standards for the Introduction to Agriculture course in the Agriscience pathway:

Sample appropriate foundation standards
Academics 1.1 Mathematics Algebra I (grades eight through twelve) 10.0: Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.
Communications 2.1 Reading Comprehension (grades nine and ten) 2.1: Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
Technology 4.6: Differentiate among, select, and apply appropriate tools and technology.
Health and Safety 6.4: Maintain safe and healthful working conditions.
Health and Safety 6.5: Use tools and machines safely and appropriately.
Responsibility and Flexibility 7.3: Understand the need to adapt to varied roles and responsibilities.
Ethics and Legal Responsibilities 8.2: Understand the concept and application of ethical and legal behavior consistent with workplace standards.

Leadership and Teamwork 9.2: Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
Technical Knowledge and Skills 10.3: Understand the importance of maintaining and completing the California Agricultural Record Book.
Demonstration and Application 11.0: Students demonstrate and apply the concepts in the foundation and pathway standards.
Sample appropriate pathway standards
C1.0: Students understand the role of agriculture in the California economy.
C2.0: Students understand the interrelationship between agriculture and the environment.
C3.0: Students understand the effects of technology on agriculture.
C4.0: Students understand the importance of animals, the domestication of animals, and the role of animals in modern society.
C6.0: Students understand animal anatomy and systems.
C8.0: Students understand fundamental animal nutrition and feeding.
C9.0: Students understand basic animal health.
C11.0: Students understand plant growth and development.

Sample analysis (or "unpacking") of a standard for the Introduction to Agriculture course in the Agriscience pathway:

Standard	Agriscience Pathway C9.0: Students understand basic animal health.	
Standard subcomponent	Agriscience Pathway C9.5: Understand the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications, and know proper equipment handling and disposal techniques.	
Course level	X☐Introductory❑☐Concentration❑☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Basic animal health requirements 2. Methods to keep animals healthy 3. Identify active ingredients 4. How to identify for which species the medication is intended 5. How to identify which illness the medication treats or protects the animal from 6. Medication administration methods 7. How to determine dosage 8. Withdrawal information and purpose 9. Proper medication storage 10. How to locate special instructions	1. List four. 2. List four. 3. Locate on label and name. 4. Locate on label and name. 5. Locate on label and name. 6. Locate on label and name. 7. Locate on label and make calculation. 8. Locate on label and list three reasons. 9. Locate on label and name. 10. Locate on label and name.

	Skills	Benchmark
What should students be able to do? At what level?	1. Locate, understand, and note proper medical information on a medication package. 2. Prepare a proper injection. 3. Inject a model. 4. Demonstrate proper equipment handling, storage, and disposal.	1. Able to communicate name of medication, active ingredients, species, intended use, administration, dosage, withdrawal, storage, and special instructions 2. Able to select correct needle and syringe size, fill, and remove excess air 3. Able to properly inject a model with both subcutaneous and intramuscular injections 4. Able to list three storage methods for the medication and demonstrate how to dispose of the needle and syringe properly
Topics/contexts *What must be taught?*	1. Basic animal health knowledge and vocabulary concepts 2. Basic medicinal packaging layout and content 3. Medicine withdrawal time requirements and ramifications 4. Injection sites by species 5. Types of injections 6. How to prepare and give injections 7. Proper medicine storage 8. Proper disposal of medical tools and waste	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Agriculture and Natural Resources industry sector foundation standards and Agriscience pathway (AGS) standards.

Standard #	*Standard*
Foundation: Academics 1.1 Mathematics Algebra I (grades eight through twelve) 10.0:	Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.
Foundation: Communications 2.1 Reading Comprehension (grades nine and ten) 2.1:	Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
Foundation: Health and Safety 6.4:	Maintain safe and healthful working conditions.
Foundation: Health and Safety 6.5:	Use tools and machines safely and appropriately.
Foundation: Ethics and Legal Responsibilities 8.2:	Understand the concept and application of ethical and legal behavior consistent with workplace standards.
Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts in the foundation and pathway standards.

Pathway: AGS C9.5:	Understand the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications, and know proper equipment handling and disposal techniques.

Assignment: Proper injections and medication package labels

Working in teams of two, you will properly prepare for and perform both a subcutaneous and intramuscular injection in a model (an orange). In addition, you will complete the medication package written quiz, individually [AGS C9.5].

1. For the injection task: [Health and Safety 6.4; Health and Safety 6.5].

    a. Obtain a needle, syringe, bottle of simulated vaccine, an orange, a latex glove, and the directions sheet.
    b. Team Member A reads the direction orally, while Member B performs the task. Member A checks off each step Member B completes. Students trade tasks upon completion.
    c. Each student properly assembles, fills, and removes air bubbles in the syringe, practices their injections, and properly disposes of their sharps in the biohazard box.
    d. Teacher will both verify the checklists and observe student behaviors.

2. For the quiz task:

    a. Read the labels provided and individually complete the quiz questions in which each student will analyze three different examples of medication packages.
    b. Questions will require you to name the medication, active ingredient(s), labeled species, intended use, administration method, dosage, withdrawal, storage, and any special instructions [Academics 1.1 Mathematics Algebra 10.0; Communications 2.1 Reading Comprehension 2.1; Ethics and Legal Responsibility 8.2].
    c. Given an animal's weight, calculate the proper dosage of each medication sample.
    d. Write a short paragraph about why it is important to follow the directions for withdrawal time as indicated on the medication package and provide specific examples of negative ramifications of violating the withdrawal times.

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weigh the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
AGS C9.5: Understand the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications, and know proper equipment handling and disposal techniques.	Student can provide three examples about procurement, storage, methods of application, and withdrawal times. Student demonstrates proper handling and disposal techniques.	Student can provide two examples about procurement, storage, methods of application, and withdrawal times. Student demonstrates proper handling and disposal techniques.	Student can provide one example about procurement, storage, methods of application, and withdrawal times. Student demonstrates proper handling and disposal techniques.	Student can provide no examples about procurement, storage, methods of application, and withdrawal times. Student does not demonstrate proper handling and disposal techniques.
Academics 1.1 Mathematics Algebra I (grades eight through twelve) 10.0: Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.	Student makes proper dosage calculations after ascertaining the dosage rate and the animal weight.		Student does not make correct dosage calculations after ascertaining the dosage rate and the animal weight.	
Communications 2.1 Reading Comprehension (grades nine and ten) 2.1: Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.	Student can locate information quickly on the medication package, explain why it is organized the way it is, and identify three key structure and format features on the label.	Student can locate information quickly on the medication package and explain why it is organized the way it is.	Student can locate information quickly on the medication package.	Student cannot locate pertinent information on the medication package.
Health and Safety 6.4: Maintain safe	Student performs tasks in a safe manner.		Student does not perform tasks in a safe manner.	

and healthful working conditions.				
Health and Safety 6.5: Use tools and machines safely and appropriately	Student administers the injections and disposes of syringe(s) and needle(s) properly.		Student does not administer the injection and/or dispose of syringe(s) and needle(s) properly.	
Ethics and Legal Responsibility 8.2: Understand the concept and application of ethical and legal behavior consistent with workplace standards.	Student clearly explains why withdrawal time is important and gives examples.	Student clearly explains why withdrawal time is important.	Student minimally explains why withdrawal time is important.	Student cannot explain why withdrawal time is important.

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Agriscience

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Plant Propagator • Laboratory Aide • Laboratory Animal Caretaker	• Food Processing Technician • Quality Assurance Specialist • Animal/Plant Laboratory Technician	• Biotechnology Specialist • Plant/Animal Geneticist • Agriculture Science Teacher*

ANIMAL SCIENCE

Sample sequence of courses in the Animal Science pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Introduction to Agriculture	• Animal Science • Agricultural Biology	• Veterinary Technician • Agricultural Biotechnology • Animal and Plant Physiology	• Agricultural Economics • Biology • Chemistry

Sample of appropriate foundation and pathway standards for the Animal Science course in the Animal Science pathway:

Sample appropriate foundation standards
Academics 1.2 Science Investigation and Experimentation (grades nine through twelve) 1.a: Select and use appropriate tools and technology . . . to perform tests, collect data, analyze relationships, and display data.
Academics 1.2 Science Investigation and Experimentation (grades nine through twelve) 1.d: Formulate explanations by using logic and evidence.
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.7: Use systematic strategies to organize and record information.
Health and Safety 6.4: Maintain safe and healthful working conditions.
Health and Safety 6.5: Use tools and machines safely and appropriately.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
D1.0: Students understand the necessary elements for proper animal housing and animal-handling equipment.
D2.0: Students understand key principles of animal nutrition.
D3.0: Students understand animal physiology.
D4.0: Students understand animal reproduction, including the function of reproductive organs.
D5.0: Students understand animal inheritance and selection principles, including the structure and role of DNA.
D6.0: Students understand the causes and effects of diseases and illnesses in animals.
D8.0: Students understand the challenges associated with animal waste management.
D9.0: Students understand animal welfare concerns and management practices that support animal welfare.
D11.0: Students understand the production of specialty animals (e.g., fish, marine animals, llamas, tall flightless birds).
D12.0: Students understand how animal products and byproducts are processed and marketed.

Sample analysis (or "unpacking") of a standard for the Animal Science course in the Animal Science pathway:

Standard	Animal Science Pathway D2.0: Students understand key principles of animal nutrition.	
Standard subcomponent	Animal Science Pathway D2.3: Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.	
Course level	❑☐Introductory X Concentration❑☐Capstone	
	Concepts	Benchmark
What do students need to know? At	1. The names of the four types of digestive systems.	1. List all four. 2. List all parts of all four systems.

what level?	2. The names of the parts of the digestive systems. 3. The order of the parts of the digestive system. 4. The function of each part. 5. The definition of osmosis and absorption. 6. Lab report write up.	3. List all the parts in proper sequence for all four systems. 4. List the function of all parts for all four systems. 5. Basic definition. 6. List three required components.
	Skills	Benchmark
What should students be able to do? At what level?	1. Explain osmosis and absorption and demonstrate the process. 2. Dissect and identify the parts of a digestive system. 3. Determine what kind of system is being dissected. 4. Describe the physical characteristics of the digestive tract contents at specific locations. 5. Explain the function of each part and the relationship of the structure to the function. 6. Examine rumen content under a microscope. 7. Write a lab report.	1. Able to explain the concept and demonstrate one example 2. Able to examine and label parts from one system 3. Able to indicate which system is being examined 4. Able to provide a description of the contents at each part 5. Able to identify each part's function and at least one basic way the structure relates to the function 6. Able to describe three characteristics of the specimen 7. Able to include required components
Topics/contexts *What must be taught?*	1. Basic knowledge concepts 1–6, above 2. Feed identification and appropriateness for each type of digestive system 3. Absorption and osmosis 4. Parts and functions of each system 5. Feed breakdown process 6. Location of each system in the animal body 7. Dissection techniques 8. Accurate measuring skills	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Agriculture and Natural Resources industry sector foundation standards and Animal Science pathway (ANS) standards.

Standard #	*Standard*
Foundation: Academics 1.2 Science Investigation and Experimentation (grades nine through twelve) 1.a:	Select and use appropriate tools and technology . . . to perform tests, collect data, analyze relationships, and display data.
Foundation: Academics 1.2 Science Investigation and Experimentation (grades nine through twelve) 1.d:	Formulate explanations by using logic and evidence.

Foundation: Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.7:	Use systematic strategies to organize and record information.
Foundation: Leadership and Teamwork 9.3:	Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts in the foundation and pathway standards.
Pathway: ANS D2.3	Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.

Assignment: Digestive tract dissection and analysis

Conduct a digestive tract dissection and prepare a written lab report explaining the process and your findings [Demonstration and Application 11.0; ANS D2.3].

1. Working in teams of five, examine the digestive tract and determine the kind of system for your sample [Academics 1.2 Science Investigation and Experimentation 1.a; Leadership and Teamwork 9.3].
2. Describe the following characteristics for each part: size, length, feel, contents, and condition of contents [Communications 2.2 Writing Strategies and Applications 1.7; Leadership and Teamwork 9.3].
3. Explain how each part functions and the relationship of the function to the structure of the part [Academics 1.2 Science Investigation and Experimentation 1.d].
4. Given a sample of rumen contents, examine it under the microscope and describe your observations [Academics 1.2 Science Investigation and Experimentation 1.a; Communications 2.2 Writing Strategies and Applications 1.7; Leadership and Teamwork 9.3].
5. Prepare a short written lab report that contains your findings. Conclude with an explanation of how the dissection lab helped you identify and understand the function of the digestive system [Academics 1.2 Science Investigation and Experimentation 1.d; Communications 2.2 Writing Strategies and Applications 1.7; Leadership and Teamwork 9.3].

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weigh the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
ANS D2.3: Understand the digestive processes of the ruminant, monogastric, avian, and equine	Student describes kind, characteristics, and functions of various digestive systems. Student uses	Student describes kind, characteristics, and functions of various digestive systems. Student uses two	Student describes kind, characteristics, and functions of various digestive systems with minimal detail.	Student inadequately describes kind, characteristics, and functions of various digestive systems with

digestive systems.	three or more descriptors to describe kind, characteristics, and functions of various digestive systems.	descriptors to describe kind, characteristics, and functions of various digestive systems.	Student uses one descriptor to describe kind, characteristics, and functions of various digestive systems.	missing and/or inaccurate detail.
Academics 1.2 Science Investigation and Experimentation (grades nine through twelve) 1.a: Select and use appropriate tools and technology . . . to perform tests, collect data, analyze relationships, and display data.	Student selects and uses every dissection and measurement tool properly. Student compiles complete and accurate information on a data form.	Student selects and uses proper dissection and measurement tools. Student records information on a data form.	Student had minor difficulty selecting and using some dissection and measurement tools. Records were minimal and/or inaccurate.	Student improperly and/or inadequately selected and used dissection and measurement tools. Records were absent and/or inaccurate.
Academics 1.2 Science Investigation and Experimentation (grades nine through twelve) 1.d: Formulate explanations by using logic and evidence.	Student provides three or more descriptors for the function and for the design of digestive parts.	Student provides two descriptors for the function and for the design of digestive parts.	Student provides one descriptor for the function and for the design of digestive parts.	Student does not complete the descriptions and/or explanations are incorrect.
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.7: Use systematic strategies to organize and record information.	Student arranges all information in an organized and efficient manner with three or more supporting details.	Student arranges all information in an organized and efficient manner with two supporting details.	Student minimally arranges all information in an organized and efficient manner with one supporting detail.	Student does not organize or record information.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.	Teacher observes student taking leadership in organizing group work and individual work effectively.	Teacher observes student helping to organize group work and structuring individual work effectively.	Teacher observes student following the group work plan and adequately structuring individual work.	Teacher observes student not following the group work plan or structuring individual work.

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Animal Science

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Farm and Ranch Assistant • Veterinary Hospital Assistant • Feed Store Clerk	• Livestock Feed Sales • Breeding Technician* • Meat Inspector	• Veterinarian* • Processing Plant Manager • Animal Nutritionist

FORESTRY AND NATURAL RESOURCES

***Sample sequence of courses in the Forestry and Natural Resources pathway*:**

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Introduction to Agriculture	• Agricultural Biology • Integrated Agriculture Science • Natural Resource Management • Forestry	• Rural Recreation • Wildlife/ Fisheries Management	• Earth Science • Chemistry • Agricultural Mechanics • Environmental Science

Sample of appropriate foundation and pathway standards for the Natural Resource Management course in the Forestry and Natural Resources pathway:

Sample appropriate foundation standards
Academics 1.1 Mathematics Geometry (grades eight through twelve) 11.0: Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures.
Academics 1.1 Mathematics Probability and Statistics (grades eight through twelve) 8.0: Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.
Academics 1.2 Science Investigation and Experimentation (grades nine through twelve) 1.m: Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the finds.
Academics 1.3 History-Social Science Principles of Economics (grade twelve) 12.2.2: Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
Communications 2.1 Reading Comprehension (grades nine and ten) 2.1: Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

Communications 2.3 Written and Oral English Language Conventions (grades eleven and twelve) 1.1: Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
Career Planning and Management 3.5: Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
Problem Solving and Critical Thinking 5.3: Use critical thinking skills to make informed decisions and solve problems.
Ethics and Legal Responsibilities 8.1: Know major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
Technical Knowledge and Skills 10.1: Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
E1.0: Students understand the importance of energy and energy cycles.
E2.0: Students understand air and water use, management practices, and conservation strategies.
E3.0: Students understand soil composition and soil management.
E4.0: Students understand rangeland management.
E5.0: Students understand wildlife management and habitat.
E6.0: Students understand aquatic resource use and management.
E7.0: Students understand the outdoor recreation industry.
E8.0: Students understand basic plant physiology, anatomy, and taxonomy.
E9.0: Students understand the role of fire in natural resource management.
E10.0: Students understand forest management practices.
E11.0: Students understand the basic concepts of measurement, surveying, and mapping.
E12.0: Students understand the use, processing, and marketing of products from natural resource industries.
E13.0: Students understand public and private land issues.

Sample analysis (or "unpacking") of a standard for the Natural Resource Management course in the Forestry and Natural Resources pathway:

Standard	Forestry and Natural Resources pathway E3.0: Students understand soil composition and soil management.	
Standard subcomponent	Forestry and Natural Resources pathway E3.1: Understand the systems used to classify soils.	
Course level	❑☐Introductory X☐Concentration ❑☐Capstone	
	Concepts	Benchmark
What do students need to know? At	1. Characteristics and uses of soil types 2. How to read and interpret soil	1. List four major characteristics and one use for each of eight soil types.

what level?	maps to make best use decisions 3. How the Land Judging contest is conducted and scored	2. Cite four major categories detailed on a soil map and explain how each characteristic influences best use decisions. 3. Explain and identify three major sections and components of each section.
	Skills	Benchmark
What should students be able to do? At what level?	1. Determine the classification and type of soil samples using the sand, silt, clay, and organic matter method. 2. Determine best practices for different locations based upon soil maps. 3. Evaluate a soil site using the Land Judging scorecard.	1. Examine and identify ten soil samples. 2. Evaluate and make decisions for three scenarios of medium complexity. 3. Evaluate and score one soil site.
Topics/contexts *What must be taught?*	1. Soil types 2. Parent materials and how they influence soils 3. Reading and interpreting soil maps 4. Land Judging contest and score card	

***Sample performance task based on the skills and concepts*:**

Standards: This sample performance task targets the following Agriculture and Natural Resources industry sector foundation standards and Forestry and Natural Resources pathway (FNR) standards.

Standard/subcomponent #	*Standard/subcomponent*
Foundation: Communications 2.1 Reading Comprehension (grades nine and ten) 2.1:	Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
Foundation: Problem Solving and Critical Thinking 5.3:	Use critical thinking skills to make informed decisions and solve problems.
Foundation: Technical Knowledge and Skills 10.1:	Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: FNR E3.1	Understand the systems used to classify soils.

Assignment: *Soil classification and use*

Working in teams of two, students will classify soil samples and make recommendations for land use [FNR E3.1; Demonstration and Application 11.0].

1. Obtain a soil sample and identify it by using the sand, silt, clay and organic matter method [FNR E3.1; Problem Solving 5.3].
2. Reveal the sample's point of origin and recommend best use practice(s) based upon your identification [Problem Solving 5.3].
3. Examine a soil map and identify structure and formatting characteristics and describe how the information layout is designed to help the reader locate information [Communications 2.1 Reading Comprehension 2.1].
4. Given a scenario with a soil map reference, make a recommendation for best use(s) for that scenario. Include erosion, fertility, and risk of water contamination in your assessment [Problem Solving 5.3; Communications 2.1 Reading Comprehension 2.1].
5. Identify the components evaluated in the three major sections (soil characteristics, qualities, use restrictions) of the Land Judging card, and relate those components to your scenario assessment in a one-page word-processed narrative [Communications 2.1 Reading Comprehension 2.1; Technical Knowledge and Skills 10.1].

Performance task rubric: Your grade will be based on the following rubric. Individual teacher should determine how to weigh the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
FNR E3.1: Understand the systems used to classify soils.	Student can cite four major characteristics and one use for each of eight soil types and accurately classify ten soil samples.	Student can cite four major characteristics and one use for each of eight soil types and accurately classify eight out of ten soil samples.	Student can cite four major characteristics and one use for each of eight soil types and accurately classify at least six out of ten soil samples.	Student can cite fewer than four major characteristics and one use for each of eight soil types and accurately classify fewer than six soil samples.
Communications 2.1 Reading Comprehension (grades nine and ten) 2.1: Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to	Student can identify five layout and formatting characteristics of soil map design and describe how that design helps the reader locate information.	Student can identify four layout and formatting characteristics of soil map design and describe how that design helps the reader locate information.	Student can identify three layout and formatting characteristics of soil map design and describe how that design helps the reader locate information.	Students describe fewer than three layout and formatting characteristics of soil map design and/or cannot describe how they assist the reader.

achieve their purposes.				
Foundation Problem Solving and Critical Thinking 5.3: Use critical thinking skills to make informed decisions and solve problems.	Student can examine and evaluate three different soil maps to make best use recommendations with six or more supporting details.	Student can examine and evaluate three different soil maps to make best use recommendations with four or five supporting details.	Student can examine and evaluate three different soil maps to make best use recommendations with two or three supporting details.	Student can identify soil map components but cannot formulate appropriate best use recommendations.
Foundation Technical Knowledge and Skills 10.1: Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.	Student can list three or more components from each of the three sections on the Land Judging card and can explain how the Land Judging contest is scored.	Student can list two components from each of the three sections on the Land Judging card and can explain how the Land Judging contest is scored.	Student can list one component from each of the three sections on the Land Judging card and can explain how the Land Judging contest is scored.	Student cannot identify any components or explain how the Land Judging contest is scored.

Note: Demonstration and Application Standard 11.0 is included in all the above.

Sample pathway occupations: Forestry and Natural Resources

Sample of pathway occupations organized by level of education and training required for workforce entry. (Asterisked occupations require certification or licensure)		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Wilderness Firefighter • Soil Conservation aide • Park Ranger Aide	• Hunting Preserve Manager • Tree Farm Supervisor • Surveying Technician	• State Park Manager • Soil Conservationist • Aquatic/Game Biologist

ORNAMENTAL HORTICULTURE

Sample course sequences in the Ornamental Horticulture pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Introduction to Agriculture • Introduction to Ornamental Horticulture	• Agricultural Biology • Integrated Agriculture Science • Floriculture • Nursery/Greenhouse	• Landscape Design and Maintenance • Advanced Ornamental Horticulture	• Agriculture Business Management • Chemistry • Drafting, CAD,

	Production	• Turf and Golf Management • Irrigation and Water Management	CAM • Visual Arts • Geometry

Sample of appropriate foundation and pathway standards for the Introduction to Ornamental Horticulture course in the Ornamental Horticulture pathway:

Sample appropriate foundation standards
Academics 1.2 Science Investigation and Experimentation (grades nine through twelve) 1.a: Select and use appropriate tools and technology . . . to perform tests, collect data, analyze relationships, and display data.
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 1.2: Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
Communications 2.4 Listening and Speaking Strategies and Applications (grades nine and ten) 2.2: Deliver expository presentations: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. e. Anticipate and address the listener's potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.
Health and Safety 6.5: Use tools and machines safely and appropriately.
Responsibility and Flexibility 7.5: Understand the importance of time management to fulfill responsibilities.
Technical Knowledge and Skills 10.2: Manage and actively engage in a career-related, supervised agricultural experience.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
F1.0: Students understand plant classification and use principles.
F2.0: Students understand plant physiology and growth principles.
F3.0: Students understand sexual and asexual plant reproduction.
F6.0: Students understand ornamental plant nutrition practices.
F9.0: Students understand the use of containers and horticultural tools, equipment, and facilities.

Sample analysis (or "unpacking") of a standard for the Introduction to Ornamental Horticulture course in the Ornamental Horticulture pathway:

Standard	Ornamental Horticulture Pathway F3.0: Students understand sexual and asexual plant reproduction.	
Standard subcomponent	Ornamental Horticulture Pathway F3.2: Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).	
Course level	X☐Introductory ❑☐Concentration ❑☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Seed physiology and germination process 2. Seed selection 3. Propagation techniques 4. Rooting hormone function and use 5. Cambium layer function	1. Basic definition 2. Three characteristics of quality seeds 3. Name five. 4. Demonstrate proper use and explain the function. 5. Identify the cambium layer in three stems and state the major function.
	Skills	Benchmark
What should students be able to do? At what level?	1. Properly plant seeds. 2. Properly prepare stem cuttings. 3. Use tools safely and accurately.	1. Select and plant three different kinds of seeds. 2. Prepare five different types of stem cuttings. 3. Demonstrate basic safety techniques and appropriate tool use.
Topics/contexts *What must be taught?*	1. Basic knowledge concepts 1–3 above 2. Basic terminology 3. The methods and reasons for each of the different propagation techniques (budding, grafting, cuttings, seed planting, division) 4. Germination process 5. Rooting hormones 6. Cambium layer	

***Sample performance task based on the skills and concepts*:**

Standards: This sample performance task targets the following Agriculture and Natural Resources industry sector foundation standards and Ornamental Horticulture pathway (OH) standards.

Standard/subcomponent #	*Standard/subcomponent*
Foundation: Health and Safety 6.5:	Use tools and machines safely and appropriately.
Foundation: Responsibility and Flexibility 7.5:	Understand the importance of time management to fulfill responsibilities.

Foundation: Technical Knowledge and Skills 10.2:	Manage and actively engage in a career-related, supervised agricultural experience.
Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: OH F3.2	Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).

Assignment: Tip cutting propagation activity

Propagate a coleus plant through tip cuttings [Demonstration and Application 11.0; OH F3.2].

1. In 30 minutes, work individually to [Health and Safety 6.5; Responsibility and Flexibility 7.5):

    a. Select a mother plant.
    b. Select appropriate tool(s).
    c. Make five proper tip cuttings each with two to four nodes or leaves, demonstrating appropriate and safe use of tool(s).
    d. Cut 1/4" below the fourth node.
    e. Remove the fourth leaf.
    f. Dip the cutting in root hormone.
    g. Place the cutting in the soil without covering the leaves.
    h. Prepare a label indicating the student's name, plant name, and date.
    i. Water in the cuttings and place the pot on a mist bed.
    j. Clean up your area.

2. Make entries in the calendar of operations for the class cooperative supervised agricultural experience [Technical Knowledge and Skills 10.2].

    a. Note how the cuttings will be used for the cooperative Supervised Agricultural Experience (SAE).
    b. Indicate data such as cost, variety and color propagated, rooting percentage, and growth records.

Performance task rubric: Your grade will be based on the following rubric. Individual teacher should determine how to weigh the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
OH F3.2: Understand the various techniques for successful plant propagation (e.g., budding,	Student expertly prepares five tip cuttings, plants them, waters the plants, and cleans up the workstation	Student expertly prepares five tip cuttings, plants them, waters the plants, and cleans up the workstation	Student adequately prepares five tip cuttings, plants them, waters the plants, and cleans up the workstation	Student improperly prepares the tip cuttings and/or does not complete the process.

grafting, cuttings, seeds).	with no errors.	with one error.	with one error.	
Health and Safety 6.5: Use tools and machines safely and appropriately.	Student uses the propagation tools properly.		Student improperly uses propagation tools or does not know how to use tools.	
Responsibility and Flexibility 7.5: Understand the importance of time management to fulfill responsibilities.	Student completes task within the given time frame.		Student does not complete task in the given time frame.	
Technical Knowledge and Skills 10.2: Manage and actively engage in a career-related, supervised agricultural experience.	Student makes regular, complete entries in the calendar of operations that include 95 percent or more of their SAE activities.	Student makes regular, complete entries in the calendar of operations that include at least 90 percent of their SAE activities.	Student makes regular, complete entries in the calendar of operations that include at least 85 percent of their SAE activities.	Student makes irregular and/or incomplete entries in the calendar of operations and/or includes less than 85 percent of their SAE activities.

Note: Demonstration and Application Standard 11.0 is included in all the above.

Sample pathway occupations: Ornamental Horticulture

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Nursery Sales Associate • Tree Trimmer and Pruner • Landscape Equipment Operator	• Landscape Contractor • Floral Designer • Garden Equipment and Supplies Dealer	• Greenhouse and Nursery Manager • Landscape Architect* • Entomologist

PLANT AND SOIL SCIENCE

Sample sequence of courses in the Plant and Soil Science pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Introduction to Agriculture	• Agricultural Biology • Integrated Agriculture Science • Plant and Soil Science	• Environmental Science • Crop Science • Viticulture • Agricultural Entomology and Pest Control	• Earth Science • Chemistry • Botany • Advanced Biology

Sample of appropriate foundation and pathway standards for the Environmental Science course in the Plant and Soil Science pathway:

Sample appropriate foundation standards
Academics 1.2 Science Investigation and Experimentation (grades nine through twelve) 1.l: Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
Communications 2.1 Reading Comprehension (grades eleven and twelve) 2.4: Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.7: Use systematic strategies to organize and record information.
Communications 2.4 Listening and Speaking Strategies and Applications (grades nine and ten) 1.1: Formulate judgments about ideas under discussion and support those judgments with convincing evidence.
Responsibility and Flexibility 7.4: Understand that individual actions can affect the larger community.
Ethics and Legal Responsibilities 8.1: Know major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
Leadership and Teamwork 9.5: Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
Demonstration and Application 11.0: Students demonstrate and apply the concepts in the foundation and pathway standards.
Sample appropriate pathway standards
G1.0: Students understand plant classification principles.
G3.0: Students understand plant physiology and growth principles.
G5.0: Students understand pest problems and management.
G6.0: Students understand soils and plant production.
G8.0: Students understand effective water management practices.
G9.0: Students understand the concept of an "agrosystem" approach to production.
G11.0: Students understand plant biotechnology.

Sample analysis (or "unpacking") of a standard for the Environmental Science course in the Plant and Soil Science pathway:

Standard	Plant and Soil Science Pathway G1.0: Students understand plant classification principles.	
Standard subcomponent	Plant and Soil Science Pathway G1.2: Understand how to identify plants by using a dichotomous key.	
Course level	❑☐Introductory❑☐Concentration X☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Leaf classification 2. Flower type classification 3. Seasonality (perennial, annual, biennials etc.) 4. Leaf characteristics 5. Use of the dichotomous key 6. Specimen collection and preservation 7. Proper channels for obtaining permission to collect specimens 8. Respect for the ecology of the collection fields	1. Cite eight types of leaves. 2. Cite ten types of flowers. 3. Define perennial, annual, biennial and give three examples of each. 4. List eight characteristics. 5. Explain the dichotomous key and use it to identify ten plants. 6. Collect and preserve plants. 7. List one process for obtaining permission. 8. List three major ecology concerns to address.
	Skills	Benchmark
What should students be able to do? At what level?	1. Identify visible features of plants. 2. Identify plants using a dichotomous key. 3. Collect, press, mount, and preserve plants. 4. Ask for permission to collect. 5. Follow directions with regard to the ecology of the area.	1. Identify four features. 2. Identify ten plants with dichotomous key. 3. Present 50 collected, pressed, mounted, and preserved plants. 4. Write a simple request to collect. 5. Follow the directions.
Topics/contexts *What must be taught?*	1. How to use a dichotomous key to classify and name specimens 2. How to collect, press, mount and preserve plants 3. Anatomical characteristics of plants 4. How to obtain permission to collect specimens 5. Fundamental ecological concerns and how to respect those conditions	

***Sample performance task based on the skills and concepts*:**

Standards: This sample performance task targets the following Agriculture and Natural Resources industry sector foundation standards and Plant and Soil Science pathway (PSS) standards.

Standard #	*Standard*
Foundation: Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.7:	Use systematic strategies to organize and record information.

Foundation: Communications 2.4 Listening and Speaking Strategies and Applications (grades nine and ten) 1.1:	Formulate judgments about ideas under discussion and support those judgments with convincing evidence.
Foundation: Responsibility and Flexibility 7.4:	Understand that individual actions can affect the larger community.
Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts in the foundation and pathway standards.
Pathway: PSS G1.2	Understand how to identify plants by using a dichotomous key.

Assignment: California Native Plant Collection

Working individually, identify, mount, and display 50 California native plants, which you will carefully collect with respect to the ecology of the collection areas [Responsibility and Flexibility 7.4; Demonstration and Application 11.0; PSS G1.2].

1. Obtain a dichotomous plant key.
2. Collect 50–75 plants from five different teacher-guided tours of species rich areas (i.e., grasses, trees, shrubs, etc.).
3. Take the collected plants back to the lab and press the samples.
4. Prepare and correctly label the specimens, including botanical name, common name, collection location (county and state), growth habit, date, and collector name [Communications 2.2 Writing Strategies and Applications 1.7].
5. Prepare and correctly mount each specimen using the appropriate techniques (lamination, bag, as is, trimming).
6. Organize the specimens according to classification (grasses, shrubs, etc.), bioregions or other method of your identified choice.
7. In the field, properly orally identify a wide variety of California native plants.
8. Select five plants that could be used in habitat restoration and orally explain their choice and use to instructor [Communications 2.4 Listening and Speaking Strategies and Applications 1.1].

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weigh the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
PSS G1.2: Understand how to identify plants by using a dichotomous key.	Student can identify 70 native plants. Student can give examples of proper uses for 20 plants.	Student can identify 60 native plants. Student can give examples of proper uses for 15 plants.	Student can identify 50 native plants. Student can give examples of proper uses for ten plants.	Student can identify fewer than 50 native plants. Or, student can give examples of proper uses for fewer than ten

				plants.
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.7: Use systematic strategies to organize and record information.	Student labels plants in the field and then labels each specimen with all required information. Information is 95 percent accurate. Information is organized in an appropriate manner.	Student labels plants in the field and then labels each specimen with all required information. Information is 85 percent accurate. Information is organized in an appropriate manner.	Student labels plants in the field and then labels each specimen with all required information. Information is 75 percent accurate. Information is organized in an appropriate manner.	Student is missing required information. Or, labels are less than 75 percent accurate. Or, information is not organized in an acceptable manner.
Communications 2.4 Listening and Speaking Strategies and Applications (grades nine and ten) 1.1: Formulate judgments about ideas under discussion and support those judgments with convincing evidence.	Student clearly articulates five logical plant choices using strong evidence for selected uses. Presentation is logical and comprehensive.	Student articulates five logical plant choices and rationales in an organized manner.	Student's five plant choices are satisfactory, but rationales are weak or lacking clear logical explanation.	Student does not choose five appropriate plants for use. Or, student cannot explain rationale for choices.
Responsibility and Flexibility 7.4: Understand that individual actions can affect the larger community.	Student explains how to obtain permission to collect specimens. Student properly collects and report specimens.	Student respects the ecology of the collection areas. Student properly collects the specimens.	Student follows directions not to harm species or over collect samples.	Student does damage to the ecology of the specimen collection areas.

Note: Demonstration and Application standard 11.0 is included in all the above.

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Sample of pathway occupations organized by level of education and training required for workforce entry. (Asterisked occupations require certification or licensure.)		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Field Assistant • Crop Farmer • Insect Monitor/Collector	• Tissue Culture Technician • Viticulturist • Field Representative	• Pest Control Advisor • Integrated Pest Management Specialist • Agriculture Association Manager

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Arts, Media, and Entertainment Industry Sector

The Arts, Media, and Entertainment sector is big business in California. This dynamic industry sector is relevant statewide, with most of the major employers concentrated in the south; it includes jobs that require a vast range of creative and technical knowledge and skills. In a 2004 national study, almost 550,000 businesses employing almost three million people were involved in the production and delivery of America's creative industries.[1] Flexibility and adaptability to a rapidly changing professional landscape are key elements for an individual's ultimate success in a career in arts, media, and entertainment. Consequently, most of the professions found in this sector require students to be familiar with information and skills across several different academic disciplines and career pathways as well as from within various subdivisions of their primary pathway.

The Media and Design Arts career pathway comprises a large number of industry occupations such as user interface design, digital animation, print design, commercial photography, and cinematography. The Performing Arts pathway focuses on the direct creation of art and entertainment by the individual artist and includes professional applications of theatre, dance, and music. The Production and Managerial Arts pathway focuses on the organizational and managerial knowledge and skills necessary to bring arts, media, and entertainment to the public as well as those who do the "behind-the-scene" jobs such as set design, sound design, digital modeling, film editing, and camera work. Postsecondary education and training is expected for most skilled and semiskilled occupations in this industry sector.

Arts, Media, and Entertainment Industry Sector Pathways:

- Media and Design Arts
- Performing Arts
- Production and Managerial Arts

Media and Design Arts

Sample sequence of courses in the Media and Design Arts pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Introduction to Design and Media Arts • Introduction to Digital Graphics • Film and New Media • Introduction to Design	• Two-Dimensional Design • Animation • Internet Publishing • Filmmaking • Computer Graphics • Broadcast Journalism	• Digital Animation • Three-Dimensional Modeling • Video Production • Cinematography • Computer Game Design • Technical Writing	• Entrepreneurship • Communication Systems • Product Design • AP Art History • Journalism

		• Advertising Art	

Sample of appropriate foundation and pathway standards for the Animation course in the Media and Design Arts pathway:

Sample appropriate foundation standards
Academics 1.2 Science Investigation and Experimentation (grades nine through twelve) 1.l: Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.6: Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
Communications 2.4 Listening and Speaking Strategies and Applications (grades eleven and twelve) 1.10: Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.
Technology 4.5: Know the key technological skills appropriate for occupations in the arts industry.
Technology 4.7: Understand how technology can reinforce, enhance, or alter products and performances.
Problem Solving and Critical Thinking 5.5: Understand the application of research and analysis skills to the creation of content.
Responsibility and Flexibility 7.7: Develop a personal commitment to and apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.
Ethics and Legal Responsibilities 8.4: Adhere to the copyright and intellectual property laws and regulations, and use and cite proprietary information appropriately.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
Leadership and Teamwork 9.7: Cultivate consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution.
Technical Knowledge and Skills 10.7: Understand and analyze the elements of the art form.
Technical Knowledge and Skills 10.8: Know key influences on the origin and evolution of art, technology, media, and performance (e.g., the influence of historical styles on contemporary idioms).
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
A1.0: Students master appropriate visual and performing arts (VPA) and English-language arts (ELA) content standards in relation to visual, aural, written, and electronic media projects and products.
A1.1: Specific applications of VPA Artistic Perception standards for Visual Arts at the advanced level (grades nine through twelve) 1.3: Analyze their works of art as to personal direction and style.

A1.2: Specific applications of VPA Creative Expression standards for Visual Arts at the proficient level (grades nine through twelve) 2.2: Prepare a portfolio of original two and three-dimensional works of art that reflects refined craftsmanship and technical skills.
A1.2: Specific applications of VPA Creative Expression standards for Visual Arts at the advanced level (grades nine through twelve) 2.1: Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.
A1.2: Specific applications of VPA Creative Expression standards for Visual Arts at the advanced level (grades nine through twelve) 2.4: Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
A1.3: Specific applications of VPA Historical and Cultural Context standards for Visual Arts at the advanced level (grades nine through twelve) 3.1: Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined.
A1.3: Specific applications of VPA Historical and Cultural Context standards for Visual Arts at the advanced level (grades nine through twelve) 3.2: Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.
A1.4: Specific applications of VPA Creative Expression standards for Visual Arts at the proficient level (grades nine through twelve) 4.4: Articulate the process and rationale for refining and reworking one of their own works of art.
A1.4: Specific applications of VPA Aesthetic Valuing standards for Visual Arts at the proficient level (grades nine through twelve) 4.5: Employ the conventions of art criticism in writing and speaking about works of art.
A1.4: Specific applications of VPA Aesthetic Valuing standards for Visual Arts at the advanced level (grades nine through twelve) 4.1: Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.
A2.1: Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to a performance or presentation.
A2.2: Know the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.
A2.3: Use technology to create a variety of audio, visual, written, and electronic products and presentations.

Sample analysis (or "unpacking") of a standard for the Animation course in the Media and Design Arts pathway:

Standard	Media and Design Arts Pathway A1.0: Students master appropriate visual and performing arts (VPA) and English-language arts (ELA) content standards in relation to visual, aural, written, and electronic media projects and products.
Standard subcomponent	Media and Design Arts Pathway A1.2: Specific applications of VPA Creative Expression standards for Visual Arts at the advanced level (grades nine through twelve) 2.1: Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.
Course level	❑ Introductory X☐Concentration❑ Capstone

	Concepts	Benchmark
What do students need to know? At what level?	1. Understanding and acknowledging influences on point of view and feelings 2. Ways to create a strong personal style or message that carries feelings and point of view 3. The role of iteration and self- and peer-analysis to improving artistic skill 4. The concept of artistic complexity	1. Students give examples of how influences are reflected in the point of view of work of two well-known artists and explain how influence is different from imitation. 2. Students give two examples of artists who created strong personal styles or brands reflecting feeling/point of view and cite three defining characteristics of their work. 3. Students explain an iterative process with examples from the industry, and discuss the role of feedback in increasing artistic skill. 4. Students can identify increasing artistic complexity in their own work and the work of others.
	Concepts	Benchmark
What should students be able to do? At what level?	1. Clearly explain the reasoning and process behind their products. 2. Provide and respond to constructive criticism appropriately. 3. Use a variety of media competently.	1. Students provide a one-page written explanation and critique for each of their own products that is clear and thoughtful. 2. Students write thoughtful one-paragraph reactions to their own work and others, with two concrete, constructive suggestions for improvement. 3. Students experiment with a variety of media and choose several in which to work further, creating a portfolio of best work.
Topics/Contexts *What must be taught?*	1. The understanding of the role of influence, innovation, and personal style in creating original artworks 2. How to analyze and improve work based on personal and outside impressions and feedback 3. The importance and properties of the materials used in different media applications, including digital and multimedia	

***Sample performance task based on the skills and concepts*:**

Standards: This sample performance task targets the following Arts, Media, and Entertainment industry sector foundation standards and Media and Design Arts pathway (MDA) standards.

Standard #	*Standard*
Foundation: Communications 2.4 Listening and Speaking Strategies and Applications (grades eleven and twelve) 1.10:	Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.

Foundation: Technology 4.7:	Understand how technology can reinforce, enhance, or alter products and performances.
Foundation: Responsibility and Flexibility 7.7:	Develop a personal commitment to and apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.
Foundation: Ethics and Legal Responsibilities 8.4:	Adhere to the copyright and intellectual property laws and regulations, and use and cite proprietary information appropriately.
Foundation: Leadership and Teamwork 9.3:	Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: MDA A1.2 Specific applications of VPA Creative Expression standards for Visual Arts at the advanced level (grades nine through twelve) 2.1:	Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.
Pathway: MDA A1.4 Specific applications of VPA Aesthetic Valuing standards for Visual Arts at the proficient level (grades nine through twelve) 4.5:	Employ the conventions of art criticism in writing and speaking about works of art.

Assignment: Brief Animation Sequence

1. Working in teams of two, prepare a brief (eight- to twelve-second) stop-motion animation sequence using any of the materials and techniques (cutout animation, graphic animation, direct manipulation animation, object animation, puppet animation, clay animation) covered thus far in the course [Leadership and Teamwork 9.3].

    a. Determine a concept for your production that is appropriate to the time available for the project [Responsibility and Flexibility 7.7].
    b. Storyboard the sequence, using no less than one drawing for each second of the animation.
    c. Write a one- or two-paragraph description of your storyboard sequence describing:

        - Why you chose the medium
        - Why you chose the content; and
        - What your influences are (list two) and how you have reacted to or incorporated them in the project design [MDA A1.2 Specific applications of VPA Creative Expression standards for Visual Arts at the advanced level 2.1; Ethics and Legal Responsibilities 8.4].

d. During the classroom time provided for this activity, review each of your classmates' storyboard sequences and provide two concrete, constructive comments on each team's work [MDA A1.4 Specific applications of VPA Aesthetic Valuing standards for Visual Arts at the proficient level 4.5].
e. Review the comments on your own work and adjust your concept or design as necessary to incorporate the feedback [Responsibility and Flexibility 7.7].
f. Apply technique, materials, and tools appropriately for your given medium to produce the animation sequence in the time provided [MDA A1.2 Specific applications of VPA Creative Expression standards for Visual Arts at the advanced level 2.1].
g. Work together to film the final result; it should be compiled on the computer and include a title sequence and soundtrack (either musical or verbal) [Communications 2.4 Listening and Speaking Strategies and Applications 1.10; Technology 4.7].

2. A written report on your project is required and should include:

a. Discussion of how the sequence was designed (including the information on medium, content, and influences that you developed for your storyboard description)
b. Discussion of how your team chose to respond to the feedback provided by classmates
c. Analysis of the creation and filming process, including barriers encountered, the role of technology, and ideas for subsequent projects
d. Analysis of the final product, with discussion of original goals versus final achievement

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weigh the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
MDA A1.2: Specific applications of VPA Creative Expression standards for Visual Arts at the advanced level (grades nine through twelve) 2.1: Create original works of art of	Medium, content, and presentation work well together to form a strong, seamless, and unique animation sequence. Artistic effort and skill are evident, and individual style or point of view is reflected	Medium, content, and presentation work well together to form a smooth animation sequence. Artistic effort and skill are evident, and individual style or point of view is reflected for one team	Medium, content, and presentation work together with some problematic areas to form an animation sequence. Some elements of the sequence may be rough or choppy.	Medium, content, and presentation do not work well together. Sequence is rough or choppy. Or, two or more of the following three elements are not evident: artistic skill, personal effort,

increasing complexity and skill in a variety of media that reflect their feelings and points of view.	for both team members.	member.	One of the following three elements is not evident: artistic skill, personal effort, or individual style or point of view.	or individual style or point of view.
MDA A1.4: Specific applications of VPA Aesthetic Valuing standards for Visual Arts at the proficient level (grades nine through twelve) 4.5: Employ the conventions of art criticism in writing and speaking about works of art.	Written report uses correct terminology and employs the conventions of art criticism accurately and incisively. Feedback on classmates' projects is substantive, constructive, and insightful.	Written report uses correct terminology and employs the conventions of art criticism accurately. Feedback on classmates' projects is substantive and constructive.	Written report uses correct terminology and employs the conventions of art criticism with some errors. Feedback on classmates' projects lacks clarity or constructiveness.	Written report contains significant errors in terminology or fails to use the conventions of art criticism correctly. Feedback is vague, not constructive, or incomplete.
Communications 2.4 Listening and Speaking Strategies and Applications (grades eleven and twelve) 1.10: Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.	Soundtrack is complete, well-synched, and appropriate to the tone or content of the animation. The wording or musical choice is innovative and adds significant impact to the project.	Soundtrack is complete, well-synched, and appropriate to the tone or content of the animation.	Soundtrack is complete, but suffers from technical or aesthetic flaws which keep it from meshing well with the animation.	Soundtrack is incomplete or nonexistent.
Technology 4.7: Understand how technology can reinforce, enhance, or alter products and performances.	Written report reflects on the use of technology, and uses historical knowledge gained during the course to place the technologies used in context. Similarities and differences	Written report reflects on the use of technology in the product, and discusses the ways in which the technology enhanced or complicated the process. A brief discussion of previous	Written report describes the ways technology was used in creating the product.	Written report does not discuss the use of technology.

	between the technology used and current trends in the field are noted.	technologies is included.		
Responsibility and Flexibility 7.7: Develop a personal commitment to and apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.	The storyboards and animation sequence are carefully executed with attention to detail. The written report explains in depth how concept and material were chosen and how feedback was used to improve the project.	The storyboards and animation sequence are well executed. The written report discusses the choice of concept and material and the use of feedback to improve the project.	The storyboards and animation sequence are sloppy or otherwise rough. The written report fails to discuss at least one of the following: the choice of concept and material or the use of feedback to improve the project.	The storyboards and animation sequence are incomplete. Or, the written report does not discuss the choice of concept and material or the use of feedback to improve the project.
Ethics and Legal Responsibilities 8.4: Adhere to the copyright and intellectual property laws and regulations, and use and cite proprietary information appropriately.	The written report names two or more influences and discusses how they influenced the project. The project is original and creative, and the use of the influences is likewise fresh and not derivative.	The written report names two influences and discusses how they influenced the project. The project is original, but may reflect influences heavily.	The written report names two influences. The project may feel derivative but does not violate intellectual property laws.	The written report names fewer than two influences. Or, the project violates intellectual property laws.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.	Student works well with partner to set and meet timelines, organize materials, and complete assignments before they are due and with accuracy.	Student sets and meets timelines, organizes materials, and completes assignments on time and with accuracy.	Student minimally sets and meets timelines, organizes materials, and completes assignments with some confusion.	Student struggled with teamwork, setting and meeting timelines, or organization. Or, assignments are inaccurate.

Note: Demonstration and Application standard 11.0 is included in all of the above.

Sample pathway occupations: Media and Design Arts

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification or AA degree)*	College/University *(bachelor's degree or higher)*
• Film Loader • Animation Assistant • Make-up Artist • Sign Painter	• Videographer • Prop Maker • Cutter/Fitter/Seamstress • Special Effects Coordinator • Web Designer	• User Interface Designer • Sound Engineer • Medical and Scientific Illustrator • Scriptwriter • Media and Design Arts Instructor

Performing Arts

Sample course sequence in the Performing Arts pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Intro to Professional Dance	• Professional Dance • Musical Notation • Instrument Tuning and Repair	• Choreography • Professional Theatre • Professional Music Composition • Radio Announcing Apprenticeship	• Entrepreneurship • English Composition • Digital Audio Recording • Shakespeare • Psychology • Forensics/Debate • Physiology

Sample of appropriate foundation and pathway standards for the Professional Theatre course in the Performing Arts pathway:

Sample appropriate foundation standards
Communications 2.2 Writing Applications (grade eight) 2.5: Write documents related to career development, including simple business letters and job applications: a. Present information purposefully and succinctly and meet the needs of the intended audience. b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).
Communications 2.4 Listening and Speaking Applications (grades nine and ten) 2.3: Apply appropriate interviewing techniques: a. Prepare and ask relevant questions. b. Make notes of responses. c. Use language that conveys maturity, sensitivity, and respect. d. Respond correctly and effectively to questions. e. Demonstrate knowledge of the subject or organization. f. Compile and report responses. g. Evaluate the effectiveness of the interview.

Communications 2.4 Listening and Speaking Strategies and Applications (grades eleven and twelve) 2.5: Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").
Career Planning and Management 3.0: Students understand how to make effective decisions, use career information, and manage personal career plans.
Problem Solving and Critical Thinking 5.4: Use the elements of the particular art form to observe, perceive, and respond.
Responsibility and Flexibility 7.5: Know the current issues and trends related to the field, distinguishing the different and convergent objectives that drive the industry.
Technical Knowledge and Skills 10.9: Understand the economic basis of for-profit and not-for-profit performing arts organizational structures.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
B2.3: Specific Applications of VPA Creative Expression standards for Theatre at the proficient level (grades nine through twelve) 2.1: Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.
B2.3: Specific Applications of VPA Creative Expression standards for Theatre at the advanced level (grades nine through twelve) 2.3: Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays form a variety of contemporary and classical playwrights.
B3.3: Specific Applications of VPA Historical and Cultural Context standards for Theatre at the proficient level (grades nine through twelve) 3.3: Perform, design, or direct theatre pieces in specific theatrical styles, including classics by such playwrights as Sophocles, Shakespeare, Lope de Vega, Aphra Behn, Moliere, and Chekhov.
B5.3: Specific Applications of VPA Connections, Relationships, Applications standards for Theatre at the proficient level (grades nine through twelve) 5.1: Describe how skills acquired in theatre may be applied to other content areas and careers.
B5.3: Specific Applications of VPA Connections, Relationships, Applications standards for Theatre at the advanced level (grades nine through twelve) 5.4: Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatre arts.
B6.0: Students understand essential technical and technological requirements applicable to various segments of the Performing Arts pathway.
B6.1: Understand the technical aspects of theatre (e.g., lights, sound, properties, costumes, makeup) from the perspective of the playwright and actor.
B6.2: Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media.
B6.3: Know various techniques and methods for theatrical, aural, and physical arts performances.
B6.4: Understand how stage sets, costumes, lighting, musical instruments, props, and other effects support a performance.
B6.5: Understand the differing roles of creators, performers, and others involved in the production and presentation of the performing arts.

Sample analysis (or "unpacking") of a standard for the Professional Theater course in the Performing Arts pathway:

Standard	Performing Arts Pathway B6.0: Students understand essential technical and technological requirements applicable to various segments of the Performing Arts Pathway.	
Standard subcomponent	Performing Arts Pathway B6.5: Understand the differing roles of creators, performers, and others involved in the production and presentation of the performing arts.	
Course level	❑ Introductory ❑ Concentration X Capstone	
	Concepts	Benchmark
What do students need to know? *At what level?*	1. Understand the roles of talent agents, casting directors, and producers/directors in the casting and contracting process. 2. Understand the role of trade and craft unions in the performing arts. 3. Know the variety of responsibilities and roles in the crew in pre-production, production, and post-production of a performing arts presentation. 4. Understand the roles of producers and directors, and how they affect creative control in a performing arts production. 5. Understand the role of the actor and how it relates to the roles of the crew and director/producer. 6. Understand the role of marketing and distribution in performing arts productions. 7. Understand the differences in roles and terminology between for-profit and non-profit production companies and types of production (e.g., theatre, musical theatre, film, and television).	1. Explain the casting, hiring, and contracting process. 2. Explain the influence of trade unions on the industry, citing at least two examples of different unions. 3. Identify the responsibilities of twenty key crew positions when provided with a list by the instructor. 4. Explain how the producer and director influence the creative direction of a production and cite two examples of producers or directors with strong personal styles. 5. Cite five interactions the actor has with the crew and production team, including the director, and discuss ways in which s/he takes direction on his/her performance. 6. Describe the role of marketing and distribution in performing arts productions and provide four examples of effective marketing and distribution. 7. List four differences between production processes for different types of theatre and two terminology differences.
	Skills	Benchmark
What should students be able to do? *At what level?*	1. Visualize the hierarchies and relationships between all major roles in a theatre production. 2. Know the steps involved in a theatre production, from storyboarding to distribution.	1. Design a flow chart that includes all the major roles and their relationships to one another for a specific type of company and production. 2. List the major steps involved in a specific type of theatre production, with at least two sub-steps cited for each.

Topics/Contexts *What must be taught?*	1. Basic knowledge concepts 1–7 above 2. Analysis of artistic roles and relationships 3. Organizational principles of the performing arts 4. Work flow in the production process 5. Commercial aspects of the performing arts

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Arts, Media, and Entertainment industry sector foundation standards and Performing Arts pathway (PA) standards.

Standard #	*Standard*
Foundation: Communications 2.2 Writing Applications (grade eight) 2.5:	Write documents related to career development, including simple business letters and job applications. a. Provide clear and purposeful information and address the intended audience appropriately. b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. c. Modify the tone to fit the purpose and audience. d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
Foundation: Communications 2.4 Listening and Speaking Applications (grades nine and ten) 2.3:	Apply appropriate interviewing techniques: a. Prepare and ask relevant questions. b. Make notes of responses. c. Use language that conveys maturity, sensitivity, and respect. d. Respond correctly and effectively to questions. e. Demonstrate knowledge of the subject or organization. f. Compile and report responses. g. Evaluate the effectiveness of the interview.
Foundation: Career Planning and Management 3.1:	Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
Foundation: Career Planning and Management 3.2:	Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
Foundation: Career Planning and Management 3.3:	Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: PA B6.5	Understand the differing roles of creators, performers, and others involved in the production and presentation of the performing arts.

Assignment: Students choose one aspect of professional theatre based on their own interests and aptitudes and explore the requirements and strategies for successful entry into the industry.

1. Each student should consider his/her skills and interests and select a compatible aspect of professional theatre to explore [PA B6.5; Career Planning and Management 3.1].
2. Students should research the standard job-seeking process for their chosen aspect and:

    a. Create a headshot/résumé/cover letter/demo tape, as dictated by the hiring conventions of the chosen aspect [Communications 2.2 Writing Applications 2.5].
    b. Research the guild(s), association(s), or union(s) associated with the chosen aspect. Determine:

        - Whether membership is required in order to secure work
        - What non-monetary prerequisites are required for membership
        - What fees are required to join and to maintain membership
        - Whether wages are negotiated through the organization for members
        - What networking opportunities are available through the guild/association/union?
        - Is the guild/association/union centralized at the national level, or does it have local “chapters?” [Career Planning and Management 3.3].

3. Find a local person who is currently employed in the chosen aspect of professional theatre. The instructor may be able to help with this; direct calls to a local television station, local musical theatre troupe, local chapter of the guild/association/union, etc. may also produce results [Communications 2.4 Listening and Speaking Strategies and Applications 2.3].

    a. Arrange and conduct an “informational interview” with the individual. Interviews that are conducted in person will be weighted more heavily than telephone interviews.
    b. Transcribe the interview; thorough notes are an acceptable substitute for direct transcription.

4. Write a report that includes:

    a. The rationale for choosing the particular aspect, with reference to personal aptitudes and comparison with other aspects of professional theater
    b. A discussion of what was learned from the research and interview
    c. An outline of a comprehensive strategy for seeking future work in the chosen aspect of professional theatre [PA B6.5; Career Planning and Management 3.2].

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weigh the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
PA B6.5: Understand the differing roles of creators, performers, and others involved in the production and presentation of the performing arts.	Student clearly demonstrates understanding of the chosen aspect of professional theatre and its relationship to other aspects. Student is aware of the stated and implied requirements and expectations of employers for related positions.	Student clearly demonstrates understanding of the chosen aspect of professional theatre. Student is aware of most requirements and expectations of employers for related positions.	Student demonstrates basic understanding of the chosen aspect of professional theatre. Student is aware of some requirements and expectations of employers for related positions, but is missing some elements of understanding.	Student does not understand the chosen aspect of professional theatre. Or, student is not aware of requirements and expectations of employers for related positions.
Communications 2.2 Writing Applications (grade eight) 2.5: Write documents related to career development, including simple business letters and job applications. a. Provide clear and purposeful information and address the intended audience appropriately. b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. c. Modify the tone to fit the purpose and	All necessary and suggested career search documents and materials are complete, including résumé and (where relevant) headshot and demo tape. Résumé /cover letter is clear, professional, free of errors, and well-targeted to jobs in the chosen aspect of professional theatre.	All necessary career search documents are complete. Résumé/cover letter is clear, free of errors, and neatly formatted, thoroughly documenting relevant experience.	All necessary career search documents are complete. Résumé /cover letter may contain consistency, formatting, or spelling errors but reflects relevant experience.	One or more necessary career search documents is incomplete or missing. Résumé /cover letter is riddled with significant errors or does not reflect relevant experience.

audience. d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.				
Communications 2.4 Listening and Speaking Applications (grades nine and ten) 2.3: Apply appropriate interviewing techniques: a. Prepare and ask relevant questions. b. Make notes of responses. c. Use language that conveys maturity, sensitivity, and respect. d. Respond correctly and effectively to questions. e. Demonstrate knowledge of the subject or organization. f. Compile and report responses. g. Evaluate the effectiveness of the interview.	Student conducts an in-person interview and asks more than ten relevant questions of the interviewee. Student's notes are legible and provide a good record of questions asked and responses. Questions are well-phrased, show evidence of research, and are designed to elicit useful information. The written report evaluates the effectiveness of the interview and summarizes information succinctly and clearly.	Student conducts an in-person or telephone interview and asks eight to ten relevant questions of the interviewee. Student's notes are legible and thoroughly record responses. Questions are well phrased and show evidence of research. The written report evaluates the effectiveness of the interview.	Student conducts an in-person or telephone interview and asks five to eight relevant questions of the interviewee. Student's notes are legible but incomplete or slapdash. Questions are not always well phrased and some do not show evidence of research or elicit useful information. The written report evaluates the effectiveness of the interview.	Student conducts a telephone or e-mail interview and asks less than five questions, or does not conduct an interview. Student's notes are illegible or extremely limited. Questions are poorly phrased and do not show evidence of research or elicit useful information. The written report does not sufficiently describe or evaluate the interview, or the written report is incomplete or missing.
Career Planning and Management 3.1: Know the personal	Students choose an aspect of professional theatre that is	Students choose an aspect of professional theatre that is	Students choose an aspect of professional theatre that is	Students do not explain why they chose the aspect of professional

qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.	perfectly suited to their experience, interests, and aptitudes, and explain their choice well, contrasting their choice with multiple examples of other aspects and showing why the aspect they chose is right for them.	suited to their experience, interests, and aptitudes, and explain their choice well.	suited to their interests, and explain their choice. They may lack experience, knowledge, or skills in the chosen aspect or fail to fully explain why it was chosen.	theatre.
Career Planning and Management 3.2: Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.	The report includes a career plan that is realistic and takes into account all the information gained through research and the interview. Plans for future professional development in the field are concrete and integrated into the career plan.	The report includes a career plan that is realistic and takes into account all the information gained through research and the interview.	The report includes a career plan that is somewhat realistic. Some gaps in understanding the career search process may be present and/or the plan may fail to take into account some of the information gained through research and the interview.	The report does not include a realistic or well-informed career plan.
Career Planning and Management 3.3: Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.	Research on industry guild(s), association(s), or union(s) is thorough and answers all of the questions listed in the assignment description accurately. Student shows an understanding of the role of craft and trade unions in the industry as a whole, as well as in their chosen aspect.	Research on industry guild(s), association(s), or union(s) is thorough and answers all of the questions listed in the assignment description accurately.	Research on industry guild(s), association(s), or union(s) answers 80 percent of the questions listed in the assignment description accurately.	Research on industry guild(s), association(s), or union(s) answers less than 80 percent of the questions listed in the assignment description accurately.

Note: Demonstration and Application standard 11.0 is included in all of the above.

Sample pathway occupations: Performing Arts

Sample of Performing Arts pathway occupations organized by level of education and training required for workforce entry.		
High School *(diploma)*	Postsecondary Training *(certification or AA degree)*	College/University *(bachelor's degree or higher)*
• Disc Jockey • Actor • Announcer • Voice-over Artist • Stunt Double	• Actor • Music Minister • Radio/Television Broadcaster	• Musical Accompanist • Music Director/Conductor • Acoustician • Film Composer • Choreographer

Production and Managerial Arts

Sample course sequence in the Production and Managerial Arts pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Introduction to Multimedia Production • Technical Theatre • Introduction to Sound Mixing	• Broadcast Production • Set Design • Television Production	• Stage Production Management • Filmmaking • Sound Engineering and Design	• Virtual Enterprise • Arts Management • Digital Audio Recording

Sample of appropriate foundation and pathway standards for the Television Production course in the Production and Managerial Arts pathway:

Sample appropriate foundation standards
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.3: Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
Communications 2.4 Listening and Speaking Strategies and Applications (grades eleven and twelve) 1.1: Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
Communications 2.4 Listening and Speaking Strategies and Applications (grades eleven and twelve) 1.3: Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).
Communications 2.4 Listening and Speaking Strategies and Applications (grades eleven and twelve) 1.14: Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

Communications 2.4 Listening and Speaking Strategies and Applications (grades eleven and twelve) 2.4: Deliver multimedia presentations: a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images. b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly.
Career Planning and Management 3.8: Understand the use of contracts in the arts industry and the principles and responsibilities of working as an independent contractor, including budgeting, project planning, advertising, and marketing strategies.
Technology 4.2: Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
Ethics and Legal Responsibilities 8.5: Understand the ethical implications of the degree of influence media, arts, and performances have on individuals.
Ethics and Legal Responsibilities 8.6: Understand liability and compliance issues relevant to the arts, media, and entertainment industry.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
C2.0: Students demonstrate important skills and an understanding of the complexities of production planning.
C2.2: Know how artistic processes, organizational structure, and business principles are interrelated in the various arts.
C2.3: Identify the activities and linkages from each stage associated with the preproduction, production, and postproduction of a creative project.
C2.4: Understand how the various aspects of story development contribute to the success or nonsuccess of an arts, media, and entertainment project or production.
C2.5: Apply knowledge of equipment and skills to determine the equipment, crew, technical support, and cast requirements for an arts, media, and entertainment production.
C3.0: Students understand the key elements of promoting a production.

Sample analysis (or "unpacking") of a standard for the Television Production course in the Production and Managerial Arts pathway:

Standard	Production and Managerial Arts Pathway C2.0: Students demonstrate important skills and an understanding of the complexities of production planning.
Standard subcomponent	Production and Managerial Arts Pathway C2.4: Understand how the various aspects of story development contribute to the success or nonsuccess of an arts, media, and entertainment project or production.
Course level	❑☐Introductory X☐Concentration ❑☐Capstone

	Concepts	Benchmark/Level
What do students need to know? At what level?	1. Genre and genre conventions 2. "Jumping the shark" and common writing pitfalls 3. The importance of the hook 4. Audience demographics and targeted program development 5. Nielsen ratings and how they are created.	1. Name five popular television genres and define three conventions of one of them. 2. Give an example of a television show that "jumped the shark" and explain what happened to cause the problem. 3. Define the hook and give two examples of good hooks. 4. List the four most coveted demographics and cite one story element that typically appeals to each. 5. Explain what a Nielsen rating is, how it is calculated, and what it means for a show's success or failure.
	Skills	Benchmark/Level
What should students be able to do? At what level?	1. Identify the relationship between story elements and intended audience. 2. Analyze concepts and stories for appeal and marketability.	1. Given a list of shows (with brief descriptions) and a list of demographic targets, accurately match the shows to their intended targets. 2. Shown two pilots, one that has gone to series and one that has not, student can identify the hook in both and provide two educated guesses as to why one was produced over the other.
Topics/contexts *What must be taught?*	1. Basic concepts 1–5 above 2. How to identify audience and market for a given concept 3. Elements of successful stories	

***Sample performance task based on the skills and concepts*:**

Standards: This sample performance task targets the following Arts, Media, and Entertainment sector foundation standards and Production and Managerial Arts pathway (PMA) standards.

Standard #	*Standard*
Foundation: Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.3:	Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
Foundation: Leadership and Teamwork 9.3:	Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: PMA C3.1:	Know the business aspects of the arts, media, and entertainment industry.
Pathway: PMA C3.3:	Know various media production, communication, and dissemination techniques and methods, including alternative ways to inform and entertain through written, oral, visual, and electronic media.

Assignment: Write a treatment.

1. Read the handout on "Television Economics and Audience Demographics."
2. Select a recent (airing within the last three years) television program. Using observation and Internet research, write out the answers to the following questions on the provided worksheet(s): [PMA C3.1].

    a. Who is the target audience for this program? Explain viewer demographics and why they are so important to television producers.
    b. What marketing decisions (e.g., time slot, placement in lineup, seasonal airing schedule, etc.) increase the show's appeal to the target audience?
    C. What other elements (e.g., subject matter, gender/age balance of characters, etc.) increase the show's appeal to the target audience?
    d. What other programs target this audience? Name three and discuss key differences and similarities between those shows and your chosen program.
    e. What consumer products are aligned with this program (featured in commercial breaks, etc.)? Name three and discuss how they attempt to appeal to the same audience.
    f. What consumer products (if any) are tied into this program?

3. Read the "Writing Effective Treatments for Television" article.
4. Working in groups of three, develop a concept for a pilot to be "pitched" to network executives. You will be randomly assigned a target demographic for this project. The concept needs to be unique and catchy, while holding clear appeal for the assigned target demographic. It should result in approximately a 20-minute spot (to run in a half-hour slot, with time allowed for commercial breaks), and be filmable at the school location, with student actors [PMA C3.1; PMA C3.3; Leadership and Teamwork 9.3].
5. Once you have developed your concept, create a "treatment" for your network executives that includes a brief but descriptive outline of the show (approximately five pages), including:

    a. Title
    b. Logline
    c. Description of target audience(s)
    d. Description of the genre(s) your show falls into

e. A description that shows off all the elements of the program, including the essential appeal—*why* do people want to watch this? Include the following elements where applicable:

- What is your hook?
- How do you establish the ambiance of the show?
- Who are your characters? What is their situation?
- How do you deal with setup and exposition (if necessary)?
- What makes your show dramatic/funny/informative? How?
- What elements particularly appeal to your target audience?

The treatment should use appropriate industry terms and vocabulary and should be clear, engaging, and interesting. The treatment that is chosen by the "executives" (your instructor and several others) will be registered with the Writer's Guild of America, and creating the pilot will become the class project for the semester [Communications 2.2 Writing Strategies and Applications 1.3; Leadership and Teamwork 9.3].

Sample performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weigh the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
PMA C2.4: Understand how the various aspects of story development contribute to the success or nonsuccess of an arts, media, and entertainment project or production.	The concept for the show is innovative and uses genre conventions in new and exciting ways. The content is clearly targeted to the given demographic. The concept will fit within the time and filming parameters given.	The concept for the show is unique and does not duplicate any existing shows. The content is targeted to the given demographic. The concept will fit within the time and filming parameters given.	The concept for the show may rely heavily on genre conventions or resemble other successful shows, but it does not violate intellectual property laws. The content is targeted to the given demographic. The concept will fit within the time and filming parameters given after some initial revision.	The concept for the show is unoriginal or violates intellectual property laws. Or, the content is not targeted to the given demographic. Or, the concept will fit within the time and filming parameters given only after significant revision.
PMA C3.1: Know the business aspects of the arts, media, and entertainment industry.	Work sheet contains more than 90 percent correct answers, with clear explanations of	Work sheet contains more than 80 percent correct answers, with adequate explanations of	Work sheet contains more than 70 percent correct answers, with explanations of terms and	Work sheet contains less than 70 percent correct answers. Terms and concepts are not

	terms and concepts that show depth of understanding. All examples listed are relevant.	terms and concepts. All examples listed are relevant.	concepts that may contain some errors. Most examples listed are relevant.	fully explained. Examples are insufficient or irrelevant.
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.3: Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.	Treatment is persuasive and catchy, with a fresh and engaging style. All required information is included and thoroughly explained. Writing is professional, concise, and clear.	Treatment is interesting and persuasive. All required information is included. Writing is clear and concise.	Treatment explains concept well. Most required information is included, but some confusing areas or omissions exist. Writing is clear.	Treatment fails to explain concept. Or, more than 40 percent of required information is missing or unclear. Or, writing is unclear, insufficient, or confusing.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.	Teacher observes student taking leadership in organizing group work and individual work effectively. Student participates actively in all aspects of concept and treatment development.	Teacher observes student helping to organize group work and structuring individual work effectively. Student participates in all aspects of concept and treatment development.	Teacher observes student following the group work plan and adequately structuring individual work. Student participates at a basic level in all aspects of concept and treatment development.	Teacher observes student not following the group work plan or structuring individual work. Or, student does not participate in all aspects of concept and treatment development.

Note: Demonstration and Application standard 11.0 is included in all of the above.

Sample pathway occupations: Production and Managerial Arts

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• 3rd Assistant Director • Focus Puller • Camera Loader • Dolly Grip • Tape/Film Logger	• 1st Assistant Camera Operator • Gaffer (Chief Lighting Technician) • Key Production Grip • Script Supervisor • Negative Cutter	• Producer • Line Producer • Sound Design Editor • Visual Effects Coordinator • 2nd Unit Director

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[1] McCarthy, K. F., Ondaatje, E. H., Zakaras, L., and Brooks, A. *Gifts of the Muse: Reframing the Debate About the Benefits of the Arts*. 2004. http://www.rand.org/pubs/monographs/2005/RAND_MG218.pdf.

Building Trades and Construction Industry Sector

There is a high demand for workers in the Building Trades and Construction industry sector. The demand increases as populations, businesses, and local economies expand. According to the U.S. Bureau of Labor Statistics, construction is among the top ten of the nation's industries, constituting almost 5 percent of the total national Gross Domestic Product. According to California's labor market information, the construction industry will require about 16,500 workers every year for the next five years. An additional 14,500 workers per year will need to be replaced as they retire or leave the profession; an increase of over 30 percent in available jobs is expected in some trades in the next ten years. Nationally, over a million construction jobs will be created over the next decade. Job opportunities range from laborers to engineers to contractors.

In Building Trades and Construction industry sector classes, activities range from general or exploratory skills to job-specific skills that prepare students to select and pursue career paths through postsecondary training, work experience education, apprenticeships, and postsecondary education. Building Trades and Construction classes incorporate and apply academic core content to career-related education. These interdisciplinary approaches provide students with strong foundation skills and advanced skills in the career field of their choice, which allows students to exit programs and directly enter occupations or pursue further specialty training.

Building Trades and Construction Industry Sector Pathways:

- Cabinetmaking and Wood Products
- Engineering and Heavy Construction
- Mechanical Construction
- Residential and Commercial Construction

Cabinetmaking and Wood Products Pathway

Sample course sequences in the Cabinetmaking and Wood Products pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Exploring Technology • Technology Core • Wood Technology	• Woodworking 1 • Woodworking 2	• Cabinetmaking • Furniture Design	• Drafting • CADD • Orientation to Apprenticeship • Algebra • English Composition/ Writing

Sample of appropriate foundation and pathway standards for the Wood Technology course in the Cabinet Making and Wood Products pathway:

Sample appropriate foundation standards
Academics 1.1 Number Sense (grade seven)1.2: Add subtract, multiply and divide rational numbers (integers, fractions, and terminating decimals) and take rational numbers to whole number powers.
Academics 1.1 Number Sense (grade seven) 1.3: Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.
Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.a: Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators to perform tests, collect data, analyze relationships, and display data.
Career Planning and Management 3.1: Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
Health and Safety 6.2: Understand critical elements of health and safety practices related to storing, cleaning and maintaining tools, equipment, and supplies.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
A1.0: Students understand measurement systems in the planning and layout process used in the cabinetmaking and wood products industry.
A2.0: Students understand the safe and appropriate use of hand tools common to the cabinetmaking and wood products industry.
A3.0: Students understand the safe and appropriate use of portable power tools common to the cabinetmaking and wood products industry.
A4.0: Students understand the safe and appropriate use of stationary power tools common to the cabinetmaking and wood products industry.
A5.0: Students understand procedures and processes as they occur in the cabinetmaking and wood products industry.

Sample analysis (or "unpacking") of a standard for the Wood Technology course in the Cabinetmaking and Wood Products pathway:

Standard	Cabinetmaking and Wood Products Pathway A2.0: Students understand the safe and appropriate use of hand tools common to the cabinetmaking and wood products industry.	
Standard subcomponent	Cabinetmaking and Wood Products Pathway A2.1: Use common hand tools and accessories, such as planers, shapers, clamping and gripping tools, pliers, wrenches, wood chisels, hammers, hand saws, and squares safely and properly.	
Course level	X ❑ Introductory ❑ Concentration ❑ Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Know safety procedures/rules for hand tool use. 2. Identify common hand tools. 3. Understand the appropriate	1. Demonstrate all safety procedures and cite rules for using hand tools. 2. Identify ten common hand tools.

	use for each hand tool. 4. Understand procedures for each hand tool operation.	3. Choose the appropriate hand tool for a specified use. 4. Demonstrate proper use of hand tool for each cutting operation.
	Skills	Benchmark
What should students be able to do? At what level?	1. Use of chisel to cut mortise joint and back saw to cut mortise. 2. Use of back saw to cut length. 3. Use of plane to square edge.	1. Fit mortise and tenon joints without movement in joint. 2. Back saw cut is square and within 1/16" of desired length. 3. Accurately use plane to square edge and cut straight across length.
Topics/contexts *What must be taught?*	1. Basic hand tool safety 2. Basic hand tool use and operation	

***Sample performance task based on the skills and concepts*:**

Standards: This sample performance task targets the following Building Trades and Construction sector foundation standards and Cabinetmaking and Wood Products pathway standards:

Standard #	*Standard*
Foundation: Health and Safety 6.2	Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts in the foundation and pathway standards.
Pathway: Cabinetmaking and Wood Products A1.4	Know conventional measurement processes for cabinetmaking and wood products, linear measurements, and conversions of fractions and decimals.
Pathway: Cabinetmaking and Wood Products A2.1	Use common hand tools and accessories, such as planers, clamping and gripping tools, pliers, wrenches, wood chisels, hammers, hand saws, and squares safely and properly.

Assignment: Make a wooden box using only hand tools. Each corner of the box will have a different woodworking joint. Build the box according to the plan provided. Before you build the box, construct samples of the following woodworking joints: rabbet, dado joint, mortise and tenon, box or finger joint, dovetail joint, rabbet dado joint, miter joint, and butt joint. When you have completed each sample joint to the minimum quality, you will be allowed to start construction of your box.

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weight the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
Cabinetmaking and Wood Products Pathway A1.4: Know conventional measurement, processes for cabinetmaking and wood products, linear measurements and conversions of fractions and decimals. (20 pts)	Proficient plus the following: 1. Measurements are within 1/32" of plan. 2. Student uses more than one method to determine square. (20 points)	1. Measurements are within 1/16". 2. Dovetails space evenly within 1/16". 3. Students use tool to measure square. (15 points)	1. Measurements are within 1/8". 2. Student knows what tools are needed to measure square and the definition of square. (10 points)	1. Measurements are not within 1/8". 2. Students are not knowledgeable of the definition of square or its usage. (0 points)
Cabinetmaking and Wood Products Pathway A2.1: Use common hand tools and accessories, such as planes clamping and gripping tools, pliers, wrenches, wood chisels, hammers, saws, and squares safely and properly. (70 points)	Proficient plus the following: 1. No visible gaps in all joints. 2. Box is square to within 1/32" 3. Top is flush and operates easily. (70 points)	1 A different joint is used at every corner, with one joint a box joint or a dovetail joint. 2. Box is square to within 1/16" 3. All gaps, holes and defects are filled and sanded smooth 4. Box lid opens without rubbing sides (60 points)	1. There are large gaps at joints. 2. Box is not square to with in 1/16". 3. Uses same joint more than once in box. (50 points)	The project does not qualify for at least the basic score in the rubric and is not re-worked to at least a basic level. (0 points)
Foundation Health and Safety 6.2: Understand critical elements of health and safety practices related to storing, cleaning and maintaining tools, equipment, and supplies. (10 points)	Proficient plus the following: 1. Student checks for sharpness safely. 2. Student stores and maintains sharp tools properly. 3. Student is cognizant of and applies health and safety practices pertaining to all	1. Student applies all basic safety rules for handling sharp edged tools. 2. Student is able to clean and adjust plane. (9 points)	1. Student applies most basic safety rules for handling sharp edged tools. (5 points)	1. Student does not apply basic safety rules. (0 points)

	hand tools. (10 points)			

Note: Demonstration and Application standard 11.0 is included in all the above.

***Sample pathway occupations**:* Cabinetmaking and Wood Products

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Cabinetmaking Apprentice* • Machine Operator	• Cabinetmaking Journeyman* • CNC Technician • Furniture Maker • Production Manager	• Engineer • Designer • Cabinetmaking Instructor* • Construction Management

Engineering and Heavy Construction Pathway

Sample course sequences in Engineering and Heavy Construction pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Exploring Technology • Technology Core	• Construction 1 • Wood 1	• Equipment Operator • Carpentry	• CADD • Geometry • Drafting • Orientation to Apprenticeship

Sample of appropriate foundation and pathway standards for the Technology Core course in the Engineering and Heavy Construction pathway:

Sample appropriate foundation standards
Academics 1.1 Number Sense (grade seven) 1.2: Add subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take rational numbers to whole number powers.
Academics 1.1 Number Sense (grade seven) 1.3: Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.
Academics 1.1 Geometry (grades eight through twelve) 8.0: Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.
Communications 2.4 Listening and Speaking Strategies and Applications (grades nine and ten) 2.5: Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects): a. Structure ideas and arguments in a coherent, logical fashion.

b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy). c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. d. Anticipate and address the listener's concerns and counterarguments.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the standards.
Sample appropriate pathway standards
B4.0: Students understand project management procedures and processes as they occur in an engineering and heavy construction project.

Sample analysis (or "unpacking") of a standard for the Technology Core course in the Engineering and Heavy Construction pathway:

Standard	Engineering and Heavy Construction Pathway B4.0: Students understand project management procedures and processes as they occur in an engineering and heavy construction project.	
Standard subcomponent	Engineering and Heavy Construction Pathway B4.2: Students will understand how to estimate the costs of supplies and materials for an engineering and heavy construction project.	
Course level	X☐Introductory❑☐Concentration❑☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Foundation print reading 2. Volume and cost calculations 3. Cost of supplies and materials	1. Demonstrate accurate reading of foundation dimensions. 2. Cite formulas for calculating volume and cost. 3. Calculate cost of materials for proposal/bid document.
	Skills	Benchmark
What should students be able to do? At what level?	1. Determine sizes of foundation. 2. Perform basic volume/area calculations. 3. Determine costs for job completion.	1. Correctly measure within 1" of specifications. 2. Calculate volume and area accurately for a simple project. 3. Calculate total costs of materials for proposal/bid document.
Topics/contexts What must be taught?	1. Basic volume and area calculations 2. Steps and procedures for slab construction 3. How to read a print	

***Sample performance task(s) based on the skills and concepts*:**

Standards: This sample performance task targets the following Building Trades and Construction sector foundation standards and the Engineering and Heavy Construction (EHC) pathway standards:

Standard #	*Standard*
Foundation: Academics 1.1	Convert fractions to decimals and percents and use these

Number Sense (grade seven) 1.3	representations in estimations, computations, and applications.
Foundation: Academics 1.1 Geometry (grades eight through twelve) 8.0	Students know, derive and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.
Foundation: Communications 2.4 Listening and Speaking Strategies and Applications (grades nine and ten) 2.5	Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects): a. Structure ideas and arguments in a coherent, logical fashion. b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy). c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. d. Anticipate and address the listener's concerns and counterarguments.
Pathway: EHC B4.2	Students will understand how to estimate the cost of supplies and materials for an engineering and heavy construction project.

Assignment: Calculate the cost of constructing a concrete slab and present a bid proposal to the class. Your calculations will include the following [Academics 1.1 Number Sense 1.3; Academics 1.1 Geometry 8.0; EHC B4.2]:

1. Required concrete
2. Required rebar
3. Forming and set costs (formula)
4. Labor costs
5. Profit and overhead

Organize the data in a proposal form and make an oral presentation to your prospective customer (the class). You may include other options that would meet the specifications of the plans and design. The specification and dimensions will be found on the plan sheet. Document the entire process and show how you arrived at your calculations [Communications 2.4 Listening and Speaking Strategies and Applications 2.5; EHC B4.2].

Performance task rubric*:* Your grade will be based on the following rubric. Individual teachers should determine how to weigh the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
EHC B4.2: Understand how to estimate the	Estimate includes all of the required material and also	Estimate includes all of the required materials.	Estimate includes some of the required materials.	Estimate includes less than 50 percent of the

cost of supplies and materials for an engineering and heavy construction project. (50 points)	includes options and costs for these options. (50 points)	(40 points)	(30 points)	required materials, or is incomplete, or is entirely absent. (0 points)
Academics 1.1 Number Sense (grade seven) 1.3: Convert fractions to decimals and percents and use these representations in estimations, computations and applications. (15 points)	Measurements are correctly converted using appropriate, listed formulas, and the results are used in all calculations. (15 points)	Measurements are correctly converted using appropriate formulas, and the results are used in all calculations. (12 points)	Measurement conversions are not correctly performed, or incorrect formulas are listed or applied. (10 points)	Measurements are not converted. (0 points)
Academics 1.1 Geometry (grades eight through twelve) 8.0: Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures. (20 points)	Uses appropriate, listed formulas and calculations are correctly performed and are within desired range. (20 points)	Uses appropriate formulas and calculations are correctly performed and within the desired range.	Uses appropriate formulas, but there are errors in the calculations are not within the appropriate range. (15 points)	Does not use appropriate formulas or calculations. (0 points)
Communications 2.4 Listening and Speaking Strategies and Applications (grades nine and ten) 2.5: Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects): e. Structure ideas and	Delivers speech with all details in a clear, coherent, and interesting fashion. (15 points)	Delivers speech with the most important details presented in a clear fashion. (10 points)	Delivers speech with limited detail and clarity. (5 points)	Speech cannot be understood. Or, the details are not presented or are not correct. Or, the student does not deliver the speech. (0 points)

arguments in a coherent, logical fashion. f. Use rhetorical devices to support assertions (e.g by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy). g. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. h. Anticipate and address the listener's concerns and counter-arguments (15 points)				

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Engineering and Heavy Construction

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.

High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Apprentice Engineer* • Laborer	• Iron Worker • Heavy Construction Journeyman* • Electrician* • Plumber* • Contractor*	• Engineer • Business owner • Engineering and Heavy Construction Instructor*

Mechanical Construction Pathway

Sample course sequences in the Mechanical Construction pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Technology Core • Exploring Technology • Construction 1	• Construction 1 • Construction 2	• Electrical Wiring • Building Construction • Plumbing	• Drafting • Architectural Drawing • Orientation to Apprenticeship • Algebra • English Composition/Writing

Sample of appropriate foundation and pathway standards for the Construction 2 course in the Mechanical Construction pathway:

Sample appropriate foundation standards
Academics 1.1 Number Sense (grade seven) 1.2: Add subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take rational numbers to whole-number powers.
Academics 1.1 Number Sense (grade seven) 1.3: Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.
Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.a: Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
Career Planning and Management 3.1: Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
Ethics and Legal Responsibilities 8.2: Understand the concept and application of ethical and legal behavior consistent with workplace standards.
Demonstration and Application 11.0: Students demonstrate and apply the concepts in the foundation and pathway standards.
Sample appropriate pathway standards
C5.1: Students understand the safe use of electrical materials and electrical connections procedures.
C6.0: Students understand the variety of building phases, systems, and techniques used in mechanical construction.

C6.2: Students understand processes and materials appropriate to architectural design and mechanical construction (e.g., structural, electrical, mechanical, and finish phases.)

Sample analysis (or "unpacking") of a standard for the Construction 2 course in the Mechanical Construction pathway:

Standard	Mechanical Construction Pathway C6.0: Students understand the variety of building phases, systems, and techniques used in mechanical construction.	
Standard subcomponent	Mechanical Construction Pathway C6.2: Students understand processes and materials appropriate to architectural and mechanical construction (e.g., structural, mechanical, and finish phases).	
Course level	❑☐Introductory X☐Concentration ❑☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. NEC code for outlet and switch wiring 2. Parts and purposes of electrical fixtures 3. Wire colors and purposes	1. Cite NEC code for outlet and switch wiring. 2. Explain and describe parts and purposes of electrical fixtures. 3. Explain and describe purpose of color coding electrical wires and list what color codes mean.
	Skills	Benchmark
What should students be able to do? At what level?	1. Wire stripping 2. Connect wires to terminals 3. Attach devices to box	1. Cite and demonstrate minimum NEC code requirements for wiring/stripping practices. 2. Connect wires to terminals properly in a gang box. 3. Attach devices to box in accordance with NEC code.
Topics/contexts *What must be taught?*	1. Wire colors and their meanings 2. Wire connections 3. How to wire basic circuits 4. Basic NEC code	

***Sample performance task(s) based on the skills and concepts*:**

Standards: This sample performance task targets the following Building Trades and Construction industry sector foundation standards and the Mechanical Construction (MC) pathway standards.

Standard #	*Standard*
Foundation: 1.2 Investigation and Experimentation (grades nine through twelve) 1.a	Select and use appropriate tools and technology (such as computer linked probes, spreadsheets, meter) to perform tests and analyze data.
Foundation: Ethics and Responsibility 8.2	Understand the concept and application of ethical and legal behavior consistent with workplace standards.
Foundation: Demonstration	Students demonstrate and apply the concepts in the

and Application 11.0	foundation and pathway standards.
Pathway: MC C6.2	Understand processes and materials appropriate to the architectural design and mechanical construction (e.g., structural, electrical, mechanical, and finish phases).

Assignment: Wire two basic electrical circuits: a duplex outlet and a switch loop. Use a wiring board with four 4-s metal boxes attached. From each box, run non-metallic sheathed cable to perform your wiring operations. From box 1 to box 2, wire a duplex outlet and attach it to the plaster ring on box 2. After the wiring has been inspected by the instructor, pig-tail off of box 2, keeping the outlet, and wire a switch in box 3 and a light fixture in box 4. With the instructor's permission, connect the wiring to a power source and test the circuits, using a multimeter. Make sure not to do any wiring practice while the wiring board is connected to a power source.

Performance task rubric*:* Your grade will be based on the following rubric. Individual teachers should determine how to weight the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
MC 6.2: Understand processes and materials appropriate to the architectural design and mechanical construction (e.g. structural, electrical, mechanical, and finish phases) (60 points)	Connects outlets, switch, and light fixture that are operational and exceed code requirements. Work can be used as an exemplar of high-quality workmanship. (60 points)	Connects outlets, switch, and light fixture that are operational and meet code requirements. (50 points)	Connects outlets, switch, and light fixture that are operational but do not meet code. (40 points)	Connects outlets, switch, and light fixture in such a manner that they are unsafe or do not work and does not redo the work so that it meets basic standards. Or, does not complete the work. (0 points)
Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.a: Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests and analyze data.	Uses a multimeter to measure multiple qualities and sets up the meter to correct scale and operation. (10 points)	Uses a multimeter to measure voltage. (5 points)	Cannot use the multimeter unsupervised. (2 points)	Does not know how to use a multimeter. (0 points)

(10 points)				
Ethics and Legal Responsibilities 8.2: Understand the concept and application of ethical and legal behavior consistent with workplace standards. (30 points)	Knows there is a code, complies with the code in practice, and can state the code requirements for particular operations. (30 points)	Knows that there is a code and complies with the code in practice. (25 points)	Knows of the existence of the code but does not comply with the code in practice. (15 points)	Does not know of the existence of code or its requirements. (0 points)

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Mechanical Construction

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Electrician's Helper • Mechanical Construction Apprentice*	• HVAC Technician* • Mechanical Construction Journeyman * • Plumber* • Electrician*	• Engineer • Contractor* • Mechanical Construction Instructor*

Residential and Commercial Construction Pathway

Sample course sequences in the Residential and Commercial Construction pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Exploring Technology • Construction 1 • Technology Core	• Construction 2	• Carpentry • Construction Technology	• Drafting • Orientation to Apprenticeship • Algebra • English Composition/Writing

Sample of appropriate foundation and pathway standards for the Carpentry course in the Residential and Commercial Construction pathway:

Sample appropriate foundation standards
Academics 1.1 Number Sense (grade seven) 1.2: Add subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take rational numbers to whole-number powers.

Academics 1.1 Number Sense (grade seven) 1.3: Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.
Academics 1.1 Geometry (grades eight through twelve) 8.0: Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.
Academics 1.1 Geometry (grades eight through twelve) 15.0: Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles.
Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.a: Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
Communications 2.3 Written and Oral English Language Conventions 1.4: Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
Career Planning and Management 3.1: Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
Leadership and Teamwork 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment goals.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
D1.0: Students understand measurement systems in the planning and layout process used in the residential construction industry.
D2.0; Students understand the safe and appropriate use of hand tools common to the residential and commercial construction industry.
D3.0: Students understand the safe and appropriate use of portable power tools common to the residential construction industry and are appropriate to the individual student's level.
D4.0: Students understand the safe and appropriate use of stationary power tools common to the cabinetmaking and wood products industry.
D5.0: Students understand procedures and processes as they occur in the cabinetmaking and wood products industry.
D6.0: Students understand the variety of building phases, systems, and techniques used in residential and commercial construction.

5873 ***Sample analysis (or "unpacking") of a standard for the Carpentry course in***
5874 ***the Residential and Commercial Construction pathway:***

Standard	Commercial Construction Pathway D6.0: Students understand the variety of building phases, systems, and techniques used in residential and commercial construction.	
Standard subcomponent	Commercial Construction Pathway D6.2: Understand the processes and materials (e.g., structural, electrical, mechanical, finish) appropriate to the architectural design and mechanical construction.	
Course level	❑☐Introductory❑☐Concentration X☐Capstone	
	Concepts	Benchmark
What do students need to know? At	1. Structural parts of a simple gable roof 2. Understand the Pythagorean	1. Identify all parts of a gable roof. 2. Apply the Pythagorean theorem in calculating length of rafters to

what level?	theorem to calculate rafter length 3. Layout of rafter cuts 4. Nailing requirements for roof assembly	within 1/8" of desired length. 3. Demonstrate the use of framing square and speed square to mark bird's mouth and ridge cut. 4. Recite nail requirements for roof assembly.
	Skills	Benchmark
What should students be able to do? At what level?	1. Use of circular saw to make rafter cuts. 2. Measuring and layout of rafters. 3. Assembling roof parts.	1. Cut material within 1/16" to drawn lines for rafters. 2. Use a tape measure to measure and mark within 1/16" of desired length of rafters. 3. Properly assemble roof parts by nailing off ridge to rafters and toenail rafters to double top plate.
Topics/contexts What must be taught?	1. How to calculate rafter length using calculator and Pythagorean theorem 2. The parts of the roof structure 3. How to assemble roof parts	

***Sample performance task based on the skills and concepts*:**

Standards: This sample performance task targets the following Building Trades and Construction industry sector foundation standards and Residential and Commercial Construction (RCC) pathway standards.

Standard #	*Standard*
Foundation: Academics 1.1 Geometry (grades eight through twelve) 15.0	Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles.
Foundation: Leadership and Teamwork 9.3	Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts in the foundation and pathway standards.
Pathway: RCC D6.2	Understand the process and materials (e.g., structural, electrical, mechanical, finish) appropriate to the architectural design and mechanical construction.

Assignment: Construct a roof structure for a wood frame building. Calculate the rafter length using the Pythagorean theorem [Academics 1.1 Geometry 15.0] and use the calculations to lay out and cut the rafters, using portable power tools to assemble the roof [RCC D6.2]. Divide into work groups and assemble the structure according to the building code[Leadership and Teamwork 9.3; RCC D6.2].

***Performance task rubric**:* Your grade will be based on the following rubric. Individual teachers should determine how to weigh the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
RCC D6.2: Understand the process and materials (e.g. structural, electrical, mechanical, finish) appropriate to the architectural design and mechanical construction. (50 points)	The student knows the parts of the roof and required rafter cuts, measures accurately, and lays out cuts according to plans. The student cuts parts to 1/16" of specific length and assembles parts according to building code. (50 points)	The student knows the parts of the roof and the required rafter cuts, measures accurately, and lays out cuts according to plans. (40 points)	The student knows the parts of the roof structure. (10 points)	The student does not know the parts of the roof structure. (0 points)
Academics 1.1 Geometry (grades eight through twelve) 15.0: Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles. (25 points)	The student calculates rafter length correctly using the Pythagorean theorem and converts the measurement from decimal feet to fractional measurement. (25 points)	The student calculates rafter length correctly in decimal feet using the Pythagorean theorem. (20 points)	The student calculates rafter length incorrectly but still knows the Pythagorean theorem. (10 points)	The student cannot calculate at all and lacks any knowledge of the Pythagorean theorem. (0 points)
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals. (25 points)	The student assesses each worker's abilities and organizes groups based on skill levels to accomplish goal and complete task. (25 points)	The student organizes groups so that every worker contributes; the goal is accomplished and the task is completed. (20 points)	The student organizes groups in a way which leads to limited participation from some workers and/or incomplete assembly. (15 points)	The student does not demonstrate any ability to organize groups or establish participation of workers. (10 points)

Note: Demonstration and Application standard 11.0 is included in all the above.

***Sample pathway occupations**:* Residential and Commercial Construction

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Heavy equipment Operator • Laborer • Carpenter Apprentice*	• Iron Worker • Welder* • Contractor* • Surveyor • Carpenter Journeyman*	• Engineer • Carpentry Instructor*

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Education, Child Development, and Family Services Industry Sector

Education, Child Development, and Family Services is one of the fastest-growing industry sectors in the nation; it is projected to grow nearly 40 percent from 2006 through 2016, during which time there will also be a large number of retirements of individuals employed in this sector.[1] The U.S. Department of Labor has found that child daycare services, individual, family, community, and vocational rehabilitation services, and community and residential elder care services are three of the ten fastest growing industries in the nation. Through 2012, teaching, another career in this sector, will be one of California's most vigorous employment areas.

This industry sector includes four interrelated pathways: Child Development, Consumer Services, Education, and Family and Human Services. Each pathway includes a sequence of at least two rigorous courses, beginning with a foundation class that leads to one or more concentration classes; the pathway concludes in at least one capstone course. Through successful completion of a career pathway, students gain skills that enable them to enter the workforce at a higher than entry-level step. These courses prepare students to succeed in any one of the careers related to the pathway.

Education, Child Development, and Family Services Industry Sector Pathways:

- Child Development
- Consumer Services
- Education
- Family and Human Services

Child Development

Sample sequence of courses in the Child Development pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Home Economics Careers and Technology Comprehensive Core I • Home Economics Careers and Technology Comprehensive Core II	• Child Development and Guidance • Child Psychology	• Careers in Child Development • Careers in Early Childhood Education	• Individual and Family Health • Foods and Nutrition • Careers in Education • Psychology • Speech

Sample of appropriate foundation and pathway standards for the Careers in Early Childhood Education course in the Child Development pathway:

Sample appropriate foundation standards
Academics 1.1 Mathematics Number Sense (grade seven) 1.2: Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
Academics 1.2 Science Investigation and Experimentation (grades nine through twelve) 1.d: Formulate explanations by using logic and evidence.
Communications 2.3 Written and Oral English Language Conventions (grades nine and ten) 1.4: Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
Leadership and Teamwork 9.0: Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
Technical Knowledge and Skills 10.17: Understand how knowledge, skills, attitudes, and behaviors learned in consumer and family studies can be transferred to advanced training and education or to careers related to the Education, Child development, and Family Services sector.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
A2.0: Students understand and apply operational procedures and organizational policies at various child care and development facilities.
A3.0: Students understand child care and development standards, licensing, regulations, and codes.
A5.0: Students understand important elements of a child's physical, intellectual, emotional, and social growth and development.
A6.0: Students understand and apply the principles of positive interactions, guidance, and discipline in the workplace.
A7.0: Students understand and apply the essential components of an effective learning environment for the early childhood classroom.
A8.0: Students understand and apply developmentally appropriate practices for curriculum development.
A9.0: Students understand and apply the principles and practices of good nutrition, health, and safety for infants and children.
A11.0: Students understand the role of teaching materials and resources in enhancing classroom instruction in child care and development programs.

Sample analysis (or "unpacking") of a standard for the Careers in Early Childhood Education course in the Child Development pathway:

Standard	Child Development Pathway A8.0: Students understand and apply developmentally appropriate practices for curriculum development.	
Standard subcomponent	Child Development Pathway A8.2: Plan and conduct activities that reinforce foundation skills, reflect an integrated and emergent curriculum, and support school readiness.	
Course level	❑☐Introductory❑ Concentration X ☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. The meaning of emergent curriculum 2. Foundation skills for children 3. The meaning of integrated curriculum 4. Components of school readiness 5. Components of a lesson plan	1. Give the basic definition of emergent curriculum and a detailed example. 2. Cite three essential foundation skills and give examples. 3. Give the basic definition of integrated curriculum and a detailed example. 4. Give the basic definition of school readiness and list five components. 5. List five components of a lesson plan and describe each.
	Skills	Benchmark
What should students be able to do? At what level?	1. Create a lesson plan. 2. Teach a lesson. 3. Assess a lesson. 4. Sequence lessons.	1. Complete a basic lesson plan using an approved template. 2. Present an appropriate ten-minute lesson to a group of students that achieves the learning objective(s). 3. Select or design and administer an appropriate assessment, interpret the data, and respond appropriately to the results. 4. Give five examples of ways a given lesson could connect to another.
Topics/contexts *What must be taught?*	1. Basic knowledge concepts 1–5 above 2. Teaching methods and assessment strategies pertinent to the lesson 3. Components of, and completion of, a basic lesson plan, including objectives, setup procedures, follow-up activities, and questions to guide learning 4. Basic classroom presentation skills 5. Scope and sequence of lesson plans	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Education, Child Development, and Family Services industry sector foundation standards and Child Development pathway (CD) standards.

Standard #	*Standard*
Foundation: Communications 2.3 Written and Oral English Language Conventions (grades nine and ten) 1.4:	Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
Foundation: Leadership and Teamwork 9.3:	Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: CD A8.2	Plan and conduct activities that reinforce foundation skills, reflect an integrated and emergent curriculum, and support school readiness.

Assignment: Working in your cooperative learning group, select a concept or skill to teach that will support a child's reading readiness for school. Develop a lesson plan that includes an activity and teach the lesson to the class. Follow these steps:

1. On a separate sheet, write out the duties of each student in your cooperative learning group [Leadership and Teamwork 9.3].
2. Work with your cooperative learning group to:

    a. Choose a concept or skill to teach
    b. Use the available resources (activity books, teacher resources, children's story books and others) to select an activity that will teach the concept or skill [CD A8.2].
    c. Describe the following items pertaining to the activity:

        - One to three objectives
        - Materials needed
        - The setup procedure
        - The directions you will give to the class (written in appropriate language and complete sentences)
        - Three questions to guide learning that you will ask the students as they perform the activity

- Two follow-up activities that could be taught the following day, week, or unit [Communications 2.3 Written and Oral English Language Conventions 1.4; CD A8.2]

3. Teach the lesson to the class [Demonstration and Application 11.0; CD A8.2]:

   a. Introduce the lesson relating the concept or skill to prior knowledge.
   b. Teach the lesson using materials listed in the "materials needed" section.
   c. Check for understanding using appropriate questions.
   d. Close the lesson.
   e. Relate this lesson to one in the future; mention one of the potential follow-up activities here.

4. Write a 200-word reflection essay evaluating your part of the teaching process [Communications 2.3 Written and Oral English Language Conventions 1.4]. You are to include:

   a. What your part was in teaching the lesson
   b. How the children responded
   c. What you did well
   d. What you learned
   e. What you would do differently next time you teach a lesson

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weigh the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
CD A8.2: Plan (and conduct) activities that reinforce foundation skills, reflect an integrated and emergent curriculum, and support school readiness.	Lesson plan is complete, with one to three objectives, three questions to guide learning, and two follow-up activities. Lesson plan and activity selection demonstrate extensive awareness of school readiness skills and foundation skills. The lesson is	Lesson plan is complete, with one to three objectives, three questions to guide learning, and two follow-up activities. Lesson plan and activity selection demonstrate awareness of school readiness skills or foundation skills. Lesson is taught using	Lesson plan is almost complete, but may be missing an objective, one of the three questions, or one of the follow-up activities. The activity selected is not closely linked to school readiness or foundation skills. Lesson is taught using some of the	Lesson is incomplete, lacking more than one of the identified components. Or, the activity is inappropriate for the age or skill levels of the target group. Or, the lesson plan is unworkable. Or, the lesson plan is absent. The lesson plan is not followed

	taught using all the plan components and students in the class demonstrate improvement in achievement of the objective(s).	the plan components and students in the class demonstrate a minor increase in the achievement of the objective(s).	plan components; students demonstrate limited achievement of the objective(s).	during teaching, and the students being taught show no skill improvement or learning from the lesson.
Communications 2.3 Written and Oral English Language Conventions (grades nine and ten) 1.4: Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	Lesson plan and reflection are well written and comprehensible. Lesson plan and reflection contain no grammatical or spelling errors. Reflection is 300+ words.	Lesson plan and reflection are comprehensible. Lesson plan and comprehension contain a total of one to three grammatical and/or spelling errors. Reflection is 200–299 words.	Lesson plan and reflection are comprehensible. Lesson plan and reflection contain more than three grammatical and/or spelling errors total. Reflection is less than 200 words.	Lesson plan or reflection is not comprehensible. Or, lesson plan or reflection contains grammatical and spelling errors so extensive they interfere with the reader's ability to understand the work.
Teamwork and Leadership 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.	Teacher observation and written plan show student taking leadership in organizing group work and structuring individual work effectively.	Teacher observation and written plan show student helping to organize group work and structuring individual work effectively.	Teacher observation and written plan show student following the group work plan and adequately structuring individual work.	Teacher observation shows student not following the group work plan or not structuring individual work.

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Child Development

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Child Care Provider • Preschool Aide • After School Program Supervisor*	• Preschool Teacher* • Head Start Teacher* • Parent Educator • Teacher's Aide	• Children's Library Media Assistant Specialist* • Child Protection Social Worker*

• Family Child Care Supervisor • Infant Caregiver		• Preschool Director* • School or Adoption Counselor* • Child Psychologist*

Consumer Services

Sample sequence of courses in the Consumer Services pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Home Economics Careers and Technology Comprehensive Core I • Home Economics Careers and Technology Comprehensive Core II	• Consumer Education • Economics for Living	• Careers in Consumer Services • Consumer, Personal, and Financial Services	• Careers in Education • Economics • Psychology • Marketing, Sales, and Service • Government

Sample of appropriate foundation and pathway standards for the Careers in Consumer Services course in the Consumer Services pathway:

Sample appropriate foundation standards
Academics 1.1 Mathematics Number Sense (grade seven) 1.1: Read, write, and compare rational numbers in scientific notation (positive and negative powers of ten) with approximate numbers using scientific notation.
Academics 1.3 History and Social Science Principles of Economics (grade twelve) 12.1: Students understand common economic terms and concepts and economic reasoning.
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.6: Develop presentations by using clear research questions and creative and critical research strategies.
Leadership and Teamwork 9.2: Understand the ways in which preprofessional associations, such as FHA-HERO, and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
Technical Knowledge and Skills 10.6: Understand the process of making consumer decisions, including the comparison of goods and services.
Technical Knowledge and Skills 10.17: Understand how knowledge, skills, attitudes, and behaviors learned in consumer and family studies can be transferred to advanced training and education or to careers related to the Education, Child Development, and Family Services sector.
Sample appropriate pathway standards
B1.0: Students understand important aspects of the consumer services industry and the role of the industry in state, local, and global economies.

B2.0: Students understand the principles of effective workforce and organizational management, including the roles and responsibilities of management and employees.
B4.0: Students understand essential consumer protection laws and regulations.
B5.0: Students understand consumer rights and responsibilities in the consumer services industry.
B6.0: Students understand the significance of national and international influences, current events, and diversity within the consumer services industry.
B7.0: Students understand customer relationships and their impact on businesses and employees in the consumer services industry.
B9.0: Students understand important consumer programs and services provided by energy, environmental, and resource management businesses.
B10.1: Understand the trends that affect customer demand for products and services.

Sample analysis (or "unpacking") of a standard for the Careers in Consumer Services course in the Consumer Services pathway:

Standard	Consumer Services Pathway B5.0: Students understand consumer rights and responsibilities in the consumer services industry.	
Standard subcomponent	Consumer Services Pathway B5.4: Know effective strategies that consumers can use when exercising their rights and accepting their responsibilities.	
Course level	❑☐Introductory❑ Concentration X ☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Basic consumer rights and responsibilities 2. The Consumer Bill of Rights and Responsibilities 3. Ways consumers can exercise their rights 4. Ways consumers can meet their responsibilities	1. Give the basic definition of consumer rights and responsibilities. 2. Cite all eight consumer's rights and three responsibilities and give examples. 3. Cite three ways consumers can exercise their rights and give examples. 4. Cite three ways consumers can meet their responsibilities and give examples.
	Skills	Benchmark
What should students be able to do? At what level?	1. Exercise consumer rights. 2. Evaluate consumer purchases. 3. Resolve conflicts and issues related to the	1. Assess consumer products for safety, information, service, and environmental health. 2. Use critical thinking to

	purchase process.	evaluate consumer purchases from the perspective of rights and responsibilities. 3. Develop appropriate resolution strategies for issues of potential conflict related to purchasing.
Topics/contexts *What must be taught?*	1. Basic knowledge concepts 1–4 above 2. How Consumer Bill of Rights knowledge is applied to consumer choices and purchase situations 3. Strategies to evaluate consumer purchase choices 4. Strategies for resolution/redress	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Education, Child Development, and Family Services industry sector foundation standards and Consumer Services pathway (CS) standards.

Standard #	*Standard*
Foundation: Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.6:	Develop presentations by using clear research questions and creative and critical research strategies.
Foundation: Leadership and Teamwork 9.2:	Understand the ways in which preprofessional associations, such as FHA-HERO, and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
Pathway: CS B5.0:	Students understand consumer rights and responsibilities in the consumer services industry.
Pathway: CS B5.4:	Know effective strategies that consumers can use when exercising their rights and accepting their responsibilities.

Assignment: Work with a team to develop a presentation on the Consumer Bill of Rights and Responsibilities for the FHA-HERO Career Competition in Consumer Education.

1. Create a survey to identify expectations and responsibilities consumers have regarding products and services [Communications 2.2 Writing Strategies and Applications 1.6]. Develop a minimum of ten questions. Survey a minimum of 30 consumers.
2. Record and analyze the results and key findings of the survey.
3. Select two products described in the survey and assess them for their safety, availability and quality of product information, service agreement, and potential concerns with Environmental Protection.

4. Develop a poster (standard size) illustrating the key findings of the study [Communications 2.2 Writing Strategies and Applications 1.6].
5. Design an informative tri-fold brochure to educate about each component of the Consumer Bill of Rights and Responsibilities. Use the information from the textbook and your research to provide concrete examples for the brochure [CS B5.4].
6. Prepare a presentation to inform consumers about all eight components of the Consumer Bill of Rights and Responsibilities. Include information about the survey and product analyses to illustrate how consumers exercise or don't exercise their rights and responsibilities [CS B5.0].
7. Give the illustrated presentation at a FHA-HERO qualifying competition [Leadership and Teamwork 9.2].

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weigh the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
CS B5.0: Understand consumer rights and responsibilities in the consumer services industry.	Brochure and presentation thoroughly, clearly, and concisely address all eight consumer rights and responsibilities with multiple, extended examples from survey findings.	Brochure and presentation address each of the eight consumer rights and responsibilities. Survey findings relating to consumer rights and responsibilities are mentioned in the presentation.	Brochure and presentation address each of the eight consumer rights and responsibilities. Survey findings are not mentioned.	Brochure and/or presentation do not address each of the eight consumer rights and responsibilities. Survey findings are not mentioned.
CS B5.4: Know effective strategies that consumers can use when exercising their rights and accepting their responsibilities.	Consumer rights strategies used to analyze consumer products for safety, information, service, and environmental protection are performed on at least two products and show validity and attention to detail. Brochure and	Consumer rights strategies used to analyze consumer products for safety, information, service, and environmental protection are performed on two products and show validity but lack attention to detail. Brochure and presentation give	Consumer rights strategies used to analyze consumer products for safety, information, service, and environmental protection are limited to one product and lack validity and attention to detail. Brochure and presentation offer	Consumer rights strategies used to analyze consumer products are not completed. Brochure and/or presentation lack effective strategies. Or, examples are not offered for most of the rights and responsibilities.

	presentation offer multiple strategies that are clearly defined with multiple relevant examples for each consumer right and responsibility.	one effective strategy and example for each consumer right and responsibility.	a strategy and example for most of the consumer rights and responsibilities.	
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.6: Develop clear presentations by using clear research questions and creative and critical research strategies.	Student creates an informative poster regarding survey on consumer decisions and experiences. Survey involves ten questions and a sample of 36 or more consumers. Questions are well-phrased, not repetitive, thorough, and comprehensive.	Student creates an informative poster regarding survey on consumer decisions. Survey involves seven questions and a sample of 30–35 consumers. Questions are well-phrased, not repetitive, thorough, and comprehensive.	Student creates an informative poster regarding survey on consumer decisions. Survey involves four questions and a sample of 20–29 consumers. Most questions are well-phrased, not repetitive, and comprehensive.	Student creates a poster that lacks survey information. Or, student does not create a poster. Survey involves fewer than three questions for a sample of fewer than 20 consumers. Most questions are phrased incorrectly, are repetitive, or are not comprehensive.
Leadership and Teamwork 9.2: Understand the ways in which pre-professional associations such as FHA-HERO and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.	Student prepares and delivers a highly rated, comprehensive, and thorough Consumer Education presentation at the FHA-HERO qualifying competition.	Student prepares and presents Consumer Education event for qualifying competition, meeting all requirements.	Student's preparation and/or presentation of Consumer Education event for qualifying competition does not meet all requirements.	Student does not compete or is disqualified.

6003

6004

Sample pathway occupations: Consumer Services

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Product Demonstrator • Customer Service Representative • Consumer Complaint Clerk • Display Clerk • Shipping, Receiving Clerk	• Insurance Representative* • Property Manager • Consumer Credit Manager • Public Relations Representative • Consumer Products Tester	• Certified Financial Planner* • Consumer Affairs Director • Consumer Economist • Product and Development Researcher • Consumer Information Specialist

Education

Sample sequence of courses in the Education pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Home Economics Careers and Technology Comprehensive Core I • Home Economics Careers and Technology Comprehensive Core II	• Human Growth and Development • Psychological Development of Children	• Careers in Education • Teaching Careers • Teaching and Learning	• Individual & Family • Health • Careers with Children • Food and Nutrition • Psychology • Speech

Sample of appropriate foundation and pathway standards for the Careers in Education course in the Education pathway:

Sample appropriate foundation standards
Communications 2.3 Written and Oral English Language Conventions (grades nine and ten) 1.2: Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
Technical Knowledge and Skills 10.3: Understand the importance of studying child growth and development from infancy through adolescence.
Technical Knowledge and Skills 10.4: Understand positive guidance and discipline techniques that promote feelings of self-worth as they apply to the developmental stages of children.

Technical Knowledge and Skills 10.5: Understand the value and methods of providing infants, children, and adolescents with play and developmentally appropriate learning activities.
Technical Knowledge and Skills 10.12: Understand strategies and resources for managing conflicts and crises.
Demonstration and Application 11.0: Students demonstrate and apply the concepts in the foundation and pathway standards.
Sample appropriate pathway standards
C2.1: Know when and how to use correct procedures at the classroom level (e.g., attendance; observations; evaluations; illness, incident, accident, and injury reports).
C3.1: Know the critical health and safety procedures that are used at a school site.
C5.4: Know the best educational practices for the inclusion of children and adolescents with special needs.
C6.1: Understand common behavior problems, possible causes, and potential solutions.
C6.2: Understand strategies for effective classroom management, including appropriate discipline.
C6.3: Know the types of positive guidance techniques that are used in various stages of a child's development.
C6.4: Know how to support the development of a positive self-image and self-esteem as well as independence and respect for oneself and others.
C9.2: Understand issues of diversity and how to exhibit sensitivity to cultural differences.

Sample analysis (or "unpacking") of a standard for the Careers in Education course in the Education pathway:

Standard	Education Pathway C6.0: Students understand the roles of positive interaction, guidance, and discipline in the educational environment.	
Standard subcomponent	Education Pathway C6.2: Understand strategies for effective classroom management, including appropriate discipline.	
Course level	❑☐Introductory ❑☐Concentration X☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. The elements of effective classroom management 2. Classroom routines and procedures 3. Classroom discipline 4. How classroom routines and procedures affect student discipline 5. The way physical environments affect classroom discipline and behavior	1. List ten examples of effective classroom management. 2. List and describe ten effective classroom routines and procedures. 3. Give a basic definition of classroom discipline and describe three examples of effective classroom discipline. 4. Give two examples of the relationship between specific classroom routines and procedures and student discipline. 5. Describe four characteristics of

		the ideal physical environment and why it prevents undesirable student behavior. Give examples of how other physical environments may affect classroom discipline and behavior.
	Skills	Benchmark
What should students be able to do? At what level?	1. Observe and record the elements of an effective classroom. 2. Conduct basic classroom routines and procedures. 3. Know how to modify and design the physical layout of a classroom to create a positive learning environment.	1. Observe and record at least five aspects of the physical layout and teacher-student interaction in a classroom. 2. Correctly demonstrate at least two classroom routines and procedures: (e.g., opening, group work, peer assistance, roll taking, lunch count). 3. Design and draw an ideal physical layout for an effective learning environment, including: physical design, classroom rules and procedures, arrangement of furniture, grouping of students, and lighting.
Topics/contexts *What must be taught?*	1. Basic knowledge and concepts 1–4 above 2. Age-appropriate key procedures and routines for the effective classroom 3. How to conduct an observation and techniques for recording observations 4. Determining the most effective physical layout for a classroom 5. Designing and drawing a physical layout	

Sample performance task based on the skills and concepts:

Standards*:* This performance task targets the following Education, Child Development, and Family Services industry sector foundation standards and Education pathway (ED) standards.

Standard #	*Standard*
Foundation: Communications 2.3 Written and Oral English Language Conventions (grades nine and ten) 1.2:	Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
Foundation: Leadership and Teamwork 9.3	Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts in the foundation and pathway standards.
Pathway: ED C6.2	Understand strategies for effective classroom management, including appropriate discipline.

Assignment:

1. In your cooperative learning group, use the textbook, Internet, and other resources to identify recommended classroom management strategies, including physical layout. Create a checklist of these recommendations [Leadership and Teamwork 9.3; Communications 2.3 Written and Oral English Language Conventions 1.2; ED C6.2].
2. At the school where you intern, select a grade level to observe. During your observation, use the checklist to identify effective classroom management strategies. Add to the list any elements of an effective classroom environment that are not on the list, including physical layout, attractiveness, space arrangement, grouping of students, lighting, and other elements [Communications 2.3 Written and Oral English Language Conventions 1.2; ED C6.2].
3. Discuss observations with your cooperative learning group and create graffiti sheets that show at least eight findings. Present and explain graffiti sheets with the class, including effective classroom management strategies found in the literature that were not observed [Leadership and Teamwork 9.3; Communications 2.3 Written and Oral English Language Conventions 1.2; ED C6.2].
4. With your cooperative learning group, conduct an informal survey of at least five teachers about what they feel are the most important classroom rules and procedures as well as their eight most common discipline problems and how to deal with them.
5. As a team, create flashcards with scenarios depicting discipline problems on one side of the card and on the other side of the card the rules and procedures to help prevent the problems as well as effective discipline strategies to resolve them.
6. Present flashcards to the other teams. [Leadership and Teamwork 9.3; Communications 2.3 Written and Oral English Language Conventions 1.2]
7. With your cooperative learning group, design and draw the ideal physical layout for an effective learning environment. Include strategies such as physical design, classroom rules and procedures, furniture arrangement, attractiveness and lighting, and grouping of students.
8. Present the plan to the class and explain how the plan will result in a more effective learning environment [Leadership and Teamwork 9.3; Communications 2.3 Written and Oral English Language Conventions 1.2, ED C6.2].

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weigh the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
ED C6.2: Understand strategies for effective classroom management, including appropriate discipline.	Graffiti sheets list 15 examples of effective classroom management. Flashcards accurately describe ten common discipline problems that are matched with appropriate rules and procedures that could prevent them as well as strategies to resolve them. Plan for classroom management includes six or more strategies, including physical design, classroom rules and procedures, arrangement of furniture, grouping of students, attractiveness, and lighting.	Graffiti sheets list at least ten examples of effective classroom management. Flashcards describe eight common discipline problems that are matched with appropriate rules and procedures that could prevent them as well as strategies to resolve them. Plan for classroom management includes five strategies, such as physical design, classroom rules and procedures, arrangement of furniture, grouping of students, attractiveness, and lighting.	Graffiti sheets list at least six examples of effective classroom management. Flashcards describe five common discipline problems that are matched with rules and procedures that could prevent them and/or strategies to resolve them. Plan for classroom management includes four or more strategies, such as physical design, classroom rules and procedures, arrangement of furniture, grouping of students, attractiveness, and lighting.	Graffiti sheets list fewer than six examples of effective classroom management. Flashcards describe fewer than five discipline problems, or flashcards do not describe discipline problems, or problems are incorrectly matched with rules, procedures, and discipline strategies. Plan for classroom management does not include useful strategies and considers fewer than four elements of the physical environment. Or, the student does not complete graffiti sheets, flashcards, and/or plan.
Communications 2.3 Written and Oral English Language Conventions (grades nine and ten) 1.2: Understand sentence construction (e.g., parallel structure, subordination,	All written work (including graffiti sheets, interview questions, flashcards, and plan for classroom management) is free of sentence construction errors and exhibits proper	Written work (including graffiti sheets, interview questions, flashcards, and plan for classroom management) has one to two sentence construction and English usage	Written work (including graffiti sheets, interview questions, flashcards, and plan for classroom management) has three to five construction and English usage errors.	Written work (including graffiti sheets, interview questions, flashcards, and plan for classroom management strategies) is incomplete or absent. Or, written work

proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).	English usage.	errors.		has more than five construction and English usage errors. Or, written work has English usage errors of any number that cause significant confusion for the reader.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.	Teacher observes student taking leadership in organizing group and structuring individual work effectively.	Teacher observes student helping to organize group work and structuring individual work effectively.	Teacher observes student following the group work plan and adequately structuring individual work.	Teacher observes student not following the group work plan or structuring individual work.

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Education

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Teacher's Aide • Tutor • After School Program Aide • Child Care Worker • Recreation Aide	• Preschool Teacher • Preschool Director/Supervisor • Instructional Support Provider • Special Education Aide • Head Start Teacher	• Elementary, Secondary, or Postsecondary Teacher (Home Economics Careers and Technology)* • School Counselor* • Special Education Teacher* • School Administrator* • Speech and Language Therapist*

Family and Human Services

Sample sequence of courses in the Family and Human Services pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Home Economics Careers and Technology Comprehensive Core I • Home Economics Careers and Technology Comprehensive Core II	• Family and Human Development • Individual and Family Health	• Careers in Family and Human Services • Elder Care and Intergenerational Services	• Child Development • Careers in Education • Psychology • Speech

Sample of appropriate foundation and pathway standards for the Careers in Family and Human Services course in the Family and Human Services pathway:

Sample appropriate foundation standards
Academics 1.1 Mathematical Reasoning (grade seven) 1.1: Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 1.5: Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium.
Communications 2.4 Listening and Speaking Strategies and Applications (grades nine and ten) 2.6: Deliver descriptive presentations: a. Establish clearly the speaker's point of view on the subject of the presentation. b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement). c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.
Problem Solving and Critical Thinking 5.4: Apply decision-making skills to achieve balance in the multiple roles of personal, home, work, and community life.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
Technical Knowledge and Skills 10.12: Understand strategies and resources for managing crises and conflicts.
Technical Knowledge and Skills 10.15: Understand the strategies that enable persons to manage and balance personal, family, and work responsibilities to enhance productivity and attain a quality of life.

Sample appropriate pathway standards
D8.0 Students understand and apply interpersonal skills required to interact effectively with individuals and families.
D8.1 Know the strategies that promote positive interaction between individuals, families, and agencies.
D8.2 Understand effective ways to communicate and interact with culturally diverse individuals and families, such as using mediation, conflict resolution, and decision-making skills.
D8.3 Understand effective ways to teach individuals and families communication, mediation, conflict-resolution, and decision-making skills.

6066 ***Sample analysis (or "unpacking") of a standard for the Careers in***
6067 ***Family and Human Services course in the Family and Human Services***
6068 ***pathway:***

Standard	Family and Human Services Pathway D8.0: Students understand and apply interpersonal skills required to interact effectively with individuals and families.	
Standard subcomponent	Family and Human Services Pathway D8.2: Understand effective ways to communicate and interact with culturally diverse individuals and families, such as using mediation, conflict resolution, and decision-making skills.	
Course level	❑ Introductory ❑ Concentration X ☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Successful interpersonal skills 2. Strategies of effective teams 3. Conflict resolution strategies 4. Mediation	1. Identify and describe ten positive interpersonal skills that are known to be effective in dealing with family members and team members. 2. Describe ten strategies that lead to effective teamwork. 3. Define conflict, identify three advantages and three disadvantages of conflict, and describe the five basic steps of conflict resolution. 4. Define mediation and describe two mediation strategies, types of mediation and situations in which mediation is likely to be a useful strategy.
	Skills	Benchmark
What should students be able to do? At what level?	1. Demonstrate effective interpersonal and teamwork skills. 2. Resolve conflicts	1. Self-evaluate interpersonal skills and teamwork skills when working on team projects based

	successfully using conflict resolution skills. 3. Resolve conflicts successfully using mediation skills.	on a provided rubric. 2. Appropriately resolve modeled conflicts by following the steps of conflict resolution. 3. Mediate a staged conflict between two parties to a mutually agreeable resolution using the mediation process.
Topics/contexts *What must be taught?*	1. Basic knowledge concepts 1–4 above 2. How to create and work as part of an effective team 3. The importance of interpersonal skills when interacting with individuals and teams 4. Appropriate strategies to resolve conflict and mediate discussions	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Education, Child Development, and Family Services industry sector foundation standards and Family and Human Services (FHS) pathway standards.

Standard #	*Standard*
Foundation: Communications 2.4 Listening and Speaking Strategies and Applications (grades nine and ten) 2.6:	Deliver descriptive presentations: a. Establish clearly the speaker's point of view on the subject of the presentation. b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement). c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.
Foundation: Problem Solving and Critical Thinking 5.4:	Apply decision-making skills to achieve balance in the multiple roles of personal, home, work, and community life.
Foundation: Leadership and Teamwork 9.3:	Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
Pathway: FHS D8.2	Understand effective ways to communicate and interact with culturally diverse individuals and families, such as using mediation, conflict resolution, and decision-making skills.

Assignment: Working as a team with your cooperative learning group: [Leadership and Teamwork 9.3]

1. Use the textbook, Internet, and other resources to research interpersonal and teamwork skills; as a team, select the 10 interpersonal and 10 teamwork skills that you determine are most important. Be prepared to support your decisions

with information from your research [Leadership and Teamwork 9.3; FHS D8.2].

2. Present your important skill lists in class and discuss them [Communications 2.4 Listening and Speaking Strategies and Applications 2.6; FHS D8.2].
3. Prepare a checklist of essential interpersonal skills and teamwork skills. This checklist will be used by team members to assess their interpersonal skills and teamwork skills on future assignments [FHS D8.2].
4. I will supply you with interaction, conflict, and crisis scenarios. For each, identify the interpersonal and teamwork skills that are affecting the quality of the depicted relationships and/or work. Make recommendations on how the interactions could be improved. Select two of the conflicts to role-play for the class; discuss with the class what interpersonal and teamwork skills could be applied to help prevent or resolve the conflicts you portray [FHS D8.2; Communications 2.4 Listening and Speaking Strategies and Applications 2.6; Problem Solving and Critical Thinking 5.4].
5. Evaluate your own interpersonal and teamwork skills as displayed during this assignment using the checklist that your team developed. Be sure to include any skills used to prevent conflicts, mitigate conflicts, resolve conflicts, or mediate conflicts among team members [Leadership and Teamwork 9.3; FHS D8.2].

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weigh the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
FHS D8.2: Understand effective ways to communicate and interact with culturally diverse individuals and families, such as using mediation, conflict resolution, and decision-making skills.	During all activities, student displays extensive knowledge of communication, conflict resolution, and decision-making skills. Student uses multiple strategies to solve problems and advance work. All aspects of student's work show cultural sensitivity, taking into account how several cultures other than the	During all activities, student displays knowledge of communication, conflict resolution, and decision-making skills. Student uses at least two strategies to solve problems and advance work. Most aspects of student's work show cultural sensitivity to at least one culture other than the	During research, list selection, class-wide discussion, checklist creation, scenario and role play work, and personal evaluation, student displays some knowledge of communication, conflict resolution, and decision-making skills. However, the student's work does not demonstrate	The student's work indicates limited or no knowledge of communication, conflict resolution, and decision-making skills.

	student's own might approach decisions, scenarios, and problems.	student's own.	awareness of cultures other than his or her own.	
Communications 2.4 Listening and Speaking Strategies and Applications (grades nine and ten) 2.6: Deliver descriptive presentations.	The student presents both the skills list and the role playing scenarios. The presentations are clear, accurate, and factual, and establish the speaker's point of view. The student takes the role playing seriously. The presentation is an effective demonstration of at least one conflict resolution problem or strategy.	The student participates in at least one role playing scenario. The student takes the role playing seriously. The presentation is an effective demonstration of at least one conflict resolution problem or strategy.	The student participates in at least one role playing scenario. The student invests only minimal effort in the role playing or does not represent the role effectively. The presentation still functions as an effective demonstration of at least one conflict resolution problem or strategy	The student does not represent the team in any of the role playing scenarios. Or, the student does not know the role. Or, the student does not take the role playing seriously. Or, the student disrupts or undermines the role playing, obscuring the presentation's point.
Problem Solving and Critical Thinking 5.4: Apply decision-making skills to achieve balance in the multiple roles of personal, home, work, and community life.	In mediation scenarios, the student uses decision-making and problem-solving skills extensively to help others recognize different points of view and find resolution.	In mediation scenarios, the student uses decision-making and problem-solving skills at key points to help others recognize different points of view and find resolution.	In mediation scenarios, the student uses decision-making and problem-solving skills minimally to help others recognize different points of view and find resolution.	In mediation scenarios, the student does not use decision-making and problem-solving skills to help others recognize different points of view and find resolution.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.	Teacher observes student taking leadership in organizing group and structuring individual work effectively. Throughout the assignment, student applies	Teacher observes student helping to organize group work and structuring individual work effectively. Student applies communication, decision-making,	Teacher observes student following the group work plan and adequately structuring individual work. Student applies some communication, decision-making,	Teacher observes student not following the group work plan or structuring individual work. Student does not apply communication, decision-making, and conflict

	communication, decision-making, and conflict resolution skills to work well as a team member and to achieve team and task goals.	and conflict resolution skills to work well as a team member and to achieve team and task goals.	and conflict resolution skills to work well as a team member and to achieve team and task goals.	resolution skills to work well as a team member and to achieve team and task goals.

6101 ***Sample pathway occupations:*** Family and Human Services

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Residential Care Aide • Adult Day Care Worker • Homemaker's Aide • Elder Care Worker • Personal/Home Care Aide	• Certified Activities Director* • Social Services Technician Aide • Community Worker • Special Needs Case Worker	• Elder Care Coordinator • Residential Care Facility Administrator • Community Organization Director • Family Advocate • Group Home Administrator

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[1] U.S. Department of Labor, Bureau of Labor Statistics. *U.S. Occupational Outlook Handbook: Tomorrow's Jobs*. 2006. http://www.bls.gov/oco/.

Energy and Utilities Industry Sector

The Energy and Utilities sector is forecast to have significant growth in the water and sewage systems.[1] In addition, production workers' earnings are significantly higher than in most other industries. Persons with college training in advanced technology will have the best career opportunities. Because the utilities industry consists of many different companies and products, skills developed in one segment may be transferable to other segments. As a result, the variance of growth will be spread across many areas and will depend upon each segment. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Electromechanical Installation and Maintenance, Energy and Environmental Technology, Public Utilities, and Residential and Commercial Energy and Utilities. Students with skills in specific segments will be prepared to enter into the local, state, and national employment market. Energy and Utilities career pathways provide career opportunities for persons with varying levels of experience and education. Middle schools, high schools, Regional Occupational Centers and Programs, community colleges, and four-year colleges and universities provide education and training programs in energy and utilities to prepare students for the vast scope of job opportunities.

The Electromechanical Installation and Maintenance pathway provides learning opportunities for students interested in working in production, installation, maintenance and repair, including installation, maintain and repair of pipelines, power lines, how to operate and fix plant machinery, and how to monitor treatment processes. The Energy and Environmental Technology pathway provides learning experiences for students interested in energy production and environmental concerns. The student will learn how to install, repair, and maintain power generating stations, gas plants, water treatment plants and wet sewage treatment plants. The Public Utilities pathway provides learning opportunities for students interested in working toward employment or advanced training in a variety of public utility industries, including but not limited to power plant operators, power distribution and dispatching, and operation of water treatment plants or waste water plants. The Residential and Commercial Energy and Utilities pathway provides learning opportunities for students interested in performing any combination of routine calculating, posting, and verifying to obtain primary financial data and maintaining records. These include recording usage of electricity, gas, water and sewer utilities.

Energy and Utilities Industry Sector Pathways:

- Electromechanical Installation and Maintenance
- Energy and Environmental Technology
- Public Utilities
- Residential and Commercial Energy and Utilities

Electromechanical Installation and Maintenance

Sample sequence of courses in the Electromechanical Installation and Maintenance pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Exploring Technology • Technology Core	• Drafting • Consumer Electronics • Computer Applications	• CAD/CAM • Technical Writing • A+ Certification	• Algebra • Geometry • English Composition/Writing • Physics • Orientation to Apprenticeship

Sample of appropriate foundation and pathway standards for the Technology Core course in the Electromechanical Installation and Maintenance pathway:

Sample appropriate foundation standards
Academics 1.1 Mathematics Number Sense (grade seven) 1.1: Read, write, and compare rational numbers in scientific notation (positive and negative powers of ten) with approximate numbers using scientific notation.
Academics 1.1 Mathematics Algebra II (grades eight through twelve) 6.0: Students add, subtract, multiply, and divide complex numbers.
Academics 1.2 Physics (grades nine through twelve) 3.a: Students know heat flow and work are two forms of energy transfer between systems.
Academics 1.2 Science Physics (grades nine through twelve) 5.a: Students know how to predict the voltage or current in simple direct current (DC) electrical circuits constructed from batteries, wires, resistors, and capacitors.
Communications 2.1 Reading Comprehension (grades nine and ten) 2.1: Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purpose.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
A2.0: Students understand energy conversion processes and energy transmission systems used in the electromechanical installation and maintenance industry.
A2.5: Know the fundamentals of basic electrical supply components.

Sample analysis (or "unpacking") of a standard for the Technology Core course in the Electromechanical Installation and Maintenance pathway:

Standard	Electromechanical Installation and Maintenance Pathway A2.0: Students understand energy conversion processes and energy transmission systems used in the electromechanical installation and maintenance industry:

Standard subcomponent	Electromechanical Installation and Maintenance Pathway A2.5: Know the fundamentals of basic electrical supply components.	
Course level	X Introductory ❑ Concentration ❑ Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Identify electrical system components. 2. Identify current flow path in an electrical circuit.	1. Identify and label components in a four-component electrical circuit. 2. Identify current flow path within the circuit with 100 percent accuracy.
	Skills	Benchmark
What should students be able to do? At what level?	1. Solve problems involving Ohm's law.	1. Measure and compute electrical, resistance, current and voltage values in a circuit with 90 percent accuracy.
Topics/contexts What must be taught?	1. Basic knowledge concepts 1–2 above 2. Mathematical concepts relating to Ohm's law 3. Measuring values in a circuit	

***Sample performance task based on the skills and concepts*:**

Standards: This sample performance task targets the following Energy and Utilities sector foundation standards and Electromechanical Installation and Maintenance (EIM) pathway standards:

Standard #	*Standard*
Foundation: Academics 1.1 Mathematics Algebra II (grades eight through twelve) 6.0	Students add, subtract, multiply and divide complex numbers.
Foundation: Academics 1.2 Science Physics (grades nine through twelve) 5.a:	Students know how to predict the voltage or current in simple direct current (DC) electrical circuits constructed from batteries, wires, resistors, and capacitors.
Foundation: Communications 2.1 Reading Comprehension (grades nine and ten) 2.1	Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purpose.
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: EIM A2.5	Know the fundamentals of basic electrical supply components.

Assignment: Working in a group, use the schematics and materials provided to:

1. Review the schematics (ten per group) [Communications 2.1 Reading Comprehension (grades nine and ten) 2.1].
2. Determine which electrical supplies will be needed to [EIM A2.5]:

a. Correctly assemble the circuit according to the schematics specifications.
b. Identify if it is an AC or DC circuit.

3. Mathematically identify the resistance, voltage, current, and power of the circuit [Academics 1.1 Algebra II (grades eight through twelve) 6.0; Academics 1.2 Physics (grades nine through twelve) 5.a].
4. Test the circuit using electrical meters provided.

***Performance task rubric**:* Your grade will be based on the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
EIM A2.5: Know the fundamentals of basic electrical supply components. (75 points)	Student correctly identifies the supplies necessary to complete the assignment. Student successfully uses the electrical components and schematic to construct functional AC and DC circuits on the first try. (75 points)	Student correctly identifies the supplies necessary to complete the assignment. Student successfully uses the electrical components and schematic to construct a functional AC or DC circuit on the first try. (70 points)	Student correctly identifies the supplies necessary to complete the assignment. Student uses the electrical components and schematic to construct either a functional AC or DC circuits with assistance. (55 points)	Student cannot identify the supplies necessary to complete the assignment. Student cannot use the electrical components and schematic to construct functional circuit. (40 points)
Academics 1.1 Mathematics Algebra II (grades eight through twelve) 6.0: Students add, subtract, multiply and divide complex numbers. (5 points)	Using a schematic, student can mathematically solve for resistance, voltage, current, and power five out of five times. (5 points)	Using a schematic, student can mathematically solve for resistance, voltage, current, and power three out of five times. (4 points)	Using a schematic, student can mathematically solve for resistance, voltage, current, and power two out of five times. (2 points)	Student is unable to mathematically solve for resistance, voltage, current, and power using a schematic. (0 points)
Academics 1.2 Science Physics (grades nine through twelve) 5.a: Students know how to predict the voltage or current in simple direct current (DC)	Student solves ten electronic circuit problems without any errors. (15 points)	Student solves eight electronic circuit problems. (10 points)	Student solves six electronic circuit problems. (5 points)	Student is unable to solve more than five electronic circuit problems. (0 points)

electrical circuits constructed from batteries, wires, resistors, and capacitors. (15 points)				
Communications 2.1 Reading Comprehension (grades nine and ten) 2.1: Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purpose. (5 points)	Student can read schematics and predict outcomes based upon values of components and circuitry. (5 points)	Given nominal values, student can predict outcomes of a schematic. (4 points)	Student is able to read and identify components within a schematic. (2 points)	Unable to identify or predict outcomes of a schematic. (0 points)

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Electromechanical Installation and Maintenance

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Power Meter Reader • Electronic Utility Worker • Appliance Worker • Electronic Equipment Worker • Electrical Worker	• Meter Installers/Repairers • Utility Technicians • Appliance Repair Technicians • Instrument Calibration Repairers • Electrical Technician	• Meter Service Engineers* • Utility Managers • Major Appliance Design Engineer* • Instrument Design Engineers* • Electrical Engineer*

Energy and Environmental Technology

Sample sequence of courses in the Energy and Environmental Technology pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Exploring Technology • Technology Core	• Consumer Electronics • Machining • Engine Repair and Maintenance	• Electronics • Metal Manufacturing • Electronic Repair and Maintenance	• Algebra • Geometry • Physical Science • English • Orientation to Apprenticeship

Sample of appropriate foundation and pathway standards for the Consumer Electronics course in the Energy and Environmental Technology pathway:

Sample appropriate foundation standards
Academics 1.1 Mathematics Number Sense (grade seven) 1.6: Calculate the percentage of increases and decreases of a quantity.
Academics 1.2 Science Investigation and Experimentation (grades nine through twelve) 1.a: Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
Communications 2.1 Reading Comprehension (grades nine and ten) 2.6: Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 2.6: Deliver multimedia presentations: a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
B1.0: Students understand energy resources and the effects of these resources and systems on the environment.
B1.1: Know how to classify various conventional energy resources by type: depletable, nondepletable, renewable, and nonrenewable.

Sample analysis (or "unpacking") of a standard for the Consumer Electronics course in the Energy and Environmental Technology pathway:

Standard	Energy and Environmental Technology Pathway B1.0: Students understand energy resources and the effects of these resources and systems on the environment.	
Standard sub-component	Energy and Environmental Technology Pathway B1.1: Know how to classify various conventional energy resources by type: depletable, nondepletable, renewable, and nonrenewable.	
Course level	❑☐Introductory X☐Concentration ❑☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Energy resources in the four categories 2. Existing sources of energy types within California 3. How energy is stored 4. How energy is conducted 5. How energy is procured	1. Identify 100 percent accurately those that are depletable, non-depletable, renewable, non-renewable. 2. Name one example of each the following: local power companies, state power companies, out of state energy providers. 3. Cite four examples. 4. Cite one example for each energy category. 5. Describe local and statewide procurement procedures.
	Skills	Benchmark
What should students be able to do? At what level?	1. Analyze energy efficiency. 2. Demonstrate understanding of energy conservation techniques.	1. Determine which type of energy is most efficient for a given situation with 80 percent accuracy. 2. Demonstrate conservation techniques used at home, school and at least one type of business.
Topics/contexts *What must be taught?*	1. Basic knowledge concepts 1–5, above 2. Procedure to determine level of energy efficiency 3. Conservation techniques 4. Computer graphics and presentation methods	

***Sample performance task based on the skills and concepts*:**

Standards: This sample performance task targets the following Energy and Utilities sector foundation standards and Energy and Environmental Technology (EET) pathway standards:

Standard #	*Standard*
Foundation: Academics 1.1 Mathematics Number Sense	Calculate the percentage of increases and decreases of a quantity.

(grade seven) 1.6	
Foundation: Communications 2.1 Reading Comprehension (grades nine and ten) 2.6	Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).
Foundation: Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 2.6	Deliver multimedia presentations: a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly.
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: EET B1.1	Know how to classify various conventional energy resources by type: depletable, nondepletable, renewable, and nonrenewable.

Assignment: Working in cooperative learning groups of 3–5 students, complete the following task:

1. Complete a search on the web to determine the following [Communications 2.1 Reading Comprehension 2.6]:

    a. Identify the energy resources used by your local community.
    b. Determine the percentage of energy resources used by your local community from the following categories; depletable, nondepletable, renewable, non-renewable [EET B1.1].
    c. Identify the projected use of energy resources for your local community for the coming year [Academics 1.1 Number Sense 1.6].
    d. Identify the usage of energy resources for your local community during the past year in each of the four energy categories.

2. Prepare a written report including bar graphs to describe your findings [Communications 2.2 Writing Strategies and Applications 2.6].
3. Give a five- to ten-minute oral presentation using visual displays (powerpoint presentation, printed graphs and charts, etc.) [Communications 2.2 Writing Strategies and Applications 2.6].

***Performance task rubric**:* Your grade will be based on the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
EET B1.1: Know how to classify various conventional energy resources by type: depletable, nondepletable, renewable, and nonrenewable. (65 points)	Students are able to classify various conventional energy resources types giving six examples of each type used in global energy markets. (65 points)	Students are able to classify various conventional energy resources types giving four examples of each type used in the United States. (60 points)	Students are able to classify various conventional energy resources types giving two examples of each type used in the United States. (40 points)	Students are able to name the four conventional energy resource types, but classify them incorrectly. (20 points)
Academics 1.1 Mathematics Number Sense (grade seven) 1.6: Calculate the percentage of increases and decreases of a quantity. (10 points)	Students calculate the percentage of increase and decrease of energy resources for the four types of conventional energy resources, giving five examples for each. (10 points)	Students calculate the percentage of increase and decrease of energy resources for the four types of conventional energy resources, giving three examples for each. (5 points)	Students calculate the percentage of increase and decrease of energy resources for the four types of conventional energy resources, giving one example for each. (3 points)	Students calculate the percentage of increase and decrease of energy resources for up to three types of conventional energy resources. (1 point)
Communications 2.1 Reading Comprehension (grades nine and ten) 2.6: Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet). (10 points)	Students complete research on the Web to identify use of current energy resources in their state as well as at least two other states in the depletable, nondepletable, renewable and nonrenewable energy resource categories. (10 points)	Students complete research on the Web to identify use of current energy resources in their state as well as at least one other states in the depletable, nondepletable, renewable and nonrenewable energy resource categories (10 points)	Students complete research on the Web to identify use of current energy resources in their state in the depletable, nondepletable, renewable and nonrenewable energy resource categories. (2 points)	Students complete research on the Web to identify use of current energy resources in their state from two or less of the following energy resource categories: depletable, nondepletable, renewable and nonrenewable. (2 points)
Communications 2.2 Writing Strategies and Applications	Students develop and present multimedia classroom	Students develop and present multimedia classroom	Students develop and present multimedia classroom	Students develop and present multimedia classroom

(grades eleven and twelve) 2.6: Deliver multimedia presentations: a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly. (15 points)	presentation on research project outlining energy resources in local community as well as the state. Presentation includes research information from at least three sources, done in PowerPoint format. (15 points)	presentation on research project outlining energy resources in local community as well as the state. Presentation includes research information from at least two sources, done in PowerPoint format. (10 points)	presentation on research project outlining energy resources in local community as well as the state. Presentation includes research information from at least one sources, done in PowerPoint or overhead slide format. (3 points)	presentation on research project outlining energy resources in local community. Presentation includes information and is presented in overhead slide format. (1 point)

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Energy and Environmental Technology

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Energy Management Worker	• Energy Management Technician	• Energy Management Engineer*

• Environmental Pollution Worker • Utilities Worker • Waste Management Worker • Industrial Facilities Worker	• Environmental Pollution Technician • Utilities Technician • Waste Management Technician • Industrial Facilities Technician	• Environmental Engineer* • Utilities Engineer* • Waste Management Engineer* • Industrial Facilities Engineer*

Public Utilities

Sample sequence of courses in the Public Utilities pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Exploring Technology • Technology Core	• Consumer Electronics • Machining • Environmental Science	• Electronic Repair and Maintenance • Metal Manufacturing • Hazardous Materials Management	• Algebra • Geometry • English Composition/ Writing • Chemistry • Orientation to Apprenticeship

Sample of appropriate foundation and pathway standards for the Consumer Electronics course in the Public Utilities pathway:

Sample appropriate foundation standards
Academics 1.2 Science Investigation and Experimentation (grades nine through twelve) 1.a: Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphic calculators) to perform tests, collect data, analyze relationships, and display data.
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 1.3: Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 2.6: Deliver multimedia presentations: a. Combine text, images, and sound and draw information from many sources (e.g. television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly.
Demonstration and Application 11.0: Students demonstrate and apply the concepts in the foundation and pathway standards.
Sample appropriate pathway standards
C1.0: Students understand the advantages and disadvantages of energy resources in use or under research that influence or will influence the public utilities industry.
C1.1: Know the new and emerging energy resources used in the public utilities industry.

Sample analysis (or "unpacking") of a standard for the Consumer Electronics course in the Public Utilities pathway:

Standard	Public Utilities Pathway C1.0: Students understand the advantages and disadvantages of energy resources in use or under research that influence or will influence the public utilities industry.	
Standard sub-component	Public Utilities Pathway C1.1: Know the new and emerging energy resources used in the public utilities industry.	
Course level	❑☐Introductory X☐Concentration ❑☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. How energy resources are identified 2. Public utilities structure 3. Environmental impact of developing energy resources 4. Cost-effectiveness of energy resources	1. Explain the rationale for geographical and geological surveys. 2. Explain and provide a basic diagram of existing and planned state and local public utilities infrastructure. 3. Cite two examples of environmental impact for developing/expanding each of four kinds of energy resource. 4. Explain basic issues in cost-effectiveness determinations.
	Skills	Benchmark
What should students be able to do? At what level?	1. Determine kinds of energy resources currently and potentially in use by the public utilities industry.	1. List, identify, and describe major types and approximate percentages of energy resources in current use; identify the top five potential types.
Topics/contexts *What must be taught?*	1. Basic knowledge concepts 1–4, above 2. Types of energy resources 3. Environmental impact information 4. Local and state governmental sources of information 5. Local and state governmental structures affecting public utilities	

***Sample performance task based on the skills and concepts*:**

Standards: This sample performance task targets the following Energy and Utilities sector foundation standards and Public Utilities (PU) pathway standards:

Standard #	*Standard*
Foundation: Communications 2.2 Writing Strategies and Applications (grades nine and ten) 1.3:	Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
Foundation: Communications 2.2 Writing Strategies and Applications (grades eleven	a. Deliver multimedia presentations. b. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos,

and twelve) 2.6:	films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). c. Select an appropriate medium for each element of the presentation. d. Use the selected media skillfully, editing appropriately and monitoring for quality e. Test the audience's response and revise the presentation accordingly.
Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: PU C1.1:	Know the new and emerging energy resources used in the public utilities industry.

Assignment: Students are to work in cooperative learning groups of 3–5 to complete the following task:

1. Complete a search on the web to determine the following [Communications 2.2 Writing Strategies and Applications 1.3]:

    a. Identify the energy resources used by your local community [PU C1.1].
    b. Determine the percentage of energy resources used by your local community from the following categories; depletable, nondepletable, renewable, non-renewable.
    c. Identify the projected use of energy resources for your local community for the coming year.
    d. Identify the usage of energy resources for your local community during the past year in each of the four energy categories [PU C1.1].

2. Prepare a written report of 3–5 pages including bar graphs to describe your findings [Communications 2.2 Writing Strategies and Applications 2.6].
3. Give a 5–10 minute oral presentation using visual displays (powerpoint presentation, printed graphs and charts, etc.) [Communications 2.2 Writing Strategies and Applications 2.6].

Performance task rubric*:* Your grade will be based on the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
PU C1.1: Know the new and emerging energy resources used in the public utilities industry. (75 points)	Students demonstrate a clear understanding of new and emerging energy resources currently in use as well as those being developed for use in the next five years in their	Students demonstrate a clear understanding of new and emerging energy resources currently in use as well as those being developed for use in the next five years in their	Students demonstrate a clear understanding of new and emerging energy resources currently in use in their local community. (50 points)	Students demonstrate a limited understanding of energy resources currently in use in their local community. (30 points)

	local community and throughout the state. (75 points)	local community. 70 points)		
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 1.3: Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources. (15 points)	Students prepare multimedia classroom presentation and written report based on research (including Web search), periodical reviews, local and state public utility staff interviews. Report is accurate as validated by local business representatives. (18 points)	Students prepare multimedia classroom presentation and written report based on research (including Web search), periodical reviews, and local public utility staff interviews. Report is accurate as validated by local business representatives. (15 points)	Students prepare a written report based on research (including Web search), periodical reviews, and local public utility staff interviews. Report is accurate as validated by local business representatives. (10 points)	Students prepare a written report based on up to two of the following research elements: Web search, periodical reviews, and local public utility staff interviews. (3 points)
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 2.6: Deliver multimedia presentations: a. Combine text, images, and sound and draw information from many sources (e.g. television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). b. Select an appropriate medium for each element of the	Students develop and present multimedia classroom presentation on research project outlining energy resources in local community as well as the state. Presentation includes research information from at least three sources, done in PowerPoint format. (10 points)	Students develop and present multimedia classroom presentation on research project outlining energy resources in local community. Presentation includes research information from at least three sources, done in PowerPoint format. (8 points)	Students develop a classroom presentation on research project outlining energy resources in local community. Presentation includes research information from at least three sources, done in PowerPoint format. (5 points)	Students submit a written report on research project outlining energy resources in local community. (2 points)

presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly. (10 points)				

Note: Demonstration and Application standard 1.01 is included in all the above.

Sample pathway occupations: Public Utilities

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Meter Reader • Power Line Worker • Facility Worker • Waste Management Worker	• Meter Installer • Power Line Technician • Facility Technician • Waste/Sewer Technician	• Meter Design Engineer • Power Grid Engineer • Facilities Design Engineer* • Sanitation Engineer*

Residential and Commercial Energy and Utilities

Sample sequence of courses in the Residential and Commercial Energy and Utilities pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Exploring Technology • Technology Core	• Machining Facility • Woods • Drafting	• HVAC Technician • Construction • CAD/CAM	• Physical Science • Algebra • Geometry • English • Orientation to Apprenticeship

Sample of appropriate foundation and pathway standards for the Technology Core course in the Residential and Commercial Energy and Utilities pathway:

Sample appropriate foundation standards
Academics 1.1 Mathematics Number Sense (grade seven) 1.1: Read, write, and compare rational numbers in scientific notation (positive and negative powers of ten) with approximate numbers using scientific notation.
Academics 1.1 Mathematics Algebra II (grades nine through twelve) 6.0: Students add, subtract, multiply, and divide complex numbers.
Academics 1.2 Science Physics (grades nine through twelve) 3.a: Students know heat flow and work are two forms of energy transfer between systems.
Academics 1.2 Science Physics (grades nine through twelve) 5.a: Students know how to predict the voltage or current in simple direct current (DC) electrical circuits constructed from batteries, wires, resistors, and capacitors.
Communications 2.1 Reading Comprehension (grades nine and ten) 2.1: Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purpose.
Communications 2.1 Reading Comprehension (grades nine and ten) 2.6: Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).
Sample appropriate pathway standards
D3.0: Students understand the role and function of tools and machines in the residential and commercial energy and utilities industry.
D3.1: Know how to select and safely use hand and power tools, equipment, and machines common to residential and commercial energy and utilities systems.

Sample analysis (or "unpacking") of a standard for the Technology Core course in the Residential and Commercial Energy and Utilities pathway:

Standard	Residential and Commercial Energy and Utilities Pathway D3.0: Students understand the role and function of tools and machines in the residential and commercial energy and utilities industry.	
Standard sub-component	Residential and Commercial Energy and Utilities Pathway D3.1: Know how to select and safely use hand and power tools, equipment, and machines common to residential and commercial energy and utilities systems.	
Course level	X☐Introductory ❑☐Concentration ❑☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Identification of hand, power tools, equipment, and machines 2. Safety procedures and systems 3. Use of tools and machines	1. Describe residential and commercial applications of basic hand, power tools, equipment, and machines. 2. Use tools and equipment in a

		safe and proper manner. 3. Select appropriate basic tools and machines for given tasks.
	Skills	Benchmark
What should students be able to do? At what level?	1. Demonstrate the ability to use tools and machines. 2. Identify proper tools and machines used in the industry.	1. Pass safety tests associated with tools and machines. 2. Select proper tools for five classroom tasks as assigned.
Topics/contexts What must be taught?	1. Tool and machine identification 2. Safety information 3. Tool and machine use	

***Sample performance task based on the skills and concepts*:**

Standards: This sample performance task targets the following Energy and Utilities sector foundation standards and Residential and Commercial Energy and Utilities (RCEU) pathway standards:

Standard #	*Standard*
Foundation: Academics 1.2 Science Physics (grades nine through twelve) 5.a	Students know how to predict the voltage or current in simple direct current (DC) electric circuits constructed from batteries, wires, resistors and capacitors.
Foundation: Communications 2.1 Reading Comprehension (grades nine and ten) 2.6	Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: RCEU D3.1	Know how to select and safely use hand and power tools, equipment, and machines common to residential and commercial energy and utilities systems.

Assignment: For this assignment, you will:

1. Select the proper tools and equipment to safely measure, record, and evaluate components in the residential and commercial utilities involved with:

    a. Electricity (include voltage measurements) [Academics 1.2 Science Physics 5.a]
    b. Pressure
    c. Vacuum systems

2. For each tool identified, explain at least two personal and two functional safety rules [RCEU D3.1].

3. Demonstrate the operational use of at least two tools or pieces of equipment on a classroom model for each function; electrical, pressure, and vacuum [RCEU D3.1].
4. Show on the blueprint/schematic/wiring diagram where the major components are located for electrical, HVAC, and pressure systems [Communications 2.1 Reading Comprehension (grades nine and ten) 2.6].

Performance task rubric: Your grade will be based on the following:

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
RCEU D3.1: Know how to select and safely use hand and power tools, equipment, and machines common to residential and commercial energy and utilities systems. (70 points)	Students demonstrate a clear knowledge of electrical measurement tools, vacuum measurement tools, and pressure tools by identifying the tools and their use with a 95 percent success rate. (70 points)	Students demonstrate knowledge of electrical measurement tools, vacuum measurement tools and pressure tools by identifying the tools, and the use with a 75 percent success rate. (60 points)	Students demonstrate some knowledge of electrical measurement tools, vacuum measurement tools and pressure tools by identifying the tools, and the use with a 70 percent success rate. (50 points)	Students demonstrate insufficient knowledge of electrical measurement tools, vacuum measurement tools and pressure tools by identifying the tools, and the use with less than a 70 percent success rate. (40 points)
Academics 1.2 Science Physics (grades nine through twelve) 5.a: Students know how to predict the voltage or current in simple direct current (DC) electric circuits constructed from batteries, wires, resistors and capacitors. (15 points)	Students use electrical measurement tools, vacuum measurement tools and pressure tools to construct and predict the voltage or current in four simple direct current (DC) electric circuits. (15 points)	Students use electrical measurement tools, vacuum measurement tools and pressure tools to construct and predict the voltage or current in three simple direct current (DC) electric circuits. (10 points)	Students use electrical measurement tools, vacuum measurement tools and pressure tools to construct and predict the voltage or current in two simple direct current (DC) electric circuits. (5 points)	Students demonstrate a limited use of electrical measurement tools, vacuum measurement tools and pressure tools to construct and predict the voltage or current in one or fewer simple direct current (DC) electric circuits. (0 points)
Communications 2.1 Reading Comprehension	Students review and accurately identify the	Students review and accurately identify the	Students review and accurately identify the	Students review and accurately identify the

(grades nine and ten) 2.6: Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet). (15 points)	potential differences between electrical, pressure, and vacuum components, as related to four blueprint/wiring diagrams or schematics. (15 points)	potential differences between electrical, pressure, and vacuum components, as related to three blueprint/wiring diagrams or schematics. (10 points)	potential differences between electrical, pressure, and vacuum components, as related to two blueprint/wiring diagrams or schematics. (5 points)	potential differences between electrical, pressure, and vacuum components, as related to one or fewer blueprint/wiring diagrams or schematics. (0 points)

Note: Demonstration and Application standard 11.0 is included in the above.

Sample pathway occupations: Residential and Commercial Energy and Utilities

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.

High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Electrical Helper • Solar Helper • HVAC Worker • Entertainment System Helper • Industrial Maintenance Worker	• Electrician/Technician • Solar Technician* • Facilities Technician • Entertainment System Technician/Installer • Industrial Maintenance Technician/Worker	• Electrical Engineer* • Solar Engineer* • Facilities/Maintenance Engineer • Entertainment System Engineer • Industrial Maintenance Engineer

[1] U.S. Department of Labor, Bureau of Labor Statistics. *Career Guide: Utilities*. December 20, 2005. http://www.bls.gov/oco/cg/cgs018.htm.

Engineering and Design Industry Sector

The Engineering and Design sector provides a strong foundation in engineering and design for students in California. Students are engaged in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and career preparation in five pathways. Middle schools, high schools, Regional Occupational Centers and Programs, apprenticeship programs, community colleges, and four-year colleges and universities provide education and training in engineering-related occupations to prepare students for the vast scope of job opportunities in this field. The demand for engineers in a variety of specializations throughout the state and the nation will continue to remain high.[1]

The five pathways in this sector emphasize real-world, occupationally relevant experiences of significant scope and depth. To prepare students for continued training, advanced educational opportunities, and direct entry to a career, the engineering and design programs offer the following components: classroom, laboratory, and hands-on contextual learning; project- and work-based instruction; internship, community classroom, and cooperative career technical education; work experience education; and leadership and interpersonal skills development.

Engineering and Design Industry Sector Pathways:

- Architectural and Structural Engineering
- Computer Hardware, Electrical, and Network Engineering
- Engineering Design
- Engineering Technology
- Environmental and Natural Science Engineering

Architectural and Structural Engineering

Sample sequence of courses for the Architectural and Structural Engineering pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Intro to Design Drafting • Intro to CAD • Principles of Engineering • Tech Core	• Architectural Design • Design Drafting • Technical Drafting • Mechanical Drawing • Engineering Technology	• Advanced Architectural Design • Computer Aided Design (CAD/CAM) • Engineering Design	• English Composition/ Writing • Physics/Applied Physics • Geology • Chemistry

			• Mathematics-Algebra • Geometry • Trigonometry • Orientation to Apprenticeship

6284 ***Sample of appropriate foundation and pathway standards for the***
6285 ***Architectural Design course in the Architectural and Structural Engineering***
6286 ***pathway:***

Sample appropriate foundation standards
Academics 1.1 Geometry (grades eight through twelve) 15.0: Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles.
Communications 2.3 Written and Oral English Language Conventions (grades eleven and twelve) 1.2: Produce legible work that shows accurate spelling and correct punctuation and capitalization.
Career Planning and Management 3.3: Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
Technology 4.1: Understand past, present, and future technological advances as they relate to a chosen pathway.
Problem Solving and Critical Thinking 5.1: Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
Sample appropriate pathway standards
A3.0: Students understand the relationship between architecture and the external environment.
A4.0: Students understand the mechanics and properties of structural materials.
A7.0: Students understand how to systematically complete an architectural project.

6287 ***Sample analysis (or "unpacking") of a standard for the Architectural Design***
6288 ***course in the Architectural and Structural Engineering pathway:***

Standard	Architectural and Structural Engineering Pathway A3.0: Students understand the relationship between architecture and the external environment.	
Standard subcomponent	Architectural and Structural Engineering Pathway A3.4: Develop a complete set of architectural plans and drawings.	
Course level	❑☐Introductory X☐Concentration ❑☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Basic drafting concepts 2. Drawing layout 3. What drawings to include in a set of plans 4. Architectural standards 5. Styles of architecture	1. Define and explain proportion and scale. 2. Lay out all appropriate information in an organized manner. 3. List the types of drawings to be included in set of plans. 4. Cite and explain with basic standards in building codes.

		5. Describe at least six styles of architecture common in the U.S. and their distinguishing characteristics.
	Skills	Benchmark
What should students be able to do? At what level?	1. How to develop and lay out drawings. 2. How to measure accurately 3. How to complete design project that conforms to local building codes.	1. Lay out drawings correctly. 2. Use scales to measure with 100 percent accuracy. 3. Complete a set of plans that conform to all local building codes.
Topics/contexts What must be taught?	1. Basic knowledge concepts 1–5 above 2. Local building codes 3. Accurate measurement and layout techniques	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Engineering and Design sector foundation standards and Architectural and Structural Engineering (ASE) pathway standards:

Standard #	*Standard*
Foundation: Communications 2.3 Written and Oral English Language Conventions (grades eleven and twelve) 1.2:	Produce legible work that shows accurate spelling and correct punctuation and capitalization.
Foundation: Problem Solving and Critical Thinking 5.1:	Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: ASE A3.4	Develop a complete set of architectural plans and drawings.

Assignment: Choose your favorite style of architecture and develop a full set of plans and drawings for a 4000 sq. ft. multi-level custom home. The architectural style you choose will help determine the location of your lot somewhere in the continental United States. The plans should include a plot plan (may be fictitious but drawn in proper format), complete floor plans for each level, and all four elevations. Include any additional drawings necessary to get your plans permitted. Create sketches to determine the proper layout and number of drawing sheets necessary [ASE A3.4].

Draw and letter all title blocks in architectural format. Please keep in mind that you will be graded on neatness as well as accuracy [Communications 2.3 Written and Oral English Language Conventions 1.2]. You will receive additional points for creativity [Problem Solving and Critical Thinking 5.1]. Produce a set of clean and

6305 smudge-free drawings, making sure that all information is clearly stated and your
6306 line work is well defined, using proper line weights and types. Use your text as a
6307 reference to make sure you have accurate information regarding architectural
6308 standards [ASE A3.4].

6309 ***Performance task rubric****:* Your grade will be based on the following rubric.
6310 Individual teachers will determine the appropriate point and weight value for each
6311 level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
ASE A3.4: Develop a complete set of architectural plans and drawings.	The set of architectural plans and drawings is clean, complete, and executed to a professional standard. Plans are innovative and use unique elements that work well with the architectural style.	The set of architectural plans is clean and complete. Plans are competently executed with some creative touches.	The set of architectural plans is complete. Some errors exist and the work may not be smudge-free.	The set of architectural plans is incomplete and may contain errors and smudges.
Communications 2.3 Written and Oral English Language Conventions (grades eleven and twelve) 1.2: Produce legible work that shows accurate spelling and correct punctuation and capitalization.	All work is comprehensible and legible, with accurate spelling and correct punctuation and capitalization. Organization and presentation of work are flawless.	All work is comprehensible and legible, with accurate spelling and correct punctuation and capitalization.	Work is legible, but contains some errors in spelling, punctuation and/or capitalization. Work shows less than a desirable level of effort.	Work contains many errors and omissions and shows little or no effort.
Problem Solving and Critical Thinking 5.1: Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.	Using logic and critical thinking skills, students produce a very accurate set of drawings. Scale and proportion are replicated accurately through analysis and observation. Creative solutions are used in an	Using logic and critical thinking skills, students produce an accurate set of drawings. Scale and proportion are replicated satisfactorily through analysis and observation. Creative solutions are used in an	Using logic and critical thinking skills, students produce a set of drawings. Scale and proportion are replicated with some deficiencies through analysis and observation. Creative solutions are not used	Using minimal logic and critical thinking skills, students produce a set of drawings. Scale and proportion are not replicated well. Creative solutions are not used.

	exceptional manner.	average manner.	effectively.	

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample Pathway Occupations: Architectural and Structural Engineering

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Junior Drafter • CAD Technician • Construction Apprentice • Engineering Aide • Drafting Apprentice	• Drafter/Designer • Plan Checker • Engineering Technician • Surveyor • Estimator	• Architect* • Industrial Designer* • Civil Engineer* • Structural Engineer* • Instructor*

Computer Hardware, Electrical, and Network Engineering

Sample sequence of courses in the Computer Hardware, Electrical, and Network Engineering pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Tech Core • Electricity/ Electronics • Computer Fundamentals • Exploring Technology	• Computer Systems Design/ Maintenance • Electrical Codes and Systems • Computer and Communications Networking	• Essentials of Information Technology (A+) • Electrical/ Electronic Technology • Computer Networking and Administration	• Physics • English Composition • Mathematics- Algebra, Geometry, Trigonometry • Orientation to Apprenticeship

Sample of appropriate foundation and pathway standards for the Computer Systems Design/Maintenance course in the Computer Hardware, Electrical, and Network Engineering pathway:

Sample appropriate foundation standards
Academics 1.1 Geometry (grades eight through twelve) 15.0: Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles.
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.6: Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
Communications 2.4 Listening and Speaking Strategies and Applications (grades nine and ten) 1.7: Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

Career Planning and Management 3.3: Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
Technology 4.1: Understand past, present and future technological advances as they relate to a chosen pathway.
Sample appropriate pathway standards
B4.0: Students understand computer systems and solve computer-related problems from an engineering perspective.
B5.0: Students understand the design process and how to solve analysis and design problems.
B3.0: Students know the fundamentals of the theory, measurement, control, and applications of electrical energy, including alternating and direct currents.

Sample analysis (or "unpacking") of a standard for the Computer Systems Design/Maintenance course in the Computer Hardware, Electrical, and Network Engineering pathway:

Standard	Computer Hardware, Electrical, and Networking Engineering Pathway B5.0: Students understand the design process and how to solve analysis and design problems.	
Standard subcomponent	Computer Hardware, Electrical, and Networking Engineering Pathway B5.6: Build a prototype from plans and test it.	
Course level	❑☐Introductory X☐Concentration ❑☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. The appearance of components 2. Plans and diagrams	1. Identify all device components. 2. Identify elements of plans/diagrams with 75 percent accuracy.
	Skills	Benchmark
What should students be able to do? At what level?	1. How to place components as specified in plans or diagrams. 2. How to assemble a prototype device or system. 3. How to evaluate the performance of a prototype device or system.	1. Place components with 75 percent accuracy. 2. Perform all assembly steps without error or hesitation. 3. Test a prototype device or system and determine if it meets design criteria.
Topics/contexts *What must be taught?*	1. Basic knowledge of system components, their symbols, and their characteristics 2. Basic knowledge of fabrication and assembly 3. Knowledge of testing devices or system functions	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Engineering and Design industry sector foundation standards and Computer Hardware, Electrical, and Network Engineering (CHENE) pathway standards:

Standard #	*Standard*
Foundation: Communications 2.4 Listening and Speaking Strategies and Applications (grades nine and ten) 1.7:	Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
Foundation: Leadership and Teamwork 9.3:	Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: CHENE B5.6:	Build a prototype from plans and test it.

Assignment: You will participate with a four-member prototype development and assembly team. Your team will brainstorm and develop a plan to assemble and evaluate an experimental electronic or computer-operated device, network, or system. Each of you will participate in identifying and correctly placing components in the assembly or system. Checks will be made by your teams to assure that the plans are being followed, or that modifications are made when necessary in order to produce a working product [CHENE B5.6].

Upon completion, the device or system will be tested to pre-formulated performance standards to determine if it functions as designed. Additionally, your team will produce a presentation that will include computer generated graphics in at least 12 slides that will be given in front of your classmates to demonstrate that the conditions of the assignment were met [2.4 Listening and Speaking Strategies and Applications 1.7; Leadership and Teamwork 9.3].

The completed project and presentation will give evidence that each team member will have the ability to:

- Identify components.
- Fabricate assemblies or subassemblies.
- Analyze information.
- Find solutions to problems.
- Evaluate the performance of a prototype and redesign, when necessary, on the basis of collected data.

[CHENE B5.6; Leadership and Teamwork 9.3]

Performance task rubric*:* Your grade will be based on the following rubric. Individual teachers will determine the appropriate point and weight values for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
CHENE B5.6: Students understand the	The item is fabricated in a manner that	The item is fabricated with only minor flaws	Project has three or more minor flaws when	Project has one or more major flaws that preclude it

design process and how to solve analysis and design problems.	meets industry standards for quality. Collected and interpreted data verify that it works as designed.	when compared with industry standards. The project meets but does not exceed design criteria, according to collected data.	compared with industry standards. The project failed to meet one or two design criteria, according to collected data.	from meeting industry standards. Data collection is incomplete. Project does not function as designed.
Communications 2.4 Listening and Speaking Strategies and Applications (grades nine and ten) 1.7: Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.	The team produces and presents computer rendered and visually projected slides. The presentation is clear and comprehensive, and involves all team members.	The team produces and presents computer rendered and visually projected slides. Each member participates in an oral report that explains the project.	The team produces and presents a minimal computer rendered and visually projected slides presentation. Only some members participate in an oral report that explains the project.	The team fails to produce and presents visually projected slides. Only some members participate in an oral report that explains the project.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.	The team is observed working cooperatively and effectively. All members participate and contribute. Effective use is made of the tools of TQM and QI. Project is completed before the deadline.	The team is observed working effectively. Most members participate and contribute. Effective use is made of the tools of TQM and QI. Project is completed no later than the deadline.	The team is observed working with a minimum of cooperation. Not all members participate and contribute. Minimal use is made of the tools of TQM and QI. Project is completed later than the deadline.	The team is observed not working cooperatively. Not all members participate and contribute. Ineffective or no use is made of the tools of TQM and QI. Project is completed late.

Note: Foundation Demonstration/Application 11.0 is included in all the above.

Sample Pathway Occupations: Computer Hardware, Electrical, and Network Engineering

Sample of pathway occupations organized by level of education and training required for workforce entry. (Asterisked occupations require certification or licensure.)		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Electrician's Helper • Telecommunications/ Security Equipment Installer	• Electrician* • Telecommunications Technician	• Electrical Engineer* • Telecommunications Engineer

• Computer Equipment Installer • Computer Repairer • Apprentice Electrician	• Computer Networking Technician* • Computer Technician* • Journeyman Electrician	• Computer Engineer • Network Administrator • Instructor*

Engineering Design

Sample sequences of courses in the Engineering Design pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Intro to Drafting • Intro to CAD • Principles of Technology • Exploring Technology	• Design Drafting • Mechanical Drawing • Architectural Design • Engineering Technology	• Computer-Aided Design (CAD) • Advanced Architectural Design • Engineering Design • Electrical/ Mechanical Technology	• Physics • English Composition/Writing • Mathematics-Algebra Geometry • Trigonometry • Calculus • Metal/Materials Analysis

Sample of appropriate foundation and pathway standards for the Engineering Design course in the Engineering Design pathway:

Sample appropriate foundation standards
Academics 1.1 Geometry (grades eight through twelve) 15.1: Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles.
Communications 2.3 Written and Oral English Language Conventions (grades eleven and twelve) 1.2: Produce legible work that shows accurate spelling and correct punctuation and capitalization.
Career Planning and Management 3.3: Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
Technology 4.1: Understand past, present, and future technological advances as they relate to a chosen pathway.
Problem Solving and Critical Thinking 5.1: Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
C2.0: Students understand the effective use of engineering design equipment.
C4.0: Students use proper projection techniques to develop orthographic drawings.
C7.0: Students understand the sketching process used in concept development.

Sample analysis (or "unpacking") of a standard for the Engineering Design course in the Engineering Design pathway:

Standard	Engineering Design Pathway C4.0: Students use proper projection techniques to develop orthographic drawings.	
Standard sub-component	Engineering Design Pathway C4.2: Understand the orthographic projection process for developing multiview drawings.	
Course level	❑☐Introductory❑☐Concentration X☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Drafting equipment 2. View layout 3. Orthographic projection 4. Multi-view drawing	1. Identify and explain use of all drafting equipment. 2. Describe multi-view layouts. 3. Define and explain orthographic projection. 4. Define steps used in orthographic projection to develop a multi-view drawing.
	Skills	Benchmark
What should students be able to do? At what level?	1. How to correctly lay out drawing 2. How to measure accurately 3. Sketching techniques 4. How to transfer information from one view to another in a multi-view drawing	1. Lay out drawing with 90 percent accuracy. 2. Use scales to measure with 100 percent accuracy. 3. Use at least three different sketching techniques. 4. Transfer information from one view to another in a multi-view drawing with 90 percent accuracy.
Topics/contexts What must be taught?	1. Basic knowledge of concepts 1–5 above 2. Basic knowledge of multi-view layouts 3. Accurate measurement and layout techniques	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Engineering and Design industry sector foundation standards and Engineering Design (ED) pathway standards:

Standard #	*Standard*
Foundation: Communications 2.3 Written and Oral English Language Conventions (grades eleven and twelve) 1.2:	Produce legible work that shows accurate spelling and correct punctuation and capitalization.
Foundation: Problem Solving and Critical Thinking 5.1	Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: ED C4.2	Understand the orthographic projection process for developing multiview drawings.

Assignment: Produce an orthographically projected multiview drawing using a three-dimensional object as a model. Use a scale to measure the object so that you have accurate measurements to lay out your drawing properly. Produce a sketch that shows your measurement and layout before you start on the final drawing [ED C4.2; Problem Solving and Critical Thinking 5.1].

Be certain to draw and letter the title block before you start laying out the actual drawing.

Please keep in mind that you will be graded on neatness as well as accuracy [Communications 2.3 Written and Oral English Language Conventions 1.2]. Produce a clean and smudge-free drawing making sure that your lines are well defined. Use proper line weights and line types. Use your text as a reference to make sure you are using the correct techniques [ED C4.2].

Performance task rubric*:* Your grade will be based on the following rubric. Individual teachers will determine the appropriate point values and weights for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
ED C4.2: Understand the orthographic projection process for developing multiview drawings.	A clean drawing will be produced with three accurately placed views and all points projected in each view. All work is done to professional standards.	A clean drawing will be produced with three accurately placed views and most points projected in each view. Work is done in an average manner.	A drawing will be produced with three views and most points projected in each view. Some errors exist, and the work may not be smudge free.	A drawing is produced with inconsistencies in the placement of views. Points are not projected accurately. Information is missing.
Communications 2.3 Written and Oral English Language Conventions (grades eleven and twelve) 1.2: Produce legible work that shows accurate spelling and correct punctuation and	Students produce legible work that shows accurate spelling and correct punctuation and capitalization. All work is done in a professional manner.	Students produce legible work that shows accurate spelling and correct punctuation and capitalization. All work is done in an average manner.	Students produce work that shows spelling, punctuation, and capitalization with some errors. Work shows less than a desirable level of effort.	Students produce work that shows spelling, punctuation, and capitalization with many errors and omissions. Work shows little or no effort.

capitalization.				
Foundation: Problem Solving and Critical Thinking 5.1: Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.	Using logic and critical thinking skills, students produce a very accurate drawing from the model. Scale and proportion are replicated accurately through analysis and observation. Creative solutions are used in a professional manner.	Using logic and critical thinking skills, students produce an accurate drawing from the model. Scale and proportion are replicated satisfactorily with one or two errors. Solutions are somewhat creative.	Using logic and critical thinking skills, students produce a drawing from the model. Scale and proportion are replicated with more than two errors. Solutions show little thought.	Students do not produce a drawing from the model, or scale and proportion are not replicated well.

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample Pathway Occupations: Engineering Design

Sample of pathway occupations organized by level of education and training required for workforce entry. (Asterisked occupations require certification or licensure.)		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Junior Drafter/Trainee • Construction Apprentice • Engineering Aide • CAD Technician • Design/Drafting Apprentice	• Drafter/Designer • Engineering Technician • CAD/CAM Specialist • Journeyman Drafter	• Architect* • Industrial Designer* • Structural Engineer* • Civil Engineer* • Instructor*

Engineering Technology

Sample sequence of courses in the Engineering Technology pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Technology Core • Introduction to Electricity/ Electronics • Metal Technology • Introduction to Computers • Introduction to	• Electro-Mechanical Systems • Digital Logic Design • Mechatronics/ Robotics	• Telecommunications • Electrical/Electronic Technology • Industrial Engineering Technology	• Physics • Chemistry • English Composition • Trigonometry • Orientation to Apprenticeship

Drafting/CADD • Exploring Technology • Introduction to Engineering Technology			

6385 ***Sample of appropriate foundation and pathway standards for the Introduction***
6386 ***to Engineering Technology course in the Engineering Technology pathway:***

Sample appropriate foundation standards
Academics 1.1 Algebra I (grades eight through twelve) 5.0: Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.a: Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.6: Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
Career Planning and Management 3.3: Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
Technology 4.1: Understand past, present, and future technological advances as they relate to a chosen pathway.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
Demonstration and Application 11.0: Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
Sample appropriate pathway standards
D4.0: Students understand how the principles of force, work, rate, power, energy, and resistance relate to mechanical, electrical, fluid, and thermal engineering systems.
D5.0: Students understand the design process and how to solve analyze and design problems.
D6.0: Students understand industrial engineering processes, including the use of tools and equipment, methods of measurement, and quality assurance.

6387 ***Sample analysis (or "unpacking") of a standard for the Introduction to***
6388 ***Engineering Technology course in the Engineering Technology pathway:***

Standard	Engineering Technology Pathway D4.0: Students understand how the principles of force, work, rate, power, energy, and resistance relate to mechanical, electrical, fluid, and thermal engineering systems.
Standard subcomponent	Engineering Technology Pathway D4.4: Know how energy is transferred; know the effects of resistance in mechanical, electrical, fluid, and thermal systems.
Course level	X ❑ Introductory ❑ Concentration ❑ Capstone

	Concepts	Benchmark
What do students need to know? At what level?	1. Mechanical energy transfer and resistance 2. Thermal energy transfer and resistance 3. Electrical energy transfer and resistance 4. Fluid energy transfer and resistance 5. Energy transfer and resistance in everyday life	1. Explain and give three examples of mechanical energy transfer and resistance. 2. Explain and give three examples of thermal energy transfer and resistance. 3. Explain and give three examples of electrical energy transfer and resistance. 4. Explain and give three examples of fluid energy transfer and resistance. 5. Explain five ways in which energy transfer and resistance are utilized in machines and systems that affect our everyday life.
	Skills	Benchmark
What should students be able to do? At what level?	1. How to measure energy movement in the four energy systems 2. How to choose effective conductors and resistors for each energy system	1. Use system specific instrumentation to measure energy movement with at least 70 percent accuracy. 2. Determine efficiency of conductors and resistors for each energy system to at least 70 percent accuracy.
Topics/contexts What must be taught?	1. Physics of energy transfer for each of the energy systems 2. Measurement of energy movement 3. Choices of effective conductors and resistors	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Engineering and Design industry sector foundation standards and Engineering Technology (ET) pathway standards:

Standard #	*Standard*
Foundation: Academics 1.1 Algebra I (grades eight through twelve) 5.0:	Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
Foundation: Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.a:	Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
Foundation: Leadership and Teamwork 9.3:	Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: ET 4.4:	Know how energy is transferred; know the effects of resistance in mechanical, electrical, fluid, and thermal systems.

Assignment: This activity will help identify and measure the flow of energy for fluid systems. Work in a team consisting of three other students [ET D4.4; Leadership and Teamwork 9.3]. The activities for each energy system are listed as follows. Be sure to keep clear, legible, and thorough lab notes for each activity, including all mathematical calculations [Academics 1.1 Algebra I 5.0; Academics 1.2 Investigation and Experimentation 1.a].

Using a small computer fan, a paper tube, and a turbine made from a fan blade and toy electric motor, your team will construct an apparatus that will cause a light-emitting diode connected across the motor to illuminate when air (a fluid) is pushed by the fan to spin the wind generator. This activity will demonstrate how energy can be transferred through the movement of a fluid [ET D4.4].

Your group will write a 500-word report describing the process for creating and testing the fluid energy demonstration project, your findings, and your assessment of the accuracy of those findings. Staple raw data from each task above to the back of your report [Academics 1.2 Investigation and Experimentation 1.a; Leadership and Teamwork 9.3].

Performance task rubric*:* Your grade will be based on the following rubric. Individual teachers should determine how to weight the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
ET D4.4: Know how energy is transferred; know the effects of resistance in mechanical, electrical, fluid, and thermal systems.	All student observations are validated by correct interpretations of gathered data. Tests on energy transfer are completed with above 90 percent accuracy.	Most student observations are validated by correct interpretations of gathered data. Tests on energy transfer are completed with 80 percent accuracy.	Student observations and interpretations of gathered data are flawed. Tests on energy transfer are completed with 70 percent accuracy.	Student observations of gathered data are incomplete or incorrect. Tests on energy transfer are completed with below 70 percent accuracy.
Academics 1.1 Algebra 1 (grades eight through twelve) 5.0: Students solve multi-step problems, including word	All calculations in determining the transfer of energy are correct. Students derive and make correct	Most calculations in determining the transfer of energy are correct. Students derive and make correct	Some calculations in determining the transfer of energy have errors. Students have	Many calculations in determining the transfer of energy have errors. Students have

problems, involving linear equations and linear inequalities in one variable and provide justification for each step.	use of formulae in every instance.	use of formulae.	some errors in the use of formulae.	numerous errors in the use of formulae.
Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.a: Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.	Report accurately and thoroughly describes the process used, and makes good use of recorded lab data to explain findings. Report provides in-depth assessment of the accuracy of the findings and extrapolates possible conclusions. Raw findings are included.	Report accurately describes the process used, and makes good use of recorded lab data to explain findings. Report provides basic assessment of the accuracy of the findings. Raw findings are included.	Report describes the process used, and makes some use of recorded lab data to explain findings. Report fails to assess accuracy of the findings or includes other omissions. Raw findings are included.	Report is incomplete or raw findings are not included.
Leadership and Teamwork 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.	The team is observed working cooperatively and effectively. All members participate and contribute. Effective use is made of the tools of TQM and QI. Project is completed before the deadline.	The team is observed working effectively. Most members participate and contribute. Effective use is made of the tools of TQM and QI. Project is completed no later than the deadline.	The team is observed working with a minimum of cooperation. Not all members participate and contribute. Minimal use is made of the tools of TQM and QI. Project is completed later than the deadline.	The team is observed not working cooperatively. Not all members participate and contribute. Ineffective or no use is made of the tools of TQM and QI. Project is completed late.

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample Pathway Occupations: Engineering Technology

Sample of pathway occupations organized by level of education and training required for workforce entry. (Asterisked occupations require certification or licensure.)		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Electronic Mechanic Helper • Telecommunications/ Security Equipment Installer • Apprentice Technician • HVAC Installer	• Electronic Mechanic/Technician • Telecommunications Technician • Industrial Electronics Technician • Facilities Technician • Journeyman Engineer	• Electrical Engineer* • Telecommunications Engineer • Facilities Maintenance Engineer • Industrial Engineer • Instructor*

Environmental and Natural Science Engineering

Sample sequence of courses in the Environmental and Natural Science Engineering pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Technology Core • Principles of Engineering • Introduction to Computers • Introduction to Drafting/CADD • Exploring Technology • Essentials of Environmental Engineering	• Computer Technology • Hydrology • Drafting and Computer Aided Design	• Telecommun-ications • Electrical/ Electronic Technology • Industrial Engineering Technology • Environmental Science and Technology	• Physics • Chemistry • Biology • Geology • English Composition/Writing • Trigonometry

Sample of appropriate foundation and pathway standards for the Essentials of Environmental Engineering course in the Environmental and Natural Science Engineering pathway:

Sample appropriate foundation standards
Academics 1.1 Algebra I (grades eight through twelve) 5.0: Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.6: Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
Career Planning and Management 3.3: Develop a career plan that is designed to reflect career

interests, pathways, and postsecondary options.
Technology 4.1: Understand past, present, and future technological advances as they relate to a chosen pathway.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
E2.0: Students study and understand the fundamentals of earth science as they relate to environmental engineering.
E4.0 Students understand how the principles of force, work, rate, power, energy, and resistance relate to mechanical, electrical, fluid, and thermal engineering systems.
E5.0 Students understand the design process and how to solve analyze and design problems.
E7.0 Students understand how computer hardware and software are combined to create systems and process information and data.

6421 ***Sample analysis (or "unpacking") of a standard for the Essentials of***
6422 ***Environmental Engineering course in the Environmental and Natural Science***
6423 ***Engineering pathway:***

Standard	Environmental and Natural Science Engineering Pathway E2.0: Students study and understand the fundamentals of earth science as they relate to environmental engineering.	
Standard sub-component	Environmental and Natural Science Engineering Pathway E2.5: Use global positioning systems equipment and related technology to locate and evaluate soil or geological conditions or features.	
Course level	X ❑ Introductory ❑ Exploration ❑ Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Basic global positioning systems (GPS) concepts 2. Equipment storage and operation procedures, maintenance and upkeep procedures 3. Soil and geological sampling concepts	1. Students will be able to explain the fundamentals of the global positioning systems and how the satellite constellation is arranged to provide the signals necessary for accurate position reports. 2. Describe how to test, charge, or replace batteries and prepare equipment for proper and accurate operation and explain how to properly store the equipment. 3. Describe how to record the GPS-obtained location of a soil sample and list three methods of determining the physical and chemical characteristics of that sample.
	Skills	Benchmark
What should students be able to	1. How to set up global positioning systems	1. Complete a GPS system setup correctly with instructor

do? At what level?	2. How to evaluate soil samples	supervision. 2. Identify and evaluate at least three soil sample characteristics with 80 percent accuracy.
Topics/contexts What must be taught?	1. Basic knowledge of global positioning systems 2. Locating and identifying characteristics of soil and geological samples	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Engineering and Design foundation standards and Environmental and Natural Science (ENSE) pathway standards:

Standard #	*Standard*
Foundation: Academics 1.1 Algebra I (grades eight through twelve) 5.0:	Students solve multi-step problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
Foundation: Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.6:	Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: ENSE E2.5	Use global positioning systems equipment and related technology to locate and evaluate soil or geological conditions or features.

Assignment: You will be part of a three-member team. Your team will discuss and prepare a plan to set up a global positioning system (GPS) to locate and evaluate soil or geological conditions or features using the instruction sheet provided. Before you set up the system, you must:

1. Using research data provided by the instructor, brainstorm at least two procedures that would allow for the use of GPS equipment to determine the location where soil, water, or geological samples are to be taken. Brainstorm two different methods of GPS set up using research data provided by the instructor [ENSE E2.5].
2. Discuss the GPS system's advantages and disadvantages using calculations, measurements, and equations provided in the instruction sheet [ENSE E2.5; Academics 1.1 Algebra I 5.0].
3. Choose a system to set up [ENSE E2.5].
4. Prepare and deliver a five-minute presentation of a summary of the chosen setup system [Communications 2.2 Writing Strategies and Applications 1.6].

Upon completion, your team will be allowed to set up your global positioning system.

***Performance task rubric**:* Your grade will be based on the following rubric. Individual teachers should determine how to weight the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
ENSE E2.5: Use global positioning systems equipment and related technology to locate and evaluate soil or geological conditions or features.	Both methods of GPS setup make optimal use of the research data provided. All advantages and disadvantages of each system for locating and evaluating soil or geological conditions are clearly evaluated with reference to the relevant calculations and measurements. The selected system is perfectly appropriate for the given task.	The selected GPS setup makes good use of the research data provided. The advantages and disadvantages of the system for locating and evaluating soil or geological conditions are clearly evaluated with reference to the relevant calculations and measurements. The selected system is appropriate for the given task.	The selected GPS setup makes minimal use of the research data provided. The advantages and disadvantages of each system for locating and evaluating soil or geological conditions are considered to a limited extent but not analyzed in depth.	The selected GPS setup does not make use of the research data provided or is inappropriate for the given task.
Academics 1.1 Algebra 1 (grades eight through twelve) 5.0: Students solve multi-step problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.	100 percent of measurements, calculations and solutions are accurate and meet professional standards.	80 percent of calculations, measurements and solutions are correct.	70 percent of calculations, measurements and solutions are correct.	60 percent or fewer of the calculations, measurements and solutions are correct.
Communications 2.2 Writing Strategies and	The presentation is complete, detailed, and well	The presentation is complete and well thought out.	The presentation is incomplete or poorly organized.	The presentation is incomplete and poorly organized.

Applications (grades eleven and twelve) 1.6: Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).	thought out and is an commensurate with professional standards. Students explain the logic behind their selected setup method, with reference to the data and the advantages and disadvantages of both methods considered.	Students explain the logic behind their selected setup method, with reference to the data and the advantages and disadvantages considered.	Students explain the logic behind their selected setup method, but may not provide supporting evidence or information.	Students do not explain the logic behind the selected setup method.

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample Pathway Occupations: Environmental and Natural Science Engineering

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Environmental Sampling Assistant • Hazardous Material Remover • Environmental Engineering Aide • Environmental Apprentice	• Environmental Sampling Technician • Survey-Mapping Technician • Environmental Engineering Technician • Environmental Planner Assistant • Journeyman Environmental Engineer	• Survey-Mapping Engineer • Environmental Engineer * • Environmental Planner* • Instructor*

[1] Employment Development Department, State of California, "Industry Employment Projections 2004–2014," March 2005. http://www.calmis.ca.gov/file/indproj/Cal$IndProj.xls.

Fashion and Interior Design Industry Sector

Fashion and interior design is a multibillion dollar industry that offers a wide variety of career choices. It is a highly sophisticated industry involving market research, brand licensing and intellectual property rights, design, materials engineering, product manufacturing, marketing, and distribution. According to the California Fashion Association, there is a particularly high demand for pre-production jobs involving computerized pattern-making and product data management for larger companies. The current global focus on the Los Angeles lifestyle, including apparel, textile, home furnishings, and furniture, the growing use of international sourcing, and the development of new technologies have all contributed to growth in the industry's gross sales. Projected growth for employment in the interior design industry for 2002–2012 is 12 percent, as demand rises for interior design of private homes, offices, restaurants, facilities that care for the elderly, and other retail establishments.[1]

This industry sector includes two interrelated pathways: Fashion Design, Manufacturing, and Merchandising and Interior Design, Furnishings, and Maintenance. Each pathway consists of a coherent sequence of courses that begins with a foundation course, continues through one or more concentration courses and concludes with a capstone course. Secondary level instruction both at high schools and ROCPs is articulated with postsecondary educational programs in private training schools, community colleges, and universities.

Fashion and Interior Design Industry Sector Pathways:

- Fashion Design, Manufacturing, and Merchandising
- Interior Design, Furnishings, and Maintenance

Fashion Design, Manufacturing, and Merchandising

Sample course sequence in the Fashion Design, Manufacturing, and Merchandising pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Home Economics Careers and Technology Comprehensive Core I • Home Economics Careers and Technology Comprehensive Core II	• Fashion, Textiles, and Apparel • Apparel Design and Construction	• Careers in Fashion Design, Manufacturing, and Merchandising • Fashion Merchandising • Apparel Manufacturing and Production • Fashion History and Design	• Economics • Art • Business • History

Sample of appropriate foundation and pathway standards for the Fashion Merchandising course in the Fashion Design, Manufacturing, and Merchandising pathway:

Sample appropriate foundation standards
Academics 1.1 Mathematics Number Sense (grade seven) 1.7: Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.
Communications 2.1 Reading Comprehension (grades nine and ten) 2.3: Generate relevant questions about readings on issues that can be researched.
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 1.5: Use language in natural, fresh, and vivid ways to establish a specific tone.
Communications 2.3 Listening and Speaking (grades nine and ten) 2.2: Deliver expository presentations: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. e. Anticipate and address the listener's potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.
Technical Knowledge and Skills 10.1: Understand how apparel and interior fashions meet social, physical, and psychological needs of individuals and families.
Technical Knowledge and Skills 10.2: Understand the elements and principles of design and color theory as they apply to the selection of apparel, furnishings and housing.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
A1.0: Students understand the main aspects of the fashion design, manufacturing, merchandising, and retail industry and the industry's role in local, state, and global economies.
A4.0: Students understand and apply the elements and principles of design in various aspects of the fashion industry.
A6.0: Students understand the characteristics, production, and maintenance of textiles and textile products.
A7.0: Students understand how trends and color forecasting are used in the development of new lines.

Sample analysis (or "unpacking") of a standard for the Fashion Merchandising course in the Fashion Design, Manufacturing, and Merchandising pathway:

Standard	Fashion Design, Manufacturing, and Merchandising Pathway A7.0: Students understand how trends and color forecasting are used in the development of new lines.

Standard subcomponent	Fashion Design, Manufacturing, and Merchandising Pathway A7.4: Know the procedures for developing a line (e.g., researching trends and preparing sketches, color plates, and presentation boards).	
Course level	❑☐Introductory ❑☐Concentration X☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. The elements and principles of design 2. The levels of primary markets involved in design 3. The ultimate consumer market segment 4. Market trends 5. Merchandise categories/classifications	1. List and define at least six of the basic elements and principles of design. 2. Cite and define the four levels. 3. Identify the characteristics of the consumer for a given merchandising line. 4. Cite at least two examples of current market trend predictions. 5. Cite four common apparel categories/classifications.
	Skills	Benchmark
What should students be able to do? At what level?	1. How to create male and female croquis drawings 2. How to execute a cost analysis for a garment 3. How to create a merchandise line	1. Illustrate a merchandise line composed of three to six unique croquis. 2. Calculate the cost of designing, creating, and selling three different garments, including wholesale and retail cost. 3. Incorporate all elements and principles of design into one unique merchandising line.
Topics/contexts What must be taught?	1. Basic knowledge concepts 1–5 above 2. Demonstrating on a spreadsheet a cost analysis of a garment 3. Creating and designing for different croquis 4. The principles and creation of merchandise lines	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Fashion and Interior Design industry sector foundation standards and Fashion Design, Manufacturing, and Merchandising (FDMM) pathway standards.

Standard #	*Standard*
Foundation: Communications 2.3 Listening and Speaking (grades nine and ten) 2.2:	Deliver expository presentations: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.

	e. Anticipate and address the listener's potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.
Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: FDMM A4.1	Understand the elements and principles of design and their interrelationships.
Pathway: FDMM A7.2	Research fashion and color trends.
Pathway: FDMM A7.4	Know the procedures for developing a line (e.g., researching trends and preparing sketches, color plates, and presentation boards).

Assignment: Design and illustrate a line of merchandise. The design should include at least three interrelated original fashion drawings, three or more fabric samples, and appropriate findings for each garment illustrated. In addition, identify all elements and principles of design for each garment and perform an overall cost analysis for each garment.

Follow these steps:

1. After selecting a fashion season, research industry trends for the season selected by showing one picture from and writing a one-paragraph summary of each of the following sources at a minimum [FDMM A7.2].

    a. Two online sources (e.g., http://www.fashionshowroom.com)
    b. One retail specialty store (e.g., The Gap)
    c. One market segment, source (e.g., *Women's Wear Daily*)

2. Design three garments to comprise a unified line of merchandise, taking your research into account [FDMM A4.1; FDMM A7.4].
3. Prepare sketches for three fashion illustrations of your line [FDMM A7.4]. Complete three separate croquis and mount them onto a presentation board.
4. Identify eight to ten individual principles or elements of design for each garment [FDMM A4.1; FDMM A7.2; FDMM A7.4]. Create a chart for each garment, denoting with a bullet point each principal or element of design. This should not exceed one typed 8.5" x 11" page for each garment.
5. Identify, select, and procure the fabric swatches for each garment design. Cut a 2" square of each fabric and mount each onto the presentation board, making sure each one has a descriptive label that includes fiber content [FDMM A7.4].
6. Identify and select the findings (notions) for each garment design [FDMM A7.4]. Mount each sample of your findings (notions) onto the presentation board and label each one descriptively.

7. Create a spreadsheet identifying each garment with its cost analysis. Present each garment with a half-page cost breakdown that includes wholesale and retail prices, allowances for defects/theft, and other considerations.
8. Compile all the above onto a presentation board and create and deliver an oral presentation, using note cards, to describe and explain all parts of your project [Communications 2.3 Listening and Speaking 2.2]:

    a. The presentation board must be made of foam board and be standard poster size.
    b. Everything must be attached to the board to be accurately assessed.

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weigh the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
FDMM A4.1: Understand the elements and principles of design and their interrelation-ships.	Each individual garment has one page of bullet point information for each element and principle of design, ten total. The design of each garment is coherent and appealing and clearly displays the interrelationship of all design elements.	Each individual garment has one page of bullet point information with a minimum of eight elements and principles of design, eight total. The design of each garment is coherent and displays the interrelationship of all design elements.	Each individual garment has one page of bullet point information with a minimum of seven elements and principles of design, seven total. The design of each garment shows some under-standing of the interrelationship of the design elements.	The individual garments do not have information pages. Or, the pages discuss fewer than seven elements and principles of design. Or, the information pages show no understanding of the interrelationship between the design elements.
FDMM A7.2: Research fashion and color trends.	At least five different sources were used and are clearly cited, with an illustration presented for each. At least two are online sources, one is a retail specialty store, and one is a market segment.	At least four different sources were used and are clearly cited, with an illustration presented for each. The sources are drawn from at least two of the three potential source types (online, retail specialty, and market segment).	At least three different sources were used and are clearly cited, with an illustration presented for each.	Fewer than three sources were cited. Or, the citations are incorrect. Or, no illustrations are provided.

FDMM A7.4: Know the procedures for developing a line (e.g., researching trends and preparing sketches, color plates, and presentation boards).	The presentation board meets professional standards of appearance and has four or more sketches, a minimum of four fabric swatches, and some findings for each design. The designs are linked to the market research and create a coherent, consistent, appealing line that demonstrates clear understanding of all the procedures for developing a line.	The presentation board features three sketches, three fabric swatches, and some findings for each design. The designs are linked to the market research and demonstrate clear understanding of all the procedures for developing a line.	The presentation board features at least two sketches, two fabric swatches, and some findings for each design. The designs are linked to the market research or demonstrate basic understanding of all the procedures for developing a line.	The presentation board has fewer than three sketches, fewer than two fabric swatches, or no findings. The designs are not linked to market research and show limited or no understanding of the procedures for developing a line.
Communications 2.3 Listening and Speaking (grades nine and ten) 2.2: Deliver expository presentations: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value	Presentation is up to a professional standard: it is clear, entertaining, compelling, and convincing. The presentation includes accurate labels, concise information, and a thorough explanation of all project parts, including research strategies.	Presentation includes accurate labels, concise information, and a thorough explanation of most parts of the project, including the research strategies.	Presentation includes accurate labels, limited information, and a brief explanation of most parts of the project. Research strategies were not mentioned.	Presentation lacks accurate labels. Information presented is inadequate.

and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. e. Anticipate and address the listener's potential misunder-standings, biases, and expectations. f. Use technical terms and notations accurately.				

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Fashion Design, Manufacturing, and Merchandising

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Sales Associate • Assistant Store Manager • Customer Service Provider • Showroom Assistant • Cutter	• Fashion Illustrator • Visual Merchandiser • Fashion Buyer • Stylist • Sales Representative	• Fashion Designer • Fashion Journalist • Fashion Forecaster • Fashion Merchandise Manager • Operational Manager

Interior Design, Furnishing, and Maintenance

Sample sequence of courses in the Interior Design, Furnishing, and Maintenance pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Home Economics Careers and Technology Comprehensive Core I • Home Economics Careers and Technology Comprehensive Core II	• Environmental Design • Interior Design • Housing and Interior Design	• Careers in Interior Design, Furnishings, and Maintenance • Interior Design	• Environmental Design • Housing and Furnishings • Art History • Computer Graphics or Computer-aided Design

Sample of appropriate foundation and pathway standards for the Interior Design course in the Interior Design, Furnishing, and Maintenance pathway:

Sample appropriate foundation standards
Academics 1.1 Mathematics Number Sense (grade seven) 1.2: Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.3: Write expository compositions, including analytical essays and research reports: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. e. Anticipate and address the listener's potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.
Technology 4.4: Use appropriate technology in the chosen career pathway.
Leadership and Teamwork 9.0: Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution.
Technical Knowledge and Skills 10.1: Understand how apparel and interior fashions meet social, physical, and psychological needs of individuals and families.
Technical Knowledge and Skills 10.9: Understand the principles and factors that influence space planning and interior design, including universal access.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.

Sample appropriate pathway standards
B3.0 Students understand and apply the elements and principles of design to various aspects of the interior design industry.
B5.0 Students understand and apply important aspects of space planning and know the characteristics of interior systems.
B6.0 Students understand the selection of window, wall, and floor treatments.
B10.0 Students understand the history and events that have influenced the design of furnishings.

Sample analysis (or "unpacking") of a standard for the Interior Design course in the Interior Design, Furnishing, and Maintenance pathway:

Standard	Interior Design, Furnishing, and Maintenance Pathway B5.0: Students understand and apply important aspects of space planning and know the characteristics of interior systems.	
Standard sub-component	Interior Design, Furnishing, and Maintenance Pathway B5.4: Use the correct scale and architectural symbols to draw interior spaces, including placement of doors, windows, and outlets.	
Course level	❑☐Introductory ❑☐Concentration X☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. What an architectural scale is 2. What the architectural symbols are for doors, windows, and outlets 3. How room dimensions and wall widths affect furniture placement and electric, phone, and cable outlet placement	1. Accurately identify all measurement marks on an architectural scale and describe its purpose. 2. Identify eight different window symbols, six different door symbols, and electric, phone, and cable outlet symbols. 3. Give three examples of how furniture and utilities placement are affected by room dimensions and projected use.
	Skills	Benchmark
What should students be able to do? At what level?	1. Read an architectural scale. 2. Convert feet and inches to scale. 3. Draw the various door, window, and outlet symbols. 4. Make informed decisions regarding placement of windows, doors, furniture, and utilities.	1. Read an architectural scale with perfect accuracy. 2. Convert measurements to scale with 100 percent accuracy. 3. Draw correct door, window, and outlet symbols to scale with 100 percent accuracy. 4. Place furniture, windows, doors, and utilities in a drawing in appropriate locations for the given space.
Topics/contexts *What must be taught?*	1. Basic knowledge of concepts 1–3 above 2. The importance of accuracy in drawing rooms 3. How to read and use architectural scale 4. How to decide what type of windows and doors to use in rooms of different dimensions and purpose 5. How placement of electric, phone, and cable outlets is dictated by the	

	dimensions and uses of a space

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Fashion and Interior Design industry sector foundation standards and Interior Design, Furnishing, and Maintenance pathway (IDFM) standards.

Standard #	*Standard*
Foundation: Academics 1.1 Mathematics Number Sense (grade seven) 1.2:	Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
Foundation: Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.3:	Write expository compositions, including analytical essays and research reports: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. e. Anticipate and address the listener's potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.
Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: IDFM B5.2	Interpret blueprints for accuracy and traffic flow and evaluate space for furniture placement and activities.
Pathway: IDFM B5.4	Use the correct scale and architectural symbols to draw interior spaces, including placement of doors, windows, and outlets.

Assignment: You will design a room layout.

1. Using the standard architectural scale, you will follow along with the presentation on the overhead of the same architectural scale. Working with a partner, find and identify the following items on the scale [Academics 1.1 Mathematics Number Sense 1.2; Technology 4.4]:

    a. The side of the scale that measures 1/4 inch per foot.
    b. The side of the scale that measures 1/2 inch per foot.
    c. On the 1/4" scale, the measurement area for inches.
    d. On the 1/4" scale, the measurement for eight feet.

2. Draw the following measurements on your own paper using the 1/4-inch scale:

    a. 6 feet, 6 inches.

b. 8 feet, 4 inches.
c. 7 feet.

3. Using a 1/2-inch scale, draw the same measurements listed above [Academics 1.1 Mathematics Number Sense 1.2].
4. Using the handout showing the proper symbols for doors and windows, list the advantages and disadvantages of each type of window and door. On the handout with electrical, cable, and phone outlets, note where they are typically used in a room or house.
5. Using the 1/4-inch graph paper that you are given, a sharp pencil, and the architectural scale, create a detailed architectural drawing of the room that is sketched out with measurements on the overhead, including windows and doors placed where indicated. Show the measurements, identify the window and door styles, and indicate placement of electrical, cable, and phone outlets on the drawing [IDFM B5.4].
6. Using cutout templates, indicate on the floor plan where furniture will be arranged in the room, taking into account traffic flow and standard clearance spaces [IDFM B5.2].
7. On the back of your graph paper, write a paragraph explaining your decisions regarding the styles of windows and doors, furniture placement, and placement of electrical, cable, and phone outlets [Communications 2.2 Writing Strategies and Applications 2.3].

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weigh the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
IDFM B5.2: Interpret blueprints for accuracy and traffic flow and evaluate space for furniture placement and activities.	Based on Universal Design Guidelines, ample clearance space is allowed and furniture is grouped into activity areas, so that traffic can flow through the room unimpeded.	Based on Universal Design Guidelines, all but one or two clearance spaces are sufficient; furniture is grouped into activity areas and traffic can flow through the room fairly easily.	Based on Universal Design Guidelines, all but three or four clearance spaces are adequate. Or, furniture is not grouped into activity areas but traffic flows through the room without major obstacles.	Based on Universal Design Guidelines, clearance spaces are not correct. Or, furniture is not grouped into activity areas. Or, traffic cannot flow through the room easily.
IDFM B5.4: Use the correct scale and architectural symbols to draw interior spaces,	Room is drawn accurately to 1/4-inch scale. All symbols are drawn accurately and correctly	Room is drawn accurately to 1/4-scale. All symbols are accurately drawn and correctly	Room is drawn accurately to 1/4-scale. Most symbols are drawn accurately and	Room is not drawn to scale. Or, not all symbols are drawn or accurately

including placement of doors, windows, and outlets.	placed in the room. All lines are straight and drawn in architectural scale.	placed in the room. Most lines are straight.	placed in the room. Lines may be crooked.	placed. Or, lines are not straight.
Academics 1.1 Mathematics Number Sense (grade seven) 1.2: Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.	All measurements and conversions are precisely, accurately, and correctly performed.	All measurements and conversions are correctly and accurately performed, with a margin of error of + or - 5 percent.	All measurements and conversions are correctly performed, with a margin of error of + or - 10 percent.	Measurements and conversions are performed incorrectly or inaccurately, or with errors in excess of + or - 10 percent.
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.3: Writing expository compositions.	The paragraph is well written, with clear, concise explanations of all decisions made. The student correctly uses specialized terminology and appropriate vocabulary. The paragraph is professional in tone and content.	The paragraph is well written, with clear explanations of all decisions made. The student accurately uses some specialized terminology and appropriate vocabulary.	The paragraph adequately explains all or almost all of the decisions made. The student uses at least two technical terms appropriately.	The paragraph does not explain all or almost all of the decisions made. Or, the explanations are not clear. Or, the language is too basic, non-technical, or otherwise inappropriate for the task. Or, technical terms are used incorrectly.

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Interior Design, Furnishing, and Maintenance

Sample of pathway occupations organized by level of education and training required for workforce entry. (Asterisked occupations require certification or licensure.)		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Retail Sales Associate	• Set Decorator	• Interior Designer

• Design Assistant • Sales Representative • Trade Intern (various occupations)	• Visual Merchandiser • CAD Specialist • Facility and Space Planner • Assistant Designer	• Ergonomic Consultant • Preservationist • Lighting Specialist* • Certified Kitchen or Bath Specialist*

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[1] U.S. Department of Labor, Bureau of Labor Statistics,"The 2004–14 Job Outlook in Brief," *Occupational Outlook Quarterly,* Spring 2006 http://www.bls.gov/opub/ooq/2006/spring/contents.htm.

Finance and Business Industry Sector

The Finance and Business Industry Sector is a critical contributor to the United States economy, with over six million people employed in finance related occupations. Advances in technology and trends toward direct marketing provide for many fast-growing career opportunities in all areas of this industry sector. Employment of accountants and auditors is expected to grow about as fast as the average for all occupations in the future; banking careers are expected to increase at a greater rate due to expansion of banking and investment institutions, and financial management careers will continue to expand because of market globalization and the growing need for investment advice.[1]

The sector includes three pathways: Accounting Services, which provides instruction in developing and utilizing general accounting systems; Banking and Related Services, focusing on lending fundamentals and banking regulations; and Business Financial Management, which develops skill in investment analysis and guidance. Students interested in pursuing one or more of these pathways will find it beneficial to develop skills and knowledge in mathematics, communications, and technology.

Finance and Business Industry Sector Pathways:

- Accounting Services
- Banking and Related Services
- Business Financial Management

Accounting Services

Sample sequence of courses in the Accounting Services pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Business Communications • Computer Applications • Exploratory Business • Financial Literacy • Keyboarding	• Accounting 1 and 2 • Computer Accounting • Recordkeeping	• Entrepreneurship • Internship • Virtual Enterprise • Volunteer Income Tax Assistance	• Economics • Statistics

Sample of appropriate foundation and pathway standards for the Accounting 1 course in the Accounting Services pathway:

Sample appropriate foundation standards
Academics 1.1 Mathematics Number Sense (grade seven) 1.2: Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational

numbers to whole-number powers.
Academics 1.1 Mathematics Number Sense (grade seven) 1.3: Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.
Academics 1.1 Mathematics Number Sense (grade seven) 1.6: Calculate the percentage of increases and decreases of a quantity.
Academics 1.1 Mathematics Number Sense (grade seven) 1.7: Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.
Academics 1.1 Mathematical Reasoning (grade seven) 1.1: Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.
Technology 4.0: Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.
Technology 4.2: Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
Technical Knowledge and Skills 10.0: Students understand the essential knowledge and skills common to all pathways in the Finance and Business sector.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
A1.0: Students understand the basic principles and procedures of the accounting cycle.
A2.0: Students understand and apply accounting principles and concepts.
A3.0: Students understand governing agencies and the typical development and structure of various business environments.
A4.0: Students understand how basic principles of internal control systems relate to the accounting cycle.

5602 ***Sample analysis (or "unpacking") of a standard for the Accounting I course***
5603 ***in the Accounting Services pathway:***

Standard	Accounting Services Pathway A1.0: Students understand the basic principles and procedures of the accounting cycle.	
Standard subcomponent	Accounting Services Pathway A1.2: Examine, analyze, and categorize financial transactions.	
Course level	❑☐Introductory X☐Concentration ❑☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Purpose of double entry (DE) accounting 2. Benefits to the individual company from DE accounting 3. Key elements of DE accounting	1. Cite two basic purposes. 2. Cite three benefits. 3. Define the four key components.
	Skills	Benchmark
What should students be able to	1. How to structure accounts 2. How to correctly prove balances	1. Correctly structure a basic DE account system.

do? At what level?	3. How to journalize transactions for a service business	2. Accurately balance accounts (no more than one error). 3. Correctly journalize transactions to assets, liabilities, owner's equity, revenue, expenses, and withdrawals.
Topics/contexts What must be taught?	1. Basic double entry accounting concepts 2. Construction of a double entry accounting journal 3. Proving journal pages for balance 4. Correctly entering data on a journal page	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Finance and Business sector foundation standards and Accounting Services (AS) pathway standards:

Standard #	*Standard*
Foundation: Academics 1.1 Number Sense (grade seven) 1.2	Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
Foundation: Technology 4.2	Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: AS A1.4	Prepare, analyze, and interpret financial statements for various business entities.
Pathway: AS A2.2	Apply appropriate concepts and techniques to account for equity investments and withdrawals for sole proprietorships, partnerships, and corporations.

Assignment: Your cooperative learning group will receive a list of 25 financial transactions, including equity investments and withdrawals. In your group, you will:

1. Design an electronic spreadsheet [Technology 4.2].
2. Design a journal page according to standard accounting practice [AS A1.4, AS A2.2].
3. Enter the given accounting transactions in correct journal format [AS A1.4].
4. Prove balances by hand method [Academics 1.1 Mathematics Number Sense 1.2].
5. Submit the final products.

You will also assess the product of another group.

Performance task rubric: Your grade will be based on the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
AS A1.4: Prepare, analyze, and interpret financial statements for various business entities. (35 points)	Accurate use of accounting forms and input of transactions with 100 percent accuracy. (40 points)	Correct use of accounting forms with a few incidental errors in data entry. (35 points)	Does not demonstrate correct use of accounting forms and has multiple errors in data entry. (20 points)	Students do not have knowledge of accounting forms and are not able to correctly enter data. (0 points)
AS A2.2: Apply appropriate concepts and techniques to account for equity investments and withdrawals for sole proprietorships, partnerships, and corporations. (25 points)	Records of transactions of the business are kept that reflect chronological order of transactions and are completely accurate. Debits and credits are in balance throughout. (30 points)	Recorded debits and credits. Some degree of confusion in interpretation of transactions to debit and credit format. May have a column out of balance. (25 points)	Difficulty with journalizing transactions in debit and credit format reflects lack of understanding. (10 points)	Does not understand the concept and purpose of double entry accounting. Not able to journalize. (0 points)
Academics 1.1 Mathematics Number Sense (grade seven) 1.2: Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers. (20 points)	Transactions are accurately added and subtracted to maintain balanced transactions with 100 percent accuracy. (25 points)	Transactions are added and subtracted to maintain balanced transactions with no more than one error. (20 points)	Transactions are added and subtracted to maintain balanced transactions with no more than two errors. (10 points)	Transactions are not added and subtracted accurately. (0 points)
Technology 4.2: Understand the use of technological resources to gain access to, manipulate, and produce information,	Able to operate an electronic spreadsheet to input journal data and maintain appropriate balances. Is able to design spreadsheets	Can operate an electronic spreadsheet. Able to maintain balances and totals. Unable to design spreadsheets.	Able to input data on an electronic spreadsheet. (10 pts)	Does not understand nor is able to use a spreadsheet for accounting functions required. (0 points)

products, and services. (20 points)	needed. (25 points)	(20 points)		

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Accounting Services

Sample of pathway occupations organized by level of education and training required for workforce entry.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Account Clerk • Audit Clerk • Bookkeeper • Payroll Clerk	• Account Specialist • Cost Estimator • Tax Preparer	• Accountant • Auditor • Budget Analyst • Controller • Business Teacher

Banking and Related Services

Sample sequence of courses in the Banking and Related Services pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Business Communications • Computer Applications • Exploratory Business • Financial Literacy • Keyboarding	• Accounting • Financial Services • Banking Money and Banking	• Business Law • Business Statistics • Virtual Enterprise Entrepreneurship	• Economics • Multicultural relations Psychology

Sample of appropriate foundation and pathway standards for the Money and Banking course in the Banking and Related Services pathway:

Sample appropriate foundation standards
Academics 1.1 Number Sense (grade seven) 1.2: Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
Academics 1.1 Number Sense (grade seven) 1.6: Calculate the percentage of increases and decreases of a quantity.
Communications 2.1 Reading Comprehension (grades nine and ten) 2.1: Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 1.3: Use clear research questions and suitable research methods (e.g., library, electronic media, personal

interview) to elicit and present evidence from primary and secondary sources.
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.5: Write business letters: a. Provide clear and purposeful information and address the intended audience appropriately. b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients. c. Highlight central ideas or images. d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
Technology 4.0: Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.
Technical Knowledge and Skills 10.0: Students understand the essential knowledge and skills common to all pathways in the Finance and Business Sector.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
B1.0: Students understand the concepts involved in providing customer service in banking and related services.
B2.0: Students understand the key operations and management of banking and related services.
B3.0: Students understand the regulatory compliance of banking and related services.

5626 ***Sample analysis (or "unpacking") of a standard for the Money and Banking***
5627 ***course in the Banking and Related Services pathway:***

Standard	B1.0 Students understand the concepts involved in providing customer service in banking and related services.	
Standard sub-component	B1.2 Understand the nature and demands of professionalism in working relationships with customers and employees.	
Course level	❑☐Introductory X☐Concentration ❑☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Professional conduct with customers 2. Customer relationship strategies 3. Professional employee relationships	1. Cite four examples of professional conduct. 2. Describe and demonstrate four customer relations strategies. 3. Cite two examples of productive professional employee relationships.
	Skills	Benchmark
What should students be able to do? At what level?	1. How to work as a team to problem solve 2. How to demonstrate professional behavior with customers	1. Demonstration includes at least two examples of teamwork. 2. Demonstration includes at least three examples of professional behavior.
Topics/contexts What must be	1. Fundamentals of professional customer relations 2. Components of successful teamwork and professional employee	

taught?	relationships

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Finance and Business sector foundation standards and Banking and Related Services (BRS) pathway standards:

Standard #	*Standard*
Foundation: Communications 2.2 Writing Strategies and Applications (grades nine and ten) 1.3	Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: BRS B1.1	Employ technical skills to perform teller functions, data processing functions, new-account functions, and lending functions.
Pathway: BRS B1.2	Understand the nature and demands of professionalism in working relationships with customers and employees.
Pathway: BRS B1.3	Demonstrate basic selling techniques to assist customers in making an informed buying decision.

Assignment: As part of a collaborative work group, you will work as a customer development team. Within this simulation you will:

1. Be familiar with a variety of banking instruments and their accompanying documentation [BRS B1.1].
2. Working as teams, students will interview hypothetical potential bank customers in an effort to develop new accounts with various levels of investment [Communications 2.2 Writing Strategies and Applications1.3; BRS B 1.1; BRS B1.2; BRS B1.3].
3. Using correct forms and applications, students will complete necessary forms to create customer accounts [BRS 1.1].

At the conclusion of the simulations, students will compose a 500-word group report that analyzes the activity citing successes, failures, and apparent reasons for each.

Performance task rubric: Your grade will be based on the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
BRS B1.1: Employ technical skills to perform teller functions, data processing	Ability to lead/instruct others in regard to these functions.	Able to perform teller tasks and functions involving new accounts.	Understands teller and account functions but is unable to perform them	Does not understand teller functions nor account functions.

functions, new-account functions, and lending functions (30 points)	(35 points)	(30 points)	routinely. (20 points)	(0 points)
BRS B1.2: Understand the nature and demands of professionalism in working relationships with customers and employees. (25 points)	Demonstrates professionalism in working with customers and co-workers in problem solving situations. (25 points)	Demonstrates professionalism in working with customers and co-workers in most problem solving situations. (20 points)	Is unable to deal with customers and co-workers. (0 points)	
BRS B1.3: Demonstrate basic selling techniques to assist customers in making an informed buying decision. (25 points)	Able to relate to and sell appropriate products to customers at all times. (30 points)	Demonstrates the ability to work with customers to guide investment in appropriate bank products 90 percent of the time. (25 points)	At times is able to effectively communicate investment options to customers. May not be conversant in products. (15 points)	Minimal product knowledge and lack of ability to convey ideas to customers. (0 points)
Communica-tions 2.2 Writing Strategies and Applications (grades nine and ten) 1.3: Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources. (20 points)	All interview questions are well-phrased, non-duplicative, thorough, and comprehensive to elicit required information. (25 points)	All interview questions are adequately phrased, non-duplicative, and comprehensive to elicit required information. (20 points)	Most interview questions are adequately phrased to elicit required information. (10 points)	Most interview questions are not adequately phrased to elicit required information. (0 points)

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Banking and Related Services

Sample of pathway occupations organized by level of education and training required for workforce entry.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*

• Account Collector • Bank Teller • New Accounts Clerk • Credit Clerk	• Actuary • Loan Specialist • Customer Service Representative • Credit Analyst	• Appraiser • Bank Manager • Credit Manager • Escrow Officer • Internal Auditor

Business Financial Management

Sample sequence of courses in the Business Financial Management pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Business Communication • Computer Applications • Exploratory Business • Financial Literacy Intro to Business	• Marketing • Accounting • Financial Occupations • Stocks, Bonds and Investments Insurance Services	• Business Statistics • Financial Management • Virtual Enterprise Entrepreneurship	• Economics • Statistics • Banking

Sample of appropriate foundation and pathway standards for the Business Statistics course in the Business Financial Management pathway:

Sample appropriate foundation standards
Academics 1.1 Mathematics Number Sense (grade seven) 1.1: Read, write, and compare rational numbers in scientific notation (positive and negative powers of ten) with approximate numbers using scientific notation.
Academics 1.1 Mathematics Number Sense (grade seven) 1.2: Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
Academics 1.1 Mathematics Number Sense (grade seven) 1.6: Calculate the percentage of increases and decreases of a quantity.
Academics 1.1 Mathematics Number Sense (grade seven) 1.7: Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.
Technology 4.0: Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.
Problem Solving and Critical Thinking 5.0: Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques.
Problem Solving and Critical Thinking 5.1: Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
Technical Knowledge and Skills 10.0: Students understand the essential knowledge and skills common to all pathways in the Finance and Business Sector.

Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
C1.0: Students create and use budgets to guide financial decision making.
C2.0: Students know how to analyze and interpret financial data.
C3.0: Students understand the impact of federal, state, and local regulations on financial management decisions.

Sample analysis (or "unpacking") of a standard for the Business Statistics course in the Business Financial Management pathway:

Standard	Business Financial Management Pathway C1.0: Students create and use budgets to guide financial decision making:	
Standard subcomponent	Business Financial Management Pathway C1.2: Analyze past and current budgets to determine financial business needs.	
Course level	❑☐Introductory ❑☐Concentration X☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. What a budget demonstrates 2. Reasons for using budgets 3. Use of budgets to draw conclusions and make predictions 4. Use of budget to determine appropriate investments 5. Use of budget in relation to tax implications of investment decisions	1. Provide basic definition of a budget. 2. Cite three benefits of budgets. 3. Describe the type of conclusions that may be interpolated from budgets. 4. Cite three investment options derived from budgets. 5. Describe the tax implications of the three investment options.
	Skills	Benchmark
What should students be able to do? At what level?	1. How to develop a budget 2. How to draw conclusions from budget data 3. Make investment decisions based on budgets	1. List and explain the parts of a budget. 2. Interpret budget information and provide findings in usable format from example provided. 3. Specify appropriate investments from a variety of choices.
Topics/contexts *What must be taught?*	1. Components of the budget 2. Composition of budgets 3. Process to draw conclusions from budgets 4. Investment vehicles and appropriateness in relation to budget	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Finance and Business sector foundation standards and Business Financial Management (BFM) pathway standards:

Standard #	*Standard*
Foundation: Academics 1.1 Number Sense (grade seven) 1.6	Calculate the percentage of increases and decreases of a quantity.
Foundation: Problem Solving and Critical Thinking 5.1	Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: BFM C1.1	Create a budget to calculate long-term projections.
Pathway: BFM C1.2	Analyze past and current budgets to determine financial business needs.
Pathway: BFM C2.1	Use basic concepts of financial analysis to interpret financial statements.

Assignment: In partnership groups of two, you will:

1. Receive raw (unformatted) financial data for a small business [BFM C1.2].
2. Organize the data into a budget format [Problem Solving and Critical Thinking 5.1; BFM C1.1].
3. Draw conclusions about the financial condition of this business using percentages for each budget category [Academics 1.1 Number Sense 1.6; BFM C2.1].
4. Write a 250 word paper in which you present your findings and make investment recommendations that are appropriate to the financial condition of this business. Submit the budget with the paper

Performance task rubric: Your grade will be based on the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
BFM C1.1: Create a budget to calculate long-term projections making: (20 points)	Uses correct budget format, inputs data with 100 percent accuracy, and draws conclusions about long-term investment needs. (25 points)	Uses correct budget format, inputs data with 90 percent accuracy, and may draw conclusions about investment needs. (20 points)	Inputs data in a preformatted budget. Is unable to draw conclusions about investment needs. (10 points)	Unable to understand or use a budget. (0 points)
BFM C1.2: Analyze past and current budgets to determine financial business needs.	From budget data, chooses appropriate investment options. (25 points)	Can analyze budget data but has trouble with correct investment. (20 points)	Understands the need to analyze budgets to make investment decisions. Can describe the	No understanding of budget analysis process. (0 points)

(20 points)			process. (10 points)	
BFM C2.1: Use basic concepts of financial analysis to interpret financial statements (20 points)	Able to analyze and draw conclusions from budget data. No assistance required. (25 points)	With guidance, able to draw conclusions from budget data. (15 points)	Understands the purpose of budgets but unable to use them productively. (5 points)	No ability to analyze a budget. (0 points)
Academics 1.1 Number Sense (grade seven) 1.6: Calculate the percentage of increases and decreases of a quantity. (20 points)	Percentages are calculated 100 percent accurately for each budget category. (20 points)	Percentages are calculated accurately with no more than one error in any budget category. (15 points)	Percentages are calculated accurately with no more than two errors in any budget category. (10 points)	Percentages are incorrectly calculated for budget categories. (0 points)
Problem Solving and Critical Thinking 5.1: Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks (20 points)	Determines correct format for the budget and correctly identifies categories for each budget item. (20 points)	Determines correct format for the budget and correctly identifies categories for each budget item. (20 points)	Determines correct format for the budget and correctly identifies categories for each budget item. (20 points)	Is unable to develop correct format for the budget and identify correct categories for budget items. (0 points)

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Business Financial Management

Sample of pathway occupations organized by level of education and training required for workforce entry.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Claims Clerk • Collector • Insurance Appraiser	• Claims Examiner • Tax Examiner • Treasurer • Underwriting Assistant	• Budget Analyst • Finance Director • Economist • Financial Planner • Securities Manager

[1] Employment Development Department, State of California, "Industry Employment Projections 2004–2014," March 2005. http://www.calmis.ca.gov/file/indproj/Cal$IndProj.xls.

Health Science and Medical Technology Industry Sector

The health science and medical technology industry remains one of the fastest-growing industry sectors in California. The opportunities and benefits offered are numerous. Of the more than 300 different careers within Health Science and Medical Technology, about 41 percent require professional level preparation, about 33 percent require technical level preparation, and 26 percent require assistant level preparation. Health Science and Medical Technology pathways and careers offer options to match the variety of student aptitudes, interests, abilities, and academic achievement. Wage and salary employment is projected to increase 27 percent through 2014. Employment growth is expected to account for about 3.6 million new wage and salary jobs—19 percent of all wage and salary jobs added to the economy over the 2004-14 period.[1]

The career pathways are grouped into functions that have a common purpose and similar attributes. The career pathways are Biotechnology Research and Development (R & D), Diagnostic Services, Health Informatics, Support Services, and Therapeutic Services. Standards for each career path build on and continue the Health Science and Medical Technology foundation standards with more complexity, rigor, and career specificity. Each career pathway also includes standards that are necessary for all careers within the pathway.

Health Science and Medical Technology Industry Pathways:

- Biotechnology Research and Development
- Diagnostic Services
- Health Informatics
- Support Services
- Therapeutic Services

Biotechnology Research and Development

Sample sequence of courses in the Biotechnology Research and Development pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Introduction to Health Careers I • Introduction to Health Careers II	• Introduction to Biotechnology I • Medical Terminology • Structure and Function	• Introduction to Biotechnology II • Biotechnology Assistant • Biotechnology Technician	• Biology • Microbiology • Chemistry • Biochemistry • Anatomy and Physiology • Math Analysis • Algebra I • Algebra II

Sample of appropriate foundation and pathway standards for the Introduction to Health Careers I course in the Biotechnology Research and Development pathway:

Sample appropriate foundation standards
Academics 1.3 United States History and Geography: Continuity and Change in the Twentieth Century (grade eleven) 11.11.6: Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.
Communications 2.4 Listening and Speaking Applications (grades nine and ten) 2.5: Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects): a. Structure ideas and arguments in a coherent, logical fashion. b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study or analogy). c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. d. Anticipate and address the listener's concerns and counterarguments.
Ethics and Legal Responsibilities 8.3: Understand the role of personal integrity and ethical behavior in the workplace.
Ethics and Legal Responsibilities 8.4: Students understand the ways in which ethical considerations affect emerging technologies and their impact on society.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
Leadership and Teamwork 9.5: Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
A1.0: Students know the role of the biotechnology industry and biotechnology product development in curing diseases.
A6.0: Students understand the ethical, moral, legal, and cultural issues related to the use of biotechnology research and product development.

Sample analysis (or "unpacking") of a standard for the Introduction to Health Careers I course in the Biotechnology Research and Development pathway:

Standard	Biotechnology Research and Development Pathway A6.0: Students understand the ethical, moral, legal, and cultural issues related to the use of biotechnology research and product development.	
Standard subcomponent	Biotechnology Research and Development Pathway A6.1: Understand the relationship between morality and ethics in the development of biotechnology health care products.	
Course level	X☐Introductory ❑☐Concentration ❑ Capstone	
	Concepts	Benchmark
What do students need to know? At	1. Ethics of biomedical issues and products	1. List at least two ethical issues related to three areas of

what level?	2. Various roles of health care professionals as related to biomedical issues and products 3. List and define controversial bioethical issues and products 4. Be able to cite working definitions of morality and ethics	biotechnology research or product development. 2. Explain how the roles of three health care professionals would relate to decision making about bioethical issues or products. 3. List five controversial bioethical issues or products. 4. Give a basic definition of ethics and morality as they are applied in biotechnology.
Topics/contexts What must be taught?	1. Basic knowledge concepts 1–4, above.	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Health Science and Medical Technology sector foundation standards and Biotechnology Research and Development (BRD) pathway standards:

Standard #	*Standard*
Foundation: Communications 2.4 Listening and Speaking Applications (grades nine and ten) 2.5:	Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects): a. Structure ideas and arguments in a coherent, logical fashion. b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study or analogy). c. Defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. d. Anticipate and address the listener's concerns and counterarguments.
Foundation: Ethics and Legal Responsibilities 8.3:	Understand the role of personal integrity and ethical behavior in the workplace.
Foundation: Leadership and Teamwork 9.3:	Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: BRD A6.0	Students understand the ethical, moral, legal, and cultural issues related to the use of biotechnology research and product development.
Pathway: BRD A6.1	Understand the relationship between morality and ethics in the development of biotechnology health care products.

Assignment: Bioethical Research and Debate

As part of a team of three or four students, research an open-ended controversial bioethical issue such as euthanasia, medical marijuana, cloning, *in vitro* fertilization,

or organ transplant and then participate in a biotechnology debate on that issue. Steps in this process include the following:

1. Work with the instructor to form teams of three or four students interested in the same topic (there will be two teams working on each topic) [Leadership and Teamwork 9.3].
2. Work with your group to develop a research plan which includes at least eight sources that will generate data and opinions on both sides of the issue. Assign very clear and equal tasks to each team member. Have the research plan approved by the instructor [Leadership and Teamwork 9.3].
3. Carry out your research plan, ensuring that you get ample information on all sides of the issue [Ethics and Legal Responsibilities 8.3; Demonstration and Application 11.0; BRD A6.0; BRD A6.1].
4. Meet with the other team who has researched the same topic. Flip a coin to see which team will represent the pro side and which the con side [Leadership and Teamwork 9.3].
5. Develop your debate plan and speeches, including your opening and closing speeches and preparation for your rebuttal, following the handouts from the instructor on how a debate is structured, time limits for presentations, etc. [Communications 2.4 Listening and Speaking 2.5; Leadership and Teamwork 9.3].
6. Present your debate to the class, who will be the judge. Each class member will complete an evaluation form indicating the persuasiveness of your argument. [Communications 2.4 Listening and Speaking 2.5].
7. When all presentations are completed, engage in a full class discussion of the roles of healthcare professionals and possible implications and outcomes of the issue discussed on careers in the health science field [Ethics and Legal Responsibilities 8.3; BRD A6.0; BRD A6.1].

***Performance task rubric**:* Your grade will be based on the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
BRD A6.0: Students understand the ethical, moral, legal, and cultural issues related to the use of biotechnology research and product development. (30 points)	Student clearly understands and articulates the ways in which ethical and moral considerations relate to both sides of the argument regarding bioethical issues. The nuances and "gray areas" are acknowledged and creatively	Student adequately understands and articulates the ways in which ethical and moral considerations relate to both sides of the argument regarding bioethical issues. 21–25 points)	Student appears to understand the ways in which ethical and moral considerations relate to both sides of the argument regarding bioethical issues, but may have problems articulating or understanding them or	Student does not understand and/or cannot articulate the ways in which ethical and moral considerations relate to both sides of the arguments regarding bioethical issues. (0 points)

	addressed. (26–30 points)		eliminating personal bias. (16–20 points)	
BRD 6.1: Understand the relationship between morality and ethics in the development of biotechnology healthcare products. (5 points)	Student makes specific references to the morality and ethics of biotechnology healthcare products related to the bioethical issue being discussed. Student predicts future technological developments in the field and discusses their moral and ethical implications. (5 points)	Student makes specific references to the morality and ethics of biotechnology healthcare products related to the bioethical issue being discussed. (4 points)	Student mentions the morality and ethics of biotechnology healthcare products related to the bioethical issue being discussed. (2 points)	Student does not discuss biotechnology healthcare products. (0 points)
Communications 2.4 Listening and Speaking Applications (grades nine and ten) 2.5: Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects): a. Structure ideas and arguments in a coherent, logical fashion. b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or	Student fully researches topic and cites more than eight sources from a variety of research methods. Student delivers persuasive argument in a coherent, logical fashion using supporting assertions with precise and relevant evidence. Student anticipates and addresses the opposition and presents logical, viable counter-arguments to build listener consensus. (30 points)	Student does adequate research on topic and cites at least eight sources. Student delivers somewhat persuasive argument in a coherent, logical fashion using supporting assertions with evidence. Student anticipates and addresses some of the opposition and presents counter-arguments to build listener consensus. (20 points)	Student does minimal research on topic and cites five to eight sources. Student delivers minimally persuasive argument using supporting assertions with some evidence. Student anticipates and addresses a few of the opposition and presents minimal counter-arguments to build listener consensus. (10 points)	Student does not research topic or cites less than five sources. Student does not deliver persuasive argument and has no supporting assertions or evidence. Student does not anticipate and address the opposition or build listener consensus. (0 points)

ethical belief; by use of personal anecdote, case study, or analogy). c. Defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. d. Anticipate and address the listener's concerns and counter-arguments. (30 points)				
Ethics and Responsibility 8.3: Understand the role of personal integrity and ethical behavior in the workplace. (30 points)	During debate and class-wide discussion, student displays a nuanced and in-depth understanding of integrity and ethical behavior in the workplace and applies this knowledge logically and creatively to various examples and scenarios. (30 points)	During debate and class-wide discussion, student displays an adequate understanding of integrity and ethical behavior in the workplace and applies this knowledge to one or two well-chosen examples or scenarios. (20 points)	During debate and class-wide discussion, student displays a basic understanding of integrity and ethical behavior in the workplace and cites at least one example or hypothetical scenario. (15 points)	During debate and class-wide discussion, student shows limited or no understanding of integrity and ethical behavior in the workplace. (0 points)
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and the attainment of	Student works effectively in a team, displaying an understanding of group dynamics and the principles of leadership. Work is evenly	Student works adequately in a team, displaying an understanding of group dynamics. The student completes a full share of the work.	Student works minimally effectively in a team and avoids including teammates in work. The student completes less than a full share	Student works independently of team. Or, the student actively or passively disrupts the team's work. Or, the student

goals. (5 pts)	distributed. The student completes a full share of the work. (5 pts)	(4 pts)	of the work. (3 pts)	does less than half a share of the work. (0 pts)

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample Pathway Occupations: Biotechnology Research and Development

Sample of Biotechnology Research and Development pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Biotechnology Assistant	• Biotechnology Technician* • Biomedical Technician* • Quality Assurance/Control Technician*	• Biotechnology Scientist* • Bioinformatics Specialist* • Biomedical Chemist* • Biostatistician* • Clinical Trials Researcher*

Diagnostic Services

Sample sequence of courses for Diagnostic Services pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Introduction to Health Careers I • Introduction to Health Careers II • Hospital Occupations • Introduction to Imagery I	• Medical Terminology • Health: Biological Structure and Function	• Medical Laboratory Assistant • Radiology Assistant • Bioengineering Assistant	• Anatomy and Physiology • Chemistry • Food and Nutrition • Technical Writing • Psychology • Math Analysis and Calculus • Physics • Foreign Language • Computer Application

Sample of appropriate foundation and pathway standards for the Introduction to Imagery I course in the Diagnostic Services pathway:

Sample appropriate foundation standards
Academics 1.1 Mathematics Measurement and Geometry (grade seven) 1.1: Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems.

Academics 1.1 Mathematical Reasoning (grade seven) 1.1: Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.
Academics 1.2 Science Focus on Life Sciences (grade seven) 1.a: Students know cells function similarly in all living organisms.
Academics 1.2 Science Focus on Life Sciences (grade seven) 5.b: Students know organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.
Academics 1.2 Science Biology/Life Sciences (grades nine through twelve) 10.a: Students know the role of the skin in providing nonspecific defenses against infection.
Academics 1.2 Science Biology/Life Sciences (grades nine through twelve) 10.b: Students know the role of antibodies in the body's response to infection.
Academics 1.3 United States History and Geography (grade eleven) 11.8.1: Trace the growth of service sector, white collar, and professional sector jobs in business and government.
Academics 1.3 United States History and Geography (grade eleven) 11.11.3: Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.
Communications 2.1 Reading Comprehension (grades eleven and twelve) 1.2: Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 1.5: Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium.
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.6: Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting): a. Report information and convey ideas logically and correctly. b. Offer detailed and accurate specifications. c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide). d. Anticipate readers' problems, mistakes, and misunderstandings.
Communications 2.4 Listening and Speaking Applications (grades nine and ten) 2.1: Deliver narrative presentations: a. Narrate a sequence of events and communicate their significance to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters. e. Pace the presentation of actions to accommodate time or mood changes.
Technology 4.2: Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
Technology 4.5: Know how to interpret technical materials and medical instrumentation used for health care practices and policies.
Problem Solving and Critical Thinking 5.3: Examine multiple options for completing work tasks by applying appropriate problem-solving strategies and critical thinking skills to work-related issues.
Ethics and Legal Responsibilities 8.5: Understand and maintain the Patients' Bill of Rights, patients' and clients' confidentiality, and the Health Insurance Portability and Accountability Act of 1996.

Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
B1.0: Students know how to use appropriate methods and technology in a multidisciplinary health care industry to communicate information.
B2.0: Students know the process for assessing and reporting the health status of patients and clients.
B3.0: Students know the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients and clients.
B4.0: Students know how to explain procedures and goals to patients and clients and use various strategies to respond to questions and concerns.
B5.0: Students understand requests for procedures and know how to interpret the requests, plan the coordination and implementation of services, and prepare for specific procedures.

5746 ***Sample analysis (or "unpacking") of a standard for the Introduction to***
5747 ***Imagery I course in the Diagnostic Services pathway:***

Standard	Diagnostic Services Pathway B4.0: Students know how to explain procedures and goals to patients and clients and use various strategies to respond to questions and concerns.	
Standard subcomponent	Diagnostic Services Pathway B4.1: Know how to assess the ability of patients and clients to comprehend procedures and how to modify communication in accord with a patient's level of understanding.	
Course level	X Introductory ❑ Concentration ❑ Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. The importance of cultural and linguistic diversity and standards. 2. Definition of medical imagery. 3. Types and purposes of five basic imagery techniques. 4. Required safety measures for each imagery technique.	1. Give a basic definition of cultural and linguistic diversity and explain their implications for patient care. 2. Give and explain basic definition. 3. Accurately compare and contrast the purpose of the various techniques. 4. Accurately describe the key safety measures for each technique.
	Skills	Benchmark
What should the students be able to do? At what level?	1. How to apply the Cultural and Linguistically Appropriate Standards (CLAS) to patient care 2. How to explain the type of diagnostic imagery technique a patient will experience, how it works, what its purpose is, and what hazards patients/staff may experience	1. In example scenarios, explain methods and procedures to use to ensure that Cultural and Linguistically Appropriate Standards are applied to a variety of patients. 2. Make factual and accurate explanation at the basic level. 3. Accurately correlate basic anatomy and physiology with

	3. How to correlate knowledge of organ, tissue, and cells with selected type of imagery 4. How to assess client comprehension level 5. How to adjust data to be consistent with patient/client's level of understanding	selected type of imagery. 4. Name five ways to assess a client's comprehension level and give examples. 5. Adequately adjust basic explanation to accommodate patient/client level of understanding.
Topics/contexts What must be taught?	1. Basic knowledge concepts 1–4 above 2. Medical terminology relevant to imagery 3. The CLAS and how to apply them 4. Methods of assessment of client understanding Strategies for giving explanations of complex material for various levels of understanding	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Health Science and Medical Technology sector foundation standards and Diagnostic Services (DS) pathway standards:

Standard #	*Standard*
Foundation: Science Academics 1.2 Focus on Life Sciences (grade seven) 5.b	Students know organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: DS B4.1	Know how to assess the ability of patients and clients to comprehend procedures and how to modify communication in accord with a patient's level of understanding.

Assignment: Explore the principles associated with medical imaging and learn patient education strategies corresponding with various imaging procedures.

Working in pairs, you will:

1. Select a type of imaging technique from the following:

    a. Conventional Radiography
    b. Computer-Assisted Tomography (CT or CAT SCANS)
    c. Scanning Dynamic Spatial Reconstruction (DSR)
    d. Digital Subtraction Angiography (DSA)
    e. Positron Emission Tomography (PET)
    f. Magnetic Resonance Imaging (MRI)
    g. Sonography

2. Research the selected type of medical imaging and take thorough notes that include all of the following information:

a. How it works.
b. Its purpose.
c. How it relates to organs, tissues, and cells and their functions.
d. The hazards it presents to patients and staff [Academics 1.2 Science Focus on Life Sciences 5.b; Technology 4.2].

3. Use the information gathered in your research to create a scenario/role play in which you demonstrate effective patient-staff interaction as you fully explain the imaging process, the reasoning behind the choice of process, how it relates to body organs and tissues, and potential hazards. Demonstrate sensitivity to the patient's level of understanding and your ability to adjust your explanation to successfully communicate with the patient.

   Develop a brochure with illustrations/pictures that captures the basic information and presents it in a very comprehensible manner [Academics 1.2 Science Focus on Life Sciences 5.b; DS B4.1].

4. Present the scenario in role-play format to the class, giving class members a copy of the brochure [DS B4.1].

Performance task rubric: Your grade will be based on the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
DS B4.1: Know how to assess the ability of patients and clients to comprehend procedures and how to modify communication in accord with a patient's level of understanding. (40 points)	Role play demonstrates assessment of the patient's level of understanding, uses the culturally and linguistically appropriate explanation of selected technique, includes how imagery equipment works, what it's used for, and what hazards it poses for both patient and staff. Reasoning behind the selection of the technique is clear and logical. Brochure is clear	Role play demonstrates assessment of the patient's level of understanding, uses the culturally and linguistically appropriate explanation of selected technique, includes how imagery equipment works, what it's used for, and what hazards it poses for both patient and staff. Brochure is clear. (42 points)	Role play correctly and completely explains the procedures, but the explanation is not adjusted to the patient's level of understanding. Explanation of selected technique includes some discussion of how imagery equipment works, what it's used for, and what hazards it poses for patients and staff, but it may be incomplete or unclear. Brochure shows lack of effort.	Role play features an incorrect or incomplete explanation of the procedures. (20 points)

	and well illustrated. (45 points)		(37 points)	
Academics 1.2 Science Focus on Life Sciences (grade seven) 5.b: Students know organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system. (15 points)	Information presented correlates knowledge of body systems and their functions with the explained imagery technique. (15 points)	Information presented reflects appropriate knowledge of body systems and their functions and an understanding of the imaging technique. (12 points)	Information presented reflects minimal knowledge of body systems and does not address imaging techniques. (9 points)	Information presented reflects incorrect knowledge or no knowledge of body systems. (4 points)
Technology 4.2: Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services. (45 points)	Explanation of selected technique includes how imagery equipment works, what it's used for, and what hazards it poses for both patient and staff. Reasoning behind the selection of the technique is clear and logical. Brochure is clear and well illustrated. (45 points)	Explanation of selected technique includes how imagery equipment works, what it's used for, and what hazards it poses for patient and staff. Brochure is clear. (42 points)	Explanation of selected technique includes some discussion of how imagery equipment works, what it's used for, and what hazards it poses for patient and staff, but may be incomplete or unclear. Brochure shows lack of effort. (37 points)	Explanation is inaccurate or does not cover how the equipment works, what it's used for, or what hazards it poses for patient and staff. (20 points)

5782 *Note: Demonstration and Application standard 11.0 is included in all the above.*

5783 ***Sample Pathway Occupations:*** Diagnostic Services

Sample of Diagnostic Services pathway occupations organized by level of education and training required for workforce entry. (Asterisked occupations require certification or licensure.)		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Medical Laboratory Aid • Transporter	• Radiology Technologist* • Medical Laboratory	• Biotechnology Scientist* • Radiologist*

	Technician* • Cardiology Technologist* • Biotechnology Engineer • Medical Laboratory Assistant	• Clinical Medical Technologist* • Geneticist*

Health Informatics

Sample sequence of courses in the Health Informatics pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Introduction to Health Careers I • Introduction to Health Careers II • Hospital Occupations • Computer Technology	• Medical Terminology • Health: Biological Structure and Function	• Skill-specific Health Informatics • Medical Coding • Medical Transcription • Insurance Billing	• Anatomy and Physiology • Biology • Algebra I • Algebra II • Food and Nutrition • Technical Computer Applications • Technical Writing and Communications

Sample of appropriate foundation and pathway standards for the Medical Terminology course in the Health Informatics pathway:

Sample appropriate foundation standards
Communications 2.1 Reading Comprehension (grades nine and ten) 1.1: Identify and use the literal and figurative meanings of words and understand word derivations.
Communications 2.1 Reading Comprehension (grades nine and ten) 1.3: Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words.
Communications 2.1 Reading Comprehension (grades nine and ten) 2.1: Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
Communications 2.1 Reading (grades eleven and twelve) 1.2: Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.3: Write expository compositions, including analytical essays and research reports: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.

f. Use technical terms and notations accurately.
Communications 2.5: Know and understand medical terminology to interpret, transcribe, and communicate information and observations necessary for workers in the health care industry.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
C1.1: Know the process for managing the timely transfer of information accurately and effectively to the appropriate parties.
C3.4: Formulate and report information clearly and concisely.
C4.4: Know the process for determining the accuracy and completeness of data.
C5.1: Know how to code information and develop summaries (abstracts) for use by other medical personnel by using appropriate medical terminology.

Sample analysis (or "unpacking") of a standard for the Medical Terminology course in the Health Informatics pathway:

Standard	Health Informatics Pathway C5.0: Students know how to read, interpret, and extract information from medical and other documents:	
Standard subcomponent	Health Informatics Pathway C5.1: Know how to code information and develop summaries (abstracts) for use by other medical personnel by using appropriate medical terminology.	
Course level	❑☐Introductory X Concentration ❑ Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Definitions of all key terminology 2. Understanding of how transcription is done 3. Knowledge of the mechanics of encoding common language	1. Accurately define basic meanings of key terminology given. 2. Accurately describe the process of medical transcription. 3. List all steps of encoding common language.
	Skills	Benchmark
What should students be able to do? At what level?	1. Transcribe medical terminology into common language. 2. Encode common language into proper medical terminology. 3. Develop summaries or abstracts for use by other medical professionals	1. Accurately transcribe medical terminology given into common language. 2. Accurately encode common language into proper medical terminology. 3. Student develops an abstract of a sample patient's file using correct terminology and abbreviations.
Topics/contexts *What must be taught?*	1. Common roots for medical terminology 2. Definitions of key terminology 3. Transcription and encoding procedures 4. Summary writing	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Health Science and Medical Technology sector foundation standards and Health Informatics (HI) pathway standards:

Standard #	*Standard*
Foundation: Communications 2.1 Reading Comprehension (grades nine and ten) 1.1	Identify and use the literal and figurative meanings of words and understand word derivations.
Foundation: Communications 2.5	Know and understand medical terminology to interpret, transcribe, and communicate information and observations necessary for workers in the health care industry.
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: HI C5.1	Know how to code information and develop summaries (abstracts) for use by other medical personnel by using appropriate medical terminology.

Assignment: Individually, use your journals to complete the following activities:

1. Read three articles from three different health care journals or Internet sites. List and define, in your own words, each of the medical terms you encounter. Summarize each article in abstract form for use by other medical professionals. Be sure to reference the journal article or Internet site [Communications 2.1 Reading Comprehension 1.1; Communications 2.5; HI C5.1].
2. Select two paragraphs from those your instructor has given the class, and transcribe these paragraphs using proper medical terminology where applicable [Demonstration and Application 11.0; HI C5.1].

Performance task rubric*:* Your grade will be based on the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
HI C5.1: Know how to code information and develop summaries (abstracts) for use by other medical personnel by using appropriate medical terminology. (70 points)	Articles are selected from three different sources. All three abstracts are correctly prepared and clearly written. They accurately and succinctly communicate the necessary	Articles are selected from three different sources. All three abstracts are correctly prepared and clearly written. They communicate the necessary information in	Articles are selected from three different sources. One or more of the abstracts is too long or does not cover all the information in the article. There are more than three errors in the selection	Articles are not selected from three different sources. Or, abstracts are not written for all three articles. Or, the abstracts are too long or do not convey the necessary information. Or, medical

	information in each article. They use appropriate medical terminology. Citations are present and correct. (70 points)	each article. Only two or three errors are made in the selection or use of medical terminology. Citations are present and correct. (50 points)	or use of medical terminology. Citations are present and correct. (30 points)	terminology is inappropriately, inadequately, or erroneously used. Or, citations are incorrect, inadequate, or absent. (0 points)
Communications 2.5: Know and understand medical terminology to interpret, transcribe, and communicate information and observations necessary for workers in the health care industry. (20 points)	All medical words from the three selected articles are correctly and completely defined in the student's own words, with appropriate and thoughtful examples. The paragraphs are transcribed accurately and completely; there are no transcription or terminology errors. (20 pointts)	All medical words from the three selected articles are correctly and completely defined in the student's own words. The paragraphs are transcribed accurately and completely; the transcription error rate is less than 10 percent, and there are fewer than three terminology errors. (12 points)	At least 90 percent of the medical words in the three selected articles are correctly and completely defined in the student's own words. The paragraphs are transcribed accurately; the transcription error rate is less than 10 percent, and there are fewer than six terminology errors. (6 points)	Less than 90 percent of the medical words in the three selected articles are defined. Or, definitions are incorrect. Or, at least one definition is not in the student's own words but is instead copied from another source, including another student. One or both paragraphs are not transcribed. Or, transcription error rate is greater than 10 percent. Or, there are more than five errors in terminology. (0 points)

5805 ***Sample Pathway Occupations*:** Health Informatics

Sample of pathway occupations organized by level of education and training required for workforce entry. (Asterisked occupations require certification or licensure.)		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Medical Records Clerk • Medical/Hospital Receptionist • Health Unit Coordinator • Medical Coder	• Medical Transcriptionist* • Telehealth Technician • Medical Record Technician*	• Medical Librarian • Health Services Administrator • Hospital/Nursing Home Administrator

		• Health Educator

Support Services

Sample sequence of courses in the Support Services pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Introduction to Health Careers I • Introduction to Health Careers II • Introduction to Hospital Occupations	• Medical Terminology • Structure and Function	• Medical Transporter • Hospital Support Services • Maintenance and Supply Technician	• Anatomy and Physiology • Chemistry • Physical Science • Food and Nutrition • Microbiology • Algebra II • Computer Application

Sample of appropriate foundation and pathway standards for the Introduction to Hospital Occupations course in the Support Services pathway:

Sample appropriate foundation standards
Academics 1.1 Mathematics Measurement and Geometry (grade seven) 1.1: Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems.
Academics 1.1 Mathematical Reasoning (grade seven) 1.1: Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.
Academics 1.2 Science Focus on Life Sciences (grade seven) 5.c: Students know how bones and muscles work together to provide a structural framework for movement.
Academics 1.2 Science Biology/Life Sciences (grades nine through twelve) 10.a: Students know the role of the skin in providing nonspecific defenses against infection.
Academics 1.3 History Social Science United States History and Geography (grade eleven) 11.8.1: Trace the growth of service sector, white collar, and professional sector jobs in business and government.
Academics 1.3 History Social Science United States History and Geography (grade eleven) 11.11.3: Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.
Communications 2.1 Reading (grades eleven and twelve) 1.2: Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.6: Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting): a. Report information and convey ideas logically and correctly. b. Offer detailed and accurate specifications. c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).

d. Anticipate readers' problems, mistakes, and misunderstandings.
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 2.5: Write job applications and résumés: a. Provide clear and purposeful information and address the intended audience appropriately. b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. c. Modify the tone to fit the purpose and audience. d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
Communications 2.4 Listening and Speaking Applications (grades nine and ten) 2.1: Deliver narrative presentations: a. Narrate a sequence of events and communicate their significance to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters. d. Pace the presentation of actions to accommodate time or mood changes.
Communications 2.4 Listening and Speaking Applications (grades nine and ten) 2.2: Deliver expository presentations: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. e. Anticipate and address the listener's potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.
Career Planning and Management 3.1: Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
Problem Solving and Critical Thinking 5.3: Examine multiple options for completing work tasks by applying appropriate problem-solving strategies and critical thinking skills to work-related issues.
Ethics and Legal Responsibilities 8.5: Understand and maintain the Patients' Bill of Rights, patients' and clients' confidentiality, and the Health Insurance Portability and Accountability Act of 1996.
Sample appropriate pathway standards
D1.0: Students understand the responsibilities of their roles and perform their tasks safely by using appropriate guidelines.
D2.0: Students understand the protocols and practices necessary to maintain a clean and healthy work environment.
D3.0: Students use principles and techniques of resource management to make appropriate decisions.
D4.0: Students understand the development and implementation of legal regulations and facility standards for design, construction, maintenance, and improvement of health care facilities and environment.

Sample analysis (or "unpacking") of a standard for the Introduction to Hospital Occupations course in the Support Services pathway:

Standard	Support Services Pathway D3.0: Students use principles and techniques of resource management to make appropriate decisions.	
Standard subcomponent	Support Services Pathway D3.5: Know the components of a comprehensive training program for health care, including safety, infection control, handling of hazardous materials, and use of equipment. (*Note:* the focus for the "unpacking" is on safety as it relates to hazardous biological disposal techniques.)	
Course level	X☐Introductory ❑☐Concentration ❑☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Regulated biological waste and disposal techniques 2. Proper hazardous biological waste disposal techniques 3. Consequences of improper hazardous biological waste disposal	1. Describe five types of regulated biological waste and the corresponding proper disposal techniques. 2. Contrast three proper and improper techniques for hazardous biological waste disposal techniques. 3. List and describe three consequences of improper disposal techniques.
	Skills	Benchmark
What should students be able to do? At what level?	1. How to research and define biological hazardous waste and the proper and improper techniques for disposal of biological hazardous waste and the consequences of the latter. 2. How to relate the knowledge of proper and improper disposal of hazardous waste and the relationship to human health and or the environment.	1. Accurately describe proper and improper disposal methods for biological hazardous waste 2. Accurately describe the relationship proper and improper disposal of hazardous biological waste and the implications for human health or the environment.
Topics/contexts What must be taught?	1. Basic knowledge concepts 1–5 above 2. Greek, Latin, and Anglo-Saxon roots and affixes 3. Identification of hazardous waste and disposal techniques	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Health Science and Medical Technology sector foundation standards and Support Services (SS) pathway standards:

Standard #	*Standard*
Foundation: Communications 2.4 Listening and Speaking Applications (grades nine and ten) 2.2	Deliver expository presentations: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary

	sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. e. Anticipate and address the listener's potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.
Foundation: Technology 4.2	Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
Pathway: SS D3.5	Know the components of a comprehensive training program for health care, including safety, infection control, handling of hazardous materials, and use of equipment.

Assignment: In this assignment, students will explore and then adequately describe the possible consequences to human health and/or the environment of either proper or improper disposal techniques of hazardous biological waste.

In groups of three or four:

1. Determine proper and improper disposal techniques for hazardous biological waste by a review of the literature, by interviews with environmental specialists, and by observation in health care settings [SS D3.5].
2. Conduct research on the consequences of improper disposal of hazardous waste on human health and or the environment [SS D3.5].
3. Develop a newsletter for hospital staff describing and illustrating proper and improper disposal techniques of hazardous biological waste and the consequences of each [Technology 4.2; SS D3.5].
4. Present the newsletter information in a training session through a five-minute multimedia presentation to health care industry representatives, faculty, and families, and hard copies of the newsletter available as handouts [Communications 2.4 Listening and Speaking Applications 2.2; Technology 4.2].

Performance task rubric: Your grade will be based on the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*

SS D3.5: Know the components of a comprehensive training program for health care, including safety, infection control, handling of hazardous materials, and use of equipment. (50 points)	Presentation reflects thorough knowledge of proper and improper hazardous waste disposal techniques and hazardous biological waste disposal techniques and consequences of the latter. Presentation contains creative examples to illustrate each point and includes secondary (for example, financial) as well as primary consequences. (50 points)	Presentation reflects factual knowledge of proper and improper hazardous biological waste disposal techniques, and consequences of the latter. Presentation contains typical examples to illustrate each point. (40 points)	Presentation reflects basic knowledge of proper and improper hazardous biological waste disposal techniques, and consequences of the latter. Presentation contains few or inappropriate examples. (32 points)	Presentation reflects limited or no knowledge of proper and improper hazardous biological disposal techniques or their consequences. Presentation contains few or inappropriate examples. (15 points)
Communications 2.4 Listening and Speaking Applications (grades nine and ten) 2.2: Deliver expository presentations: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make	The newsletter accurately, informatively, and persuasively conveys all relevant information from both primary and secondary sources in an easy-to-understand manner. Extensive, original illustrations and other visual aids are used as examples and to support information described in text. The reader's potential questions, concerns, and	The newsletter accurately and informatively conveys all relevant information from both primary and secondary sources in an easy-to-understand manner. Some original illustrations and other visual aids are used as examples and to support information described in text. The reader's potential questions, concerns, and confusion are anticipated and	The newsletter conveys basic information drawn from primary and secondary sources. Illustrations are limited, not useful, or copied directly from a (cited) source. A few potential questions, concerns, or confusions are addressed. Terms may be inappropriate to the audience. (23 points)	The newsletter is confusing or inaccurate, or is based on inadequate source material. Illustrations are absent or unrelated to the topic. The reader's potential concerns, questions, or confusions are not addressed. Technical terms are used inappropriately or are absent. (10 points)

distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. e. Anticipate and address the listener's potential misunderstandings, biases, and expectations. Use technical terms and notations accurately. (30 points)	confusion are anticipated and thoroughly addressed through a frequently asked questions section. Technical terms appropriate to the audience are selected and used. (30 points)	addressed. Technical terms appropriate to the audience are selected and used. (27 points)		
Technology 4.2: Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services. (20 points)	During the presentation, the student describes the use of at least four technological resources of at least two types to research, prepare, and present the newsletter. The resources are well chosen, and the information acquired is extensive and correct.	During the presentation, the student describes the use of at least three technological resources of at least two types to research, prepare, and present the newsletter. The resources are well chosen, and the information acquired is adequate and correct.	During the presentation, the student describes limited use of technological resources, including reliance on a single source or type of source (i.e., only Internet searches) to research, prepare, and present the newsletter. The information acquired is adequate and correct.	During the presentation, the student does not address the use of technological resources to research, prepare and present newsletter. Or, the resources are inappropriate. Or, the information obtained is incorrect. (7 points)

	(20 points)	(17 points)	(15 points)	

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample Pathway Occupations: Support Services

Sample of Support Services pathway occupations organized by level of education and training required for workforce entry. (Asterisked occupations require certification or licensure)		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Central Supply Aide • Environmental Services Assistant	• Central Supply Technician* • Environmental Services Technician* • Mortician*	• Materials Management Supervisor* • Environmental Health Specialist* • Industrial Hygienist* • Nursing Home Administrator* • Health Educator*

Therapeutic Services

Sample sequence of courses in the Therapeutic Services pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Introduction to Health Careers I • Introduction to Health Careers II • Introduction to Hospital Occupations	• Medical Terminology • Structure and Function • Hospital Occupations II	• Certified Nursing Assistant • Medical Assistant • Dental Assistant • Emergency Medical Technician	• Chemistry • Biology • Physics • Math Analysis or Calculus • Computer Applications • Technical Communications • Anatomy and Physiology • Food and Nutrition

Sample of appropriate foundation and pathway standards for the Certified Nursing Assistant course in the Therapeutic Services pathway:

Sample appropriate foundation standards
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.6: Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting): a. Report information and convey ideas logically and correctly. b. Offer detailed and accurate specifications. c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).

d. Anticipate readers' problems, mistakes, and misunderstandings.
Communications 2.5: Know and understand medical terminology to interpret, transcribe, and communicate information and observations necessary for workers in the health care industry.
Communications 2.7: Understand the importance of verbal and nonverbal communication in the health care industry.
Technology 4.5: Know how to interpret technical materials and medical instrumentation used for health care practices and policies.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
E1.0: Students know how to communicate procedures and goals to patients and clients and members of the health care team by using a variety of strategies.
E1.1: Know how to evaluate the ability of patients and clients to understand the information provided.
E1.2: Use appropriate communication strategies with patients and clients.
E5.0: Students know how to evaluate patients' and clients' needs, abilities, and challenges to determine whether treatment goals are being reached.

Sample analysis (or "unpacking") of a standard for the Certified Nursing Assistant course in the Therapeutic Services pathway:

Standard	Therapeutic Services Pathway E5.0: Students know how to evaluate patients' and clients' needs, abilities, and challenges to determine whether treatment goals are being reached.	
Standard subcomponent	Therapeutic Services Pathway E5.1: Use the appropriate evaluation tools to assess patients and clients (note: focus in "unpacking" is on blood pressure assessment).	
Course level	❑ Introductory ❑ Concentration X Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. How the circulatory system is evaluated, including pulse points and normal diastolic/systolic limits 2. Relationships of the diameter of arm/cuff 3. Significance of measuring blood pressure (BP) 4. Types of equipment used for BP assessment	1. Identify appropriate pulse points and normal range of BP. 2. Define rule for selection of cuff size. 3. Describe the principal of arterial pressure; identify appropriate scale used to measure BP. 4. Cite three types of equipment used for BP assessment
	Skills	Benchmark
What should students be able to do? At what level?	1. How to measure BP 2. How to record and document BP	1. Properly place stethoscope over brachial artery; place cuff 1" above stethoscope; inflate cuff to 170 mm; slowly deflate cuff (2–3 mm/sec) while listening for

		first audible beat; accurately note number of that beat; continue slow deflation until last beat disappears; accurately note number of last beat. 2. Accurately record BP on chart and graph and report BP outside of normal limits.
Topics/contexts What must be taught?	1. Basic knowledge concepts 1–4, above 2. Accurate BP measurement 3. Accurate BP recording	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Health Science and Medical Technology sector foundation standards and Therapeutic Services (TS) pathway standards:

Standard #	*Standard*
Foundation: Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.6	Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting): a. Report information and convey ideas logically and correctly. b. Offer detailed and accurate specifications. c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide). d. Anticipate readers' problems, mistakes, and misunderstandings.
Foundation: Technology 4.5	Know how to interpret technical materials and medical instrumentation used for health care practices and policies.
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: TS E5.1	Use the appropriate evaluation tools to assess patients and clients.

Assignment: Work in pairs to practice measurement and recording of blood pressure (BP). You and your partner will take turns being "patient" and "provider." The provider will follow these steps:

1. Select proper instruments/equipment for assessing and recording BP [Technology 4.5; TS E5.1].
2. Identify appropriate pulse points on the patient for taking BP: radial, brachial, and popliteal pulses [Technology 4.5].
3. Identify range of normal BP for children and adults [Technology 4.5].
4. Choose the correct cuff size for your patient [Technology 4.5; TS E5.1].
5. Identify appropriate scale to measure BP [Technology 4.5].
6. Properly place stethoscope over brachial artery and inflate cuff to 170 mm [TS E5.1]

7. Slowly deflate cuff (2–3 mm/sec) while listening for first audible beat; note that number. Continue slow deflation until last beat disappears; note that number [Technology 4.5; TS E5.1].
8. Record BP on chart and graph in patient record; report anything outside normal limits [Technology 4.5; TS E5.1].

Once both you and your partner have taken a turn as "provider," work together to write and illustrate a brief (two- to four-page) manual on the appropriate way to take BP [Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.6; TS E5.1].

***Performance task rubric**:* Your grade will be based on the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
TS E5.1: Use the appropriate evaluation tools to assess patient(s) and client(s). (50 points)	Cuff is properly placed. Stethoscope is correctly centered over artery and is close to cuff. Cuff is inflated to the proper pressure, between 160 and 170. Pressure release is steady and controlled and ensures that patient has minimum necessary period of pressure discomfort. (50 points)	Cuff is properly placed or placed too high. Stethoscope is correctly centered over artery. Cuff is over-inflated. Pressure release is too slow, so that patient experiences more than the minimum necessary period of pressure discomfort. (40 points)	Cuff is improperly positioned on the elbow joint. Stethoscope is not centered over artery and is close to cuff. Cuff is under-inflated. Pressure release is unsteady or too fast. Patient has more than the minimum necessary period of pressure discomfort. (30 points)	Cuff is inverted when placed on patient. The stethoscope is below the antecubital space. Cuff is not correctly inflated or deflated; student does not know how to work valve. (20 points)
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.6: Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a	All facts are completely and accurately conveyed. The manual is easy to follow and contains all information necessary for taking BP, including accurate specifications.	All facts are completely and accurately conveyed. The manual is logical and contains all information necessary for taking BP, including accurate specifications. At least one	Most facts are completely and accurately conveyed. The manual is illogically constructed or difficult to follow. Some necessary information is lacking. (7 points)	Some facts are inaccurate. The manual is difficult or impossible to follow. Significant information is lacking. Illustrations are not present or are copied from an uncited source.

meeting, minutes of a meeting): a. Report information and convey ideas logically and correctly. b. Offer detailed and accurate specifications. c. Include scenarios, definitions, and examples to aid comprehen-sion (e.g., troubleshootin g guide). d. Anticipate readers' problems, mistakes, and misunder-standings. (20 points)	Original illustrations and visual aides are used to enhance comprehension. Common problems with taking or interpreting BP are discussed and solutions are provided. 20 points)	illustration is used to enhance comprehension; it may be copied from a cited source. (14 points)		(0 points)
Technology 4.5: Know how to interpret technical materials and medical instrumentation used for health care practices and policies. (30 points)	Appropriate instrument is selected to measure BP, and appropriate cuff is selected for patient. All pulse points are correctly identified at first try. Appropriate scale is selected to measure BP. Student accurately records and charts both systolic and diastolic pressure on patient chart. Student clearly explains the significance and	Appropriate instrument is selected to measure BP, and appropriate cuff is selected for patient. All pulse points are correctly identified with some assistance from instructor or other students. Appropriate scale is selected to measure BP. Student records and charts systolic and diastolic pressure within 2mm of accuracy. Student explains the significance	Appropriate instrument is selected to measure BP, and appropriate cuff is selected for patient. Pulse points are identified only with extensive help from instructor or other students. Student requires help to select appropriate scale to measure BP. Student records and charts systolic and diastolic pressure within 4mm of accuracy. Student can	Inappropriate cuff is selected for patient. Or, student cannot locate pulse points. Or, student does not select appropriate scale to measure BP. Or, student does not record systolic and diastolic pressure, or records them in an inappropriate location, or does not chart them. Or, systolic or diastolic measurement has a margin of error greater than

	meaning of both measurements. (30 points)	of both measurements. (25 points)	explain the significance of only the systolic measurement. (15 points)	4mm. Or, student cannot explain the significance of the measurements. (5 points)

Note: Demonstration and Application standard 11.0 is included in all the above.

***Sample Pathway Occupations**:* Therapeutic Services

Sample of pathway occupations organized by level of education and training required for workforce entry. (Asterisked occupations require certification or licensure.)		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Physical Therapy Aide • Certified Nurses Assistant* • Respiratory Therapy Aide • Medical Assistant • Emergency Medical Technician*	• Fitness/Aerobics Instructor* • Registered Physical Therapy Aide* • Licensed Vocational Nurse/ Registered Nurse* • Pharmacy Technician* • Dental Hygienist*	• Exercise Physiologist* • Physical Therapist* • Physician Assistant* • Dentist* • Pharmacist*

[1] Bureau of Labor Statistics. "The 2006–07 Career Guide to Industries," 2006. http://www.bls.gov/oco/cg/pdf/cgs035.pdf.

Hospitality, Tourism, and Recreation Industry Sector

The Hospitality, Tourism, and Recreation industry sector includes California's fastest-growing industries: travel, recreation, and food and hospitality. Nearly 900,000 jobs are directly supported by the travel sector in California, making tourism the state's third largest employer, and the industry is expected to expand over 2 percent per year through 2014.[1] Food service occupations range from food production and service to the study of human nutrition and wellness. The industry brings in over $970 million a day and is responsible for 8 percent of jobs worldwide.[2] The California restaurant industry is the largest employer in the state, providing 957,000 jobs with annual projected sales of $51.5 billion and sales tax revenues of $4 billion.[3] Students choosing a career in this global industry sector are eligible for positions all over the world, with potential for advancement and ready availability of continuous employment. Colleges and universities throughout California and the United States continue their course offerings and degree programs in the field in an attempt to support this burgeoning sector.

The Hospitality, Tourism, and Recreation sector encompasses three distinct yet related career pathways: Food Science, Dietetics, and Nutrition; Food Service and Hospitality; and Hospitality, Tourism, and Recreation. Each pathway includes a coherent sequence of courses starting with a foundation course that leads to one or more concentration courses and a capstone course. The concentration courses focus on technical preparation, including career awareness and exploration, which is based on industry-approved curricula. Necessary knowledge and skills are acquired within a sequential, standards-based program that encompasses hands-on, project-based, and work-based instruction as well as leadership development, internship, mentors, work experience, job shadowing, and cooperative career technical education.

Hospitality, Tourism, and Recreation Industry Sector Pathways:

- Food Science, Dietetics, and Nutrition
- Food Service and Hospitality
- Hospitality, Tourism, and Recreation

Food Science, Dietetics, and Nutrition

Sample sequence of courses in the Food Science, Dietetics, and Nutrition pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Home Economics Careers and Technology Comprehensive	• Food for Health and Fitness • Food Technology and Nutrition	• Careers in Food Science, Dietetics, and Nutrition • Food Science and	• Chemistry • Individual and Family Health • Biology

Core I • Home Economics Careers and Technology Comprehensive Core II	• Food Science (Chemistry of Foods)	Dietetics	• Anatomy • Computer Application

Sample of appropriate foundation and pathway standards for the Careers in Food Science, Dietetics and Nutrition course in the Food Science, Dietetics, and Nutrition pathway:

Sample appropriate foundation standards
Academics 1.1 Mathematics Algebra I (grades eight through twelve) 13.0: Students add subtract, multiply and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.3: Write expository compositions, including analytical essays and research reports: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs. e. Anticipate and address readers' potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.6: Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies and interviews).
Technology 4.2: Understand the use of technological resources to access, manipulate, and produce information, products, and services.
Problem Solving and Critical Thinking 5.3: Use critical thinking skills to make informed decisions and solve problems.
Technical Knowledge and Skills 10.1: Understand the principles of nutrition and their relationship to good health through the life cycle.
Technical Knowledge and Skills 10.5: Understand the aspects of science related to food preparation, product development, and nutrition.
Demonstration and Application 11.0: Students demonstrate and apply the concepts in the foundation and pathway standards.
Sample appropriate pathway standards
A4.0: Students understand the relationship of basic nutritional principles and concepts to the physical and emotional well-being of individuals.
A5.0: Students understand the correlation of food and fitness to wellness.
A8.0: Students understand the basic principles of chemistry and physics related to changes in foods and food products during preparation, processing, and preservation.
A10.0: Students understand the fundamental concepts of marketing and public relations used in the dissemination of information about food science, dietetics, and nutrition.

Sample analysis (or "unpacking") of a standard for the Careers in Food Science, Dietetics and Nutrition course in the Food Science, Dietetics, and Nutrition pathway:

Standard	Food Science, Dietetics, and Nutrition Pathway A4.0: Students understand the relationship of basic nutritional principles and concepts to the physical and emotional well-being of individuals.	
Standard subcomponent	Food Science, Dietetics, and Nutrition Pathway A4.2: Analyze appropriate nutrient intake, diet, and energy expenditure for individuals of different ages and with different dietary and health needs.	
Course level	❑☐Introductory ❑☐Concentration X☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. The concept of healthy weight 2. The concepts of metabolism and energy balance 3. Influence of metabolic rate on various factors 4. Dietary guidelines 5. Essential nutrients 6. Finding nutrient content of foods	1. List at least four variables that define a "healthy weight." 2. Define metabolism and energy balance and give at least two accurate examples. 3. Cite five examples of ways in which metabolic rate influences various bodily functions. 4. Cite six dietary guidelines and summarize the reasoning behind each. 5. List six essential nutrients and explain why each is essential. 6. Know four methods of finding nutrient content: food labels, software, exchange lists, and pyramid.
	Skills	Benchmark
What should students be able to do? At what level?	1. How to determine caloric needs 2. How to analyze caloric and nutrient content of foods 3. How to improve an individual's food and exercise plan	1. Calculate basal metabolic rate and calorie expenditure for five types of activity and exercise with at least 95 percent accuracy. 2. Utilize all four methods of nutrient analysis to determine the caloric and nutrient content of actual foodstuffs with at least 90 percent accuracy. 3. Plan appropriate dietary patterns and levels of exercise for an example individual to maintain or achieve a healthy weight.
Topics/contexts What must be taught?	1. Knowledge of concepts 1–6 above 2. Accurate and specific recording of food intake 3. Calculating basal metabolic rate (BMR) and energy expenditure 4. Using nutritional analysis software, food labels, exchange lists, and pyramid to determine caloric values	

	5. Interpreting results of calorie and nutrient analysis according to different health needs

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Hospitality, Tourism, and Recreation sector foundation standards and Food Science, Dietetics, and Nutrition (FSDN) pathway standards:

Standard #	*Standard*
Foundation: Academics 1.1 Mathematics Algebra I (grades eight through twelve) 13.0	Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
Foundation: Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.3	Write expository compositions, including analytical essays and research reports: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs. e. Anticipate and address readers' potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.
Foundation: Technology 4.2:	Understand the use of technological resources to access, manipulate, and produce information, products, and services.
Foundation: Problem Solving and Critical Thinking 5.3:	Use critical thinking skills to make informed decisions and solve problems.
Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts in the foundation and pathway standards.
Pathway: FSDN A4.2:	Analyze appropriate nutrient intake, diet and energy expenditure for individuals of different ages and with different dietary and health needs.

Assignment: Obesity is becoming a dangerous epidemic among young people today. Your future health and prevention of obesity-related diseases depends on having an appropriate dietary intake for your activity level. Record the foods you eat and the activities you participate in for three days. Use a detailed time chart and record the exact amounts, names, and brands of food you eat over a 72-hour period and also the length and intensity of your physical activities.

1. Analyze your food intake using the food analysis software in the classroom [Technology 4.2; FSDN A4.2].

2. Use the information in your text to calculate your metabolic rate and also your calorie expenditure for the level of activities in which you participate [Academics 1.1 Mathematics Algebra I 13.0; FSDN A4.2].
3. Compare your intake to your activity level [Academics 1.1 Mathematics Algebra I 13.0; FSDN A4.2].
4. Determine the average three-day difference between your caloric food intake and your calorie expenditure [Academics 1.1 Mathematics Algebra I 13.0; FSDN A4.2].
5. Calculate your yearly weight gain or loss based on the difference [Academics 1.1 Mathematics Algebra I 13.0; FSDN A4.2].
6. Present your findings in graphical form in monthly increments [Academics 1.1 Mathematics Algebra I 13.0; FSDN A4.2].
7. Prepare a written report of at least 500 words to explain your findings and recommend changes in eating habits and exercise that will result in appropriate, healthy weight loss or gain as needed [Communications 2.2 Writing Strategies and Applications 2.3; Problem Solving and Critical Thinking 5.3; FSDN A4.2].

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weigh the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
FSDN A4.2: Analyze appropriate nutrient intake, diet, and energy expenditure for individuals of different ages and with different dietary and health needs.	Food intake is correctly recorded and analyzed. All factors have been taken into consideration, all research is thorough, all calculations are correct. The reasoning behind the findings and recommendations is logical and based on the research.	Food intake is correctly recorded and analyzed. All factors have been taken into consideration, the calculations are correct, but the research is not thorough. The findings and/or recommendations are not fully based on the research.	Food intake is correctly recorded but is not correctly analyzed. Not all factors have been taken into consideration. The calculations have errors. The research is incomplete, and/or the findings and recommendations are inaccurate.	Food intake is incorrectly recorded and analyzed. The report lacks the required elements.
Academics 1.1 Mathematics Algebra I (grades eight through twelve) 13.0: Students add subtract, multiply,	Calculations of energy expenditure are 100 percent correct based on reported weight. Graphic report	Calculations of energy expenditure are 90 percent correct based on reported weight. Graphic report	Calculations of energy expenditure are 80 percent correct based on reported weight. Graphic report	Calculations of energy expenditure are not correct and/or graphic report is missing or incomplete.

and divide rational expressions and functions. Students solve challenging problems by using these techniques.	correctly extrapolates weight change over a year period.	extrapolates weight change over a year period based on calculations.	contains some errors above and beyond the original error in calculation.	
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.3: Write expository compositions, including analytical essays and research reports. a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and record	The report is clear, well written, detailed, and accurate. It includes all the information from the entire food analysis process and uses appropriate language, including technical terminology. The report is 600+ words and contains no grammatical, typographical, or other usage errors.	The report is clear, detailed, and accurate. It includes all the information from the entire food analysis process and uses appropriate language, including technical terminology. The report is 500–599 words and contains fewer than three grammatical, typographical, or other usage errors.	The report is clear and accurate. It includes most of the information from the food analysis process and uses appropriate language. The report is 400–499 words and contains fewer than six grammatical, typographical, or other usage errors.	The report is unclear or inaccurate. Or, significant information is lacking. Or, it uses inappropriate language. Or, it is shorter than 400 words. Or, it contains six or more grammatical, typographical, or other usage errors.

information on charts, maps, and graphs. e. Anticipate and address readers' potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.				
Technology 4.2: Understand the use of technological resources to access, manipulate, and produce information, products, and services.	Computer software is accurately and completely used; advanced functions of the software were used to increase the accuracy and usefulness of the analysis.	Computer software is accurately and completely used; basic functions of the software were used for recording and summarizing the data only.	Computer software is used, but with inaccuracies or without the use of the basic functions (recording and summarizing data).	Was not able to use the computer software.
Problem Solving and Critical Thinking 5.3: Use critical thinking skills to make informed decisions and solve problems.	Recommend-ations for changes are practical and realistic and include both diet and exercise.	Recommend-ations for changes include diet and exercise but are not practical for the individual.	Recommend-ations for changes do not include both aspects of intake and exercise.	Recommend-ations for changes are not included in the report.

Note: Demonstration and Application standard 11.0 is included in the above.

Sample pathway occupations: Food Science, Dietetics, and Nutrition

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Dietary Aide • Food Product Tester • Test Food Kitchen Assembler • Food Laboratory Aide • Quality Control Technician	• Dietetic Technician* • Food Production Chemist • Personal Chef • Food Inspector* • Test Kitchen Chef	• Registered Dietitian* • Food Technologist • Food Scientist • Food Product Developer • Food Journalist/Tech Writer

Food Service and Hospitality

Sample sequence of courses in the Food Service and Hospitality pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Home Economics Careers and Technology Comprehensive Core I • Home Economics Careers and Technology Comprehensive Core II	• Nutritional Science • Foods and Nutrition • Food, Nutrition, and Meal Management	• Careers in Food Service and Hospitality (Culinary Arts) • Food and Beverage Production	• Entrepreneurship • Business • Accounting

Sample of appropriate foundation and pathway standards for the Careers in Food Service and Hospitality (Culinary Arts) course in the Food Service and Hospitality pathway:

Sample appropriate foundation standards
Communications 1.2 Writing Strategies and Applications (grades eleven and twelve) 1.6: Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
Problem Solving and Critical Thinking 5.1: Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
Health and Safety 6.1: Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
Technical Knowledge and Skills 10.2: Understand the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.
Technical Knowledge and Skills 10.7: Understand how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.
Sample appropriate pathway standards
B3.3: Understand safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and cleanup.
B3.4: Know the types of food contamination, the potential causes, including cross-contamination, and methods of prevention.
B3.5: Know the essential principles of Hazard Analysis Critical Control Points, including the use of flowcharts.
B3.6: Understand the purpose of and process for required certification (e.g., ServSafe).
B6.1: Know the qualities and properties of food items and ingredients used in food preparation.

Sample analysis (or "unpacking") of a standard for the Careers in Food Service and Hospitality (Culinary Arts) course in the Food Service and Hospitality pathway:

Standard	Food Service and Hospitality Pathway B3.0: Students understand the basic principles of sanitation and safe food handling.	
Standard subcomponent	Food Service and Hospitality Pathway B3.4: Know the types of food contamination, the potential causes, including cross-contamination, and methods of prevention.	
Course level	❑☐Introductory❑☐Concentration X☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Conditions that promote growth of microorganisms 2. Microorganisms responsible for food-borne illnesses 3. Food sources of each of the microorganisms in #2 above 4. Symptoms of and susceptibility to food-borne illness for each microorganism identified 5. Cross-contamination and its causes	1. Identify basic conditions for growth of microorganisms. 2. List the four microorganisms that are responsible for 80 percent of all food-borne illnesses. 3. Identify two food sources for each of the microorganisms listed in #2. 4. Describe the symptoms for each microbial food-borne illness and name categories of people most susceptible. 5. Give the basic definition of cross-contamination and list three causes.
	Skills	Benchmark
What should students be able to do? At what level?	1. How to apply knowledge of causes and sources of food-borne illness to the safe labeling and storage of food 2. How to avoid cross-contamination 3. Know how to transport potentially hazardous foods safely. 4. Adhere to all relevant laws and regulations regarding food preparation.	1. Label and store all food according to ServSafe standards. 2. Demonstrate key food preparation steps to prevent cross-contamination. 3. Prepare four potentially hazardous foods for safe transportation. 4. Practice ServSafe and HACCP food preparation guidelines.
Topics/contexts *What must be taught?*	1. Basic knowledge concepts 1–8 above 2. ServSafe/HACCP guidelines 3. How to apply knowledge of causes and sources of food-borne illness to the safe preparation, storage, service, and transportation of potentially hazardous foods	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Hospitality, Tourism, and Recreation sector foundation standards and Food Service and Hospitality (FSH) pathway standards:

Standard #	*Standard*
Foundation: Health and Safety 6.1	Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
Foundation: Leadership and Teamwork 9.3	Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
Pathway: FSH B3.3:	Understand safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and cleanup.
Pathway: FSH B3.4:	Know the types of food contamination, the potential causes, including cross-contamination, and methods of prevention.
Pathway: FSH B3.5:	Know the essential principles of Hazard Analysis Critical Control Points, including the use of flowcharts.
Pathway: FSH B6.1:	Know the qualities and properties of food items and ingredients used in food preparation.

Assignment: In your cooperative learning group [Leadership and Teamwork 9.3]. analyze the following menu that is served at a picnic to determine what food(s) caused five people to come down with food poisoning. Answer the following:

1. Explain at least five foods or food handling procedures that might have caused the production of microorganisms that resulted in the outbreak of the food-borne illness [FSH B3.3; FSH B3.4].
2. For each food served, list the ingredients that could have harbored the microorganism/s [FSH B3.4; FSH B6.1].
3. List the HAACP steps in food preparation that should have been followed to prevent the outbreak [Health and Safety 6.1; FSH B3.3; FSH B3.5].

Picnic Scenario

You are attending a Pacific Symphony Under the Stars Concert, and a local company is catering the lunch (see menu below). The next day five members of your party come down with cramps, nausea, headaches, diarrhea, and vomiting. Answer the above questions to determine the microorganism(s), the ingredients and/or methods of preparation, handling, transportation, or storage that may have caused the food-borne illness, and the HACCP steps that should have been followed to prevent it.

Picnic Menu

Green Salad with Italian Dressing
Sourdough Rolls with Butter
Deviled Eggs
BBQ Chicken
Potato Salad
Fresh Cut Watermelon
Chocolate Chip Cookies and Chocolate Brownies

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weigh the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
FSH B3.3: Understand safe and sanitary procedures in all food handling, including receiving, storage, production, service, and cleanup.	Reponses show a comprehensive knowledge of safe food handling processes, including a list of procedures (including receiving, storage, production, service, and cleanup) specifically applicable to each food ingredient and item in the picnic menu.	Reponses show knowledge of safe food handling processes, including a list of procedures (including receiving, storage, production, service, and cleanup) specifically applicable to the food ingredients and items in the picnic menu that were most likely to cause the illness outbreak.	Reponses show knowledge of safe food handling processes; the list of procedures includes four of the required elements (receiving, storage, production, service, and cleanup) specifically applicable to the food ingredients and items in the picnic menu that were most likely to cause the illness outbreak.	Responses do not show adequate knowledge of safe food handling. The list of procedures includes fewer than four of the required elements (receiving, storage, production, service, and cleanup). Or, the list is not specifically applied to the food items in the picnic menu. Or, the list of procedures is incorrect.
FSH B3.4: Know types of food contamination, the potential causes, including cross-contamination, and methods of prevention.	The responses list at least four potential causes of food contamination, including cross-contamination, and list four methods of prevention.	The responses list at least three potential causes of food contamination, including cross-contamination, and list three methods of prevention.	The responses list at least three potential causes of food contamination, including cross-contamination, and list two methods of prevention.	The responses do not list at least three potential causes of food contamination. Or, they list fewer than two methods of prevention. Or, the answers

				are incorrect or vague.
FSH B3.5: Know the essential principles of Hazard Analysis Critical Control Points, including the use of flowcharts.	The answers correctly list all HACCP principles and a thorough discussion of how each should have been applied to prevent an outbreak of food-borne illness in this scenario. An accurate flowchart is included.	The answers correctly list all principles of the HACCP and include a discussion of how each should have been applied to prevent an outbreak of food-borne illness in this scenario.	The answers correctly list all principles of the HACCP, with some general information about how the HACCP should have been applied to prevent an outbreak of food-borne illness in this scenario.	The answers do not correctly list all the principles of the HACCP. Or, they do not make any references to how the HACCP should have been applied to prevent an outbreak of food-borne illness in this scenario.
FSH B6.1: Know the qualities and properties of food items and ingredients used in food preparation.	The responses include a list of probable and possible ingredients in each element of the picnic menu, with a discussion of each food item's qualities and properties.	The responses include a list of probable ingredients in each element of the picnic menu, with a discussion of each food item's qualities and properties.	The responses include a list of probable ingredients in each element of the picnic menu, with a discussion of the qualities and properties of at least half the food items.	The responses do not include a list of ingredients for each element of the picnic menu. Or, the responses discuss the qualities and properties of less than half of the ingredient list. Or, information provided is incorrect.
Health and Safety 6.1: Know the policies, procedures, and regulations regarding health and safety in the workplace.	The answers include specific, detailed information about potential mistakes in the handling of each food item. Answer includes correct, complete citations from the health code for each answer.	The answers include specific, detailed information about potential mistakes in the handling of each food item. Answer includes partial citations of and/or extensive references to the health code.	The answers include general information about potential mistakes in the handling of each food item. Answer includes references to the health code.	The answers do not include information about mistakes in handling of each food item. Or, they do not make references to the health code. Or, any of these elements is present but incorrect.
Leadership and Teamwork 9.3:	Teacher observes student	Teacher observes student	Teacher observes student	Teacher observes little or

Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.	taking an active leadership role in developing responses for the scenario and working effectively with other group members.	actively helping to develop responses to the scenario and working effectively with other group members.	adequately participating in developing scenario responses and working fairly well with other group members.	no involvement by the student in assisting the group to develop scenario responses and not working well with other group members.

Sample pathway occupations: Food Service and Hospitality

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Line cook • Baker Helper • Wait Staff • Pastry Chef Assistant • Food Expeditor	• Caterer • Pastry Chef* • Chef* • Food Service Manager* • Food Designer	• Sous/Executive Chef • Food & Beverage Analyst • General Manager • Food Service Director • Food Stylist

Hospitality, Tourism, and Recreation

Sample sequence of courses in the Hospitality, Tourism, and Recreation pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Home Economics Careers and Technology Comprehensive Core I • Home Economics Careers and Technology Comprehensive Core II	• Introduction to Hospitality and Tourism • Introduction to the Lodging Industry • Principles of Event Planning • Introduction to Travel and Tourism	• Careers in Hospitality, Tourism, and Recreation • Lodging and Hotel Operations • Attractions, Events, and Related Services • Travel-related Services	• Entrepreneurship • Business • Accounting • Computer Applications • Geography • Interior Design, Furnishing and Maintenance

Sample of appropriate foundation and pathway standards for the Introduction to Hospitality and Tourism course in the Hospitality, Tourism, and Recreation pathway:

Sample appropriate foundation standards
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.6: Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies and interviews).
Problem Solving and Critical Thinking 5.1: Apply appropriate problem solving strategies and critical thinking skills to work related issues and task.
Health and Safety 6.1: Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
Ethics and Legal Responsibilities 8.3: Understand the role of personal integrity and ethical behavior in the workplace.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
Leadership and Teamwork 9.5: Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feeling of others.
Technical Knowledge and Skills 10.7: Understand how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.
Sample appropriate pathway standards
C2.2: Understand how the mission and goals of a business affect operations in the hospitality, tourism and recreation industry.
C2.3: Know common safety, security, and emergency policy and procedures used in the hospitality industry to protect guests, visitors, and employees.
C2.5: Understand the importance of specific human resource practices and procedures that address workplace diversity, harassment, personal safety, and discrimination.
C3.1: Understand the importance of guest services to the success of the industry.
C3.2: Understand the concept of exceptional guest service.
C3.3: Anticipate the needs, desires, and interests of guests in order to exceed their expectations.
C3.5: Understand the roles of management and employees in effectively meeting the needs of culturally and generationally diverse groups.
C3.6: Interact with guests in a positive, responsive, and professional manner.

Sample analysis (or "unpacking") of a standard for the Introduction to Hospitality and Tourism course in the Hospitality, Tourism, and Recreation pathway:

Standard	Hospitality, Tourism, and Recreation Pathway C3.0: Effective guest services
Standard subcomponent	Hospitality, Tourism, and Recreation Pathway C3.1: Understand the importance of guest services to the success of the industry.

Course level	❑☐Introductory X☐Concentration ❑☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Components of guest service 2. Types of lodging facilities and their amenities 3. Reasons for delivering exceptional guest service 4. Mission statement and how it reflects the image of a facility	1. Define and give examples of the components guest service. 2. Cite four types of lodging facilities and give four examples of amenities for each category. 3. Cite three reasons for delivering excellent guest services. 4. Define and explain the basic relationship between mission statement and a facility's image.
	Skills	Benchmark
What should students be able to do? At what level?	1. How to write a mission statement 2. How to develop an employee fact sheet on exceptional service practice 3. How to evaluate performances demonstrating exceptional service	1. Write a basic mission statement for a hypothetical lodging establishment reflecting an emphasis on excellent guest service. 2. Develop a basic fact sheet including at least eight rules and examples of exceptional service. 3. Demonstrate at least five elements of exceptional guest services.
Topics/contexts What must be taught?	1. Basic knowledge concepts #1–4 above 2. Components of a mission statement 3. Rules for and examples of exceptional service 4. How to evaluate service performance	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Hospitality, Tourism, and Recreation sector foundation and Hospitality, Tourism, and Recreation (HTR) pathway standards:

Standard #	*Standard*
Foundation: Problem Solving and Critical Thinking 5.1	Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
Foundation: Leadership and Teamwork 9.3	Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
Pathway: HTR C2.2	Understand how the mission and goals of a business affect operations in the hospitality, tourism, and recreation industry.
Pathway: HTR C3.1	Understand the importance of guest services to the success of the industry.
Pathway: HTR C3.2	Understand the concept of exceptional guest service.
Pathway: HTR C3.3	Anticipate the needs, desires, and interests of guests in order to exceed their expectations.

Pathway: HTR C3.6	Interact with guests in a positive, responsive, and professional manner.

Assignment: In your cooperative learning group [Leadership and Teamwork 9.3]. your job is to:

1. Write a one-page description of a hypothetical hotel in one of the following categories: limited-service, mid-market, first class, or luxury. Include [HTR C3.1]:

    a. Facilities description of hotel by incorporating

        - List of physical facilities
        - Total number of rooms
        - Guest services provided
        - Pet policies
        - Amenities

    b. Mission statement for delivering exceptional guest services that will create repeat business [HTR C2.2; HTR C3.1; HTR C3.2].

2. Create a one-page employee quick-reference fact sheet for delivering exceptional guest service. Have a front office manager of one of our industry partners review and evaluate this fact sheet [Problem Solving and Critical Thinking 5.1; HTR C3.2].
3. Develop and write a guest service scenario in which a front-desk employee delivers exceptional guest service while checking in one of the following [HTR C3.2; HTR C3.3; HTR C3.6]:

    a. A family of four: mother, father, five-year-old son, thirteen-year-old daughter
    b. A person with a disability necessitating the use of a wheelchair
    c. An older couple (over seventy) on their second honeymoon
    d. A couple in their thirties with two pet poodles

4. Videotape the enactment of your scenario for the rest of the class to watch; all students will grade the presentation using the exceptional service fact sheet that you created.
5. Each person in the group writes a 200-word report in which you explain:

    a. At least six reasons why guest service and exceptional guest service is important [HTR C3.1].
    b. What part of this project helped you to understand the concept of delivering exceptional guest service and why [HTR C3.2].
    c. What resources you used to develop both the fact sheet and the service scenario.

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weigh the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
HTR C2.2: Understand how the mission and goals of a business affect operations in the hospitality, tourism, and recreation industry.	Mission statement is written concisely and effectively and reflects the level of service expected in the chosen lodging facility.	Mission statement is written concisely to reflect the level of service expected in the chosen lodging facility.	Mission statement reflects a general rather than specific level of service.	Mission statement does not discuss the level of service. Or, the mission statement is inappropriate for the chosen lodging facility.
HTR C3.1: Understand the importance of guest services to the success of the industry.	Mission statement and written report indicate clear understanding of the importance of guest services to the success of the industry. The written report gives eight specific examples that apply to the customers and setting of the scenario.	Mission statement and written report indicate clear understanding of the importance of guest services to the success of the industry. The written report gives six specific examples that apply to the customers and setting of the scenario.	Mission statement and written report indicate clear understanding of the importance of guest services to the success of the industry. The written report gives four examples.	Mission statement does not adequately address guest services. Written report does not mention the importance of guest services, or does not give at least four examples.
HTR C3.2: Understand the concept of exceptional guest service.	In all elements, the student shows a clear understanding of the difference between acceptable, above-average, and exceptional guest services. The mission statement provides a definition of excellent customer service that is easily understood/ applied by every	In all elements of the assignment, the student shows a clear understanding of the difference between acceptable and exceptional guest services. The mission statement provides a definition of excellent customer service that can be understood and applied by every	The mission statement provides a definition of excellent customer service. The written report provides a clear, thorough definition and two examples of exceptional guest services.	The mission statement does include a useful, correct definition of excellent customer services. The written report does not contain a definition of exceptional guest services. Or, the definition is sketchy or inaccurate. Or, there are fewer than two

	employee. The written report provides a clear, thorough definition and four examples of exceptional guest services.	employee. The written report provides a clear, thorough definition and three examples of exceptional guest services.		examples given.
HTR C3.3: Anticipate the needs, desires, and interests of guests in order to exceed their expectations.	Questions asked by scenario employee were insightful and allowed employee to gather information needed to exceed guest's expectations. Interactions with guests showed an awareness of the probable specific needs and interests of each customer.	Questions asked by scenario employee were appropriate to gather information needed to meet guest's expectations. Interactions with guests showed an awareness of the probable specific needs of each customer.	Scenario employee asked only basic, standard information and waited for guest to volunteer information related to his or her specific needs.	Questions asked by scenario employee were inappropriate. Or, no questions were asked.
HTR C3.6: Interact with guests in a positive, responsive, and professional manner.	At all times, the student interacts with guests in a positive, responsive, and professional manner. The student provides equal and exceptional service to all customers. The class ranks the student as providing exceptional service in the videotaped scenario. The student's behavior is appropriate to the highest level of professionals working in the	The student interacts with guests in a positive, responsive, and professional manner. The student provides equal and exceptional service to all customers. The class ranks the student as providing mostly exceptional service in the videotaped scenario. The student's behavior is appropriate to the average level of professionals working in the	The student interacts with guests in a positive, responsive, and professional manner. The student provides equal and exceptional service to all customers. The class ranks the student as providing mostly above-average or average service in the videotaped scenario.	The student's interactions with guests are not always positive, responsive, or professional. The student does not treat customers equally or make an effort to provide exceptional service to all customers. The class ranks the student as providing mostly below-average service in the videotaped scenario.

	field.	field.		
Problem Solving and Critical Thinking 5.1: Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.	Problem-solving strategies and critical thinking skills are demonstrated and show a comprehensive understanding of procedures that are appropriate for scenario.	Problem-solving strategies and critical thinking skills are demonstrated and show a basic understanding of procedures that are appropriate for scenario.	Some problem-solving strategies and critical thinking skills are demonstrated and show some comprehensive understanding of procedures that are appropriate for scenario.	Problem-solving strategies and critical thinking skills are absent and inappropriate for scenario.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.	Teacher observes student taking leadership in organizing group work and individual work effectively.	Teacher observes student helping to organize group work and structuring individual work effectively.	Teacher observes student following the group work plan and adequately structuring individual work.	Teacher observes little or no student involvement in group work plan or in structuring individual work.

6038 ***Sample pathway occupations:*** Hospitality, Tourism, and Recreation

Sample of pathway occupations organized by level of education and training required for workforce entry. (Asterisked occupations require certification or licensure.)		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Host/Hostess/Waitstaff • Camp Counselor • Recreation Leader • Spa Attendant • Front Desk Worker	• Concert Promoter • Event/Wedding Planner* • Specialty Cook • Flight Attendant • Club Pro or Manager	• Theme Park Director • Convention Coordinator • Travel Company Owner/Manager • Club/Resort/Hotel Manager

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[1] Division of Tourism, California Travel and Tourism Commission, *California Fast Facts 2006,* Fall 2006. http://www.gocalif.ca.gov/state/tourism.

[2] Katharine Kim, "National Restaurant Association Announces Record Sales Projected in Year Ahead for Nation's Largest Private-Sector Employer," December 14, 2004. http://www.restaurant.org/pressroom/pressrelease.cfm?ID=979.

[3] California Restaurant Association, "California Fast Facts: News and information," http://www.calrest.org/newsinfo/fastfacts.asp.

Information Technology Industry Sector Overview

Information Technology (IT) careers involve the design, development, support, and management of hardware, software, multimedia, and systems integration services. The IT industry is a dynamic and entrepreneurial working environment that has had a revolutionary impact on the economy and society. In addition to careers in the IT industry, IT careers are available in every sector of the economy, from Agriculture and Natural Resources to Transportation. Employment of IT support specialists is expected to increase faster than the average for all occupations through 2012, as organizations continue to adopt and integrate increasingly sophisticated technology. Employment in the Information Technology sector is expected to increase by 18.5 percent by 2012. IT sector contains some of the fastest-growing industries such as software publisher; Internet publishing; and Internet service providers, Web search portals, and data processing services.

Information Technology careers are divided into four pathways: Information Support and Services is the foundation for all successful business organizations today; Media Support and Services involves creating, designing and producing multimedia products and services; Network Communications involves network analysis, planning, and implementation; and Programming and Systems Development involves the design, development, and implementation of computer systems and software.

Information Technology Sector Pathways:

- Information Support and Services
- Media Support and Services
- Network Communications
- Programming and Systems Development

Information Support and Services

Sample sequence of courses in the Information Support and Services pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Keyboarding • Computer Applications • Business Communications	• Office Technology	• Microsoft Office Specialist Certification	• Word Processing • Spreadsheet • Database • Presentations

Sample of appropriate foundation and pathway standards for the Computer Applications course in the Information Support and Services pathway:

Sample appropriate foundation standards
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 1.3: Use clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources.
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 1.8: Design and publish documents by using advanced publishing software and graphic programs.
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.5: Write business letters: a. Provide clear and purposeful information and address the intended audience appropriately. b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipient. c. Highlight central ideas or images. d. Follow a conventional style with page formats, fonts, and spacing that contribute to the document's readability and impact.
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.6: Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting): a. Report information and convey ideas logically and correctly. b. Offer detailed and accurate specifications. c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide). d. Anticipate readers' problems, mistakes, and misunderstandings.
Communications 2.4 Listening and Speaking (grades eleven and twelve) 2.4: Deliver multimedia presentations: a. Combine text, images, and sound and draw information from many sources. b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly.
Career Planning and Management 3.1: Know the personal qualifications, interests, aptitude, knowledge, and skills necessary to succeed in careers.
Technical Knowledge and Skills 10.0: Students understand the essential knowledge and skills common to all pathways in the Information Technology sector.
Demonstration and Application 11.0: Students demonstrate and apply the concepts in the foundation and pathway standards.
Sample appropriate pathway standards
A1.0: Students understand the potential impact of information systems in different organizations.
A3.0: Students understand important aspects of project management.
A7.0: Students understand software applications and life-cycle phases.
A8.0: Students understand the importance of reading, writing, and comprehending documentation in a technical environment.

Sample analysis (or "unpacking") of a standard for the Computer Applications course in the Information Support and Services pathway:

Standard	Information Support & Services Pathway A7.0: Students understand software applications and life-cycle phases.	
Standard subcomponent	Information Support & Services Pathway A 7.1: Know common industry-standard software and its applications.	
Course level	X ❑ Introductory ❑ Concentration ❑ Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Know the industry-standard software programs for word processing. 2. Know the industry-standard software programs for spreadsheets. 3. Know the industry-standard software programs for presentations. 4. Know the industry-standard software programs for databases.	1. Cite two word processing programs and identify their strengths and differences. 2. Cite two programs for spreadsheets and identify their strengths and differences. 3. Cite two presentation programs and identify their strengths and differences. 4. Cite two database programs and identify their strengths and differences.
	Skills	Benchmark
What should students be able to do? At what level?	1. How to create an electronic presentation 2. How to use a word processing program	1. Able to create an electronic presentation with imported photos and graphics; various transitions 2. Able to use a word processing program to write a short report
Topics/contexts What must be taught?	1. Basic knowledge concepts 1–4 2. How to create an electronic/multimedia presentation 3. How to use a word processing program	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Information Technology sector foundation standards and Information Support and Services (ISS) pathway standards:

Standard #	*Standard*
Foundation: Communications 2.4 Listening and Speaking (grades eleven and twelve) 2.4	Deliver multimedia presentations: a. Combine text, images, and sound and draw information from many sources. b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly.

Foundation: Career Planning and Management 3.1	Know the personal qualifications, interests, aptitude, knowledge, and skills necessary to succeed in careers.
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts in the foundation and pathway standards.
Pathway: ISS A7.1	Know common industry-standard software and its applications.

Assignment: Select and research a career that interests you [Career Planning and Management 3.1]. Using an industry-standard word processing program, write a short report (1,000 words) on the career selected and why you are interested in that career [Career Planning and Management 3.1; ISS A7.1].

Prepare a ten-minute overview of your exploration of yourself and your career choice. The format will be an oral presentation using industry-standard presentation software, with a minimum of 12 slides. It must include at least one imported digital photograph, taken at school; others, including ones downloaded from the Internet, can also be used. Pictures and graphics should be included, but your slides should not be cluttered. Use a consistent theme for backgrounds and color choices to make your presentation professional in appearance [Communications 2.4 Listening and Speaking 2.4; ISS A7.1].

Electronic Presentation Slides:

1	Introduction slide; includes your name, title of presentation
3–5	Slides include information about yourself (likes, dislikes, hobbies, interests)
4–12	Slides with description of career selected, why you chose it, educational requirements, qualifications, advantages and disadvantages of the career, why you think you would be good at it

Performance task rubric: Your grade will be based on the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
ISS A7.1: Know common industry-standard software and its applications. (60 points)	Report is prepared in correct format using industry-standard software; 12 slides include all necessary visual, graphic, and organizational elements, plus additional slides with high levels of transitions and animation are	Report is prepared in correct format using industry-standard software; 12 slides include all necessary visual, graphic, and organizational elements. The slides have features such as background designs and	Report or slide show uses industry-standard software but is missing one to three required visual, graphic, and organizational elements. (30 points)	Report or slide show shows minimal effort or does not use industry-standard software. (10 points)

	included. The student uses advanced features of the software to add visual appeal and interest. (60 points)	transitions. (50 points)		
Communications 2.4 Listening and Speaking (grades eleven and twelve) 2.4: Deliver multimedia presentations.	The slide show enhances the presentation by providing concise and interesting information; the slides have no grammatical or typographical errors. The presentation is up to professional standard in both appearance and delivery. (20 points)	The slide show enhances the presentation by providing concise and interesting information, and there are one or two grammatical or typographical errors in the slideshow. (10 points)	The slide show enhanced the presentation by providing information in a concise and interesting way; however, the slides had two to four grammatical or typographical errors. (5 points)	The slide show detracts from the presentation; it is disorganized, unprofessional, or inappropriate. There are more than four grammatical or typographical errors. (2 points)
Career Planning and Management 3.1: Know the personal qualifications, interests, aptitude, knowledge, and skills necessary to succeed in careers. (20 points)	The report describes the career in detail, including qualifications, educational requirements, and advantages and disadvantages. The student links the qualifications closely to personal interests and aptitudes. Report includes interviews with people in the career area as well as traditional research. (20 points)	The report describes the career in detail, including qualifications, educational requirements, and advantages and disadvantages. The student links the qualifications to personal interests and aptitudes. (10 points)	The report's description of the career is minimal and does not include all items required; the student does not relate the career's qualifications to personal interests and aptitudes. (5 points)	Description of career is inaccurate or incomplete. (2 points)

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Information Support and Services

Sample of pathway occupations organized by level of education and training required for workforce entry.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Administrative Assistant • Help Desk Support Technician • Word Processing Operator	• Desktop Publisher • Information Systems Specialist • Database Administrator • Technical Writer	• Software Engineer–Applications • Information Systems Architect • Information Technology Manager/Director • Chief Technology Officer • Business Teacher

Media Support and Services

Sample sequence of courses in the Media Support and Services pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Computer Applications • Introduction to Business • Introduction to Desktop Publishing	• Desktop Publishing • Web Design	• Multimedia and Image Management • Advanced Web Design	• Graphic Design

Sample of appropriate foundation and pathway standards for the Multimedia and Image Management course in the Media Support and Services pathway:

Sample appropriate foundation standards
Communications 2.1 Reading Comprehension (grades nine and ten) 2.6: Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites and on the Internet).
Communications 2.4 Listening & Speaking Strategies and Applications (grades nine and ten) 2.6: Deliver descriptive presentations: a. Establish clearly the speaker's point of view on the subject of the presentation. b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement). c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.
Technology 4.0: Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.
Problem Solving and Critical Thinking 5.0: Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical

thinking, and problem-solving techniques.
Technical Knowledge and Skills 10.0: Students understand the essential knowledge and skills common to all pathways in the Information Technology sector.
Technical Knowledge and Skills 10.7: Analyze the functions, features, and limitations of different operating systems, environments, applications, and utilities.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
B1.0: Students understand the effective use of tools for media production, development, and project management.
B2.0: Students understand the effective use of communication software to access and transmit information.
B3.0: Students understand the use of different types of peripherals and hardware appropriate to media and technology.

Sample analysis (or "unpacking") of a standard for the Multimedia and Image Management course in the Media Support and Services pathway:

Standard	Media Support and Services Pathway B1.0: Students understand the effective use of tools for media production, development, and project management.	
Standard subcomponent	Media Support and Services Pathway B1.2: Use appropriate software to design and produce professional-quality images, documents, and presentations.	
Course level	❑☐Introductory❑☐Concentration X☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. What data mapping is 2. What tools are available in mapping software 3. What purpose a data map can serve for a business 4. How businesses use data mapping programs	1. Give a basic definition of data mapping. 2. Cite three standard mapping tools. 3. Cite five purposes of a data map and give examples. 4. Cite five data mapping programs and explain how a business would use each program.
	Skills	Benchmark
What should students be able to do? At what level?	1. Search for different types of mapping software. 2. Determine what is available on the Internet compared to software that can be installed directly on a computer. 3. Analyze findings from Internet research on various mapping software.	1. Identify three types of mapping software using at least three resources. 2. Identify at least three types of mapping software that are available on the Internet and three that can be installed directly on the computer. 3. Use research findings to compare and contrast features of the mapping software.

Topics/contexts What must be taught	1. Basic knowledge concepts 1–4 above 2. Creating a visual display of software available 3. Comparing and contrasting features and costs of software available

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Information Technology sector foundation standards and Media Support and Services (MSS) pathway standards:

Standard #	*Standard*
Foundation: Communications 2.4 Listening & Speaking Strategies and Applications (grades nine and ten) 2.6	Deliver descriptive presentations: a. Establish clearly the speaker's point of view on the subject of the presentation. b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement). c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.
Foundation: Technical Knowledge and skills 10.7	Analyze the functions, features, and limitations of different operating systems, environments, applications, and utilities.
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: MSS B1.0	Students understand the effective use of tools for media production, development, and project management.

Assignment: In this assignment, you will analyze mapping software used for business purposes. Working either in small groups or by yourself, complete the following steps:

1. Locate and analyze various mapping software used by business [MSS B1.0].

    a. Use your computer and varied resources such as magazines from your classroom and library.
    b. List five mapping software programs available for business use.

2. Determine the function and purpose of the selected programs for various applications [MSS B1.0].

    a. Cite the purpose each mapping software application serves and explain how each program would be used in business.
    b. Provide an example of each purpose (this can be accomplished by cutting pictures out of magazines and/or printing a sample from software or the Internet).

3. Cite your findings by creating a display board or poster showing each software application and describe the tools used for your selected business using your collection of pictures.

    a. Determine appropriate pictures to be displayed.
    b. Provide captions explaining how each program would be used in business.

4. Critique the tools used in each example and give a brief (three to five minutes) persuasive talk to a group about which software they should purchase for your selected business use [Communications 2.4 Listening & Speaking Strategies and Applications 2.6; Technical Knowledge and Skills 10.7].

    a. Determine the type of business that will use the software.
    b. Determine the contents of the persuasive talk.
    c. Develop presentation to a group.

Performance task rubric: Your grade will be based on the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
MSS B1.0: Understand the effective use of tools for media production, development, and project management. (70 points)	All relevant information about five sample mapping software programs is included, and all tools in each program are cited and evaluated. Mapping tools are demonstrated with professional clarity and thoroughness, using appropriate terminology, visuals, and tools applied for business use. (70 points)	Most relevant information about five sample mapping software programs and most of the tools used in each program is included. Mapping tools are demonstrated with clarity. The student is able to use common, familiar, and most newly acquired terminology correctly, and uses visuals to demonstrate tools applied for business use. (60 points)	Most relevant information about three sample mapping software programs and the basic tools used in each program is included. Mapping tools are demonstrated through visuals, including tools applied for business use, but the demonstration is incomplete or unclear. (40 points)	The assignment includes fewer than three sample mapping programs, or the tool list is either incomplete or absent. Mapping concepts demonstration is incomplete, unclear, or missing. (0 points)
Communications 2.4 Listening and Speaking	Arguments and ideas are accurate and	Arguments and ideas are mostly accurate and	Arguments and ideas are somewhat	Arguments and ideas are inaccurate and

Strategies and Applications (grades nine and ten) 2.6: Deliver descriptive presentations: Establish clearly the speaker's point of view on the subject of the presentation. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement). Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details. (15 points)	complete and delivered in a logical fashion; the listeners' concerns are anticipated and addressed; the speaker's position is presented in a clear and precise manner. (15 points)	nearly complete and delivered in a logical fashion; the listeners' concerns are anticipated and addressed; the speaker's position is presented in a clear and precise manner. (10 points)	accurate and complete and delivered in a logical fashion; the listeners' concerns may not be anticipated and addressed; the speaker's position is presented in a clear and precise manner. (5 points)	incomplete and are not delivered in a logical fashion; the listeners' concerns are not anticipated or addressed; the speaker's position is not presented in a clear and precise manner. (0 points)
Technical Knowledge and skills 10.7: Analyze the functions, features, and limitations of different operating systems, environments, applications, and utilities. (15 points)	Analysis of mapping tools, functions, and features is thorough and detailed and focuses on the business applications of the software, with specific, detailed examples. The analysis completely communicates the processes observed and measured. (15 points)	Analysis of mapping tools, functions, and features is general and focuses on the business applications of the software. The analysis communicates the processes observed and measured. (10 points)	Analysis of mapping tools, functions, and features lacks detail and focus on business applications. The analysis does not successfully communicate the processes observed and measured. (5 points)	Analysis of mapping tools, functions, and features is incomplete or missing. (0 points)

6134 *Note: Demonstration and Application standard 11.0 is included in all of the above.*

Sample pathway occupations: Media Support and Services

Sample of pathway occupations organized by level of education and training required for workforce entry.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Computer Operator • Production Technician • Web Page Developer	• Computer Graphic Artist • Desktop Publisher • Multimedia Specialist • Web Designer • Webmaster	• Graphic Designer • Multimedia Artist/Animator • Multimedia Producer • Web Architect • Corporate Communications Manager

Network Communications

Sample sequence of courses in the Network Communications pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Keyboarding • Computer Applications	• Advanced Computer Operations • Network Systems I	• Network Systems II	• Entrepreneurship • Technical Business Communications

Sample of appropriate foundation and pathway standards for the Network Systems I course in the Network Communications pathway:

Sample appropriate foundation standards
Academics 1.1 Mathematical Reasoning (grade seven) 1.1: Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information and observing patterns.
Academics 1.1 Mathematical Reasoning (grade seven) 2.2: Apply strategies and results from simpler problems to more complex problems.
Academics 1.2 Investigation and Experimentation 1.a: Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
Communications 2.1 Reading Comprehension (grades nine and ten) 2.5: Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.6: Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting): a. Report information and convey ideas logically and correctly. b. Offer detailed and accurate specifications. c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide). d. Anticipate readers' problems, mistakes, and misunderstandings.

Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.3: Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
Technical Knowledge and Skills 10.1: Know how to use a variety of business- and industry-standard software and hardware, including major proprietary and open standards.
Sample appropriate pathway standards
C1.0: Students understand how to identify and analyze the customer's organizational network system needs and requirements.
C2.0: Students understand and use various types of networking models.
C3.0: Students understand network maintenance and user-support services.

Sample analysis (or "unpacking") of a standard for the Network Systems I course in the Network Communications pathway:

Standard	Network Communications Pathway C2.0: Students understand and use various types of networking models.	
Standard sub-component	Network Communications Pathway C2.1: Know the types of networks and their features and applications.	
Course level	❑☐Introductory X☐Concentration ❑☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. What a computer network is 2. Types of computer networks 3. The features of the computer networks 4. The advantages and disadvantages of each of the types of networks 5. What network operating systems are available 6. The advantages and disadvantages of each of the network operating systems	1. Basic definition of computer networks 2. Identify four computer network types. 3. Identify at least three features for each type of computer network 4. Identify at least two advantages and two disadvantages for each type of network 5. Identify four network operating systems 6. List at least two advantages and two disadvantages of each of the network operating systems
	Skills	Benchmark
What should students be able to do? At what level?	1. How to analyze findings from research on computer networks 2. How to apply findings to customer needs 3. How to share network information with customers	1. Research three computer networks and present features of each in a comparison chart. 2. Compare features of a given computer network with mock-scenario customer needs and requirements. 3. Present research findings and recommendations in a clear and concise manner to the mock-scenario customer.

Topics/contexts What must be taught?	1. Basic knowledge concepts 1–6 2. Researching information both electronically and in reference materials 3. Reaching conclusions that match computer network system with the needs of the customer

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Information Technology sector foundation standards and Network Communications (NC) pathway standards:

Standard #	*Standard*
Foundation: Communications 2.1 Reading Comprehension (grades nine and ten) 2.5	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
Foundation: Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.3	Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
Foundation: Technical Knowledge and Skills 10.1	Know how to use a variety of business- and industry-standard software and hardware, including major proprietary and open standards.
Pathway: NC C2.0	Students understand and use various types of networking models.

Assignment: You work for a technology consulting firm that provides technology assistance to area businesses for networking and telecommunication problems. ABC Company is a local business. The business has two stores. ABC Company also sends supplies nationwide to customers using a toll-free number to place their orders. The company is considering adding a web site to facilitate the ordering process for its customers. The company has hired the consulting firm you work for to provide them with information on the type of network that would best serve their needs as well as the Network Operating System that would benefit the company the most [NC C2.0].

A meeting has been set up with the owners as well as the store managers, accountant, and warehouse supervisor. They would like you to make a presentation on networks and operating systems. To do so, you must:

1. Research the various types of networks available including the features of each, the vendor for each, and the advantages and disadvantages of each [Communications 2.1 Reading Comprehension 2.5; NC C2.0].
2. Analyze the needs of the company, given the handout your instructor has prepared. You may also interview a company representative (the instructor) to get more information or clarify any questions you may have.

3. Prepare a PowerPoint presentation showing your recommendation to the customer and the reasons you support that choice. Include the costs for a 15-station network [Communications 2.2 Writing Strategies and Applications 1.3; Technical Knowledge and Skills 10.1; NC C2.0].

Performance task rubric: Your grade will be based on the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
NC C2.1: Know the types of networks and their features and applications. (50 points)	Product analysis demonstrates extensive research of types of networks and operating systems that meet company needs, including detailed features, advantages, and disadvantages of each. (50 points)	Product analysis demonstrates adequate research of types of networks and operating systems that meet company needs, including most features, advantages, and disadvantages of each. (40 points)	Product analysis demonstrates some research of types of networks and operating systems that meet company needs, including basic features, advantages, and disadvantages of each. (30 points)	Product analysis demonstrates some research of types of networks and operating systems but does not address or consider the needs of the company. (10 points)
Communications 2.1 Reading Comprehension (grades nine and ten) 2.5: Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. (20 points)	Product analysis and presentation demonstrate extensive research, including interview of company representative. The analysis is detailed and evaluates different products in relation to customer needs. The recommendation is thoroughly justified and includes cost and vendor information. (20 points)	Product analysis and presentation demonstrate adequate research, including interview of company representative. The analysis is basic, but evaluates different products in relation to customer needs. The recommendation is justified and includes cost and vendor information. (15 points)	Product analysis and presentation demonstrate some research. The analysis is basic and the product evaluation does not address specific needs of the company. (10 points)	Product analysis and/or presentation is inaccurate or incomplete. No recommendation is given. (5 points)
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.3:	Slide show conveys detailed information in a concise, persuasive manner with	Slide show conveys information in a concise manner with supporting information and	Slide show conveys information with some supporting information; the information may	Slide show information is incomplete and inaccurate and no recommendation

Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. (20 points)	extensive supporting information and relevant examples; the recommendation is persuasive given the research. (20 points)	relevant examples; the recommendation is given with supporting reasons. (8 points)	be incomplete or inaccurate. A recommendation is given but no supporting reasons for choice. (6 points)	is given. (2 points)
Technical Knowledge and Skills10.1: Know how to use a variety of business- and industry-standard software and hardware, including major proprietary and open standards. (10 points)	Student uses industry-standard software to prepare detailed slide presentation with appropriate background design, slide transitions, and graphics. Detailed charts and graphs of research information are included. (10 points)	Student uses industry-standard software to prepare slide presentation with appropriate background design, slide transitions, and graphics. Charts of research information are included. (8 points)	Student uses industry-standard software to prepare slide presentation incorporating basic information from research. (6 points)	Student uses software to prepare slide presentation, but information is inaccurate and incomplete. (2 points)

Note: Demonstration and Application standard 11.0 is included in all of the above.

Sample pathway occupations: Network Communications

Sample of pathway occupations organized by level of education and training required for workforce entry.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Network Systems Assistant • Network Support Technician	• Software/Hardware Installer • Telecommunications Specialist • Network Administrator • Data Communications Specialist	• Network Administrator • Computer Security Specialist • Network Engineer • Network Project Manager • Network Manager/Director

Programming and Systems Development

Sample sequence of courses in the Programming and Systems Development pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Computer Applications • Exploratory Business • Introduction to Programming	• Programming and Software Development • Java Programming • Visual Basic Programming • Computer Programming	• Game Programming • Advanced Programming • AP Computer Science	• HTML Programming • Web Programming • Probability and Statistics

Sample of appropriate foundation and pathway standards for the Computer Programming course in the Programming and Systems Development pathway:

Sample appropriate foundation standards
Academics 1.1 Algebra I (grades eight through twelve) 5.0: Students solve multi-step problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
Technology 4.2: Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
Problem Solving and Critical Thinking 5.0: Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques.
Problem Solving and Critical Thinking 5.3: Use critical thinking skills to make informed decisions and solve problems.
Technical Knowledge and Skills 10.0: Students understand the essential knowledge and skills common to all pathways in the Information Technology sector.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
D1.0: Students understand the strategies necessary to define and analyze systems and software requirements.
D2.0: Students understand programming languages.
D3.0: Students understand the creation and design of a software program.
D4.0: Students understand the process of testing, debugging, and maintaining programs to meet specifications.

Sample analysis (or "unpacking") of a standard for the Computer Programming course in the Programming and Systems Development pathway:

Standard	Programming and Systems Development Pathway D2.0: Students understand programming languages.	
Standard sub-component	Programming and Systems Development Pathway D2.1: Know the fundamentals of programming languages and concepts.	
Course level	❑ Introductory X ❑ Concentration ❑ Capstone	
	Concepts	Benchmark/Level
What do students need to know? At what level?	1. The definition of variables 2. Why variables differ in algebra and computer programming 3. What actions can be taken using variables 4. Identification of codes	1. Cite the basic definition of variables. 2. Cite differences between algebra and computer programming variables. 3. Cite five actions that can be taken using variables and give examples. 4. Identify three samples of code snippets.
	Skills	Benchmark
What should students be able to do? At what level?	1. How to display variables within code 2. How to create code using variables	1. Complete simple searches using a variety of resources. 2. Write a 20-line code snippet that effectively and accurately uses three types of variables.
Topics/contexts What must be taught?	1. Basic knowledge of concepts 1–4 above 2. How to create code using variables	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Information Technology sector foundation standards and Programming and Systems Development (PSD) pathway standards:

Standard #	*Standard*
Foundation: Technology 4.2	Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
Foundation: Problem Solving and Critical Thinking 5.3	Use critical thinking skills to make informed decisions and solve problems.
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: PSD D2.1	Students know the fundamentals of programming languages and concepts.

Assignment: Understanding computer variables

You spend weeks learning about variables—the most important fundamental you will need to understand in algebra. Then you go to computer class and have to learn all over again what a variable is. Although we call them the same thing, and we give them the same names (like x and y), computer variables and algebraic variables are not the same thing. If you don't believe this, consider the following statement, which is perfectly legitimate if you are a computer programmer but has no solution if you are a mathematician: I = I + 1. If you are a mathematician, this statement suggests that there might be a number out there equal to one more than itself. No such luck. But if you are a computer programmer, it means, "Start with a certain value, and add one to it"—a perfectly legal computer instruction.

To a computer programmer, a variable is a place to store a piece of information. Just as you might store a friend's phone number in your own memory, you can store this information in a computer's memory. Variables allow you to access your computer's memory.

For this activity, you will need beads, or marbles, or some other small objects, and a desk organizer (one of those cabinets with little drawers for paper clips and thumbtacks). Take the following steps:

1. Label each drawer with a letter (X, Y, Z, etc.)
2. The drawers represent variables. This is a reasonable comparison since—unlike an algebraic variable—a computer variable is nothing more than "a place to store something." Specifically, it is a place to store a value. The value stored in each variable will be represented by the marbles. In the beginning, each variable is empty because you haven't stored anything in it.
3. Read the snippet of code below and talk through this piece of code as described below with a partner [Technology 4.2]. Note that actions are in brackets.

Direction set:

Code snippets	*Explanations of code process*	*Action taken*
1)X = 7	1) The first instruction says to store seven marbles in drawer X.	Put seven marbles in drawer X.
2)Y = 2	2) The second instruction says to store two marbles in drawer Y.	Put two marbles in drawer Y.
3)Z = X - Y	3)The third instruction says to find out how many marbles are in drawer X and	Open drawer X again, and count the marbles; write this down.
	Subtract the number of marbles in drawer Y and	Open drawer Y and count the marbles; write it down.
	Put that many marbles in drawer Z	7 - 2 = 5; put 5 marbles in drawer Z.

4)Y = X - 6	The fourth instruction says to find out how many marbles are in drawer X and	Once again, count how many marbles are in drawer X; write it down.
	Subtract six from that.	Write out the calculation 7 - 6 = 1.
	Count the marbles in drawer Y. Oh, wait a minute, this drawer already has marbles in it. We need to take them out, and put in one.	Take out all marbles in drawer Y, and put one back in.
5)Y = Y + 1	The last instruction says to find out how many marbles are in drawer Y and	Count the marbles in drawer Y.
	Add one. And that's how many marbles we're supposed to have in drawer Y.	Empty drawer Y; then put two marbles in.

1. Once you have walked through this process, manually putting marbles in and taking them out, write three code snippets down and have your partner "act them out" using the resources [Problem Solving and Critical Thinking 5.3; PSD D2.1].
2. Along with your partner, write six code snippets (using pencil and paper) as shown in the Direction Set above, including the explanation of each step in the code process and the action taken [Problem Solving and Critical Thinking 5.3; PSD D2.1].

Performance task rubric: Your grade will be based on the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
PSD D2.1: Students know the fundamentals of programming languages and concepts. (80 points)	Provides six samples of code snippets with detailed explanations of each step in the coding process and appropriate identification of the action taken. Code snippets demonstrate a high degree of understanding through visuals, including appropriate tools applied for business use. (80 points)	Provides six samples of code snippets, including adequate explanation of each step in the coding process and identification of the action taken. Code snippets demonstrate the ability to use common, familiar, and most newly acquired terminology correctly through visuals, including appropriate tools	Provide six samples of code snippets with minimal explanation of each step in the coding process and identification of the action taken. Code snippets demonstrate some capacity, through visuals including appropriate tools applied for business use, but lack completeness and clarity. (40 points)	Samples are incomplete, unclear, or entirely absent. (0 points)

		applied for business use. (65 points)		
Technology 4.2: Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services. (10 points)	Teacher observes student accessing and using resources effectively and with ease. (10 points)	Teacher observes student being assisted with accessing and using resources by other student(s). (8 points)	Teacher observes student following partner's lead in accessing and using resources. (5 points)	Teacher observes student not accessing and using resources, (0 points)
Problem Solving and Critical Thinking 5.3: Use critical thinking skills to make informed decisions and solve problems. (10 points)	Code snippets and actions are analyzed in detail, allowing the instructor to measure the quality of the process easily and accurately. (10 points)	Code snippets and actions are analyzed, but could better communicate the quality of the process. (8 points)	Code snippets and actions are analyzed, but the analyses lack detail and some are weak. (5 points)	Code snippets and action features are partially analyzed or missing. (0 points)

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Programming and Systems Development

Sample of pathway occupations organized by level of education and training required for workforce entry.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Software applications support • Programmer • Software technician	• Programmer • Software documentation specialist • Software applications report	• Operating systems designer • Computer software/hardware engineer • Software architect • Manager software development • Chief software architect

Manufacturing and Product Development Industry Sector

The Manufacturing and Product Development industry sector is an important part of California's economy, producing a wide range of products, including computers, communications equipment, electronic components, high-tech instruments, apparel, metal products, chemicals, plastics, aircraft, ships, missiles/space products, and search and navigation equipment. Small manufacturers are an important part of electronics, multimedia, and other emergent regional industrial clusters.

The Manufacturing and Product Development industry sector provides a foundation in manufacturing processes and systems, for all industrial and technology education students in California. Students are engaged in an instructional program that integrates technical preparation and academics with a focus on career awareness, career exploration, and skill preparation in four pathways: Machine and Forming Technology, Welding Technology, Graphic Arts Technology, and Multimedia Technology. Manufacturing and Product Development pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in manufacturing and graphic communication. Middle schools, high schools, regional occupational centers and programs, apprenticeship programs, community colleges, and four-year colleges and universities provide educational and training programs that prepare individuals for a vast scope of career manufacturing and product development opportunities.

Manufacturing and Product Development Industry Sector Pathways:

- Graphic Arts Technology
- Integrated Graphics Technology
- Machine and Forming Technology
- Welding Technology

Graphic Arts Technology Pathway

Sample sequence of courses for the Graphic Arts Technology pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Exploring Technology • Technology Core • Drafting • Orientation to Graphic Arts Apprenticeship	• Graphic Arts/ Communications • Communications Technology • Photography Lab	• Composition, Lithography, and Platemaking • Composition, Make-up, and Typesetting • Desktop Publishing • Commercial Photography	• Commercial Art • Principles of Technology • English Composition • Computer Science/ Applications • Algebra

Sample appropriate foundation and pathway standards for the Graphic Arts/Communications course in the Graphic Arts Technology pathway:

Sample appropriate foundation standards
Academics 1.4 Visual and Performing Arts (grades nine through twelve) 2.3: Develop and refine skill in the manipulation of digital imagery (either still or video).
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.6: Write technical documents: a. Report information and convey ideas logically and correctly. b. Offer detailed and accurate specifications. c. Include scenarios, definitions and examples to aid comprehension (e.g., troubleshooting guide). d. Anticipate readers' problems, mistakes, misunderstandings.
Technology 4.2: Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
Responsibility and Flexibility 7.1: Understand the qualities and behaviors that constitute a positive and professional work demeanor.
Technical Knowledge and Skills 10.7: Understand how graphic arts processes produce visual images to inform, educate, and serve manufacturing and personal needs.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
A2.0: Students understand graphic arts functions and copy preparation, including applications of desktop publishing and electronic imaging software.
A3.0: Students understand image generation processes and procedures required to reproduce single-color and multicolor printing.
A5.0: Students understand the functions, processes, and procedures required for the reproduction of printed products and the factors affecting the image transfer process.
A8.0: Students understand contemporary photography and its applications.
A9.0: Students understand the proper health and safety procedures and guidelines for the graphic arts environment, including the storage and recycling of raw materials and waste products.

Sample analysis (or "unpacking") of a standard for the Graphic Arts/Communications course in the Graphic Arts Technology pathway:

Standard	Graphic Arts Technology Pathway A2.0: Students understand graphic arts functions and copy preparation, including applications of desktop publishing and electronic imaging software.	
Standard subcomponent	Graphic Arts Technology Pathway A2.3: Know desktop publishing and electronic imaging software principles and procedures used to prepare graphic arts products.	
Course level	❑ Introductory X Concentration ❑ Capstone	
	Concepts	Benchmark
What do students need to know? At	1. Available desktop publishing and electronic imaging software packages and their capabilities,	1. List five software suites typically used for desktop publishing and electronic imaging with

what level?	advantages, and disadvantages 2. Computer-based photographic retouching materials and techniques 3. Strategies for effective presentation using retouching process and products	capabilities, advantages, and disadvantages of each. 2. Cite digital materials and techniques used to remove dust spots, add or replace missing color information, replace missing parts of the image. 3. Orally compare, using three original images and retouched copies of each, the degree of retouching success in color, sharpness and detail, and composition achieved using an identified retouching process on each image.
	Skills	Benchmark
What should students be able to do? At what level?	1. Ability to retouch photographs using image editing program: remove dust spots, add or replace missing color information, replace missing parts of the image 2. Identify appropriate software tools for specific image editing problems.	1. Use image-editing program to resolve problems on three photographs: remove dust spots, add or replace missing color information, replace missing parts of the image. 2. Select and effectively use re-touch software and provide specific reasons for this selection, with reference to capabilities, advantages, and disadvantages of the software.
Topics/contexts What must be taught?	1. Basic knowledge of image editing and desktop publishing software 2. Each step of the process of resolving image editing problems via digital retouching techniques 3. Effective presentation strategies and skills	

Sample performance task(s) based on the skills and concepts:

Standards*:* This sample performance task targets the following Manufacturing and Product Development industry sector foundation standards and Graphic Arts Technology (GAT) pathway standards.

Standard #	*Standard*
Foundation: Academics 1.4 Visual and Performing Arts (grades nine through twelve) 2.3:	Develop and refine skill in the manipulation of digital imagery (either still or video).
Foundation: Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.6a, b, d:	Write technical documents: a. Report information and convey ideas logically and correctly. b. Offer detailed and accurate specifications. c. Anticipate reader's problems, mistakes, and misunderstandings.

Foundation: Responsibility and Flexibility 7.1:	Understand the qualities and behaviors that constitute a positive and professional work demeanor.
Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: GAT A2.3:	Know desktop publishing and electronic imaging software principles and procedures used to prepare graphic arts products.
Pathway: GAT A8.1:	Understand current photographic technologies, processes, and materials used in the graphic arts.

Assignment: Working in teams of three, employ an image editing process to retouch three photos and remove dust spots, add or replace missing color information, and replace missing parts of the photograph [GAT A8.1].

1. Research: Use the library and classroom reference materials to develop an understanding of digital photography retouching technologies, processes, and materials [Communications 2.2 Writing Strategies and Applications 2.6; GAT A8.1].
2. Materials: Through research, identify the retouching software your team will be using. Given a set of prints, select three and their digital equivalents. You will need access to a computer loaded with the team-selected software [Demonstration and Application 11.0; GAT A8.1].
3. Criteria: Examine each of the three digital photographs carefully and decide what problems need to be retouched. Are there dust spots or scratches? Is the color faded? Can you tell what the original color was supposed to be? Write down all of the problems of each photograph and next to them list what each solution is going to be. Call this document your “Road Map to Retouching” and turn this in with your finished retouching projects [GAT A2.3; GAT A8.1; Communications 2.2 Writing Strategies and Applications 2.6; Demonstration and Application 11.0].
4. Procedure: Retouch a copy of each image, not the original. When you present your work, we will be able to see your work before and after. Use screen shots to help clarify your process and ease of understanding. Use a word processing program to print out your “Road Map to Retouching.” Use proper grammar and spelling [GAT A2.3; GAT A8.1; 1.4 Visual and Performing Arts (grades nine through twelve) 2.3; Communications 2.2 Writing Strategies and Applications 2.6; Demonstration and Application 11.0].
5. Prepare a final report. Discuss how you arrived at your retouching decisions. Include a copy of your “Road Map to Retouching.” Refer to each original photograph and your retouched copies when describing what the image problems were and how you accomplished each retouching task [Communications 2.2 Writing Strategies and Applications 2.6; Responsibility and Flexibility 7.1; Demonstration and Application 11.0; GAT A8.1].

***Performance task rubric**:* Your grade will be based on the following rubric. Individual teachers should determine how to weight the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
GAT A2.3: Know desktop publishing and electronic imaging software principles and procedures used to prepare graphic arts products. (30 points)	In the "Road Map to Retouching," student identifies appropriate software and techniques for each flaw or issue identified in original photographs and images, demonstrating extensive familiarity with software and procedures. Student uses each technique efficiently and skillfully with minimal help from instructor or classmates. (30 points)	In the "Road Map to Retouching," student identifies appropriate software and techniques for each flaw or issue identified in original photographs and images, demonstrating familiarity with software and procedures. Student uses each technique skillfully, but requires help from instructor or classmates. (25 points)	In the "Road Map to Retouching," student identifies appropriate software and techniques for some flaws and issues identified in original photographs and images, demonstrating limited familiarity with software and procedures. Student applies each technique with difficulty and requires substantial help from instructor or classmates. (15 points)	In the "Road Map to Retouching," student selects inappropriate software or techniques for flaws or issues in original photographs and images. Student cannot use techniques without extensive help from instructor or classmates. (0 points)
GAT A8.1: Understand current photographic technologies, processes, and materials used in the graphic arts. (25 points)	The project report, including the "Road Map to Retouching," reflection paragraph, work, and results, displays a complete understanding of the problems in the photographs used, the origins of these problems, the processes and materials available to correct such problems, the reasons each process or material might be	The project report, including a "Road Map to Retouching," reflection paragraph, work, and results, displays an understanding of at least three of the following four elements: the problems in the photographs used, the origins of these problems, the processes and materials available to correct such problems, the reasons each	The project report, including a "Road Map to Retouching," reflection paragraph, work, and results, displays an understanding of at least two of the following: the problems in the photographs used, including the origins of these problems, the processes and materials available to correct such problems, the reasons each process or	The project report, including a "Road Map to Retouching," reflection paragraph, work, and results, does not demonstrate understanding of the problems in the photographs used, including the origins of these problems, the processes and materials available to correct such problems, the reasons each process or material might be chosen, and the

	chosen, and the potential advantages and limitations of the software and hardware available to the student. (25 points)	process or material might be chosen, and the potential advantages and limitations of the software and hardware available to the student. (17 points)	material might be chosen, and the potential advantages and limitations of the software and hardware available to the student. (8 points)	potential advantages and limitations of the software and hardware available to the student. (0 points)
Academics 1.4 Visual and Performing Arts (grades nine through twelve) 2.3: Develop and refine skill in the manipulation of digital imagery (either still or video). (15 points)	Three images were skillfully retouched by using a selected image editing process. Color, composition, sharpness, and detail were restored with all flaws corrected. The resulting retouched images are at a professional or near-professional standard. (15 points)	Three images were retouched by using a selected image-editing process. Color, composition, sharpness, and detail were restored with all flaws corrected. The results were not suitable for professional work, but still they are of high quality, without detectable errors, graininess, or digital artifacts. (10 points)	Two or three images were retouched by using a selected image editing-process. Most color, composition, sharpness, and detail were restored, but flaws were left uncorrected. The final images still visibly require further retouching. (5 points)	The images were not retouched, or the processes used yielded images that are visibly of lower-quality than the original images. (0 points)
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.6 a, b, d: Write technical documents. Report information and convey ideas logically and correctly. Offer detailed and accurate specifications. Anticipate reader's problems, mistakes,	The final report and "Road Map to Retouching" are well written with detailed examples. Reflection is well-written, thoughtful, and complete. (15 points)	The final report and "Road Map" are fairly well written with examples. Reflection is complete. (10 points)	The final report and "Road Map" are poorly organized, with limited examples. Reflection is incomplete, vague, or absent. (5 points)	Student fails to write the report, the "Road Map," or reflection for assignment. (0 points)

misunder-standings. (15 points)				
Responsibility and Flexibility 7.1: Understand the qualities and behaviors that constitute a positive and professional work demeanor. (15 points)	Student demonstrates enthusiasm, focus, and maturity throughout the project. Student is always on task. (15 points)	Student demonstrates enthusiasm, focus, and maturity most of the time. Student is almost always on task. (10 points)	Student works some of the time, but wastes significant periods of project time, sometimes loses focus, becomes frustrated, or needs frequent reminders to stay on task. (5 points)	Student wastes most project time, loses focus, becomes frustrated, and/or ignores reminders to stay on task. (0 points)

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Graphic Arts Technology

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(Bachelor's degree or higher)*
• Desktop Publisher • Graphic Art Equipment Operator. • Network Installer* • Pre-Press Designer • Graphic Art Apprentice	• Commercial Photographer • Production Manager • Network Administrator* • Graphic Artist (Journeyman)	• Publisher, Editor • Product Developer • Industrial Technology Educator*, Trade/Craft Trainer* • Network Engineer* • Graphic Designer

Integrated Graphics Technology Pathway

Sample sequence of courses in the Integrated Graphics Technology pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Exploring Technology • Drafting/ Communications • Technology Core • Graphic Arts • Graphic Communications Apprenticeship Awareness	• Video Production • Communications Technology • Photography Lab • Graphic Communications • Graphic Communications Apprenticeship Explorations	• Animation • Broadcasting Production • Multimedia • Orientation to Graphic Communications Apprenticeship	• Principles of Technology • Principles of Design • Commercial Photography • Journalism • Algebra

Sample of appropriate foundation and pathway standards for the Exploring Technology course in the Integrated Graphics Technology pathway:

Sample appropriate foundation standards
Academics 1.1 Mathematics Number Sense (grade seven) 1.2: Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.3: Write expository compositions, including analytical essays and research reports: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs. e. Anticipate and address readers' potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.
Communications 2.4 Listening and Speaking Strategies and Applications (grades eleven and twelve) 1.8: Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity c. Technical language for specificity
Communications 2.5 Multimedia: Understand the importance of technical and computer-aided design, drawing, and graphic technologies essential to the language of the industry; read, interpret, and create drawings, sketches, and schematics by using manufacturing and product development industry conventions and standards; interpret and understand detailed information provided from technical documents, both print and electronic, and experienced people; and use computers, calculators, multimedia equipment, and other devices in a variety of applications.
Technology 4.1: Understand past, present, and future technological advances as they relate to a chosen pathway.
Problem Solving and Critical Thinking 5.2: Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
Responsibility and Flexibility 7.1: Understand the qualities and behaviors that constitute a positive and professional work demeanor.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
Technical Knowledge and Skills 10.6: Apply the design process in the development, evaluation, and refinement of a manufacturing prototype.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
B1.0: Students understand the application of basic integrated graphic design principles to achieve specific goals.
B2.0: Students understand integrated graphic multimedia functions and applications of electronic imaging software.

B5.0: Students understand integrated graphic multimedia technologies.

Sample analysis (or "unpacking") of a standard for the Exploring Technology course in the Integrated Graphics Technology pathway:

Standard	Integrated Graphics Technology Pathway B1.0: Students understand the application of basic integrated graphic design principles to achieve specific goals.	
Standard subcomponent	Integrated Graphics Technology Pathway B1.1: Produce sketches, rough layouts, and comprehensive layouts for an integrated graphic product, using design principles to guide the process.	
Course level	☐ Introductory❑ Concentration ❑☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Design and function of various animation devices 2. Concept of persistence of vision 3. Importance of producing a variety of sketches and rough layouts as part of the design process 4. Understand the role of form, function, and color in producing sketches and layouts	1. Define zeotrope, phenakistascope, praxinoscope, and mutoscope and describe how they function. 2. Explain the phenomenon of persistence of vision and give examples. 3. Provide three sketches or rough layouts for a potential project, with adequate accompanying written documentation. 4. Describe a selected design in terms of form, function, and color choices.
	Skills	Benchmark
What should students be able to do? At what level?	1. Ability to produce accurately scaled sketches and layouts. 2. Work within material parameters to produce feasible designs. 3. Develop appropriate sketch sequences for animated strips or discs.	1. Produces a sketch or layout for a given project which shows correct proportioning and accurate dimensions to a given scale. 2. Complete one design model from sketches or layouts within material parameters. 3. Produce animated sequence which plays correctly in a given device.
Topics/contexts What must be taught?	1. Ideation and graphic design process leading to model development 2. The use of graphic design principles in sketches, rough layouts, and comprehensive layouts 3. Basics of sequencing and the animation process	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Manufacturing and Product Development industry sector foundation standards and the Integrated Graphics Technology (IGT) pathway standards.

Standard #	*Standard*
Foundation: Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.3:	Write expository compositions, including analytical essays and research reports: a. Marshall evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs. e. Anticipate and address readers' potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.
Foundation: Technology 4.1:	Understand past, present, and future technological advances as they relate to a chosen pathway.
Foundation: Leadership and Teamwork 9.3:	Know how to work cooperatively and collaboratively with others to achieve goals.
Foundation: Technical Knowledge and Skills 10.6:	Apply the design process in the development, evaluation, and refinement of a manufacturing prototype.
Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: IGT B1.1:	Produce sketches, rough layouts, and comprehensive layouts for an integrated graphic product, using design principles to guide the process.

***Assignment**:* Working in groups of two or three, create a functional animation device and short animation.

1. Read the handout on the persistence of vision and review the unit on animation. Conduct research on an early manual stop-motion animation device. Understand how the device works and how it fits into the history of animation [Technology 4.1].
2. Create a working model of a zoetrope, phenakistascope, praxinoscope, or mutoscope from the materials provided [Leadership and Teamwork 9.3; Technical Knowledge and Skills 10.6; IGT B1.1].

    a. Sketch three potential designs for your animation device. Each should be to scale, properly dimensioned, and make effective use of design principles and the materials provided.
    b. Choose one of the sketches to produce.
    c. Construct working model from the chosen sketch and the provided materials.

3. Design an animated strip or disc to be played in your model [Leadership and Teamwork 9.3; Technical Knowledge and Skills 10.6; IGT B1.1].

   a. Develop two possible options for the content of the animation strip or disc and create rough sketches. Animation should be no more than five and no less than two seconds long.
   b. Choose the animation content to produce.
   c. Produce the animation strip or disc:

      - Registration should be accurate.
      - Image sequencing should be accurate.
      - Depicted movement should be smooth and consistent.
      - Animation should play within the given time period.

4. Write a research paper of at least 500 words [Communications 2.2 Writing Strategies and Applications 2.3; Leadership and Teamwork 9.3].

   a. Include a cover sheet.
   b. Cite at least two sources.
   c. Discuss the historical context of the animation device.
   d. Discuss the function and style of the working model, with reference to design principles.
   e. Explain how persistence of vision works in your model and animation.
   f. Explain the design reasoning behind the animated strip or disc.

***Performance task rubric**:* Your grade will be based on the following rubric. Individual teachers should determine how to weight the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
IGT B1.1: Produce sketches, rough layouts, and comprehensive layouts for an integrated graphic product, using design principles to guide the process. (25 points)	Sketches of animation device are skillfully penciled (even line width, clean lines, arcs, circles), crisp (no smudges/erasure marks), to scale (full scale), properly dimensioned (dimension lines, numbers, notes), and make effective use of design principles and the materials	Sketches of animation device are well penciled (even line width, clean lines, arcs, circles), crisp (few smudges/erasure marks) to scale (full scale), properly dimensioned (most dimension lines, numbers, notes), and make effective use of design principles and the materials	Sketches of animation device are penciled with adequate penciling (acceptable lines, arcs, circles, corrections/erasures apparent) to scale but may exhibit flaws in proportion or dimensioning, Use of design principles and provided materials is flawed or	Sketches are incomplete, exhibiting rough to sloppy penciling, not to scale, or do not produce functional working models. Animation strip is incomplete, non-functional, or contains major flaws. (0 points)

	provided. Design is innovative and may be exceptionally durable, aesthetically pleasing, or exhibit other unique positive design qualities. Animation strip displays proper registration and sequencing. Movement is smooth and consistent. Animation is two to five seconds long. Animation tells a story or uses graphic elements in a thoughtful or unique manner. (25 points)	provided. Animation strip displays proper registration and sequencing. Movement is smooth and consistent. Animation is two to five seconds long. (20 points)	inconsistent but functional. Animation strip contains two to five minor flaws in registration and sequencing. Movement may be jerky or inconsistent. Animation is two to five seconds long. (15 points)	
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.3: Write expository compositions. (15 points)	Paper is at least 500 words long and includes a cover page and more than two properly cited sources. Information is accurate and coherent. Facts, technical terms, and ideas related to persistence of vision and design reasoning are relevant and accurate, and the choice of model design and animation strip	Paper is at least 500 words long and includes a cover page and two properly cited sources. Information is accurate and coherent. Facts, technical terms, and ideas related to persistence of vision and design reasoning are relevant and accurate, and the choice of model design and animation strip are well-	Paper is at least 500 words long and includes a cover page and two properly cited sources. Information is accurate but may be poorly presented or lacking in detail. Persistence of vision, design reasoning and the choice of model design and animation strip are explained. (5 points)	Paper is incomplete, incoherent, or does not cite at least two sources. Concepts are not discussed or developed sufficiently. (0 points)

	are well-explained. Visual aids are employed effectively to convey information. (15 points)	explained. (10 points)		
Technology 4.1: Understand past, present, and future technological advances as they relate to a chosen pathway. (15 points)	Paper demonstrates thorough understanding of the chosen device in the context of animation history and technology. In-depth insight or examples of the technological and historical context are provided. (15 points)	Paper demonstrates thorough understanding of the chosen device in the context of animation history and technology. (10 points)	Paper demonstrates some understanding of the chosen device in the context of animation history or technology but does not discuss in depth. (5 points)	Paper does not demonstrate understanding of the chosen device in the context of animation history or technology. (0 points)
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals. (15 points)	Student sets and meets timelines, organizes materials, and completes assignments before they are due and with accuracy. (15 points)	Student sets and meets timelines, organizes materials, and completes assignments on time and with accuracy. (10 points)	Student minimally sets and meets timelines, organizes materials, and completes assignments with some confusion. (5 points)	Student struggles with setting and meeting timelines, organization, and/or completion of assignments. Or, assignment is completed inaccurately. (0 points)
Technical Knowledge and Skills 10.6: Apply the design process in the development, evaluation, and refinement of a manufacturing prototype. (15 points)	Model is elegant and well-crafted. Model functions efficiently and smoothly as designed. (15 points)	Model is well-crafted. Model functions efficiently as designed. (10 points)	Model functions as designed. (5 points)	Model does not function. (0 points)

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Integrated Graphics Technology

Sample of pathway occupations organized by level of education and training required for workforce entry. (Asterisked occupations require certification or licensure.)		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Special Effects Animator • Desktop Publisher • Web Designer • Video Graphics Helper • Special Effects Apprentice	• Special Effects Editor • Advertising Design • Webmaster • Multimedia /Digital Editor • Special Effects Journeyman	• Special Effects Engineer • Publications Management • Multimedia Author • Multimedia/Digital Producer • Industrial and Technology Educator*

Machine and Forming Technology Pathway

Sample sequence of courses in the Machine and Forming Technology pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Exploring Technology • Metalworking • Technology Core • Drafting • Orientation to Machine and Forming Apprenticeship	• Plastics/ Composites • Machine Shop • Manufacturing I • Sheet Metal • Iron Working	• Plastics/ Composites • Machine Tool Operations • Manufacturing II • Foundry/ Metallurgy	• Applied Physics • Welding • Robotics • Computer-aided Drafting/Design • Algebra

Sample of appropriate foundation and pathway standards for the Machine Tool Operations course in the Machine and Forming Technology pathway:

Sample of appropriate foundation standards
Academics 1.1 Mathematics Number Sense (grade seven) 1.2: Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
Academics 1.1 Mathematics Number Sense (grade seven) 1.3: Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.
Academics 1.2 Science Investigation and Experimentation (grades nine through twelve) 1.a: Select and use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data.
Problem Solving and Critical Thinking 5.1: Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
Health and Safety 6.4: Understand the safe and appropriate use of tools and equipment in the school manufacturing facility.

Technical Knowledge and Skills 10.5: Complete a comprehensive working sketch and drawing of a product to be produced.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
C1.0: Students understand the planning and layout operations used in machine tool and materials forming processes.
C2.0: Students understand how materials can be processed through the use of machine tools, such as milling, drilling, turning, and shaping machines, and forming equipment, such as dies, presses, and rolls.
C5.0: Students understand the purposes and processes of inspection and quality control in machining and forming manufacturing processes.
C6.0: Students understand various machining and forming manufacturing systems that require standard hand and machine tools.
C9.0: Students understand the development of emerging machining and forming technology systems.
C10.0: Students understand industrial forming processes and their application to specific types of materials.

Sample analysis (or "unpacking") of a standard for the Machine Tool Operations course in the Machine and Forming Technology pathway:

Standard	Machine and Forming Technology Pathway C2.0: Students understand how materials can be processed through the use of machine tools, such as milling, drilling, turning, and shaping machines, and forming equipment, such as dies, presses, and rolls.	
Standard subcomponent	Machine and Forming Technology Pathway C2.2: Use machine tools, such as machine lathes, milling machines, drilling machines, power hacksaws, and band saws, and forming equipment, such as presses, brakes, ironworkers, and stake benches, to cut, shape, combine, and form manufactured parts or products that meet the standards of the National Institute of Metalworking Skills, the Manufacturing Skill Standards Council, or similar standards.	
Course level	❑☐Introductory❑ Concentration X ☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Material (ferrous, non-ferrous, thermoplastic, extruded/cast bar, tubing) qualities 2. Turning operations 3. Measuring operations 4. Finishing operations	1. Using knowledge of material qualities, explain why the selected material is most appropriate for a given task. 2. Explain the steps involved in and the machines and tools used during the safe and proper execution of the following machine tool operations: turning, facing, countersinking, boring, tapping, thread chasing, beveling. 3. Use a steel rule to measure the

		length of a turning, depth of a shoulder, or machined slot to within 0.032". 4. Explain the unique sizing and functional quality of knurling as a finishing option.
	Skills	Benchmark
What should students be able to do? At what level?	1. Turn material to a specified diameter. 2. Turn material to a specified thread relief. 3. Set gearbox and chase 18TPI.	1. Turn diameter to within +/- 0.001 inch of target. 2. Turn thread relief to within +/- 0.001 inch of target. 3. Diameter of bolt thread measures at a +/-0.025" tolerance using the micrometer and three-wire technique.
Topics/contexts *What must be taught?*	1. Engine lathe setup and operations 2. Lathe tool design, grinding 3. Qualities of materials 4. Thread chasing techniques and tools 5. Measuring with a steel rule to within 1/32"	

Sample performance task based on the skills and concepts:

Standard: This sample performance task targets the following Manufacturing and Product Development industry sector foundation standards and Machine and Forming Technology (MFT) pathway standards.

Standard #	*Standard*
Foundation: Academics 1.1 Mathematics Number Sense (grade seven) 1.2	Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
Foundation: Health and Safety 6.4	Understand the safe and appropriate use of tools and equipment in the school manufacturing facility.
Pathway: MFT C1.1	Interpret scaled machine tool and materials forming prints; gather design and materials information; perform calculations; and use the detail to plan, lay out, and produce parts or finished products that meet the standards of the National Institute for Metalworking Skills, the Manufacturing Skill Standards Council, or similar standards.
Pathway: MFT C2.2	Use machine tools, such as machine lathes, milling machines, drilling machines, power hacksaws, and band saws, and forming equipment, such as presses, brakes, ironworkers, and stake benches, to cut, shape, combine, and form manufactured parts or products that meet the standards of the National Institute of Metalworking Skills, the Manufacturing Skill Standards Council, or similar standards.
Pathway: MFT C5.2	Know how to perform continuous online quality control inspection of machine and formed parts.

Assignment: You will design and build a working prototype for a specialty storage container that meets specific working criteria, including making the part-to-print and producing it on schedule [MFT C1.1; MFT C2.2; MFT C5.2].

You will select an appropriate material and finish for your prototype. The finished product must be part-to-print. [MFT C1.1].

Your product will:

1. Include one smooth-running, no interference 3/8" – 16 thread [Academics 1.1 Mathematics Number Sense 1.2; MFT C1.1; MFT C2.2].
    a. Maximum thread backlash of 0.020"
2. Be produced from a researched materials choice [Academics 1.1 Mathematics Number Sense 1.2; MFT C1.1; MFT C2.2].
    a. Wall thickness minimum of 0.060"
    b. Minimum of two surface finishes
    c. Dimensions held to close tolerances
3. Follow your student-developed production schedule [Academics 1.1 Mathematics Number Sense 1.2; Health and Safety 6.4; MFT C5.2].
    a. An online quality assurance schedule must be included.
    b. All safety procedures must be observed.

Performance task rubric*:* Your grade will be based on the following rubric. Individual teacher should determine how to weigh the standards and assign points for each level.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
MFT C1.1: Interpret scaled machine tool and materials forming prints; gather design and materials information; perform calculations; and use the detail to plan, lay out, and produce parts or finished products that meet the standards of the National Institute for Metalworking	Student successfully completes part-to-print container with all machined tolerances held to +/- 0.001. (20 points)	Student successfully completes part-to-print container with all machined tolerances held to +/- 0.025. (15 points)	Student successfully completes part-to-print container with all machined tolerances held to +/- 0.005. (10 points)	Student successfully completes part-to-print container with all machined tolerances held to +/- 0.006 or greater. (0 points)

Skills, the Manufacturing Skill Standards Council, or similar standards. (20 points)				
MFT C2.2: Use machine tools, such as machine lathes, milling machines, drilling machines, power hacksaws, and band saws, and forming equipment, such as presses, brakes, ironworkers, and stake benches, to cut, shape, combine, and form manufactured parts or products that meet the standards of the National Institute of Metalworking Skills, the Manufacturing Skill Standards Council, or similar standards. (35 points)	Student follows proper machine tool protocols, as judged by the instructor, in performing ten container operations: chucking, facing, turning, grooving (slotting), thread chasing, cut-off, center drilling, drilling and tapping, live center turning, and finishing. No material waste is evident. No machine or tool damage occurs. (35 points)	Student follows proper machine tool protocols, as judged by the instructor, in performing nine or eight of ten container operations: chucking, facing, turning, grooving (slotting), thread chasing, cut-off, center drilling, drilling and tapping, live center turning, and finishing. Material waste is minimal. No machine or tool damage occurs. (25 points)	Student follows proper machine tool protocols, as judged by the instructor, in performing seven or six of ten container operations: chucking, facing, turning, grooving (slotting), thread chasing, cut-off, center drilling, drilling and tapping, live center turning, and finishing. Some material waste is evident. No machine or tool damage occurs. (15 points)	Student follows proper machine tool protocols, as judged by the instructor, in performing five or fewer than ten container operations: chucking, facing, turning, grooving (slotting), thread chasing, cut-off, center drilling, drilling and tapping, live center turning, and finishing. Material waste is evident. Machine or tool damage occurs. (0 points)
MFT C5.2: Know how to perform continuous online quality control inspection of machine and formed parts. (10 points)	Student employs step-by-step procedure sheet to conduct continuous, notated quality control inspection of machined parts. Five of five operations meet design specifications: facing, turning, machined	Student employs step-by-step procedure sheet to conduct continuous, notated quality control inspection of machined parts. Four of five operations meet design specifications: facing, turning, machined	Student employs step-by-step procedure sheet to conduct continuous, notated quality control inspection of machined parts. Three of five operations meet design specifications: facing, turning, machined	Student employs step-by-step procedure sheet to conduct continuous, notated quality control inspection of machined parts. One or two of five operations meet design specifications: facing, turning, machined

	threads, tapped threads, thread fit (end cap fit). (10 points)	threads, tapped threads, thread fit (end cap fit). (8 points)	threads, tapped threads, thread fit (end cap fit). (6 points)	threads, tapped threads, thread fit (end cap fit). (0 points)
Academics 1.1 Mathematics Number Sense (grade seven) 1.2: Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers. (15 points)	Student can convert 1/16, 1/8, 3/16, 1/4, 5/16, 3/8, 7/16, 1/2, 9/16, 5/8, 11/16, 3/4, 13/16, 7/8, and 15/16 inch measurements to three-place decimal (0.XXX) equivalents from memory without error. (15 points)	Student can convert 1/8, 1/4, 3/8, 1/2, 5/8, 3/4, and 7/8 inch measurements to three-place decimal (0.XXX) equivalents from memory without error. (10 pts)	Student can convert 1/8, 1/4, 3/8, 1/2, 5/8, 3/4, and 7/8 inch measurements to three-place decimal (0.XXX) equivalents using paper/pencil calculations with at least 90 percent accuracy. (5 points)	Student can convert 1/8, 1/4, 3/8, 1/2, 5/8, 3/4, and 7/8 inch measurements to three-place decimal (0.XXX) equivalents using paper/pencil calculations with less than 90 percent accuracy. (0 points)
Health and Safety 6.4: Understand the safe and appropriate use of tools and equipment in the school manufacturing facility. (20 points)	Student demonstrates safe workplace practices in material handling, machine operations, and handling of tooling, fluids and lubricants. Student wears proper eye protection at all times. Student maintains a clean work environment. Student achieves a score of 99–100 percent on a written 25-item engine lathe safety examination. (20 points)	Student demonstrates safe workplace practices in material handling, machine operations, and handling of tooling, fluids and lubricants. Student wears proper eye protection at all times. Student maintains a clean work environment. Student achieves a score of 97–98 percent on a written 25-item engine lathe safety examination. (15 points)	Student demonstrates safe workplace practices in material handling, machine operations, and handling of tooling, fluids and lubricants. Student wears proper eye protection at all times. Student maintains a clean work environment. Student achieves a score of 95–96 percent on a written 25- item engine lathe safety examination. (10 points)	Student demonstrates safe workplace practices in material handling, machine operations, and handling of tooling, fluids and lubricants. Student wears proper eye protection at all times. Student maintains a clean work environment. Student achieves a score of less than 95 percent on a written 25-item engine lathe safety examination. (0 points)

Sample pathway occupations: Machine and Forming Technology

Sample of pathway occupations organized by level of education and training required for workforce entry. (Asterisked occupations require certification or licensure.)		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Machine Operator • Maintenance Mechanic • Assembler • Installation Apprentice • Electro-Mechanical Helper	• CNC Programmer • Machine Technician • Tooling Journeyman • Industrial Electrician* • Manager	• Manufacturing Engineer* • Mechanical Engineer* • Design Engineer • Tooling Engineer • Industrial Technology Educator*

Welding Technology Pathway

Sample sequence of courses in the Welding Technology pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Technology Core • Metalworking • Welding Fundamentals • Exploring Technology • Orientation to Welding Apprenticeship	• Welding – Combination I • Welding Fabrication, Ironworking • Welding – Electric • Technical Drafting • Manufacturing/Materials Processing	• Welding – Specialized • Foundry • Welding – Combination II • Computer Aided Drafting • Computer-Aided Manufacturing	• Machining • Applied Physics • Robotics • Algebra • Geometry

Sample of appropriate foundation and pathway standards covered in the Welding–Electric course in the Welding Technology pathway:

Sample appropriate foundation standards
Communications 2.4 Listening and Speaking Strategies and Applications (grade eight) 2.4: Deliver persuasive presentations: a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning. c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of detail, reason, examples, and other elements. d. Maintain a reasonable tone.
Career Planning and Management 3.2: Understand the scope of career opportunities and know the requirements for education, training, and licensure.
Problem Solving and Critical Thinking 5.3: Use critical thinking skills to make informed decisions and solve problems.

Health and Safety 6.3: Know how to safely and appropriately handle, store, transport, transform, and dispose of hazardous and nonhazardous materials and chemicals in the school manufacturing facility.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
Technical Knowledge and Skills 10.11: Understand the need to obtain and maintain industry-standard, technical certifications significant to an industry sector.
Sample appropriate pathway standards
D1.0: Students understand the planning and layout operations used in welding processes.
D4.0: Students understand finishing processes and the differences between various types of finishing materials used in the manufacture of welded parts and products.
D5.0: Students understand the purposes and processes of inspection and quality control in welding manufacturing processes.
D9.0: Students understand how a manufacturing company is organized and the elements of welding production management.

6384 ***Sample analysis (or "unpacking") of a standard for the Welding – Electric***
6385 ***course in the Welding Technology pathway:***

Standard	Welding Technology Pathway D1.0: Students understand the planning and layout operations used in welding processes.	
Standard subcomponent	Welding Technology Pathway D1.1: Interpret scaled welding prints; gather design and materials information; perform calculations; and use the detail to plan, lay out, and produce parts or finished products.	
Course level	❑☐Introductory X Concentration❑ Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Common welding symbols 2. Commonly used materials	1. Can define a list of 25 welding symbols on a written examination with 100 percent accuracy. 2. Identify ten commonly welded material samples by name, and correctly spell each name by sample number on a written examination. Additionally describe, in comparative terms, one advantage and one disadvantage (welding or end use) of each material.
	Skills	Benchmark
What should students be able to do? At what level?	1. How to read a welding print 2. How to calculate costs for production 3. How to calculate tools and materials required for a project 4. How to calculate time required for a project	1. Given a welding print, answer the instructor's questions about tolerances, finishing, materials, and fabrication with 100 percent accuracy. 2. Prepare a complete and accurate cost estimate for a sample production run, given details, materials costs and quantities by

		the instructor. 3. Prepare a complete and accurate list of tools and materials required for a sample production run when given details by the instructor. 4. Prepare a reasonable time estimate for a sample production run when given details by the instructor.
Topics/contexts *What must be taught?*	1. How to interpret prints and gather design and materials information from them 2. Calculating project costs 3. Calculating resources necessary for production of parts or finished products	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Manufacturing and Product Development industry sector foundation standards and Welding Technology (WT) pathway standards.

Standard #	*Standard*
Foundation: Communications 2.4 Listening and Speaking Strategies and Applications (grade eight) 2.4:	Deliver persuasive presentations: a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning. c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements. d. Maintain a reasonable tone.
Foundation: Leadership and Teamwork 9.3:	Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
Pathway: WT D1.1:	Interpret scaled welding prints; gather design and materials information; perform calculations; and the use of detail to plan, lay out, and produce parts or finished products.
Pathway: WT D4.1:	Know the steps to be taken and the choices to be made in finishing welded materials.
Pathway: WT D9.3:	Know how scheduling, quality control, accident prevention, and inventory control are used efficiently and appropriately in a welding production management system.

Assignment: Traction Bars

1. Design Problem: You and your production team have just completed a 50-unit run of traction bars for a customer who sells aftermarket custom car parts. The original order called for a primer finish. The customer has requested a change order, which will require that 20 units be prepared for chrome plating.

2. Research/Historical References: Using the resource materials in the manufacturing lab library, the Internet, and local industry advisers, research metal plating and determine what problems must be considered which do not arise when a painted finish is all that is required [Leadership and Teamwork 9.3; WT D1.1].
3. Materials: Based on your research, determine which (and what quantities) of the following you must have to properly prepare 20 parts for plating [Leadership and Teamwork 9.3; WT D1.1].

    a. Power tools
    b. Hand tools
    c. Consumable materials

4. Criteria: Examine each of the 50 parts that your production team has completed and prepare a finishing schedule which includes all 50 parts. The schedule should include [Leadership and Teamwork 9.3; WT D4.1; WT D9.3] the following information:

    a. Criteria used to determine which 20 parts would be prepped for plating and which would receive primer
    b. What tools, consumables and/or chemicals are to be used, and in what order
    c. Who is responsible for each phase of the process
    d. How quality control will be ensured
    e. How much additional time and expense prep for plating will add to the manufacturing process

5. Communicate and Present: Present your production process design to the instructor and panel of community judges as if they were the contractor's representatives and your team is clarifying finish options and potential outcomes based on the change order. Remember, a good production team has already considered every issue that might be brought up before they ever begin their presentation. Always be prepared to answer any questions about your proposal [Communications 2.4 Listening and Speaking Strategies and Applications 2.4; Leadership and Teamwork 9.3].

***Performance task rubric**:* Your grade will be based on the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
WT D1.1: Interpret scaled welding prints; gather design and materials information; perform	Research into metal plating and finish requirements is thorough and yields accurate estimates of the	Research into metal plating and finish requirements yields accurate estimates of the power tools,	Research into metal plating and finish requirements yields mostly accurate estimates of the	Research into metal plating and finish requirements is incomplete or yields inaccurate results.

calculations; and the use of detail to plan, lay out, and produce parts or finished products. (20 points)	power tools, hand tools, and consumable materials required for the task. Extensive quality, cost, and durability differences between the options are clearly explained and understood with reference to scaled prints, researched information, and production processes. (20 points)	hand tools, and consumable materials required for the task. Many quality, cost, and durability differences between the options are clearly explained and understood with reference to scaled prints, researched information, and production processes. (15 points)	power tools, hand tools, and consumable materials required for the task. Limited quality, cost, and durability differences between the options are clearly explained and understood with reference to scaled prints, researched information, and production processes. Some tools or materials may have been omitted or miscalculated. (10 points)	Numerous tools or materials may have been omitted or the amounts miscalculated. (0 points)
WT D4.1: Know the steps to be taken and the choices to be made in finishing welded materials. (20 points)	The finishing schedule includes accurate and thoroughly explained estimates of time and materials required for the process and indicates the order in which steps should be taken. Criteria for part selection are clear and students indicate to client in the presentation how much additional time and expense prep for plating will add to the manufacturing process, and	The finishing schedule includes accurate estimates of time and materials required for the process and indicates the order in which steps should be taken. Criteria for part selection are clear and students indicate to client in the presentation how much additional time and expense prep for plating will add to the manufacturing process. (15 points)	The finishing schedule includes general or vague estimates of time and materials required for the process and indicates the order in which steps should be taken. Criteria for part selection and additional time and expense are mentioned but not fully explicated. (10 points)	The finishing schedule does not include accurate estimates of time and materials required for the process or omits the order in which steps should be taken. Criteria for part selection and additional time and expense are not mentioned. (0 points)

	explain why. (20 points)			
WT D9.3: Know how scheduling, quality control, accident prevention, and inventory control are used efficiently and appropriately in a welding production management system. (20 points)	The finishing schedule includes superior measures to ensure quality control. Each task is clearly assigned, and the schedule is comprehensive and professional. (20 points)	The finishing schedule provides some measures to ensure quality control. Each task is clearly assigned. 15 points)	The finishing schedule may lack clarity on task assignment or quality control measures, or be difficult to interpret. (10 points)	The finishing schedule is incomplete or unusable. (0 points)
Communications 2.4 Listening and Speaking Strategies and Applications (grade eight) 2.4: Deliver persuasive presentations. (20 v)	Presentation is professional and persuasive. Facts and ideas are clearly supported with evidence, detail and logic. Listener concerns (e.g., additional expense and cost) are anticipated and fully addressed within the presentation. (20 points)	Presentation is competent and thorough. Facts and ideas are supported with evidence, detail and logic. Listener concerns (e.g., additional expense and cost) are addressed within the presentation or in questions. 15 points)	Presentation is poorly organized and not convincing. Facts and ideas are sometimes supported with evidence and logic but not consistently. Most listener concerns (e.g., additional expense and cost) are addressed in questions. (10 points)	Presentation is incomplete, shows minimal effort, or student does not present. (0 points)
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals. (20 points)	Student sets and meets timelines, organizes materials, and exhibits leadership in the group. Student completes assignments accurately and before they are due. (20 points)	Student sets and meets timelines, organizes materials, and completes assignments accurately and on time. Student completes a full share of work. (15 points)	Student meets timelines, organizes materials, and completes assignments. Student may not participate fully in group work. (10 points)	Student struggles with setting and meeting timelines or hinders the group. Or, student does not complete work on assignments. (0 points)

6427 ***Sample pathway occupations:*** Welding Technology

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Welder • Cutter, Solder, Brazier • Welding Apprentice* • Plastics Assembler • Foundry helper	• Certified Welder* • Welding Journeyman* • Boilermaker* • Composite Fabricator • Foundry Core, Pattern Maker	• Manufacturing Engineer • Quality Control Inspector • Industrial Technology Educator* • Pressurized Vessel Engineer* • Fabrication Designer

6428

Marketing, Sales, and Service Industry Sector

Marketing, the transfer of goods and services among businesses and consumers, impacts the economy at every level. California Occupational Employment Projections for 2002–2012 list retail trade as having the largest growth of any industry.[1] The U.S. Bureau of Labor Statistics indicates that sales and related occupations are expected to add two million new jobs by 2012, growing by 12.9 percent.[2] As businesses in America evolve to compete successfully in the global marketplace, a growing need exists for employees with business expertise and the ability to analyze and respond to emerging trends.

The Marketing, Sales, and Service industry sector is designed to prepare learners for careers in planning, managing, and performing marketing activities. Included in this sector are four career pathways: E-commerce, which provides instruction in using electronic tools to market products and services; Entrepreneurship, which develops skills and abilities to begin and operate a business independently or with other individuals; International Trade, which focuses on understanding the global business environment; and, Professional Sales and Marketing, which builds knowledge of the sales process, sales management, and marketing information management.

Marketing, Sales, and Service Industry Sector Pathways:

- E-commerce
- Entrepreneurship
- International Trade
- Professional Sales and Marketing

E-commerce

Sample sequence of courses in the E-commerce pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Financial Literacy • Keyboarding • Computer Applications • Business Communications • Exploratory Business • Introduction to Marketing	• Accounting • Finance • Business Management • Advanced Computer Applications • E-commerce Marketing • Web Design • Principles of Marketing • Retail Marketing	• Virtual Enterprise • International Business	• Business Law • Economics • Entrepreneurship • Foreign Language • Internet Communication Systems

Sample of appropriate foundation and pathway standards for the E-commerce Marketing course in the E-commerce pathway:

Sample appropriate foundation standards
Academics 1.1 Mathematics Number Sense (grade seven) 1.7: Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.
Communications 2.3 Written and Oral English Language Conventions (grades nine and ten) 1.3: Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.
Problem Solving and Critical Thinking 5.0: Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques.
Ethics and Legal Responsibilities 8.0: Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.
Technical Knowledge and Skills 10.0: Students understand the essential knowledge and skills common to all pathways in the Marketing, Sales, and Service sector.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
A1.0: Students understand the fundamental concepts of e-commerce.
A2.0: Students understand the decisions an e-commerce business makes in the development of products and services.
A3.0: Students understand important promotional strategies for communicating information about products, services, images, and ideas in an e-commerce environment.
A4.0: Students understand the purpose, process, and components of effective online sales and purchasing.
A5.0: Students understand the role of technology as it relates to e-commerce.

Sample analysis (or "unpacking") of a standard for the E-commerce Marketing course in the E-commerce pathway:

Standard	E-commerce Pathway A4.0: Students understand the purpose, process, and components of effective online sales and purchasing.	
Standard subcomponent	E-commerce Pathway A4.3: Know various payment options for online purchases and their relative advantages and disadvantages for consumers and businesses.	
Course level	❑ Introductory X ❑ Concentration ❑ Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. The generally accepted ways to accept payment from a consumer for items purchased on the Internet 2. How credit is established for online purchases 3. The advantages and disadvantages of generally	1. Cite three methods of payment. 2. Cite the two methods of establishing credit. 3. Cite one advantage and one disadvantage to the consumer for each payment method and provide supporting rationale. 4. Cite one advantage and one

	accepted methods of payment to the consumer 4. The advantages and disadvantages of generally accepted methods of payment to the business	disadvantage to the business for each payment method and provide supporting rationale.
	Skills	Benchmark
What should students be able to do? At what level?	1. Research available payment options for online purchases. 2. Research methods of establishing credit. 3. Apply findings to determine how businesses and consumers benefit from payment options.	1. Use at least three different sources, including the Internet, to conduct research on payment options. 2. Use at least three different sources, including the Internet, to conduct research on credit options. 3. Use findings to determine three benefits of payment options for businesses and consumers.
Topics/contexts What must be taught?	1. Basic knowledge concepts 1–4, above 2. Using research techniques to provide desired results 3. How to apply research findings to arrive at conclusions and make decisions	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Marketing, Sales, and Service sector foundation standards and E-commerce (EC) pathway standards:

Standard #	*Standard*
Foundation: Communication 2.3 Written and Oral English Language Conventions (grades nine and ten) 1.3:	Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.
Pathway: EC A4.1:	Understand what motivates consumers to buy online.
Pathway: EC A4.2:	Understand the relationship between business ethics and consumer confidence in an e-commerce environment and its impact on the techniques used to build customer relationships.
Pathway: EC A4.3:	Know various payment options for online purchases and their relative advantages and disadvantages for consumers and businesses.
Pathway: EC A4.4:	Understand the methods used to provide Internet customers with product and service knowledge.

Assignment: This activity will explore the steps involved in purchasing a product online. Individually, you will perform the following steps:

1. Select a product that is currently located in a store [EC A4.4].

2. Determine the steps involved in purchasing the product electronically and the process of getting that product from its location to the purchaser [EC A4.4].
3. Based on previous instruction/knowledge and additional research, write a report that will trace the journey of the product and include the following information [Communication 2.3 Written and Oral English Language Conventions (grades nine and ten) 1.3]:

   a. Analysis of product selection, including a discussion of means of locating the product [EC A4.1; EC A4.4]
   b. Discussion of reasons why a customer might purchase this particular product [EC A4.1]
   c. Comparison of methods of online payment available in the Internet store selected and the security concerns involved with each [EC A4.3]
   d. Discussion of ways in which business ethics might influence a consumer's decision to purchase the product, with reference to the business's conduct and policies (privacy policy, etc.) [EC A4.2]
   e. Advantages and disadvantages of online shopping as compared to shopping in a brick-and-mortar store [EC A4.3]

Performance task rubric: Your grade will be based on the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
EC A4.1: Understand what motivates consumers to buy online. (20 points)	Report includes detailed explanations and justifications for buying online and for purchasing this particular product. (20 points)	Report includes a list of reasons for buying products online and for purchasing this product; explanations or justifications are adequate. (15 points)	Report includes limited lists of reasons for online purchases and purchasing this product; explanations or justifications are limited. (10 points)	Reasons and explanations are incomplete or inaccurate. (5 points)
EC A4.2: Understand the relationship between business ethics and consumer confidence in an e-commerce environment and its impact on the techniques used to build customer relationships. (20 points)	Report includes a discussion of ethical business behavior and a comprehensive description of differences between ethical and unethical business behavior on the Internet. Connections are made between personal and professional	Report includes an adequate definition of ethical business behavior and a description of differences between ethical and unethical business behavior on the Internet. Connections are made between personal and professional ethics.	Report includes a limited definition of ethical behavior and description of differences between ethical and unethical Internet behavior. (10 points)	Report includes limited definitions and descriptions with limited analysis or explanation. (5 points)

	ethics. Includes analysis of privacy issues involving the Internet. (20 points)	(15 points)		
EC A4.3: Know various payment options for online purchases and their relative advantages and disadvantages for consumers and businesses. (30 points)	Report includes detailed descriptions of generally accepted payment options for online purchases and additional options. Report lists advantages and disadvantages for consumers and businesses, including security concerns. There is evidence of analysis in addition to listing. (40 points)	Report includes accurate descriptions of generally accepted payment options for online purchases. Report lists advantages and disadvantages for consumers and businesses, including security concerns. Supporting information is adequate. (30 points)	Report includes minimal descriptions of generally accepted payment options for online purchases. Report lists few advantages and disadvantages for consumers and businesses. Supporting information is minimal. (20 points)	Description and lists are incomplete or inaccurate. Supporting information is limited. (10 points)
EC A4.4: Understand the methods used to provide Internet customers with product and service knowledge. (10 points)	Report includes a thorough description of the process of finding and selecting the product to be purchased, including Internet search strategies. Report includes analysis of steps involved in purchasing the product. (10 points)	Report includes a description of the process of finding and selecting the product to be purchased, including Internet search strategies. Report includes list of steps involved in purchasing the product. (7 points)	Report includes a list of steps taken in finding and/or selecting the product to be purchased. Report includes list of steps involved in purchasing the product. (5 points)	Report identifies the product to be purchased. Report includes list of steps involved in purchasing the product. (2 points)
Communication 2.3 Written and Oral English Language Conventions (grades nine and	Report is well-written and logically organized, with no errors in spelling,	Report is well-written and logically organized with few errors in spelling,	Report has few errors in spelling, punctuation, and grammar. Limited clarity of thought and	Report has errors in most areas of grammar, spelling, and punctuation. Minimal clarity of

ten) 1.3: Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. (20 points)	grammar, or punctuation. Has clarity of thought. (20 points)	punctuation, and grammar. General clarity of thought. (15 points)	organization. Simple vocabulary. (10 points)	thought and organization. Simple vocabulary. (5 points)

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: E-commerce

Sample of pathway occupations organized by level of education and training required for workforce entry.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Administrative Support Representative • Customer Service Representative • Customer Support Specialist	• Account Supervisor • Copywriter-Designer • E-commerce Marketing Specialist • Forum Manager	• Brand Manager • E-commerce Director • E-commerce Entrepreneur • Interactive Sales Engineer • Business Teacher

Entrepreneurship

Sample sequence of courses in the Entrepreneurship pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Financial Literacy • Keyboarding • Computer Applications • Business Communications • Exploratory Business • Introduction to Marketing	• Accounting • Finance • Business Management • Principles of Marketing • Retail Marketing	• Virtual Enterprise • Entrepreneurship	• Business Law • Economics • Technical Business Communications

Sample of appropriate foundation and pathway standards for the Virtual Enterprise course in the Entrepreneurship pathway:

Sample appropriate foundation standards
Academics 1.1 Mathematics Number Sense (grade seven) 1.7: Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.
Academics 1.2 Science Investigation and Experimentation (grades nine through twelve) 1.a: Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.6: Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
Ethics and Legal Responsibilities 8.0: Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.
Leadership and Teamwork 9.0: Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
Technical Knowledge and Skills 10.0: Students understand the essential knowledge and skills common to all pathways in the Marketing, Sales, and Service sector.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
B1.2: Understand the different types of business ownership and the advantages and disadvantages of owning and managing a small business.
B1.7: Know the elements of effective human resources management and how these practices benefit small businesses.
B2.1: Understand the reasons a small business develops a business plan.
B5.0: Students understand the key economic concepts that affect small business ownership.
B5.1: Understand the role and importance of entrepreneurship and the small business in the economy.

Sample analysis (or "unpacking") of a standard for the Virtual Enterprise course in the Entrepreneurship pathway:

Standard	Entrepreneurship Pathway B5.0: Students understand the key economic concepts that affect small business ownership.	
Standard subcomponent	Entrepreneurship Pathway B5.1: Understand the role and importance of entrepreneurship and the small business in the economy.	
Course level	❑ Introductory ❑ Concentration X Capstone	
	Concepts	Benchmark
What do students need to know? At	1. Key economic concepts that affect small business ownership	1. Cite at least five concepts and explain how they affect small

what level?	2. Definition of entrepreneurship 3. The role of and importance of entrepreneurship and the small business in the economy	business ownership. 2. Give the basic definition of entrepreneurship. 3. Discuss the role and importance of entrepreneurship and the small business in the economy at a level appropriate to a small business owner.
	Skills	Benchmark
What should students be able to do? At what level?	1. Research and explain the key economic concepts that affect small business ownership. 2. Explain the role and importance of entrepreneurship and small business in the economy	1. Conduct research on key economic concepts and analyze their effect on small business ownership, demonstrating an understanding appropriate for a small business owner. 2. Research and apply prior knowledge to analyze the role and importance of entrepreneurship and small business in the economy.
Topics/contexts What must be taught?	1. Basic knowledge of concepts 1–3 above 2. Techniques of conducting research to produce desired results 3. Interpreting information and drawing conclusions	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Marketing, Sales, and Service sector foundation standards and Entrepreneurship (ET) pathway standards:

Standard #	*Standard*
Foundation: Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.6	Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
Foundation: Leadership and Teamwork 9.3	Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts in the foundation and pathway standards.
Pathway: ET B5.1	Understand the role and importance of entrepreneurship and the small business in the economy.

Assignment: You are to investigate the contributions that local entrepreneurs have made to the surrounding communities and to the world economy. From the information you have studied so far, complete the following steps:

1. Learn important economic terms by researching definitions on the computer dictionary and participating in class discussion of terms [ET B5.1].
2. In your cooperative learning group:

a. Read the case study provided by your teacher and discuss the following questions:

- How does the case study illustrate the concept of scarcity [ET B5.1]?
- Do you agree or disagree with the opinion that in the U. S. people are free to make their own economic decisions? Justify your answer [ET B5.1].
- Are there any similarities between the speaker in the case study and decisions made when operating a business? Explain your answer [ET B5.1].

b. Brainstorm and determine appropriate questions to use when interviewing local entrepreneurs [Leadership and Teamwork 9.3].

3. Using the list of questions, interview the entrepreneur selected by you or your teacher [Communications 2.2 Writing Strategies and Applications 1.6].
4. Write a two- to three-page summary of the interview that includes responses to the questions and an analysis of the entrepreneur's contributions to the local economy and the world economy [Communications 2.2 Writing Strategies and Applications 1.6; Demonstration and Application 11.0].

Performance task rubric: Your grade will be based on the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
ET B5.1: Understand the role and importance of entrepreneurship and the small business in the economy. (60 points)	Summary includes responses to all questions. Data are correctly and thoroughly analyzed. Report is creative and engaging, correctly uses written language conventions, and shows insight into the economic impact of entrepreneurial ventures. (60 points)	Summary includes responses to all questions. Data are correctly analyzed. Report correctly uses written language conventions. (40 points)	Summary includes responses to all questions. Data are presented with minimal analysis. Report correctly uses written language conventions. (20 points)	Summary includes partial responses to questions. Data are not correctly analyzed. Writing does not correctly use written language conventions and includes errors. (10 points)
Communications 2.2 Writing Strategies and Applications	The information gathered reflects use of clear interview	The information gathered reflects use of clear interview	The information gathered reflects use of clear interview	The information gathered reflects ineffective use of interview

(grades eleven and twelve) 1.6: Develop presentations by using clear research questions and creative and critical research strategies. (20 points)	questions. Information is presented creatively and is well-phrased, non-duplicative, thorough, and comprehensive. (20 points)	questions. Information presented is well-phrased, non-duplicative, thorough, and fairly comprehensive. (15 points)	questions. Information presented is fairly well-phrased, somewhat duplicative, and has limited details. (10 points)	questions. Presentation is poorly phrased, with few details, or is partially or totally incomplete. (5 points)
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals. (20 points)	Student effectively demonstrates leadership in organizing group work and individual work. (20 points)	Student helps to organize group work and structure individual work. (15 points)	Student participates in group work and adequately structures individual work. (10 points)	Student does not participate in group work or structuring individual work. (5 points)

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Entrepreneurship

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Customer Service Representative • Small Business Entrepreneur	• Franchisee • Marketing Manager • Regional Sales Manager • Retail/Wholesale Buyer	• Chief Executive Officer • National Account Manager • Business Teacher* • Account Executive

International Trade

Sample sequence of courses for International Trade pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Financial Literacy • Keyboarding • Computer Applications • Business Communications • Exploratory	• Accounting • Finance • Business Management • Principles of Marketing • Retail Marketing	• Virtual Enterprise • International Business	• Business Law • E-marketing • Economics • Entrepreneurship • Foreign Language

Business • Introduction to Marketing			

6524 ***Sample of appropriate foundation and pathway standards for the***
6525 ***International Business course in the International Trade pathway:***

Sample appropriate foundation standards
Academics 1.1 Mathematics Number Sense (grade seven) 1.7: Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.
Communications 2.3 Written and Oral English Language Conventions (grades nine and ten) 1.3: Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.
Communications 2.4 Listening and Speaking Strategies and Applications (grades nine and ten) 1.7: Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
Problem Solving and Critical Thinking 5.0: Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques.
Ethics and Legal Responsibilities 8.0: Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.
Leadership and Teamwork 9.0: Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
Technical Knowledge and Skills 10.0: Students understand the essential knowledge and skills common to all pathways in the Marketing, Sales, and Service sector.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
C1.0: Students understand the fundamental concepts of international business.
C2.0: Students understand how geographic, cultural, political, legal, historical, and economic factors influence international trade.
C3.0: Students understand the role of information technology in modern global trade.
C4.0: Students understand the logistics of importing and exporting products and services.

6526 ***Sample analysis (or "unpacking") of a standard for the Virtual Enterprise***
6527 ***course in the International Trade pathway:***

Standard	International Trade Pathway C4.0: Students understand the logistics of importing and exporting products and services.
Standard subcomponent	International Trade Pathway C4.1: Explain direct and indirect distribution channels by identifying various distributions intermediaries and discussing their functions in international trade.

Course level	❑☐Introductory❑☐Concentration X Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Definitions of direct and indirect distribution channels 2. Definition of distribution intermediaries 2. Functions of distribution intermediaries in international trade	1. Cite basic definition of direct and indirect distribution channels. 2. Define distribution intermediaries and cite examples. 3. Describe role and function of distribution intermediaries, citing examples from the field at a deep and applied level of understanding.
	Skills	Benchmark
What should students be able to do? At what level?	1. Conduct research on distribution channels. 2. Explain types of distribution channels. 3. Research distribution intermediaries and their functions. 4. Explain distribution intermediaries and their functions in international trade.	1. Identify distribution channels through appropriate research techniques at the eleventh through twelfth grade level. 2. Explain distribution channels and cite examples from the field at a deep and applied level of understanding. 3. Identify intermediaries through appropriate research techniques at the eleventh through twelfth grade level. 4. Use examples from the field to explain the functions of three distribution intermediaries.
Topics/contexts What must be taught?	1. Basic knowledge of concepts 1–3 above 2. Using research techniques to provide desired results 3. Oral and written communication strategies and techniques for presenting clear, concise explanations and definitions	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the Marketing, Sales, and Service sector foundation standards and International Trade (IT) pathway standards:

Standard #	*Standard*
Foundation: Communications 2.4 Listening and Speaking Strategies and Applications (grades nine and ten) 1.7	Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
Foundation: Leadership and Teamwork 9.3	Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
Pathway: IT C4.1	Explain direct and indirect distribution channels by identifying various distribution intermediaries and discussing their functions in international trade.

Pathway: IT C4.2	Explain how products are prepared for international distribution, including packing and documentation.
Pathway: IT C4.3	Know the most appropriate methods of transporting various products.

Assignment: In your cooperative learning group, complete a project in which you consider the logistics of exporting an assigned product [Leadership and Teamwork 9.3]. The following tasks are required:

- Research and explain direct and indirect distribution channels [IT C4.1].
- Research and explain how products are prepared for international distribution [IT C4.2].
- Research and discuss the most appropriate methods for transporting various products [IT C4.3].
- Recommend a method for transporting the assigned product, justifying your recommendation [IT C4.3].
- Prepare a presentation on your findings and recommendation using your choice of electronic media and visual aids and including opportunities for each group member to participate [Communications 2.4 Listening and Speaking Strategies and Applications 1.7].

Performance task rubric*:* Your grade will be based on the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
IT C4.1: Explain direct and indirect distribution channels by identifying various distribution intermediaries and discussing their functions in international trade. (10 points)	Presentation provides an accurate and detailed overview of direct and indirect distribution channels. Student correctly identifies at least 4 types of distribution intermediaries and thoroughly discusses their functions in international trade, providing 3 or more specific examples for each type. (10 points)	Presentation provides an accurate and detailed overview of direct and indirect distribution channels. Student correctly identifies at least 4 types of distribution intermediaries and discusses their functions in international trade. (8 points)	Presentation provides an accurate overview of direct and indirect distribution channels. Student correctly identifies 3 types of distribution intermediaries and briefly and generally discusses their functions in international trade. (6 points)	Presentation does not include information on direct and indirect distribution channels. Or, information included is inaccurate. Or, fewer than 3 types of distributions intermediaries are correctly identified and discussed. (3 points)
IT C4.2: Explain how products are	Presentation provides an	Presentation provides an	Presentation provides an	Presentation provides an

prepared for international distribution, including packing and documentation. (15 points)	accurate and detailed overview of how products are prepared for international distribution. Presentation includes specific examples and references to packing and documentation. (15 points)	accurate overview of how products are prepared for international distribution. Presentation includes specific examples. (10 points)	accurate but limited description of how products are prepared for distribution. Presentation includes limited or general examples. (5 points)	extremely limited or inaccurate description of how products are prepared for distribution. (0 points)
IT C4.3: Know the most appropriate methods of transporting various products. (35 points)	Presentation includes discussion of a large variety of transportation methods, a recommendation of transportation for the assigned product, and a convincing justification for the selection based on sound supporting information. (35 points)	Presentation includes discussion of a variety of transportation methods, a recommendation of transportation for the assigned product, and a justification for the selection along with supporting information. (30 points)	Presentation includes a limited discussion of transportation methods; justification for transportation method has minimal supporting information. (15 points)	Presentation includes a very limited discussion of few transportation methods; justification is absent or lacks supporting information. (5 points)
Communications 2.4 Listening and Speaking Strategies and Applications (grades nine and ten) 1.7: Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy or presentations. (20 points)	Presentation includes very effective use of electronic media along with at least two or more other visual aids (charts, handouts, etc) and participation by all group members. (20 points)	Presentation includes effective use of electronic media along with at least two other visual aids (charts, handouts, etc) and participation by most group members. (l5 points)	Presentation includes limited use of electronic media along with at least one other visual aid (charts, handouts, etc) and participation by some group members. (10 points)	Presentation includes very limited use of electronic media along with at least one or no other visual aid (charts, handouts, etc.) and participation by few or no group members. (5 points)
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for	Student effectively demonstrates leadership in organizing group work and individual work.	Student helps to organize group work and structure individual work. Student takes an active role in	Student participates in group work and adequately structures individual work. (10 points)	Student does not participate in group work or structure individual work. (5 points)

effective performance and the attainment of goals. (20 points)	Student takes a leadership role in presentation. (20 points)	presentation. (15 points)		

Note: Demonstration and Application standard 11.0 is included in all of the above.

Sample pathway occupations: International Trade

Sample of pathway occupations organized by level of education and training required for workforce entry.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Sales Representative • Shipping and Receiving Clerk • Stocking and Handling Worker	• Warehouse Manager • Route Salesperson	• Economist • International Distribution Manager • International Trade Specialist • Marketing Research Analyst • Wholesale Distribution Manager

Professional Sales and Marketing

Sample sequence of courses in the Professional Sales and Marketing pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Financial Literacy • Keyboarding • Computer Applications • Business Communications • Exploratory Business • Introduction to Marketing	• Accounting • Finance • Business Management • Principles of Marketing • Retail Merchandising	• Virtual Enterprise • Entrepreneurship	• Business Law • Economics • Technical Business Communications

Sample of appropriate foundation and pathway standards for the Principles of Marketing course in the Professional Sales and Marketing pathway:

Sample appropriate foundation standards
Academics 1.1 Mathematics Number Sense (grade seven) 1.7: Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.6: Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
Communications 2.4 Listening and Speaking Strategies and Applications (grades nine and ten) 2.5: Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects): a. Structure ideas and arguments in a coherent, logical fashion. b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy). c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. d. Anticipate and address the listener's concerns and counterarguments.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
D1.1: Know the characteristics of a successful salesperson.
D1.2: Understand how various types of selling are applied in wholesale and retail environments.
D1.3: Know the steps of the selling process.
D1.5: Understand the impact of a salesperson's knowledge of the product and its effect on potential sales.

Sample analysis (or "unpacking") of a standard for the Principles of Marketing course in the Professional Sales and Marketing pathway:

Standard	Professional Sales and Marketing Pathway D1.0: Students understand the key concepts of professional sales and marketing.	
Standard subcomponent	Professional Sales and Marketing Pathway D1.3: Know the steps of the selling process.	
Course level	❑ Introductory X ❑ Concentration ❑ Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Characteristics of a successful salesperson 2. Steps and techniques involved in the selling process 3. How to identify potential customers 4. Buying motives and decision-making processes of potential customers 5. Ethics in sales and marketing	1. List basic characteristics of a successful salesperson. 2. Cite three selling techniques. 3. Cite and give two examples of potential customers. 4. Cite and give two examples of buying motives and explain one decision-making process. 5. Cite importance of ethics and give two examples.
	Skills	Benchmark
What should students be able to do? At what level?	1. Develop selling strategies. 2. Identify various selling techniques matching diverse environments.	1. Identify appropriate selling techniques for three possible retail/wholesale scenarios. 2. Identify appropriate selling

	3. Know selling techniques to increase customer satisfaction.	technique matching customer's need for four given examples. 3. Identify three selling techniques that can increase customer satisfaction.
Topics/contexts *What must be taught?*	1. Basic knowledge of concepts 1–4, above 2. Interpreting data and drawing conclusions 3. Compare/contrast retail and wholesale environments 4. Appropriate communication skills to sell a particular product 5. Sales and marketing ethics	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Marketing, Sales, and Service sector foundation standards and Professional Sales and Marketing (PSM) pathway standards:

Standard #	*Standard*
Foundation: Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.6	Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
Foundation: Leadership and Teamwork 9.3	Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: PSM D1.6	Understand buying motives and the customer's decision-making process.

Assignment: You and a partner are to reenact a selling/buying moment within a specific environment—retail or wholesale. Drawing upon the information you have studied so far, complete the following steps:

1. Work with your partner to:

    a. Determine who is the seller and who is the buyer [Leadership and Teamwork 9.3].
    b. Determine the environment—retail or wholesale [Leadership and Teamwork 9.3].
    c. Determine the product to be sold/purchased [Leadership and Teamwork 9.3].
    d. Identify and practice appropriate selling techniques to increase customer wants and satisfaction.
    e. Practice the buying motives and decision-making process of the potential buyer [PSM D1.6].
    f. Practice appropriate selling technique when the customer is uninterested [PSM D1.6].

2. Present to the class a one- to two-minute reenactment of the predetermined scenario decided by each two-member team [Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.6].

Performance task rubric: Your grade will be based on the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
PSM D1.0–D1.6: Understand buying motives and the customer's decision-making process. (20 points)	The presentation reflects knowledge of selling process, ethical selling techniques, retail/wholesale environment, and product. The presentation is creative and well-phrased, non-duplicative, thorough, and comprehensive. (20 points)	The presentation reflects knowledge of selling process, ethical selling techniques, retail/wholesale environment, and product. The presentation is well-phrased, non-duplicative, and fairly comprehensive. (15 points)	The presentation reflects knowledge of selling process and ethical selling techniques. The presentation is lacking in understanding of how to address customer needs and satisfaction, is no more than somewhat duplicative, and has limited details. (10 points)	The presentation reflects ineffective use of previously covered text information, is poorly phrased, has few details, and lacks cohesiveness. (5 points)
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.6: Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). (60 points)	The presentation includes all assigned steps for the lesson, is creative and engaging, correctly uses verbal language, and shows an understanding of professional sales and marketing key concepts. (60 points)	The presentation includes all assigned steps for the lesson, is somewhat creative and engaging, correctly uses verbal language, and shows some understanding of key concepts of professional sales and marketing. (40 points)	The presentation does not include all assigned steps for the lesson, lacks creativity, and shows some understanding of professional sales and marketing key concepts. (20 points)	The presentation does not include all assigned steps for the lesson and illustrates a lack of understanding of professional sales and marketing key concepts. (10 points)
Leadership and Teamwork 9.3: Understand how to organize and	Student effectively demonstrates leadership in	Student helps to organize team's assignment and structure	Student participates in group work and adequately	Student does not participate in group work; individual work is

structure work individually and in teams for effective performance and attainment of goals. (20 points)	organizing team's assignment and individual work. (20 points)	individual work. (15 points)	structures individual work. (10 points)	partially complete, indicating limited time and organization skills. (5 points)

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Professional Sales and Marketing

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Customer Service Representative • Small Business Entrepreneur • Telemarketer	• Franchisee • Marketing Manager • Regional Sales Manager • Retail/Wholesale Buyer	• Chief Executive Officer • National Account Manager • Account Executive • Business Teacher*

[1] Employment Development Department, State of California, "Industry Employment Projections 2004–2014," March 2005. http://www.calmis.ca.gov/file/indproj/Cal$IndProj.xls.

[2] U.S. Bureau of Labor Statistics, *Occupation Outlook Handbook, 2006–07 Edition*. Washington, D.C.: U.S. Bureau of Labor Statistics, 2006.

Public Services Industry Sector

The United States Bureau of Labor Statistics projects national employment increases during the 2004–2014 time period for all three pathways in the Public Services sector. Community and social services job openings will increase by approximately 21 percent, legal by 16 percent, protective services by 14 percent,[1] and state and local government by 11 percent.[2] The California Occupational Employment Projections also foresee growth in all of this sector's pathways—state and local government employment will increase by 17 percent,[3] community and social occupations by 22 percent, legal occupations by 16 percent, and protective service occupations by 18 percent[4]—during the next decade, creating ample employment opportunities. This growth will result from heightened interest in homeland and border security, as well as the retirement of the baby boomer generation.

The Public Services sector provides a foundation for secondary students in the government, public administration, public safety, legal, and human services industries. The sector encompasses three career pathways: Human Services, Legal and Government Services, and Protective Services. These pathways emphasize processes, systems, and services related to serving the public's interest. The knowledge and skills are acquired within a sequential, standards-based program that integrates classroom, laboratory, and project- and work-based instruction as well as internship, community classroom, work experience, and cooperative career technical education. Pathways in the Public Services sector are designed to prepare students for technical training, postsecondary education, and entry to a variety of careers.

Public Services Industry Sector Pathways:

- Human Services
- Legal and Government Services
- Protective Services

Human Services

Sample sequence of courses in the Human Services pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Introduction to Human Services • Conflict Resolution	• Principles of Recovery and Psychosocial Rehabilitation • Recovery and Special Populations	• Helping Relationships • Psychosocial Rehabilitation Worker Field Experience	• U.S. History • English • Biology • Algebra

Sample of appropriate foundation and pathway standards for the Psychosocial Rehabilitation Worker Field Experience course in the Human Services pathway:

Sample appropriate foundation standards
Academics 1.1 Algebra I (grades eight through twelve) 15.0: Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.a: Select and use appropriate tools and technology . . . to perform tests, collect data, analyze relationships, and display data.
Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.d: Formulate explanations by using logic and evidence.
Academics 1.3 United States History and Geography (grade eleven) 11.10.2: Examine and analyze the key events, policy, and court cases in the evolution of civil rights, including . . . Brown v. Board of Education, Regents of the University of California v. . . . California Proposition 209 and Proposition 63.
Communications 2.3 Written and Oral English Language Conventions (grades eleven and twelve) 1.1: Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
Career Planning and Management 3.4: Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
Technology 4.5: Use technologies to analyze and interpret information.
Responsibility and Flexibility 7.1: Understand the qualities and behaviors that constitute a positive and professional work demeanor.
Responsibility and Flexibility 7.2: Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
Ethics and Legal Responsibilities 8.3: Understand the role of personal integrity and ethical behavior in the workplace.
Leadership and Teamwork 9.1: Understand the characteristics and benefits of teamwork, leadership, and citizenship . . . in community and workplace settings.
Leadership and Teamwork 9.3: Understand how to organize and structure . . . work in teams for effective performance and attainment of goals.
Leadership and Teamwork 9.5: Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
A1.0: Students understand the history of human services in America and the role of and demand for human service professionals.
A2.0: Students understand the basic attitudes and skills needed to be a successful human service worker, including linking problem-solving methods to desired outcomes.
A3.0: Students develop the specific, effective communication skills essential for working in the human services field.
A4.0: Students understand various common cultures and the importance of providing culturally competent human services.

A5.0: Students know the basic principles of research, gathering data, entering data, and interpreting results.
A6.0: Students understand various leadership styles and accountability in human services.
A7.0: Students understand the basic elements of administration of a human services agency, including recordkeeping, and fund-raising.

Sample analysis (or "unpacking") of a standard for the Psychosocial Rehabilitation Worker Field Experience course in the Human Services pathway:

Standard	Human Services Pathway A7.0: Students understand the basic elements of administration of a human services agency, including recordkeeping and fund-raising.	
Standard subcomponent	Human Services Pathway A7.3: Understand the key aspects of administration, evaluation, reporting, and maintenance of records in a human services agency.	
Course level	❑☐Introductory❑ Concentration X ☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Elements of successful human services agencies 2. Definition and purpose of a needs assessment 3. Definition and purpose of mission and vision statements 4. Definition and purpose of program and operations evaluation 5. Key aspects of administration 6. Key aspects of recordkeeping/ reporting	1. Name eight basic elements. 2. Cite basic definition and two purposes. 3. Cite basic definition and purpose of each. 4. Cite basic definition and two purposes for each. 5. Name six basic roles of administration. 6. Cite three purposes of recordkeeping/reporting and key components of each.
	Skills	Benchmark
What should students be able to do? At what level?	1. How to create and conduct a needs assessment of a community 2. How to write mission and vision statements 3. How to analyze elements of an evaluation	1. Carry out a needs assessment for a community using a small sample. 2. Create relevant, concrete, and challenging performance-driven guiding principles. 3. Use key findings to support program services.
Topics/contexts *What must be taught?*	1. Basic knowledge of psychosocial rehabilitation principles 2. Creating research questions for a needs assessment that will be used as a tool for collecting raw data 3. Setting performance goals that support the proposed non-profit community center	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Public Services industry sector foundation standards and Human Services (HS) pathway standards:

Standard #	*Standard*
Foundation: Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.a:	Select and use appropriate tools and technology . . . to perform tests, collect data, analyze relationships, and display data.
Foundation: Communications 2.3 Written and Oral English Language Conventions (grades eleven and twelve) 1.1:	Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
Foundation: Leadership and Teamwork 9.5:	Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts contained in the foundation and pathway standards
Pathway: HS A7.3:	Understand the key aspects of administration, evaluation, reporting, and maintenance of records in a human services agency.

Assignment: In creating a nonprofit community center proposal, you will first take a field trip to visit a nonprofit human services agency where you will get a presentation and a tour of the facility and be allowed to ask questions about its operation. Your job is to:

1. Work in groups of four [Leadership and Teamwork 9.5] to:

    a. Create a concise, well-written mission statement and a vision statement. Both statements must be no more than two to three sentences in length and contain no spelling or grammar errors [HS A7.3; Communications 2.3 Written and Oral English Language Conventions 1.1].
    b. As a group, brainstorm and prepare five to ten questions for a needs assessment to be conducted in your community to determine the need for human services [HS A7.3; Academics 1.2 Investigation and Experimentation 1.a].
    c. Analyze the results by (1) indicating the community's greatest human service needs, (2) determining the 3 to 5 major problems that led to the needs, (3) reaching consensus on what should be the programs or solutions to the needs, (4) determining the cost for implementing programs or solutions, and (5) using the data, make viable recommendations [HS A7.3; Academics 1.2 Investigation and Experimentation 1.a; Leadership and Teamwork 9.5].

2. Prepare a 50-word abstract that reflects a gap analyses, solutions for your community with concrete, clear and current recommendations, and ideas for potential financial donors [Communications 2.3 Written and Oral English Language Conventions 1.1; HS A7.3].

3. Create a 45-minute PowerPoint presentation in which you explain:

   a. How you came up with the name of the community center
   b. How you designed and conducted the needs assessment
   c. How the results of the needs assessment links to the rationale for a community center
   d. What geographic area your community center will serve and why
   e. What specific training or qualifications are required for center employees
   f. How programs and services will be funded
   g. How the program will be evaluated to ensure accountability and effectiveness [HS A7.3]

Performance task rubric: Your grade will be based on the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Not acceptable*
HS A7.3: Understand the key aspects of administration, evaluation, reporting, and maintenance of records in a human services agency. (50 points)	Rationale for the Community Center is directly linked to data from needs assessment with strong supporting evidence. Social issue is relevant and agency design is data-driven and shows extensive consideration of community needs and agency operations. (50 points)	Rationale for the Community Center is supported by needs assessment and deals with a well-described issue. Agency design and recommendations are solid with some oversights, and are in keeping with community needs. (30 points)	Rationale for the Community Center is minimally supported by needs assessment and briefly mentions the connection between agency programs and community needs. Agency design has significant problems or omissions, but addresses other areas well. (20 points)	Rationale for the Community Center is not supported by needs assessment. Agency design and recommendations are not substantiated. (0 points)
Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.a: Select and use appropriate tools and technology …to perform tests, collect data, analyze relationships, and display data. (20 points)	Needs assessment questions are in a variety of formats (for example, multiple choice, true/false, check all, Likert scale), and each format is chosen to elicit the maximum useful data on the question's topic. The step-by-step methodology for	Needs assessment questions are in at least two formats (for example, multiple choice, true/false, check all, Likert scale), and each format is chosen to elicit useful data on the question's topic. The methodology for collecting and analyzing relevant	Needs assessment questions are all in one format, or in a variety of formats that will elicit minimally useful data on the question's subject. The methodology for collecting and analyzing the data is missing key steps or	Needs assessments questions are unlikely to elicit useful data. The methodology for collecting and analyzing the data is entirely absent, vaguely described, or likely to introduce data errors. The analysis does

	collecting and analyzing relevant data is detailed and accurate. The analysis is in-depth, making use of advanced data analysis techniques. Key findings are reported in informative, useful, and clear graphs, charts, and tables, as well as in text form. (20 points)	data is accurate. The analysis makes use of basic data analysis techniques. Key findings are reported in informative and clear graphs, charts, tables, or highlighted in the text. (10 points)	inaccurate. The analysis makes use of only minimal data analysis techniques (means, medians, and percentages). Key findings are presented in ordinary text form and are difficult to identify in the document. Graphs are not present or not useful. (2 points)	not contain any key findings, or contains key findings that cannot be drawn from the data obtained. Graphs are absent, confusing, or misleading. (0 points)
Communications 2.3 Written and Oral English Language Conventions (grades eleven and twelve) 1.1: Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. (20 points)	The needs assessment questions are consistent with the topic and designed to elicit useful responses. The questions are well written for an 8th grade reading level. The needs assessment is clear, concise, and contains no grammatical or spelling errors. (20 points)	The needs assessment questions are consistent with the topic. The needs assessment is concise, easy to understand, and contains few (1/page) grammatical or spelling errors. (10 points)	Most of the needs assessment questions are linked to the topic. The needs assessment is clear and contains several (2/page) grammatical or spelling errors. (2 points)	The needs assessment questions lack relevance to topic, are difficult to understand, or are duplicated. Or, there are many grammatical or spelling errors (more than 3/page) in the needs assessment. (0 points)
Leadership and Teamwork 9.5: Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others. (10 points)	Teacher observes student taking leadership in organizing the group and coaching students on their assignments. (10 points)	Teacher observes student dividing assignments evenly amongst the team members and structuring individual work effectively. (8 points)	Teacher observes student delegating assignments to other students and inadequately structuring individual work. (6 points)	Teacher observes student not engaging in group or individual work. (0 points)

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Human Services

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Youth Worker • Child Care Aide • Mental Health Aide • Foster Care Worker • Case Manager Aide	• Residential Counselor* • Social Service Coordinator* • Substance Abuse Counselor* • Licensed Psychiatric Technician* • Mental Health Worker*	• Licensed Clinical Social Worker* • Marriage and Family Therapist* • Mental Health Rehabilitation Specialist * • Family Social Service Worker

Legal and Government Services

Sample sequences of courses in the Legal and Government Services pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Constitutional Law A & B	• Criminal Justice/Policies & Procedures	• Criminal Law/ International Law	• Forensic Science • English • World History • U.S. History • Government/ Economics

Sample of appropriate foundation and pathway standards for the Constitutional Law course in the Legal and Government Services pathway:

Sample appropriate foundation standards
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.4: Students write persuasive compositions: a. Structure ideas and arguments in a sustained and logical fashion. b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy) c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. d. Address readers' concerns, counterclaims, biases, and expectations.
Communications 2.4 Speaking Applications (grades nine and ten) 2.5: Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects): a. Structure ideas and arguments in a coherent, logical fashion; b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).

c. Clarify and defend positions with precise and relevant evidence including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. d. Anticipate and address the listener's concerns and counterarguments.
Problem Solving and Critical Thinking 5.0: Students create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving.
Problem Solving and Critical Thinking 5.1: Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards
Sample appropriate pathway standards
B1.1: Students develop and articulate reasoned, persuasive arguments in support of public policy or options or positions.
B9.0: Students understand the foundation of national and state law and the important elements of trial procedure.
B9.1: Students will know the key elements of the U.S. Constitution and Bill of Rights.
B9.2: Students know the basic elements of all aspects of trial procedure.

Sample analysis (or "unpacking") of a standard for the Constitutional Law course in the Legal and Government Services pathway:

Standard	Legal and Government Services Pathway B9.0: Students understand the foundation of national and state law and the important elements of trial procedure.	
Standard subcomponent	Legal and Government Services Pathway B9.2: Know the basic elements of all aspects of trial procedure.	
Course level	X Introductory ❑ Concentration ❑ Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Understand the U.S. advocacy system. 2. Understand pre-trial motions. 3. Understand the roles of both prosecution and defense attorneys. 4. Know the rules of evidence in a trial. 5. Understand the role of the judge in seeing the basic principles of justice maintained. 6. Understand use of effective opening and closing arguments. 7. Know the strategies of direct questions in a trial. 8. Know the role of cross examination in trial strategies. 9. Know the strategies of re-direct	1. Give a basic definition of the advocacy system. 2. Cite examples of basic pre-trial motions and explain when each is best used. 3. Articulate five basic differences and similarities between prosecution and defense. 4. Cite examples of seven most commonly used objections. 5. Give a basic definition of the judge's role. 6. Cite examples of effective opening and closing arguments from historically significant cases. 7. Cite examples of effective lines of direct questioning from

	examination.	historically significant cases. 8. Cite examples of effective cross-examinations from historically significant cases. 9. Give a basic definition of re-direct and cite examples of effective usage.
	Skills	Benchmark
What should students be able to do? At what level?	1. How to respond at a pre-trial hearing at which pre-trial motions are presented 2. How to assume the role of attorney 3. How to raise objections during a trial 4. How to assume the role of judge in a trial 5. How to write effective opening and closing arguments 6. How to effectively develop and write a line of direct examination questions 7. How to strategically cross examine a witness to nullify direct testimony	1. Present pre-trial motions at a mock pre-trial hearing. 2. Assume the role of either prosecuting or defense attorney at a mock trial. 3. Raise *appropriate* objections when assuming an attorney role in a mock trial. 4. Assume the role of presiding judge in a mock trial. 5. Write an effective opening and closing argument for a mock trial. 6. Articulate a desired outcome and develop a line of direct questioning for a hypothetical witness. 7. Develop an effective cross examination.
Topics/contexts *What must be taught?*	1. Basic knowledge concepts 1–9, above 2. The basics of a pre-trial hearing and associated motions 3. Roles of prosecutor, defense attorney, judge 4. Writing of effective opening and closing statements 5. Writing of effective direct examination and cross-examination questions	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Public Services industry sector foundation standards and Legal and Government Services (LGS) pathway standards.

Standard #	*Standard*
Foundation: Communication 2.2 Writing Strategies and Applications (grades nine and ten) 2.4:	Write persuasive compositions: a. Structure ideas and arguments in a sustained and logical fashion. b. Use specific rhetorical devices to support assertions (e.g. appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy.) c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.

	d. Address readers' concerns, counterclaims, biases, and expectations.
Foundation: Communication 2.4 Speaking Applications (grades nine and ten) 2.5:	Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects): a. Structure ideas and arguments in a coherent, logical fashion. b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy). c. Clarify and defend positions with precise and relevant evidence including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. d. Anticipate and address the listener's concerns and counterarguments.
Foundation: Problem Solving and Critical Thinking 5.1:	Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
Foundation: Leadership and Teamwork 9.3:	Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: LGS B9.2:	Know the basic elements of all aspects of trial procedure.

Assignment: In your cooperative learning group, you will conduct a mock trial of a criminal case utilizing your knowledge of proper courtroom procedure and rules of evidence. The trial will illustrate your ability to formulate precise questions and present convincing arguments.

1. Work with your group [Leadership and Teamwork 9.3] as either the prosecution or defense team to prepare for the mock trial [LGS B9.2]. by:

    a. Gathering evidence from source documents.
    b. Having those playing the role of witnesses on your team write witness statements [Listening and Speaking 2.5; Communication 2.2 Writing Applications 2.4].
    c. Developing lines of direct questioning for each witness [Communication 2.4 Speaking Applications 2.5; Problem Solving and Critical Thinking 5.1; Communication 2.2 Writing Applications 2.4].
    d. Anticipating opposing counsel's line of direct questioning based on existing evidence and developing a strategy for cross-examination [Communication 2.4 Speaking Applications 2.5; Problem Solving and Critical Thinking 5.1; Communication 2.2 Writing Applications 2.4].
    e. Writing and rehearsing the delivery of the opening and closing arguments for your case [Communication 2.4 Speaking Applications 2.5; Problem Solving and Critical Thinking 5.1; Communication 2.2 Writing Applications 2.4] (be ready to adjust your closing argument based on evidence presented at trial).

f. Rehearsing your witnesses [Communication 2.4 Speaking Applications 2.5].
g. Reviewing the rules of evidence and objections.

2. Conduct the mock trial [LGS B9.2]. (one pre-selected student will serve as judge and students from another class will serve as the jury):

a. Go through pre-trial motions.
b. Present opening arguments.
c. Prosecution presents its case:

- Witness is called.
- Evidence is admitted.
- Opposing counsel cross-examines.
- Redirect questioning is done.

d. Defense presents its case:

- Witness is called.
- Evidence is admitted.
- Opposing counsel cross-examines.
- Redirect questioning is done.

e. Present closing arguments.
f. Jury deliberates.
g. Verdict is rendered.

***Performance task rubric**:* Your grade will be based on the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
LGS B9.2: Know the basic elements of all aspects of trial procedure. (50 points possible)	Student demonstrates thorough knowledge of all roles in the mock trial. Student completes all requirements of his or her assigned role on time and accurately, is able to handle unforeseen obstacles deftly, and maintains and fulfills role	Student demonstrates knowledge of his or her role and completes all tasks associated with that role. Student demonstrates adequate knowledge of rules of evidence and trial procedures but cannot recover when confronted with unforeseen obstacles.	Student demonstrates some knowledge of his or her role but can't work independently. Understands enough of the rules of evidence and trial procedure to complete role, but cannot respond to unforeseen obstacles and/or does not know how to respond	Student plays role in the mock trial but does not understand how role fits into the development of the case, lacks understanding of rules of evidence and procedures, folds when confronted with unforeseen obstacles, and/or has only rudimentary knowledge. Or, student does

	throughout the process. Student demonstrates complete knowledge of all rules of evidence and trial procedure. (50 points)	(47 points)	adequately to cross-examination. (44 points)	not play any role in the mock trial. (40 points)
Communication 2.2 Writing Applications (grades nine and ten) 2.4: Write persuasive compositions: a. Structure ideas and arguments in a sustained and logical fashion. b. Use specific rhetorical devices to support assertions (e.g. appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy.) c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. d. Address readers'	Student structures ideas and arguments in a sustained and logical fashion. The written document associated with the student's role in the mock trial uses appropriate vocabulary, tone, and style, clearly highlighting his or her central ideas. (10 points)	Student writes clearly, adequately phrasing central points. The writing maintains the tone of the assigned role and advances the case of the team. (7 points)	Student adequately communicates the information role demands in a manner that is plagued by inconsistencies and inaccuracies, hindering the team's case. (5 points)	Student's writing is poorly structured, not presented in a logical fashion, or filled with inconsistencies; the document associated with the student's assigned role does not employ appropriate vocabulary or maintain a clear focus. (3 points)

concerns, counterclaims, biases, and expectations. (10 points)				
Communication 2.4 Speaking Applications (grades nine and ten) 2.5: Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) a. Structure ideas and arguments in a coherent, logical fashion; b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy.) c. Clarify and defend positions with precise and relevant evidence including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning; d. Anticipate and	Delivers narrative presentations that clearly communicate their significance to the audience, support a thesis, and accurately and coherently convey information. Anticipates the listener's potential misunderstandings, biases, and expectations and addresses them during presentations, and prepares and asks relevant questions that demonstrate thorough knowledge, with excellent descriptions based on extensive concrete and sensory detail. (20 points)	Delivers narrative presentations that communicate a clear picture to the audience and support a thesis. Prepares and asks relevant questions demonstrating knowledge of the subject. Gives effective descriptions using some concrete and sensory detail. (17 points)	Narrates a sequence of events with some inconsistency. Presentations support the efforts of the team, but central points are not evident. Demonstrates a basic knowledge of the subject. Provides basic descriptions with minimal concrete and sensory detail. (14 points)	Does not clearly narrate a sequence of events. Presents inadequate or no evidence in support of the thesis. Questions are not relevant. Includes no sensory or concrete detail in descriptions. (10 points)

address the listener's concerns and counter-arguments. (20 points possible)				
Problem Solving and Critical Thinking 5.1: Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks. (15 points)	Uses logical reasoning, analytical thinking, and problem solving techniques to develop the entire case. Problem solving incorporates input, process, outcome, and feedback components. Employs these critical thinking skills when presented with unforeseen obstacles that occur during direct or cross examination. (15 points)	Helps the team solve problems. Employs logical reasoning while developing a portion of the case. Employs logical reasoning skills when confronted with unforeseen obstacles during trial. (12 points)	Follows guidelines set forth for developing a portion of the case. End product presents the information in a logical fashion but demonstrates little or no creativity. (10 points)	Does not demonstrate understanding of how to create alternative solutions using critical thinking. Caves when confronted by unexpected obstacles. Little evidence of problem-solving strategies in work. (8 points)
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals. (5 points)	Without direction, student organizes and structures work individually and in teams for effective performance, knows multiple approaches to conflict resolution, and understands how to interact with others to achieve team and individual goals. (5 points)	Student works well with others, is able to give and take direction, and helps organize the group. (4 points)	Student follows the group plan and adequately structures or plans his or her individual work. (3 points)	Student cannot follow the group work plan without assistance and cannot structure or plan his or her individual work. (2 points)

6712 *Note: Demonstration and Application standard 11.0 is included in all the above.*

Sample pathway occupations: Legal and Government Services

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations required licensure or certification.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Elected Official	• Legal Clerk* • Paralegal*	• Attorney* • Diplomatic Service

Protective Services

Sample sequence of courses in the Protective Services pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Police Science • Fire Science I	• Crime Scene Investigation • Forensic Science • Fire Science II	• Law Enforcement Internship • Fire Internship	• Biology • Chemistry • Technical Writing • Psychology • Computer Science

Sample of appropriate foundation and pathway standards for the Fire Science I course in the Protective Services pathway:

Sample appropriate foundation standards
Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.a: Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.l: Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.3: Write expository compositions, including analytical essays and research reports: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts and ideas. d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs. e. Anticipate and address readers' potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.6: Write technical documents . . .: a. Report information and convey ideas logically and correctly.

b. Offer detailed and accurate specifications. c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide). d. Anticipate readers' problems, mistakes, and misunderstandings.
Communications 2.4 Speaking Applications (grades nine and ten) 2.1: Deliver narrative presentations: a. Narrate a sequence of events and communicate their significance to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters. d. Pace the presentations of actions to accommodate time and mood changes.
Technology 4.5: Use technologies to analyze and interpret information.
Problem Solving and Critical Thinking 5.1: Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
Problem Solving and Critical Thinking 5.3: Use critical thinking skills to make informed decisions and solve problems.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standard
C1.2: Develop and maintain a constant awareness of potential problems.
C1.6: Apply critical thinking skills to perform in emergency response situations.
C3.0: Students understand the safety, health, and environmental responsibilities of those in the protective services pathway.
C3.1: Become certified in first aid and cardiopulmonary resuscitation (CPR) in order to apply those skills as needed in emergencies.
C7.2: Understand how to use clear, concise, and legible entries from experience and observation to prepare and submit required reports.
C9.1: Understand the skills required to deal effectively with emergency situations.

Sample analysis (or "unpacking") of a standard for the Fire Science I course in the Protective Services pathway:

Standard	Protective Services Pathway C3.0: Students understand the safety, health, and environmental responsibilities of those in the protective services pathway.	
Standard subcomponent	Protective Services Pathway C3.1: Become certified in first aid and cardiopulmonary resuscitation (CPR) in order to apply those skills as needed in emergencies.	
Course level	X Introductory ❑ Concentration ❑ Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. The ABCs of CPR 2. Mechanics of blood circulation 3. Mechanics of air exchange 4. Rates for rescue	1. Give basic definition of the ABCs of CPR. 2. Describe the circulatory system and correctly label a diagram. 3. Describe three key elements of air exchange.

	breathing and heart compressions	4. Cite correct compression and breathing rates for one-person and two-person CPR.
	Skills	Benchmark
What should the students be able to do? At what level?	1. How to open a person's airway 2. How to perform rescue breathing 3. How to perform heart compressions 4. How to perform one- and two-person CPR	1. All items: Demonstrate skill on a model or volunteer with 100 percent accuracy within a given period of time.
Topics/contexts What must be taught?	1. The ABCs of CPR 2. The mechanics of blood circulation and air exchange 3. The procedure for opening an airway 4. The procedure for rescue breathing 5. The procedure for heart compressions 6. One- and two-person CPR	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Public Services industry sector foundation standards and Protective Services (PS) pathway standards:

Standard #	*Standard*
Foundation: Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.a	Select and use appropriate tools and technology . . . to perform tests, collect data, analyze relationships, and display data.
Foundation: Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.l	Analyze situations and solve problems that require concepts from more than one area of science.
Foundation: Technology 4.5	Use technologies to analyze and interpret information.
Foundation: Problem Solving and Critical Thinking 5.1	Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: PS C3.1	Become certified in first aid and cardiopulmonary resuscitation (CPR) in order to apply those skills as needed in emergencies

Assignment: You and a friend are leaving a restaurant and as you walk out of the front door, the gentleman in front of you grabs his chest and collapses. Your laboratory group will:

1. Develop a ten-minute presentation that demonstrates the step-by-step procedure you use to initiate and perform CPR [PS C3.1; Academics 1.2

Investigation and Experimentation 1.a; Technology 4.5; Problem Solving and Critical Thinking 5.1; Demonstration and Application 11.0].

2. Write a description explaining how the following situations might cause you to alter your CPR procedures:

   a. Victim has blocked airway [PS C3.1; Academics 1.2 Investigation and Experimentation 1.a; Technology 4.5; Problem Solving and Critical Thinking 5.1; Demonstration and Application 11.0].
   b. Restaurant has an AED available [PS C3.1; Academics 1.2 Investigation and Experimentation 1.a; Academics 1.2 Investigation and Experimentation 1.l; Technology 4.5; Problem Solving and Critical Thinking 5.1; Demonstration and Application 11.0].

3. Correctly complete a run-sheet for this particular event [Academics 1.2 Investigation and Experimentation 1.l; Demonstration and Application 11.0].

***Performance task rubric**:* Your grade will be based on the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
PS C3.1: Become certified in first aid and cardiopulmonary resuscitation (CPR) in order to apply those skills as needed in emergencies. (70 points)	Student passes written and practical exams with grades of 95 percent or better. CPR certification is received. (70 points)	Student passes written and practical exams; CPR certification is received. (55 points)	Student passes either written or practical exam but not both; does not receive CPR certification. (40 points)	Student fails both written and practical exam; does not receive CPR certification. Or, student does not take exams. (0 points)
Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.a: Select and use appropriate tools and technology . . . to perform tests, collect data, analyze relationships, and display data. (6 points)	Equipment (i.e., AED, bag mask, airway, etc.) is properly selected and properly used in professional-standard time. (6 points)	Equipment (i.e., AED, bag mask, airway, etc.) is properly selected and properly used. (5 points)	Equipment (i.e., AED, bag mask, airway, etc.) is properly selected but not properly used. (3 points)	Equipment (i.e., AED, bag mask, airway, etc.) is neither properly selected nor properly used. (0 points)
Academics 1.2 Investigation and Experimentation (grades nine through twelve)	Student analyzes scenario accurately and rapidly and responds	Student analyzes scenario accurately and responds appropriately.	Student analyzes scenario accurately but does not respond appropriately.	Student does not analyze scenario properly and thus cannot respond appropriately.

1.l: Analyze situations and solve problems that require concepts from more than one area of science. (6 points)	appropriately; all behaviors meet the standard of a working professional in the field. (6 points)	(5 points)	(3 points)	(0 points)
Technology 4.5: Use technologies to analyze and interpret information. (6 points)	AED properly used to analyze and interpret cardiac data in professional time. (6 points)	AED properly used to analyze and interpret cardiac data. (5 points)	AED properly used to analyze but not to interpret cardiac data. (3 points)	AED not properly used to analyze or interpret cardiac data. (0 points)
Problem Solving and Critical Thinking 5.1: Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.	Relevant and creative problem-solving strategies and critical thinking skills were consistently applied to work-related tasks. (6 points)	Proper problem-solving strategies and critical thinking skills applied to work-related tasks. (5 points)	Problem-solving strategies and critical thinking skills were applied, although not properly/ consistently, to work-related tasks. (3 points)	No problem-solving strategies or critical thinking skills were noted. (0 points)

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Protective Services

Sample of pathway occupations organized by level of education and training required for workforce entry. (Asterisked occupations require certification or licensure.)		
High School (diploma)	Postsecondary Training (certification and/or an AA degree)	College/University (bachelor's degree or higher)
• Security Guard* • Emergency Medical Technician* • Animal Control Officer* • Parking Enforcement Officer* • Armed Forces Police Officer	• Police Officer* • Firefighter* • Paramedic* • Crime Scene Technician* • Corrections Officer* • U.S. Customs Officer* • Criminal Investigator* • Private Investigator*	• Federal Marshal* • FBI Agent* • ATF Agent* • DEA Agent* • Police Lieutenant/Captain/Chief* • Fire Captain/Chief*

[1] Office of Occupational Statistics and Employment Projections, U.S. Bureau of Labor Statistics. "Employment by Major Occupational Group, 2004 and Projected 2014" December 7, 2005. http://www.bls.gov/news.release/ecopro.t02.htm.

[2] Office of Occupational Statistics and Employment Projections, U.S. Bureau of Labor Statistics.

"Employment by Major Industry Division, 1994, 2004, and Projected 2014," December 7, 2005. http://www.bls.gov/news.release/ecopro.t01.htm.

[3] California Employment Development Department, "California Industry Employment Projections 2004–14," March 2005. http://www.calmis.ca.gov/file/indproj/Cal$IndProj.xls.

[4] California Employment Development Department, "California Occupational Employment Projections 2004–14," March 2005. http://www.calmis.ca.gov/FILE/OCCPROJ/cal$OccProj.xls.

Transportation Industry Sector

Transportation plays a crucial role in our society; moving people and goods is central to everything America does. The Transportation industry sector continues to have significant growth of approximately 12 percent; this rapid growth will provide employment opportunities for years to come in a vast range of transportation-related occupations. The Transportation industry must continually adapt to changing technology and repair techniques as vehicle components and systems become increasingly sophisticated, including rocket technology, super-capacity jet airplanes, hybrid and hydrogen fuel cell technology automobiles, and diesel trucks that run on “bio-diesel” or other alternative fuels. The industry plays an important part in education through financial and in-kind support of the training and education of the current and future workforce.

The Transportation sector features three career pathways that provide opportunities from entry-level jobs requiring high school diplomas to progressive careers requiring advanced degrees. These pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Aviation/Aerospace, which includes aircraft maintenance, airport operations, and designing and flying various types of aircrafts; Collision Repair and Refinishing, which includes vehicle painting, repairing, and refinishing; and Vehicle Maintenance, Service, and Repair, which includes light-, medium-, and heavy-duty vehicle maintenance, service, and repairs.

Transportation Industry Sector Pathways:

- Aviation and Aerospace Transportation Services
- Collision Repair and Refinishing
- Vehicle Maintenance, Service, and Repair

Aviation and Aerospace Transportation Services

Sample course sequences in the Aviation and Aerospace Transportation Services pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Small Engines • Exploring Technology • Technology Core • Basic Automotive	• Electronics • Auto 1	• Avionics • Radio Communications • Aviation Aircraft Engines	• Digital Electronics • Algebra • English Composition/Writing • Chemistry • Computer Technology

Sample of appropriate foundation and pathway standards for the Avionics course in the Aviation and Aerospace Transportation Services pathway:

Sample appropriate foundation standards
Academics 1.1 Mathematical Reasoning (grade seven) 2.8: Make precise calculations and check the validity of the results from the context of the problem.
Academics 1.2 Physics (grades nine through twelve) 5.b: Students know how to solve problems involving Ohm's law.
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.6: Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting): a. Report information and convey ideas logically and correctly. b. Offer detailed and accurate specifications. c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide). d. Anticipate readers' problems, mistakes, and misunderstandings.
Communications 2.3 Written and Oral English Language Conventions (grades nine and ten) 1.4: Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
Technology 4.4: Understand the role and function of tools, equipment, and machines in the latest technology.
Health and Safety 6.1: Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
Health and Safety 6.5: Use tools and machines safely and appropriately.
Leadership and Teamwork 9.2: Understand the ways in which preprofessional associations, such as SkillsUSA, and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
Demonstration and Application 11.0: Students demonstrate and apply the concepts in the foundation and pathway standards.
Sample appropriate pathway standards
A1.0: Students understand the value and necessity of practicing personal and occupational safety and the environmental effects of collision repair and refinishing practices.
A2.0: Students understand the safe and appropriate use of tools and equipment common to the aviation and aerospace industries.
A3.0: Students understand and apply measurement systems and the mathematical functions necessary to perform required maintenance and operation procedures.
A3.1: Understand industry-standard measurement scales, devices, and systems used to perform design, fabrication, diagnostic, maintenance, and repair procedures.

Sample analysis (or "unpacking") of a standard for the Avionics course in the Aviation and Aerospace Transportation Services pathway:

Standard	Aviation and Aerospace Transportation Services Pathway A3.0: Students understand and apply measurement systems and the mathematical functions necessary to perform required maintenance and operation procedures.	
Standard subcomponent	Aviation and Aerospace Transportation Services Pathway A3.1: Understand industry-standard measurement scales, devices, and systems used to perform design, fabrication, diagnostic, maintenance, and operation procedures.	
Course level	❑☐Introductory ❑☐Concentration X☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. How to select technology needed to perform task(s) 2. How to acquire and evaluate information 3. How to participate as a member of a team 4. How to interpret and communicate information 5. Shock hazards when servicing power supplies in electronic equipment	1. Choose proper tools and equipment for a given task. 2. Give two examples of how to acquire and evaluate information from FAA regulations. 3. Give two objectives of the importance of participation as team member. 4. Give two examples of the importance of being able to interpret and communicate information from FAA regulations (written and/or oral). 5. Accurately explain the source, avoidance, and treatment of shock hazards when servicing power supplies in electronic equipment.
	Skills	Benchmark
What should students be able to do? At what level?	1. Determine the relationship of voltage, current, and resistance in electrical circuits. 2. Read and interpret aircraft electrical circuit diagrams. 3. Inspect and service batteries.	1. Use volt/ohm meter to measure voltage, current, and resistance in electrical circuits and explain the relationship between them. 2. Accurately read and interpret complex aircraft electrical circuit diagrams to diagnose problem(s). 3. Accurately, correctly, and safely inspect and service batteries using all applicable safety procedures and equipment.
Topics/contexts What must be taught?	1. Electrical theory 2. Basic electricity 3. Electronic components 4. Proper and safe use of tools and equipment.	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Transportation industry sector foundation standards and Aviation and Aerospace Transportation Services (AATS) pathway standards:

Standard #	*Standard*
Foundation: Academics 1.1 Mathematical Reasoning (grade seven) 2.8:	Make precise calculations and check the validity of the results from the context of the problem.
Foundation: Academics 1.2 Physics (grades nine through twelve) 5.b:	Students know how to solve problems involving Ohm's law.
Foundation: Communications 2.3 Written and Oral English Language Conventions (grades nine and ten) 1.4:	Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
Foundation: Health and Safety 6.5:	Use tools and machines safely and appropriately.
Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: AATS A3.1:	Understand industry-standard measurement scales, devices, and systems used to perform design, fabrication, diagnostic, maintenance, and repair procedures.

Assignment: In this assignment, you will learn to perform basic electrical procedures consistent with safety standards [Health and Safety 6.5]. In teams [Leadership and Teamwork 9.3]:

1. Calculate and measure capacitance and inductance [Academics 1.1 Mathematical Reasoning 2.8; AATS A3.1].
2. Calculate and measure electrical power [Academics 1.1 Mathematical Reasoning 2.8; AATS A3.1].
3. Measure voltage, current, resistance, and continuity [Academics 1.2 Physics 5.b; AATS A3.1].
4. Determine the relationship of voltage, current, and resistance in electrical circuits [Academics 1.2 Physics 5.b].
5. Read and interpret aircraft electrical circuit diagrams, including solid-state devices and logic functions [AATS A3.1].
6. Write a report in which you explain your procedure and results, including a discussion of how this relates to Ohm's law, and discuss the safety measures you observed [Academics 1.2 Physics 5.b; Communications 2.3 Written and Oral English Language Conventions (grades nine and ten) 1.4; Health and Safety 6.5].

6800 ***Performance Task Rubric:*** Your grade will be determined by the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
AATS A3.1: Understand industry-standard measurement scales, devices, and systems used to perform design, fabrication, diagnostic, maintenance, and repair procedures. (50 points)	Student properly selects and uses correct tools and measuring devices and scales in accordance with FAA and manufacturer regulations. Written report demonstrates complete understanding of purpose, operation, and function of all tools used in the assignment. (50 points)	Student properly uses correct tools and measuring devices in accordance with FAA and manufacturer regulations. Written report demonstrates general understanding of the purpose, operation, and function of all or nearly all tools used in the assignment. (40 points)	Student uses tools and measuring devices with assistance in selection and operation. Written report demonstrates limited understanding of purpose, operation, and function of the tools used in the assignment. (30 points)	Student is unable to use tools and measuring devices in accordance with FAA and manufacturer regulations. Written report indicates no understanding of purpose, operation, and function of tools used in the assignment. (20 points)
Academics 1.1 Mathematical Reasoning (grade seven) 2.8: Make precise calculations and check the validity of the results from the context of the problem. (10 points)	Student correctly and accurately measures voltage, current resistance, and conductivity in first attempt. (10 points)	Student correctly and accurately measures voltage, current resistance, and conductivity in two attempts. (8 points)	Student correctly and accurately measures voltage, current resistance, and conductivity with some assistance. (7 points)	Student correctly and accurately measures voltage, current resistance, and conductivity under direct supervision and with substantial assistance. (6 points)
Academics 1.2 Physics (grades nine through twelve) 5.b: Students know how to solve problems involving Ohm's law. (10 points)	Student accurately determines unknown variable in voltage triangle using Ohm's law and compares and evaluates calculated results to actual measurements. (10 points)	Student accurately determines unknown variable in voltage triangle using Ohm's law *or* compares and evaluates calculated results to actual measurements. (8 points)	Student accurately determines unknown variable in voltage triangle using Ohm's law or compares and evaluates calculated results to actual measurements with limited assistance. (7 points)	Student is unable to calculate and/or accurately identify and measure variables or requires extensive assistance or direct supervision. (6 points)
Communications	Written report is	Written report is	Written report	Written report

2.3 Written and Oral English Language Conventions (grades nine and ten) 1.4: Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. (10 points)	clearly-phrased, technically correct, and contains no errors. Written report completely, accurately, and thoroughly covers procedure, results, Ohm's law, and safety measures. (10 points)	clearly-phrased, technically correct, and contains no more than four errors. Written report accurately and completely covers procedure, results, Ohm's law, and safety measures. (8 points)	contains no more than eight errors, but may be somewhat confusing. Written report lists procedure, results, Ohm's law, and safety measures, but does not accurately discuss them in detail. (7 points)	contains more than eight errors and/or is unclear or unreadable. Written report contains substantial omissions of procedure, results, Ohm's law, or safety measures. (6 points)
Health & Safety 6.5: Use tools and machines safely and appropriately. (20 points)	Student follows all safety regulations without reminders or prompting during measurement portion of task. Student correctly describes and discusses each safety regulation in written report. (20 points)	Student follows all safety regulations during measurement portion of task, but may require limited reminders or prompting. Student correctly describes and discusses all or nearly all safety regulations in written report. (15 points)	Student follows all or nearly all safety regulations, but requires significant reminders or prompting during measurement portion of task. Student describes most safety regulations in written report. (10 points)	Student does not follow most safety regulations despite reminders or prompting during measurement portion of task. Written report contains significant errors and omissions in discussion of safety regulations. (5 points)

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Aviation and Aerospace Transportation Services

Sample of pathway occupations organized by level of education and training required for workforce entry. (Asterisked occupations require certification or licensure.)		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Ground Support Crew • Mechanic's Assistant • Flight Attendant • Porter • Apprentice/Intern • Aircraft Detailer	• Military Ground Crew • Airframe and Power Plant Technician* • Maintenance Worker* • Ramp Service Worker* • Dispatcher	• Engineer • Astronaut* • Instructor* • Pilot*

Collision Repair and Refinishing

Sample course sequences for Collision Repair and Refinishing pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Introduction to Automotive Technology • Small Engines	• Basic Collision Repair • Basic Auto Refinishing • Automotive Construction • Steering and Suspension • Auto 1	• Advanced Collision Repair Technology • Advanced Auto Refinishing	• Electronics • English Composition • Chemistry • Welding • Algebra • Computer Technology • Physics

Sample of appropriate foundation and pathway standards for the Advanced Auto Refinishing course in the Collision Repair and Refinishing pathway:

Sample appropriate foundation standards
Academics 1.1 Mathematical Reasoning (grade seven) 2.8: Make precise calculations and check the validity of the results from the context of the problem.
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.6: Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting): a. Report information and convey ideas logically and correctly. b. Offer detailed and accurate specifications. c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide). d. Anticipate readers' problems, mistakes, and misunderstandings.
Communications 2.4 Listening and Speaking Strategies and Applications (grade eight) 2.4: Deliver persuasive presentations: a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning. c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements. d. Maintain a reasonable tone.
Technology 4.4: Understand the role and function of tools, equipment, and machines in the latest technology.
Health and Safety 6.1: Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
Leadership and Teamwork 9.2: Understand the ways in which preprofessional associations, such as SkillsUSA, and competitive career development activities enhance academic skills, promote career choices and contribute to employability.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
Technical Knowledge and Skills 10.6: Understand how to acquire, store and use materials and to allocate space efficiently.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
B1.0: Students understand the value and necessity of practicing personal and occupational safety and the environmental effects of collision repair and refinishing practices.
B9.0: Students understand the concepts, principles, and practices of painting and refinishing.

6807 ***Sample analysis (or "unpacking") of a standard for the Advanced Auto***
6808 ***Refinishing course in the Collision Repair and Refinishing pathway:***

Standard	Collision Repair and Refinishing Pathway B9.0: Students understand the concepts, principles, and practices of painting and refinishing
Standard subcomponent	Collision Repair and Refinishing Pathway B9.4: Know how to mix, match, and apply paint.
Course level	❑ Introductory ❑ Concentration X ❑ Capstone

	Concepts	Benchmark
What do students need to know? At what level?	1. Understand different spray equipment. 2. Know how to match colors. 3. Understand spray equipment parts and their functions.	1. Cite two different types of spray equipment and explain the selection, operation, maintenance, and use of each. 2. Explain the color wheel and its use. 3. Name the parts of a spray gun and explain the function of each.
	Skills	Benchmark
What should students be able to do? At what level?	1. How to retrieve a paint formula from a computer system 2. How to mix color from a paint formula 3. How to apply color to a vehicle	1. Retrieve color formulas from different computer systems. 2. Accurately mix a given volume of paint color using proper measurements. 3. Apply color to vehicle properly.
Topics/contexts *What must be taught?*	1. Knowledge of paintings systems and parts, including their functions 2. Precise measuring 3. Use of computers to retrieve formulas 4. Application of color to a vehicle 5. Proper and safe use of tools and equipment	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Transportation industry sector foundation standards and Collision Repair and Refinishing (CRR) pathway standards:

Standard #	*Standard*
Foundation: Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.6	Write technical documents: a. Report information and convey ideas logically and correctly. b. Offer detailed and accurate specifications. c. Include scenarios, definitions and examples to aid comprehension. d. Anticipate reader's problems, mistakes, and misunderstandings.
Foundation: Communications 2.4 Listening and Speaking Strategies and Applications (grade eight) 2.4	Deliver persuasive presentations: a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning. c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements. d. Maintain a reasonable tone.
Foundation: Technology 4.4	Understand the role and function of tools, equipment, and machines in the latest technology.

Foundation: Leadership and Teamwork 9.3	Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
Pathway: CRR B9.4	Know how to mix, match, and apply paint.

Assignment: A vehicle has been brought to have a panel painted. In teams [Leadership and Teamwork 9.3]:

1. Write a repair order for vehicle [Communications 2.2 Writing Strategies and Applications 2.6].
2. Find a color formula on a computer and print it out [Technology 4.4; CRR B9.4].
3. Measure, mix, and apply auto refinish to manufacturer's specifications [Technology 4.4; CRR B9.4].
4. Write a short report (500 words minimum) explaining how to match color using color wheel. Include definitions of hue, value, and chroma [Communications 2.2 Writing Strategies and Applications 2.6; CRR B9.4].
5. Prepare and present an oral report, 3–5 min. in length, including the following information [Communications 2.4 Listening and Speaking Strategies and Applications 2.4]:

    a. Mixing and matching paints [CRR B9.4].
    b. Applying automotive paints [CRR B9.4].
    c. Different types of painting equipment and functions [CRR B9.4].

Performance task rubric: Your grade will be determined by the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
CRR B9.4: Know how to mix, match, and apply paint. (50 points)	Student independently and properly matches paint, mixes a sufficient quantity of the correct tint, and applies auto refinish according to manufacturer's specifications and industry manuals without errors. (70 points)	Student independently and properly mixes, matches within .1 gram and applies auto refinish to manufacturer's specifications. (60 points)	With limited supervision, student properly mixes, matches, and applies auto refinish to manufacturer's specifications within .2 grams. (50 points)	Student does not properly mix, match, or apply auto refinish or requires direct supervision or substantial assistance to do so. Student is unable to correctly measure color formula in two attempts. (45 points)
Communications 2.2 Writing Strategies and Applications	Work order is neat, detailed, clear, precise, and complete.	Work order is neat, clear, and complete. Written report	Work order may lack neatness, clarity, detail, or precision.	Work order lacks neatness, clarity, detail, and precision.

(grades nine and ten) 2.6: Write technical documents: a. Report information and convey ideas logically and correctly. b. Offer detailed and accurate specifications. c. Include scenarios, definitions and examples to aid comprehension. d. Anticipate reader's problems, mistakes, and misunderstand-ings. (10 points)	Written report shows thorough understanding of color matching, color wheel, and the process of obtaining a color match. Written report includes accurate, complete definitions of hue, value, and chroma that demonstrate complete understanding of the concepts. (10 points)	shows understanding of color matching, color wheel, and the process of obtaining a color match. Written report includes accurate and complete definitions of hue, value, and chroma that demonstrate solid understanding of the concepts. (8 points)	Written report shows limited understanding of color matching, color wheel, and the process of obtaining a color match. Written report includes basic definitions of hue, value, and chroma that demonstrate limited understanding of the concepts. (6 points)	Written report is unreadable, not present, or shows almost no understanding of color matching, color wheel, and the process of obtaining a color match. Written report either does not include definitions or includes inaccurate definitions. (4 points)
Communications 2.4 Listening and Speaking Strategies and Applications (grade eight) 2.4: Deliver persuasive presentations: a. Include a well-defined thesis. b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning. c. Anticipate and answer listener concerns and counterargument s effectively through the inclusion and	Oral report is clear, to the point, within time limit, and well-structured. Student is able to accurately explain in oral report all aspects of mixing, matching, and applying paint. Student discusses applying paint using different types of refinishing equipment. (10 points)	Oral report is clear, to the point, and within time limit. Student explains in oral report all aspects of mixing, matching, and applying paint. (8 points)	Oral report is clear, but may go over or under time restrictions or occasionally depart from topic. Student explains in oral report some aspects of mixing, matching, and applying paints. (7 points)	Student is unable to clearly deliver an oral report to class. (6 points)

arrangement of details, reasons, examples, and other elements. d. Maintain a reasonable tone. (10 points)				
Technology 4.4: Understand the role and function of tools, equipment, and machines in the latest technology. (10 points)	During mixing, measuring, and application of paint, student demonstrates thorough understanding of role and function of tools used. Student explains in an oral report the parts of all refinishing equipment and the uses of the equipment in the automotive field. (10 points)	During mixing, measuring, and application of paint, student demonstrates understanding of role and function of tools used. In oral report, student explains the parts of most refinishing equipment and the uses of the equipment in the automotive field. (8 points)	During mixing, measuring, and application of paint, student demonstrates limited understanding of role and function of tools used. Student explains in an oral report the parts or the uses of most refinishing equipment. (7 points)	During mixing, measuring, and application of paint, student demonstrates no understanding of role and function of tools used. Student is unable to explain in an oral report parts and uses of refinishing equipment. (6 points)
Health and Safety 6.5: Use tools and machines safely and appropriately. (10 points)	Student follows all safety regulations without reminders or prompting. (10 points)	Student follows all safety regulations but may require limited reminders or prompting. (8 points)	Student follows all or nearly all safety regulations but requires significant reminders or prompting. (6 points)	Student does not follow most safety regulations despite reminders or prompting. (4 points)
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals. (10 points)	Teacher observes student taking leadership in organizing the group and coaching students on their assignments. (10 points)	Teacher observes student dividing assignments evenly amongst the team members and structuring individual work effectively. (8 points)	Teacher observes student delegating assignments to other students and inadequately structuring individual work. (6 points)	Teacher observes student not engaging in group or individual work. (0 points)

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Collision Repair and Refinishing

Sample of pathway occupations organized by level of education and training required for workforce entry. (Asterisked occupations require certification or licensure.)		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Collision Repair Intern or Apprentice • Refinisher Helper • Auto Detailer	• Collision Repair Technician* • Collision Repair Shop Owner • Auto Refinish Technician* • Auto Glass Installer* • Assistant Manager	• Insurance Claims Adjuster • Collision Shop Manager • Instructor* • Paint Manufacturer Representative

Vehicle Maintenance, Service, and Repair

Sample course sequence in the Vehicle Maintenance, Service, and Repair pathway:

CTE Introductory Courses	*CTE Concentration Courses*	*CTE Capstone Courses*	*Related Courses*
• Introduction to Automotive Repair • Small Engines • Technology Core • Exploring Technology	• Brakes • Electrical Systems and Electronics • Steering and Suspension • Outdoor Power Equipment • Auto Fundamentals	• Advanced Automotive • Engine Performance/ Smog • Motorcycle • Diesel	• Electronics • Precision Machining • Welding • Algebra • English Composition/ Writing

Sample of appropriate foundation and pathway standards for the Brakes course in the Vehicle Maintenance, Service, and Repair pathway:

Sample appropriate foundation standards
Academics 1.1 Mathematical Reasoning (grade seven) 2.8: Make precise calculations and check the validity of the results from the context of the problem.
Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.l: Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
Communications 2.2 Writing Applications (grades nine and ten) 2.6: Write technical documents: a. Report information and convey ideas logically and correctly. b. Offer detailed and accurate specifications. c. Include scenarios, definitions, and examples to aid comprehension. d. Anticipate readers' problems, mistakes, and misunderstandings.
Career Planning and Management 3.6: Know important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio.

Technology 4.4: Understand the role and function of tools, equipment, and machines in the latest technology.
Health and Safety 6.1: Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
Health and Safety 6.5: Use tools and machines safely and appropriately.
Leadership and Teamwork 9.2: Understand the ways in which preprofessional associations, such as SkillsUSA, and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Sample appropriate pathway standards
C1.0: Students understand the value and necessity of practicing personal and occupational safety and protecting the environment by using materials and processes in accordance with manufacturer and industry standards.
C3.0: Students understand scientific principles in relation to chemical, mechanical, and physical functions for various engine and vehicle systems.
C4.0: Students perform and document maintenance procedures in accordance with the recommendations of the manufacturer.
C6.0: Students understand the application, operation, maintenance, and diagnosis of engines, including but not limited to two- and four-stroke and supporting subsystems.
C7.0: Students understand the function, principles, and operation of electrical and electronic systems using manufacturer and industry standards.
C8.0: Students understand the function and principles of automotive drivetrain, steering and suspension, brake, and tire and wheel components and systems in accordance with portable national industry standards, such as the National Automotive Technicians Education Foundation.

Sample analysis (or "unpacking") of a standard for the Brakes course in the Vehicle Maintenance, Service, and Repair pathway:

Standard	Vehicle Maintenance, Service, and Repair Pathway C8.0: Students understand the function and principles of automotive drivetrain, steering and suspension, brake, and tire and wheel components and systems in accordance with portable national industry standards, such as the National Automotive Technicians Education Foundation.	
Standard subcomponent	Vehicle Maintenance, Service, and Repair Pathway C8.2: Diagnose, service, and repair disc brakes, drum brakes, antilock brakes, and other brake systems as developed.	
Course level	❑☐Introductory X☐Concentration ❑☐Capstone	
	Concepts	Benchmark
What do students need to know? At what level?	1. Identify brake systems. 2. Use technical manuals to determine minimum and maximum tolerances and wheel lug nut torque specifications.	1. Give basic definition of brake systems. 2. Give two examples of tolerances and wheel lug nut torque specifications from technical

	3. Use troubleshooting guides and charts.	manuals. Discuss torque wrench and impact wrench. 3. Describe two different types of troubleshooting guides and charts and accurately diagnose problems using a sample troubleshooting guide or chart.
	Skills	Benchmark
What should students be able to do? At what level?	1. Measure brake rotor tolerances using micrometers. 2. Identify brake components. 3. Properly torque wheel lug nuts.	1. Use micrometer to measure brake rotor tolerances and determine if rotor meets minimum/maximum specifications. 2. Identify components used in disc brakes and in drum brakes. 3. Torque all wheel lug nuts to manufacturer specifications.
Topics/contexts *What must be taught?*	1. Basics of brake system operation 2. Precision measurement tools, techniques, and skills 3. Documentation (in writing) of all work performed 4. Reading and interpretation of technical manuals and other technical information 5. Proper and safe use of tools and equipment required for performing tasks	

Sample performance task based on the skills and concepts:

Standards: This sample performance task targets the following Transportation industry sector foundation standards and Vehicle Maintenance, Service, and Repair (VMSR) pathway standards:

Standard #	*Standard*
Foundation: Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.1:	Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
Foundation: Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.6:	Write technical documents: a. Report information and convey ideas logically and correctly. b. Offer detailed and accurate specifications. c. Include scenarios, definitions, and examples to aid comprehension. d. Anticipate readers' problems, mistakes, and misunderstandings.
Foundation: Health and Safety 6.5	Use tools and machines safely and appropriately.
Foundation: Leadership and Teamwork 9.3	Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts in the foundation and pathway standards.
Pathway: VMSR C8.2	Diagnose, service, and repair disc brakes, drum brakes, antilock brakes, and other brake systems as developed.

Assignment: A vehicle has been brought in for a brake problem.

1. Working in teams [Leadership and Teamwork 9.3]:

    a. Write a repair order [Communications 2.2 Writing Strategies and Applications 2.6; Demonstration and Application 11.0].
    b. Verify the customer's complaint [VMSR C8.2].
    c. Raise the vehicle using required safety equipment and procedures [Health and Safety 6.5; Demonstration and Application 11.0; VMSR C8.2].
    d. Properly remove the wheels and inspect the brake components [Demonstration and Application 11.0; VMSR C8.2].
    e. Inspect and diagnose the brake system problem and/or need for repairs [Academics 1.2 Investigation and Experimentation 1.1; VMSR C8.2].
    f. Use micrometer to measure brake components for minimum/maximum manufacturer tolerances [Demonstration and Application 11.0; VMSR C8.2].
    g. Reinstall brake components [Demonstration and Application 11.0; VMSR C8.2].

2. Write a short report (500-word minimum) in which you explain:

    a. Various brake systems and how they operate [Communications 2.2 Writing Strategies and Applications 2.6; VMSR C8.2].
    b. Safety procedures used in performing a brake inspection and/or repair [Communications 2.2 Writing Strategies and Applications 2.6; Health and Safety 6.5, VMSR C8.2].
    c. Why it is important to measure brake components to specific tolerances [Communications 2.2 Writing Strategies and Applications 2.6, VMSR C8.2].
    d. Importance of following manufacturer recommendations [Communications 2.2 Writing Strategies and Applications 2.6, VMSR C8.2].

Performance task rubric*:* Your grade will be based on the following rubric.

Standard	*Advanced*	*Proficient*	*Basic*	*Unacceptable*
VMSR C8.2: Diagnose, service, and repair disc brakes, drum brakes, antilock brake, and other	Student properly diagnoses and repairs brake system according to manufacturer guidelines and	Student properly diagnoses and repairs brake system according to manufacturer guidelines and	Student properly diagnoses and repairs brake systems according to manufacturer	Student's work is not performed to manufacturer specifications or acceptable brake system operation.

brake systems as developed. (60 points)	specifications within manufacturer specified time limits. Student identifies minimum and maximum tolerances and accurately measures parallelism and thickness to manufacturer specifications. (60 points)	specifications but may take additional time. Student identifies minimum and maximum tolerances and accurately measure minimum thickness to manufacturer specifications. (50 points)	guidelines with limited assistance. Student identifies some tolerances and measure minimum thickness. (40 points)	Student is unable to measure components or use micrometer correctly. (30 points)
Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.1: Analyze situations and solve problems that require combining and applying concepts from more than one area of science. (10 points)	Student quickly and accurately diagnoses brake systems. Student thoroughly, thoughtfully, and accurately determines causes of wear and/or malfunction based on information obtained in brake inspection and prior knowledge. (10 points)	Student accurately diagnoses brake systems. Student accurately determines causes of wear and/or malfunction based on information obtained in brake inspection and prior knowledge. (8 points)	Student diagnoses brake systems with limited assistance. With limited assistance, student determines causes of wear and/or malfunction based on information obtained in brake inspection and prior knowledge. (6 points)	Student is unable to diagnose brake system problem or determine cause of wear. (4 points)
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.6: Write technical documents: a. Report information and convey ideas logically and correctly. b. Offer detailed and accurate specifications. c. Include scenarios, definitions and	Repair order includes all customer information, lists all requested repairs, and contains correct calculations with no items missing. Written report is accurate, complete, and demonstrates thorough understanding of types of brake systems, how they operate, safety	Repair order includes customer information, lists requested repairs, and contains correct calculations, but may include up to two errors or omissions. Written report is accurate, complete, and demonstrates solid understanding of types of brake systems, how	Repair order includes customer information, lists requested repairs, and contains correct calculations, but may include up to three errors or omissions. Written report is mostly accurate and complete, and demonstrates understanding of types of brake systems, how	Repair order includes customer information, lists requested repairs, and contains correct calculations, but may include up to four errors or omissions. Written report is inaccurate, incomplete, or indicates limited to no understanding of types of brake systems, how

examples to aid comprehension. d. Anticipate reader's problems, mistakes, and misunder-standings. (10 points)	procedures, importance of brake tolerances, and importance of manufacturer recommenda-tions. (10 points)	they operate, safety procedures, importance of brake tolerances, and importance of manufacturer recommenda-tions. (8 points)	they operate, safety procedures, importance of brake tolerances, and importance of manufacturer recommenda-tions. (7 points)	they operate, safety procedures, importance of brake tolerances, or importance of manufacturer recommenda-tions. (6 points)
Health & Safety 6.5: Use tools and machines safely and appropriately. (10 points)	Student follows all safety regulations without reminders or prompting. (10 points)	Student follows all safety regulations, but may require limited reminders or prompting. (8 points)	Student follows all or nearly all safety regulations, but requires significant reminders or prompting. (6 points)	Student does not follow most safety regulations despite reminders or prompting. (4 points)
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals. (10 points)	Teacher observes student taking leadership in organizing the group and coaching students on their assignments. (10 points)	Teacher observes student dividing assignments evenly amongst the team members and structuring individual work effectively. (8 points)	Teacher observes student delegating assignments to other students and inadequately structuring individual work. (6 points)	Teacher observes student not engaging in group or individual work. (0 points)

Note: Demonstration and Application standard 11.0 is included in all the above.

Sample pathway occupations: Vehicle Maintenance, Service, and Repair

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School *(diploma)*	Postsecondary Training *(certification and/or an AA degree)*	College/University *(bachelor's degree or higher)*
• Porter/Lot Person • Lube Technician • After Market Sales Rep • Vehicle Maintenance Intern or Apprentice • Parts & Service Counter Person • Sales Person • Vehicle Maintenance Technician	• Line Technician • Service Writer • Motor Carrier • Technical Writer • Smog Technician* • Driver • Inspector	• Fleet Manager or Director • Shop Foreman • Parts & Service Manager • Instructor* • Manufacturer's Representative

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Glossary

"a–g" subject requirement. Subject-area admission requirements created by the University of California's Academic Senate and adopted by both the University of California system and the California State University system. Fifteen year-long courses in the areas of (a) History/Social Science, (b) English, (c) Mathematics, (d) Laboratory Science (e) Languages Other Than English, (f) Visual and Performing Arts, and (g) College Preparatory Electives make up the full "a–g" complement of courses. Courses must be certified by the University as meeting the requirement and added to the school's UC-certified course list to fulfill "a–g" admissions requirements.

Advisory committee or council. A group of business, industry and community representatives who provide technical support and expertise to educators on the design, development, content, operation, evaluation, and revision of CTE programs.[1]

Americans with Disabilities Act (ADA). A 1990 federal law that prohibits discrimination against individuals with disabilities and guarantees equal access and equal opportunities to individuals with disabilities.

Apprenticeship. An instructional delivery system established in California by the Shelley-Maloney Apprenticeship Labor Standards Act of 1939, apprenticeship is a relationship between an employer and an employee during which the worker, or apprentice, learns an occupation in a structured program sponsored by a single employer, employer associations, or a jointly sponsored labor/management association. (See also: *Apprenticeship program, Registered apprenticeship program*.)

Apprenticeship program. Instructional program that contains *apprenticeship* standards, committee rules and regulations, related supplemental instruction, course outlines and policy statements for the administration of the apprenticeable occupation. (See also: *Registered apprenticeship program*.)

Apprenticeship program sponsor. A single employer, an employer association, or a jointly sponsored labor/management association may sponsor *apprenticeship programs*. Sponsors/employers develop standards, evaluate work site conditions, determine the availability of facilities, review equipment, identify skilled workers to serve as trainers, and schedule work.

Apprenticeship program standards. Procedures for the fair and equal selection, employment, and training of apprentices developed by *apprenticeship program sponsors* and educators.

Articulation. The practice of aligning curriculum and instruction so as to offer a seamless *career pathway* transition between courses, grades, or schools.

Articulation Agreement. A written agreement at the state, district, or school level that creates a sequence of progressive, non-duplicated education leading to

technical skill proficiency, a credential, a certificate, or a degree. Typically, credit transfer agreements between institutions are a key component of the articulation agreement.[2]

California High School Exit Exam (CAHSEE). A standardized test administered to all public high school students in California; students cannot receive a high school diploma without a passing score on the CAHSEE. The CAHSEE is part of California's *Standardized Testing and Reporting Program*.[3]

California Partnership Academy. *CTE program* that includes work-based training during the last half of grade twelve and is a:

- School-within-a-school program that works to motivate students—who may otherwise not complete high school or participate in activities—to graduate with their classmates.
- Career oriented program that directly involves local employers and strives to provide students with skills applicable to the workplace.
- Partnership between a school district, local employers, and the California Department of Education.
- Voluntary program on the part of both students and parents. (See also: Career academy.)

Capstone course. The final course in a planned sequence of courses for a CTE program; it provides rigorous and intensive culmination to a course of study. Capstone courses are typically offered through *Regional Occupational Centers and Programs (ROCPs).*

Career academy. A small learning community, characterized by a group of students within the larger high school who take classes together for at least two years, taught by a team of teachers from different disciplines; an academic curriculum combined with a career technical curriculum with a career theme, enabling students to see relationships among academic subjects and their application to a broad field of work; and partnerships with employers, the community, and local colleges, bringing resources from outside the high school to improve student motivation and achievement.[4]

Career pathway. A coherent and planned sequence of career technical education courses detailing the knowledge and technical skills students need to succeed in a specific career area.

Career Technical Education (CTE). Organized educational activities that provide coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. CTE provides technical skill proficiency, an industry-recognized credential, a certificate, or a degree, and includes competency-based applied learning that contributes to students' academic knowledge, higher-order reasoning and problem-solving skills, work

attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship.

Career Technical Student Organization (CTSO). Pre-professional organization for individuals enrolled in a CTE program that engages in career and technical education activities as an integral part of the instructional program. CTSOs develop leadership skills, provide competitive career development activities, enhance academic skills, promote career choices, and contribute to employability. Activities are an integral part of the instructional program. Examples of CTSOs include DECA, FBLA, FFA, FHA-HERO, HOSA, and SkillsUSA .

Carl D. Perkins Vocational and Technical Education Act. Federal act established to improve career technical education programs, integrate academic and career technical instruction, serve special populations, and meet gender equity needs.

Community classroom. *Instructional methodology* that uses unpaid *on-the-job training* experiences at business, industry, and public agency sites to assist students in acquiring competencies (skills, knowledge, and attitudes) necessary to obtain entry-level employment. Community classroom methodology extends instruction into the workplace setting and helps the student acquire saleable skills. The community classroom strategy is typically utilized in *internships, externships,* and *ROCPs*.

Community partnership. One of any of a number of situations in which educators or educational institutions collaborate with local outside agencies (government, business, industry, social work, etc.) to achieve mutual goals.

Concentration course. A CTE course beyond the introductory level that is intended to provide a more in-depth instruction and exploration of a specific *industry sector*. The second and succeeding courses of a planned CTE program sequence.

Course sequence. Two or more related CTE courses that are taken as a sequence. A course sequence provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

CTE course. A single course that focuses on developing technical and academic skills within a career area aligned with state-adopted CTE and academic standards and relevant technical knowledge and skills.

CTE program. At the school level, a coherent sequence of rigorous career technical and academic courses that prepares students for successful completion of state academic standards, readies all students for entry-level careers, and lays the foundations for more advanced postsecondary training.

CTE Standards and Framework Advisory Group. A representative group of classroom teachers, school administrators, parents, postsecondary educators, and representatives of business and industry, appointed by the Superintendent of Public Instruction to provide input and feedback on the CTE standards and framework.

Differentiated instruction. Instruction that is matched to individual students' needs, readiness, interests, circumstances and learning profiles.

English learner. A student not yet fluent in English.

Exemplar. An example of proficient or advanced student work that is given to students at the beginning of an assignment to provide a model or framework.

Externship. An experiential learning opportunity, similar to an *internship*, offered by schools in collaboration with employers to give students short practical experiences in their field of study. Externships are generally unpaid and conducted for course credit at the school.

Formative analysis. The continuous monitoring of short-term results and procedures to provide ongoing information useful in the improvement of student achievement.[5]

Foundation standard. Eleven core *standards* that support mastery of essential employability skills and rigorous academic content *standards*.

Grouping. A type of *differentiated instruction* in which students in a class are divided into smaller groups for instructional purposes.

Higher-order thinking. The cognitive processes of analysis, comparison, inference and interpretation, evaluation, and synthesis applied to a range of academic domains and problem-solving contexts. The definition used in creating the CTE *standards* is based on Robert Marzano's revision of Bloom's taxonomy.[6]

Industry sector. A group of related occupations within a broad industry. California has identified fifteen industry sectors: Agriculture and Natural Resources; Arts, Media, and Entertainment; Building Trades and Construction; Education, Child Development, and Family Services; Energy and Utilities; Engineering and Design; Fashion and Interior Design; Finance and Business; Health Science and Medical Technology; Hospitality, Recreation, and Tourism; Information Technology; Manufacturing and Product Development; Marketing, Sales, and Service; Public Services; and Transportation.

Instructional strategies. Any of a number of classroom instructional practices designed to foster and support student learning.

Instructional methodologies. A body of practices, strategies, procedures, and rules designed to foster and support student learning.

Internship. Generic term for workplace learning positions. Participants may or may not be paid.

Introductory course. An initial or survey course in a CTE program that is intended to provide a beginning or introductory level of information about an *industry sector* or *career pathway*. The first course in a CTE *course sequence*.

Job shadowing. Activity during which a student follows and observes an individual on the job for a designated number of hours or days as the individual performs workplace tasks.

Journeyman. Person who has either (1) completed an accredited *apprenticeship* in his/her craft or (2) completed the equivalent of an *apprenticeship* in length and content of work experience as well as all other requirements in the craft.

Lexile rating. A developmental scale for reading ranging from below 200L for beginning-reader material to above 1700L for advanced text.[7]

Local Education Agency (LEA). A public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political sub-division.[8]

On-the-job training. Refers to any form of employment training that requires the student to work outside the school and at an actual business or other type of work site.

P–16. An integrated system of education that extends from preschool to grade 16, culminating in a bachelor's or other four-year degree.

Pacing. A type of *differentiated instruction* in which the speed at which the material is covered is adjusted based on individual students' needs and circumstances.

Pacing guide. A timeline which indicates when each *standard* will be taught or supported and assessed during the school year.

Pathway standard. A statement of knowledge or skills deemed to be essential to all students in a given *career pathway*.

Performance task. An authentic assessment modeled after a real-life task or situation that provides a student the opportunity to demonstrate his or her abilities and to apply knowledge and skills.

Pre-apprenticeship. A course of study offered by program sponsors to potential registered *apprenticeship* program applicants. Content is typically focused on basic skills which must be successfully demonstrated on program entrance examinations.

Professional development. Formal or informal training and education to enhance professional skills, knowledge, and ability.

Regional Occupational Centers and Programs (ROCPs). Regional occupational centers and programs are authorized by the California legislature to provide individual counseling and guidance in career technical matters to high-school age youth. Each ROCP provides a CTE curriculum that includes skill training in locally-relevant occupational fields which may lead to entry-level employment

opportunities. ROCPs are required to have related business and industry *advisory committees* that approve the industry-based curriculum. ROCPs collaborate with other public and private agencies, labor organizations, and other associations to develop and offer relevant courses and work-study opportunities to meet labor market demands.

Registered apprenticeship program. In California, those *apprenticeship programs* that meet specific state-approved standards designed to safeguard the welfare of apprentices and that are registered with the Division of Apprenticeship Standards.

Rubric. Assessment tool that provides scoring guidelines and descriptions of categories or levels of performance.

Secretary's Commission on Achieving Necessary Skills (SCANS). The Department of Labor's SCANS is composed of representatives from education, business, labor, and government. SCANS has identified a set of foundation competencies, work competencies, and skills needed for success in the workplace.

School-to-Work Opportunities Act. Federal legislation passed in May 1994 that was designed to bring attention and structure to *work-based learning* and workforce preparation.

Service learning. Method of instruction whereby students or participants learn and develop skills through unpaid active participation in community service. It integrates and enhances the academic curriculum of the students or the educational components of the local community service program.

SkillsUSA. A *CTSO* dedicated to helping its members develop solid technical, leadership, and employability skills. In addition, it supports and rewards the efforts of its members through *professional development* and recognition programs.

Special needs students. Students who are protected by the *Americans with Disabilities Act (ADA)* or who have or are at risk for a chronic physical, developmental, behavioral, or emotional condition and who, as a result, require additional developmental, health, mental health, and other services and/or supports.

Stakeholders. Persons who have interest in, sponsor, conduct, are directly influenced by, use, or benefit from education projects and programs.

Standard. In California's Career Technical Model Curriculum Standards, a standard is a broad statement of knowledge or skills that indicates what students in a given sector or *career pathway* should know or be able to do.

Standard sub-component. In California's Career Technical Model Curriculum Standards, one of a series of specific statements of knowledge or skills that provides detail on the component aspects of a *standard*.

Standardized Testing and Reporting Program (STAR Program). The system of standardized tests that California uses to assess student, school, district, and statewide progress. The tests included are: California Standards Test (CST), California Alternate Performance Assessment (CAPA), California Achievement Tests, 6th Edition Survey (CAT/6 Survey), Aprenda, La prueba de logros en español, Tercera edición (Aprenda 3), California English Language Development Test (CELDT), California High School Exit Examination (*CAHSEE*), Early Assessment Program (EAP), Physical Fitness Test (PFT), California High School Proficiency Examination (CHSPE), General Educational Development (GED), and National Assessment of Educational Progress (NAEP).

Tech-Prep. Planned sequence of study in a technical field or *career pathway* program that begins as early as grade nine and extends through 1) two or more years of postsecondary education or 2) an *apprenticeship* program of at least two years' duration that follows secondary instruction. The sequence culminates in a degree or certificate.

Technical Skills. Specialized procedures and methods used in any specific career.

WorkAbility. California Department of Education program providing comprehensive pre-employment training, employment placement, and follow-up for high school students in special education who are making the transition to work, independent living, and post secondary education or training.

Work Experience Education. A statewide program designed to provide students with workplace learning positions. These may be coordinated with instruction but such work is not necessarily coordinated with a particular career theme or course of study. Students can work for credit and pay (General and Vocational Work Experience Education) or for credit and no pay (Exploratory Work Experience Education).

Work-based learning. Course-linked learning experiences that are outside of the classroom and include an employer or community connection; examples include *pre-apprenticeship*, *job shadowing*, mentorship, *internship*, clinical experience, work-study, informational interview, attendance at trade shows, field experience, career-related *service learning*, or other learning experience fundamentally external to the classroom.

Workforce Investment Act. A 1998 federal statute that consolidated more than sixty federal workforce, literacy, and rehabilitation training programs through three block grants to the states: Adult Employment and Training, Disadvantaged Youth Employment and Training, and Dislocated Worker Employment and Training.

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[1] Sandra Kerka, “Effective Advisory Committees”. 2002. http://www.nccte.org/publications/infosynthesis/in-brief/in-brief17/index.asp

[2] U.S. House and Senate, 109th Congress, 2nd Session, *Carl D. Perkins Career and Technical Education Improvement Act of 2006*. http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=109_cong_bills&docid=f:s250enr.txt.pdf.

[3] California Department of Education, *Program Overview: CAHSEE*. January 26, 2006. http://www.cde.ca.gov/ta/tg/hs/overview.asp.

[4] Career Academy Support Network, "What is a Career Academy?"http://casn.berkeley.edu/Definition.html.

[5] Dave Ackley, "Data Analysis Demystified: Standardized Tests Don't Do What Matters Most — Meeting the Immediate Needs of Individual Students. That's Why Schools Must Design, Deliver and Analyze Additional Sources of Meaningful Student Data". November-December 2001. http://www.findarticles.com/p/articles/mi_m0HUL/is_2_31/ai_80634055.

[6] Robert J. Marzano, *Designing a New Taxonomy of Educational Objectives*. Thousand Oaks, CA: Sage, 2001.

[7] MetaMetrics, "FAQ." http://www.lexile.com/DesktopDefault.aspx?view=ed&tabindex=6&tabid=18.

[8] America's Career Resource Network, "Glossary." http://www.acrnetwork.org/directors/glossary.shtml.

List of Abbreviations Used in the Text

API - Academic Performance Index
ASCA - American School Counselor Association
ASCD - Association for Supervision and Curriculum Development
ASVAB - Armed Services Vocational Aptitude Battery
AYES - Automotive Youth Education System
AYP - Adequate Yearly Progress
CalCRN - California Career Resource Network
CAHSEE - California High School Exit Exam
CBEA - California Business Education Association
CDE - California Department of Education
CITEA - California Industrial and Technology Assication
CPA - California Partnership Academy
CST - California Standards Test
CSU - California State University
CTE - Career Technical Education
CTSO - Career Technical Student Organization
DECA - Distributive Education Clubs of America
EAP - Early Assessment Program
EL - English Learners
ELD - English Language Development
ES - Effect Size
FAST - Focused Approach to Standards and Testing
FBLA - Future Business Leaders of America
FFA - Future Farmers of America
FHA-HERO - Future Homemakers of America-Home Economics Related Occupations
FordPAS - Ford Partnership for Advanced Studies
GP - Grading Period
GPS - Global Positioning System
HIV - Human Immunodeficiency Virus
HOSA - Health Occupations Students of America

7640 IEP - Individualized Education Program
7641 II/USP - Intermediate Intervention/Underperforming Schools Program
7642 JA - Junior Achievement, Inc.
7643 JROTC - Junior Reserve Officer Training Center
7644 LEA - Local Education Agency
7645 O*NET - Occupational Information Network
7646 PSI - Pounds Per Square Inch
7647 REAL - Rural Entrepreneurship through Active Learning
7648 ROCP - Regional Occupational Centers and Programs
7649 RSI - Related and Supplemental Instruction
7650 SAE - Supervised Agricultural Experience
7651 SAIT - School Assessment and Intervention Team
7652 SARC - School Accountability Report Card
7653 SAT - Scholastic Aptitude Test
7654 SCANS - Secretary's Commission on Achieving Necessary Skills
7655 SLC - Smaller Learning Community
7656 SREB - Southern Regional Education Board
7657 SSP - Specialized Secondary Program
7658 STAR - Standardized Testing and Reporting
7659 TSA - Technology Student Association
7660 UC - University of California
7661 WASC - Western Association of Schools and Colleges
7662 WIA - Workforce Investment Act
7663 WIB - Workforce Investment Board

Summary of Curriculum Development and Supplemental Materials Commission Comments

On November 8, 2006, the State Board of Education approved an action item that directed the Curriculum Development and Supplemental Materials Commission (Curriculum Commission) to review the draft Career Technical Education (CTE) Framework. The purpose of the review was to ensure that the essential components of the document are consistent with other curriculum frameworks for California public schools.

During the November 30, 2006, Curriculum Commission meeting, Patrick Ainsworth presented the draft CTE Framework. The discussion points during the presentation included: Intent of Legislation, CTE Standards Overview, CTE Framework Design, CTE Framework Development Process, and CTE Framework Structure and Content. At the conclusion of the presentation, the Curriculum Commission provided feedback as described below. Overall, the comments were extremely positive and encouraging; therefore, the California Department of Education (CDE) is not recommending any changes.

Summary of Comments by the Curriculum Commission:	Summary of Responses:
Congratulations to CDE staff for the document. It was a large task and very well done.	Credit should also be given to Tom Adams and the Curriculum Frameworks and Instructional Resources staff for working with us and providing direction and advice.
Congratulations on a great job in keeping the framework consistent with the science and math frameworks. You have done a great job with being consistent with those two frameworks; both in Part I where you look at standards and instruction, and in Part 2 where you have mechanical tasks, technical instructions, reading, written report, and a superb example of bringing reading and language arts into what, in an earlier era, would have been manual.	No response needed.
The document did a great job in providing information for students who are behind and need to make up deficits; things like setting up school plans, career planning, and entrance requirements. These things are very important to education in California.	For CTE to thrive in the future, it can not exist in a vacuum. It needs to support, reinforce, and integrate with the academics. Following the guiding principles, the CTE Standards and Framework were written to increase the academic and applied academic performance of all students.

Summary of Comments by the Curriculum Commission:	Summary of Responses:
Community colleges need to play a significant role in CTE at the high school level. Last year there was a bill providing community college funding to improve CTE at the community college and high school levels.	Chapter 4, Community Involvement and Collaboration, includes a significant discussion of articulation and alignment with middle grades to high school to postsecondary (including community college) and to business and industry. SB 70 was originally in the framework but removed because we could not be assured the funding would be available for the full life of the document; and if not, the information would quickly become outdated.
Can you elaborate on the term "high-growth sectors"? Are all the 15 industry sectors considered "high growth"?	High-growth industry sectors can be described as: • those that are broad-based and currently exist in California • those that are adaptable for future expansion Because of California's innovative and dynamic economy, there is substantial employment in all 15 sectors with continued growth likely in the future.
Are the 15 industry sectors ones that will be active in a global economy? The document doesn't specifically discuss a global market.	The guiding principles, identified by the CTE Advisory Group, address the need to prepare students to be successful in both a global economy and the growing economy of California. These guiding principles are imbedded in the CTE Standards and discussed in the introduction of the CTE Framework.

California Career Technical Education Standards and Framework Advisory Group Members

The following list represents originally appointed members, as well as official replacements, from the initial Advisory Group meeting on October 14, 2003, through the final meeting on September 8, 2006.

Zeny Agullana, Special Assistant
Office of the Attorney General

Patrick Ainsworth, Director
Secondary, Postsecondary, and Adult Leadership Division
California Department of Education

Beverly Alexander, Vice President
Rates and Account Services
Pacific Gas and Electric Company

Gordon Allman, Representative
California Teachers Association

Curt Augustine, Vice President
California Coalition for Construction in the Calssroom

Catherine Barkett, Executive Director
California State Board of Education

Rae Belisle, Executive Director
California State Board of Education

Gerald Blackburn
Boeing Space Systems

Dona Boatright, Interim Vice Chancellor
Educational Services
California Community Colleges
Chancellor's Office

Richard Bogart, Chief Executive Officer
Capistrano-Laguna Beach ROP

Skip Brown
Redlands High School

William Callahan, Executive Director
Associated Roofing Contractors of the Bay Area Counties, Inc.

John Chocholak
Ukiah High School

Christine Collins, Literacy Content Expert
Los Angeles Unified School District

Laura Choi, President
California DECA

Sonny Da Marto, Superintendent
Burlingame Elementary School District

Yvonne de la Pena, Program Director
California Fire Fighter Joint Apprenticeship Committee

Jaime Fall, Director
California Labor and Workforce Development Agency

Tim Gilles
Santa Barbara City College

Jackie Goldberg, Assembly Member
California State Assembly

David Goodreau, Chairman of the Board
Small Manufacturers Association of California

Janet Gower, Instructor
Ygnacio Valley High School

Advisory Group Members (Continued)

Melissa Green, Member
Arbuckle-Pierce FFA Chapter

Gail Grimm, Executive Director
California Building Industry Foundation

Jay Hansen
State Building Trades Council of California

Jan Harp Domene, President
California State PTA

Sam Hassoun, Director
California Construction Education and Research Foundation

Patrick Henning Jr., Legislative Advocate
California State Council of Laborers

Marty Isozaki, President
Infowave

Cris Johnson
California Teachers Association

Lonnie Kane, President
Karen Kane, Inc.

Rick Lawrance, President and CEO
California Lodging Industry Association

Jo Loss, Vice President for Education
California State PTA

Kerry Mazzoni
Secretary for Education

Anne McKinney, Assistant Secretary for Higher Education
Office of the Secretary for Education

Jeff Merker, Building Trades Instructor
Sheldon High School

Kathleen Milnes, President and CEO
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Christy Moustris, Director
Alternative Education
Elk Grove Unified School District

Barbara Nemko, Napa County Superintendent of Schools
Napa County Office of Education

Kenneth O'Brien, Executive Director
California Commission on Peace Officers Standards and Training

George Plescia, Assembly Member
California State Assembly

Russell Postell, President and General Manager
News 10/KXTV Sacramento

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Lee Angela Reid, Consultant
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Barbara Ross, Manager
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Joni Samples, Glenn County Superintendent of Schools
Glenn County Office of Education

Advisory Group Members (Continued)

Frank Schipper
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Anne Sheehan, Executive Director
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Sabina Sobinina, President
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Sue Stickel, Deputy Superintendent
Curriculum and Instruction Branch
California Department of Education

Lane Therrel, Public Affairs Executive
Elysian Fields

Kathleen Valentine, Director
Patient Care Services
Kaiser Permanente

Tom Vessella
Glendale High School

Susan Wilbur, Director of
Undergraduate Admissions
University of California Office of the
President

Kimberly Yee, Deputy Cabinet Secretary
Governor's Office

ITEM # 29

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CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	
Health Education Standards: Convene a Public Hearing and Adopt Proposed Content Standards for California's Public Schools, Kindergarten Through Grade Twelve.	☒ Action ☒ Information ☒ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) conduct a public hearing and adopt the draft Health Education Content Standards for California's Public Schools.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The draft Health Education Content Standards were provided to the SBE via memorandum in December 2006.

SUMMARY OF KEY ISSUES

Education Code Section 51210.8 requires the SBE to adopt content standards for health education, pursuant to the recommendations of the State Superintendent of Public Instruction (SSPI), on or before March 1, 2008. The content standards are "intended to provide a framework for programs that a school may offer in the instruction of health education."

An advisory panel appointed by the SSPI representing teachers from kindergarten through twelfth grade, district and county administrators, and university faculty developed the draft Health Education Content Standards.

The initial draft of the health education standards received considerable public and professional review in July and August of 2006. Substantial comments were received through the field review process. The advisory panel reviewed and evaluated responses and made substantive edits to the initial draft in preparation of the final draft of the standards.

The CDE will disseminate the adopted Health Education Content Standards to local educational agencies and other interested parties through multiple means.

FISCAL ANALYSIS (AS APPROPRIATE)

Because the content standards are by statute not binding on local educational agencies, the standards do not have a significant fiscal impact

ATTACHMENT(S)

Attachment 1: Draft Health Education Content Standards for California's Public Schools (65 Pages)

Attachment 2: Draft Health Education Standards, Field Review and Public Hearing Summary (1 Page)

Attachment 3: *Education Code* Sections Related to HIV/AIDS Prevention Education and Comprehensive Sexual Health Education (2 Pages)

Attachment 4: Public Roster, Members of the California Health Education Standards Advisory (2 Pages)

DRAFT

HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA'S PUBLIC SCHOOLS

Kindergarten Through Grade Twelve

California Department of Education

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Introduction

Health education is a continuum of learning experiences that enables students, as individuals and as members of society, to make informed decisions, modify behaviors, and change social conditions in ways that are health enhancing and increase health literacy. The health education standards signify the essential skills and knowledge that all students need to become health literate. The health education standards represent a strong consensus of the essential knowledge and skills that students should know and be able to do at a specific grade level, kindergarten through grade twelve, in California's public schools. The health education standards reflect California's commitment to health education and will serve as a basis for learning assessments, the *Health Framework*, and instructional resources and materials. Standards do not prescribe methods of instruction.

A primary goal of the health education standards is improved academic achievement for all students and improved health literacy in California. Four characteristics are identified as essential to health literacy. Health-literate individuals are:

- Critical thinkers and problem solvers when confronting health problems and issues
- Self-directed learners who have the competence to use basic health information and services in health-enhancing ways
- Effective communicators who organize and convey beliefs, ideas, and information about health issues
- Responsible and productive citizens who help ensure their community is kept healthy, safe, and secure

These four essential characteristics of health-literate individuals are woven throughout the health education standards.

The health education standards provide guidance for developing health education curricula by identifying what each student in California should know and be able to do at each grade level. With adequate instruction and sustained effort, students in every school should be able to achieve the standards. Some students with special needs may require appropriate accommodations, adaptations, and modifications to meet the standards. Decisions about how best to teach the standards are left to teachers, schools, and local educational agencies.

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Background of the Standards

identify what students need to know and be able to do in the content area of health education. In October 2005, Assembly Bill (AB) 689, co-sponsored by the State Superintendent of Public Instruction Jack O'Connell, was signed into law by Governor Schwarzenegger.. AB 689 requires the State Board of Education (SBE)tate Board of Education, based on recommendations from the State Superintendent, to adopt content standards for health education.. Once adopted by the State Board of EducationSBE, the health education standards will shape the future direction of health education instruction for children and youths in California's public schools.. The standards provide school districts with fundamental tools for developing health education curriculum and improving student achievement in this area.. The health education standards will help ensure that all students in kindergarten through high school receive high quality health education instruction that provides them with the knowledge, skills, and confidence to live a healthy lifestyle. were developed in response to Assembly Bill 689 signed by Governor Arnold S in September 2005, which required adoption by the Board of Education. As with standards in other curriculum areas, the bill does not require schools to follow the content standards, nor is assessment mandated.

Health education has undergone a paradigm shift over the last 15 years. It has evolved from a primarily knowledge based subject to a focused skills-based subject. This shift came about as data from national and state surveys such as the California Healthy Kids Survey indicated that although youth had knowledge of what was harmful to their health, they did not have the skills to keep from engaging in the risky behaviors. In other words, the students had the knowledge about why certain behaviors could and would cause harm, however they were still engaging in these risky behaviors.

The focus in the health education standards is on teaching the skills that enable students to make healthy choices and avoid high-risk behaviors. Eight overarching standards describe essential concepts and skills; they are taught within the context of the six content areas. Each skill is learned and practiced specific to the content area and behavior.

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Overarching Content Standards

Essential Health Concepts (EC)	**1. All students will comprehend essential concepts related to enhancing health.**
Analyzing Health Influences (AI)	**2. All students will demonstrate the ability to analyze internal and external influences that affect health.**
Accessing Valid Health Information (AVI)	**3. All students will demonstrate the ability to access and analyze health information, products, and services.**
Interpersonal Communication (IC)	**4. All students will demonstrate the ability to use interpersonal communication skills to enhance health.**
Decision Making (DM)	**5. All students will demonstrate the ability to use decision-making skills to enhance health.**
Goal Setting (GS)	**6. All students will demonstrate the ability to use goal-setting skills to enhance health.**
Practicing Health-Enhancing Behaviors (PB)	**7. All students will demonstrate the ability to practice behaviors that reduce risk and promote health.**
Advocacy (ADV)	**8. All students will demonstrate the ability to advocate for personal, family, and community health.**

An Essential Discipline

Health education is an integral part of the education program for all students. Grounded in the body of sound education research, the health education curriculum in local school districts should be organized into a scope and sequence that support the development and demonstration of increasingly sophisticated essential knowledge, attitudes, and skills. A comprehensive health education program is designed to promote healthy living and discourage health-risk behaviors among all students.

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Sound health education programs include structured learning opportunities in which students are engaged as active learners. Through quality instructional approaches, learners increase essential knowledge and are encouraged to compare and contrast their beliefs and perceptions about health issues. Schools are in a unique and powerful position to improve health outcomes of youth. Today, youth are confronted with health, educational, and social challenges that were not experienced to the scale by previous generations. Violence, alcohol and other drug use, obesity, unintended pregnancy and sexually transmitted diseases (STDs), and disrupted family environments can compromise the academic success and health of youth. Finally, students should have an opportunity to practice essential skills to maintain healthy lifestyles. Such a foundation is reflected in the draft Health Education Standards.

Teachers and school districts are encouraged to enrich the instructional environments and opportunities for student learning by:

- Using standards-based, theory-driven, and research-based approaches to health instruction
- Identifying and collaborating with appropriate community and health agencies
- Cultivating meaningful parent engagement in health education
- Focusing instruction on essential knowledge and skills that will influence health-risk reduction among students

Highlights of the Standards.

Grade-Level Recommendations and Topic/Content Areas

The Health Education Standards are organized into six health content areas:

- Alcohol, Tobacco, and Other Drugs (ATOD)
- Growth, Development, and Sexual Health (GDSH)
- Injury Prevention and Safety (IPS)
- Mental, Emotional, and Social Health (MESH)
- Nutrition and Physical Activity (NPA)
- Personal and Community Health (PCH)

Health education standards are to be achieved by all students in kindergarten and grades one through twelve. To enhance the quality and depth of health instruction, not every health content area is recommended at every grade level. Districts are encouraged to add content areas for additional grades based on local health priorities. Some funding sources require instruction in additional grade levels to address specific content areas.

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The health education standards represent *minimal* requirements for the purpose of comprehensive health education. Local educational agencies that accept federal Title IV Safe and Drug-Free Schools and Communities funds or state Tobacco-Use Prevention Education funds are required to comply with all assurances and conditions attached to the acceptance of such funds.

The chart below summarizes the minimal- recommended grade-level assignments for each of the six content areas.

Content Grade Level Assignments

Grade Level Emphasis	Alcohol, Tobacco & Other Drugs (ATOD)	Growth, Development and	Sexual Health (GDSH)	Nutrition & Physical Activity (NPA)	Mental, Emotional, & Social Health (MESH)	Personal & Community Health (PCH)	Injury Prevention & Safety (INJ)
Kindergarten	✓	✓		✓	✓	✓	✓
Grade 1		✓				✓	✓
Grade 2	✓			✓	✓		
Grade 3		✓			✓	✓	
Grade 4	✓			✓			✓
Grade 5		✓	✓	✓		✓	
Grade 6	✓				✓		✓
Grade 7/8	✓	✓	✓	✓	✓	✓	✓
High School	✓	✓	✓	✓	✓	✓	✓

RATIONALES FOR

~~HEALTH EDUCATION STANDARD 1:~~
~~All students will comprehend essential concepts related to enhancing health.~~

~~Rationale~~
~~Understanding essential concepts about the interrelationship of behavior and health provides the foundation to make informed decisions about~~

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health-related behaviors and select appropriate health products and services.

:

HEALTH EDUCATION STANDARD 2:
All students will demonstrate the ability to analyze internal and external influences that affect health.

Rationale
Health choices are affected by a variety of influences. The ability to recognize, analyze, and evaluate internal and external influences is essential to protecting and enhancing health.

HEALTH EDUCATION STANDARD 3:
All students will demonstrate the ability to access and analyze health information, products, and services.

Rationale
Exposure to information, products, and services comes from a variety of sources. The ability to access and analyze health information, products, and services provides a foundation for the practice of health-enhancing behaviors.

HEALTH EDUCATION STANDARD 4:
All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Rationale
Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions are skills that enable students to manage risk, conflict and differences, and promote health.

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HEALTH EDUCATION STANDARD 5:
All students will demonstrate the ability to use decision-making skills to enhance health.

Rationale
Managing health behaviors requires critical thinking and problem solving. The ability to use decision-making skills to guide health behaviors fosters a sense of control and promotes the acceptance of personal responsibility.

HEALTH EDUCATION STANDARD 6:
All students will demonstrate the ability to use goal-setting skills to enhance health.

Rationale
The desire to pursue health is an essential component to building healthy habits. The ability to use goal-setting skills enables students to transfer health knowledge into personally meaningful health behaviors.

HEALTH EDUCATION STANDARD 7:
All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Rationale
Practicing healthy behaviors builds competence and confidence to use learned skills in real-life situations. The ability to perform health-enhancing behaviors demonstrates students' ability to use knowledge and skills to manage health and reduce risk-taking behaviors.

HEALTH EDUCATION STANDARD 8:
All students will demonstrate the ability to advocate for personal, family, and community health.

Rationale
Individual, family, and community health are interdependent and mutually supporting. The ability to promote the health of oneself and others reflects a well-rounded development and expression of health.

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OVERARCHING STANDARDS

HEALTH EDUCATION STANDARD 1:
All students will comprehend essential concepts related to enhancing health.

Rationale

Understanding essential concepts about the relationships between behavior and health provides the foundation to make informed decisions about health-related behaviors and to select appropriate health products and services.

HEALTH EDUCATION STANDARD 2:
All students will demonstrate the ability to analyze internal and external influences that affect health.

Rationale

Health choices are affected by a variety of influences. The ability to recognize, analyze, and evaluate internal and external influences is essential to protecting and enhancing health.

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HEALTH EDUCATION STANDARD 4:
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Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions are skills that enable students to manage risk, conflict and differences, and promote health.

HEALTH EDUCATION STANDARD 5:
All students will demonstrate the ability to use decision-making skills to enhance health.

Rationale

Managing health behaviors requires critical thinking and problem solving. The ability to use decision-making skills to guide health behaviors fosters a sense of control and promotes the acceptance of personal responsibility.

HEALTH EDUCATION STANDARD 6:
All students will demonstrate the ability to use goal-setting skills to enhance health.

Rationale

The desire to pursue health is an essential component to building healthy habits. The ability to use goal-setting skills enables students to transfer health knowledge into personally meaningful health behaviors.

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All students will demonstrate the ability to advocate for personal, family, and community health.

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Health Education Standards by Grade Level

Kindergarten

Standard 1: Essential Concepts
Kindergarten

As a result of health instruction in kKindergarten, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

K.1.1 Explain why medicines are used.
K.1.2 Recognize that medicines should only be taken under the supervision of a trusted adult.

Growth and Development

K.1.3 Explain that living things grow and mature.
K.1.4 Name major body parts.
K.1.5 Explain that everyone has the right to tell others not to touch his or her body.

Injury Prevention and Safety

K.1.65 Identify safety rules for home, school, and community.
K.1.76 Identify emergency situations.
K.1.87 Explain ways to stay safe when riding in a bus or other vehicleRecall school bus safety rules.
K.1.98 Distinguish between appropriate and inappropriate touch.
K.1.109 Discuss school rules about getting along with others and bullying.
K.1.11 Identify way to stay safe when crossing the street, riding a bicycle, or playing.
K.1.12 Recognize that anything may be poison if used unsafely.

Mental, Emotional, and Social Health

K.1.130 Identify a variety of emotions.
K.1.141 Describe the characteristics of families.
K.1.152 List trusted adults at home and at school.
K.1.163 Discuss characteristics that make each individual unique.

Nutrition and Physical Activity

K.1.174 Name a variety of foods, and why they are necessary for good health.
K.1.185 Identify a variety of healthy snacks.
K.1.196 Describe the benefits of being physically active.
K.1.2017 Recognize the importance of a healthy breakfast.

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Personal and Community Health

K.1.21~~18~~ Identify effective dental and personal hygiene practices.

K.1.22~~19~~ Describe sun safety practices.

K.1.2~~3~~0 Define “germs” and ~~identify~~ how to prevent their transmission.

Standard 2: Kindergarten **Analyzing Influences**

As a result of health instruction in k~~K~~indergarten, all students will demonstrate the ability to:

Mental, Emotional, and Social Health

K.2.1 Identify ways family and friends help promote well-being.

Personal and Community Health

K.2.2 Describe how family members can influence ~~personal health practices~~positive health practices.

Standard 3: Kindergarten **Accessing Valid Information**

As a result of health instruction in k~~K~~indergarten, all students will demonstrate the ability to:

Growth and Development

K.3.1 Identify trusted adults who promote healthy growth and development.

Injury Prevention and Safety

K.3.2 Identify trusted adults who can help in safety situations.

Mental, Emotional, and Social Health

K.3.3 Access trusted adults at home and at school who can help with mental and emotional health concerns.

Personal and Community Health

K.3.4 Identify trusted adults who can help promote healthful practices.

Standard 4: Kindergarten **Interpersonal Communication**

As a result of health instruction in k~~K~~indergarten, all students will demonstrate the ability to:

Injury Prevention and Safety

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K.4.1 Practice asking a trusted adult for help or calling 9-1-1.

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Mental, Emotional, and Social Health

K.4.2 Use communication skills necessary to express personal needs and wants appropriately.

K.4.3 Cooperate and share with others.

Nutrition and Physical Activity

K.4.4 Ask family members for healthy food options.

Personal and Community Health

K.4.5~~6~~ Ask for assistance with a health-related problem.

Standard 5: Decision Making
Kindergarten

As a result of health instruction in k~~K~~indergarten, all students will demonstrate the ability to:

Injury Prevention and Safety

K.5.1 Identify ~~safety~~ situations in which to seek adult help or call 9-1-1.

Nutrition and Physical Activity

K.5.2 Discuss ways to participate regularly in active play and enjoyable physical activity.

Standard 6: Goal Setting
Kindergarten

As a result of health instruction in k~~K~~indergarten, all students will demonstrate the ability to:

Mental, Emotional, and Social Health

K.6.1 Make a plan to help at home.

Standard 7 Practicing Health-Enhancing Behaviors
Kindergarten

As a result of health instruction in k~~K~~indergarten, all students will demonstrate the ability to:

Injury Prevention and Safety

K.7.1 Follow rules for safe play and safety routines.~~.~~

Mental, Emotional, and Social Health

K.7.2 Express emotions appropriately.

K.7.3 Discuss positive ways to show care, consideration, and concern for others.

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Nutrition and Physical Activity

K.7.4 Select nutritious snacks.

K.7.5 Eat a nutritious breakfast.

K.7.6 Choose healthy foods in a variety of settings.

K.7.7 Demonstrate a variety of ways to be physically active.

Personal and Community Health

K.7.8~~7~~ Use effective dental and personal hygiene practices.

K.7.9~~8~~ Practice ways to prevent the transmission of "germs" (hand washing, use of tissues).~~.~~

~~Identify healthy behaviors (e.g., sun safe behaviors, hand washing, use of tissues).~~

Standard 8: Kindergarten **Advocacy**

As a result of health instruction in k~~K~~indergarten, all students will demonstrate the ability to:

Mental, Emotional, and Social Health

K.8.1 Encourage~~Express appreciation to~~ others when they engage in safe and healthy actions.

Injury Prevention and Safety

K.8.2 Tell a trusted adult when a weapon is found by self or friend.

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Grade One1

Standard 1: Essential Concepts
Grade One1

As a result of health instruction in grade oneGrade 1, all students will demonstrate the ability to:

Growth and Development

1.1.1 Describe how living things grow and mature.
1.1.2 Name major internal and external body parts.

1.1.3 Identify a variety of behaviors that promote healthy growth and development.

Injury Prevention and Safety

1.1.4 Identify safety hazards in the home, school, and community.
1.1.54 Identify ways to reduce risk of injuries at home, school, and community.

1.1.65 Explain the importance of telling an adult if someone is in danger or being bullied.
1.1.76 Distinguish between appropriate and inappropriate touch.
1.1.87 Discuss the meaning of basic safety-related signs, symbols, and warning labels.
1.1.98 Explain the dangers of weapons and the importance of telling a trusted adult. when a weapon is found.
1.1.9 Identify safety hazards in the home, school, and community.
1.1.10 Explain the importance of safety when riding in a bus or other vehicle.

Personal and Community Health

1.1.110 Explain the importance of effective dental and personal hygiene practices.
1.1.121 Identify the importance of sun safety.
1.1.132 Discuss the importance of preventing the transmission of "germs."
1.1.143 Describe symptoms of some common illnesses and health problems.
1.1.154 State how recycling and reusing helps the environment.

Standard 2: Analyzing Influences
Grade One1

As a result of health instruction in grade oGrade ne1, all students will demonstrate the ability to:

Growth and Development

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1.2.1 ~~Identify how family and school influence growth and development~~Explain why sleep and rest are important for proper growth and good health.~~.~~

Injury Prevention and Safety

1.2.2 Describe internal and external influences that could lead to or prevent injury or violence.

Personal and Community Health

1.2.3 Explain how family and friends influence ~~personal health practices~~positive health practices.

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Standard 3: Accessing Valid Information
Grade One~~1~~

As a result of health instruction in grade one~~Grade 1~~, all students will demonstrate the ability to:

Growth and Development

1.3.1 Recognize parents, guardians, and/or other trusted adults as resources for information about growth and development.

Injury Prevention and Safety

1.3.2 List people who will help if feeling unsafe or threatened.

Personal and Community Health

1.3.3 Identify individuals in the school and community who promote health.

Standard 4: Interpersonal Communication
Grade One~~1~~

As a result of health instruction in grade one~~Grade 1~~, all students will demonstrate the ability to:

Injury Prevention and Safety

1.4.1 Describe how to report dangerous situations.
1.4.2 Use simple conflict resolution techniques.
1.4.3 Identify ways to report inappropriate touch.

Personal and Community Health

1.4.4 Practice effective communication skills when asking for assistance with health-related problems.

Standard 5: Decision Making
Grade One~~1~~

As a result of health instruction in grade one~~Grade 1~~, all students will demonstrate the ability to:

Injury Prevention and Safety

1.5.1 Analyze~~Describe~~ steps to take, in emergency or potentially dangerous situations.
1.5.2 Identify the benefits of using nonviolent means to solve conflicts.
1.5.3 Explain reasons for reporting weapons possession.

Personal and Community Health

1.5.4 Use a decision-making process to analyze how ~~identify some~~ personal hygiene and safety behaviors ~~that~~ promote health. ~~*(is a decision making*~~

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~~*process needed to IDENTIFY something?*~~

Standard 6: Goal Setting
Grade One~~1~~

As a result of health instruction in grade one~~Grade 1~~, all students will demonstrate the ability to:

Personal and Community Health

1.6.1 Make a plan to practice dental and personal hygiene.

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Standard 7: Practicing Health-Enhancing Behaviors
Grade One~~1~~

As a result of health instruction in grade one~~Grade 1~~, all students will demonstrate the ability to:

Growth and Development

1.7.1 Engage in behaviors that promote healthy growth and development.

Injury Prevention and Safety

1.7.2 Practice ways to stay safe at home, school, and community.
1.7.3 Practice emergency, fire, and safety plans at home and school.
1.7.4 Use appropriate protective gear and equipment.

Personal and Community Health

1.7.5 Use effective dental and personal hygiene ~~.~~practices.
1.7.6 Practice ways to prevent the transmission of communicable diseases.
1.7.7 Demonstrate proper ways of protecting oneself from the sun and ways to select and apply sunscreen.

Standard 8: Advocacy
Grade One~~1~~

As a result of health instruction in grade one~~Grade 1~~, all students will demonstrate the ability to:

Injury Prevention and Safety

1.8.1 Encourage~~Identify ways to encourage~~ others to practice safe behaviors in the classroom and on the playground.

Personal and Community Health

1.8.2 Educate family and peers to protect against skin damage from the sun.
1.8.3 Demonstrate the ability to support other students who have childhood chronic diseases and conditions (e.g., asthma, allergies, diabetes, and epilepsy).

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Grade Two~~2~~

Standard 1: Essential Concepts
Grade Two~~2~~

As a result of health instruction in grade two~~Grade 2~~, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

2.1.1 Distinguish between helpful and harmful substances.

Mental, Emotional, and Social Health

2.1.2 Describe a variety of emotions.
2.1.3 Identify changes that occur within families.
2.1.4 Discuss how to show respect for similarities and differences between and among individuals and groups.
2.1.5 Describe~~Demonstrate~~ how to work and play cooperatively.
2.1.6 Identify the positive ways peers and family members show ~~–~~support, care, and appreciation for one another.

Nutrition and Physical Activity

2.1.7 Classify various foods into appropriate food groups.
2.1.8 List the benefits of healthy eating, including beverages and snacks.
2.1.9 Describe the benefits of drinking plenty of water.

Standard 2: Analyzing Influences
Grade Two~~2~~

As a result of health instruction in grade two~~Grade 2~~, all students will demonstrate the ability to:

Mental, Emotional, Social Health

2.2.1 Identify internal and external factors that influence mental, emotional, and social health.

Nutrition and Physical Activity

2.2.2 Discuss how family, friends, and media~~l~~ influence food choices.

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Standard 3: Accessing Valid Information
Grade Two~~2~~

As a result of health instruction in grade two~~Grade 2~~, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

2.3.1 Identify parents, guardians, and trusted adults who can provide accurate information and guidance regarding medicines.

Mental, Emotional, and Social Health

2.3.2 Discuss ways to obtain information from family, school personnel, health professionals, and other responsible adults.

2.3.3 Identify people in the community who are caring, supportive, and trustworthy.

Nutrition and Physical Activity

2.3.4 Identify resources for information about healthy foods.

Standard 4: Interpersonal Communication
Grade Two~~2~~

As a result of health instruction in grade two~~Grade 2~~, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

2.4.1 Use refusal skills to resist an offer to use drugs or inappropriate medicines.

2.4.2 Use communication skills to alert an adult to unsafe situations involving drugs or medicines.

Mental, Emotional, and Social Health

2.4.3 Identify and demonstrate ways to express needs and wants appropriately.

2.4.4 Ask for help from trusted adults or friends.

Nutrition and Physical Activity

2.4.5 Ask family members for healthy food options.

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Standard 5: Decision Making
Grade Two2

As a result of health instruction in grade twoGrade 2, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

2.5.1 EvaluateExplain why one person's medicines may not be safe for another person.

Mental, Emotional, and Social Health

2.5.2 Use a decision-making process for solving problems with peers and family.

2.5.3 Describe the characteristics of a trusted friend and adult.

2.5.4 Describe the characteristics of a friend.

Nutrition and Physical Activity

2.5.4 Use a decision-making process to select healthy foods.

2.5.55 Compare and contrast healthy and less healthy food choices in a variety of settings.

2.5.66 Identify ways to increase physical activity.

Standard 6: Goal Setting
Grade Two2

As a result of health instruction in grade twoGrade 2, all students will demonstrate the ability to:

Mental, Emotional, and Social Health

2.6.1 Make a plan to help at home.

2.6.2 Make a commitment to be a good friend.

Nutrition and Physical Activity

2.6.3 Set a short-term goal to choose healthy foods for snacks and meals.

2.6.4 Set a short-term goal to increase participation in daily physical activity.

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Standard 7: Practicing Health-Enhancing Behaviors
Grade Two~~2~~

As a result of health instruction in grade two~~Grade 2~~, all students will demonstrate the ability to:

Mental, Emotional, and Social Health

2.7.1 Manage emotions appropriately in a variety of situations.
2.7.2 Express pride in positive personal qualities and accomplishments.
2.7.3 Show respect for individual differences.

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Nutrition and Physical Activity

2.7.4 Practice eating a nutritious breakfast every day.
2.7.5~~4~~ Plan a nutritious meal.
2.7.6~~5~~ Select healthy beverages.
2.7.7~~6~~ Choose a nutritious snack.
2.7.8~~7~~ Participate in daily physical activity.

Standard 8: Advocacy
Grade Two~~2~~

As a result of health instruction in grade two~~Grade 2~~, all students will demonstrate the ability to:

Mental, Emotional, and Social Health

2.8.1 Object appropriately to teasing of peers based on personal characteristics.
2.8.2 ~~Explain how to be~~ Support peers in school and community activities.~~supportive to peers.~~

Nutrition and Physical Activity

2.8.3 Encourage family members to make healthful eating choices.
2.8.4 Encourage family members to ~~-~~participat~~i~~e in physical activities.

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Grade Three~~3~~

Standard 1: Grade Three~~3~~	**Essential Concepts**
	As a result of health instruction in grade three~~Grade 3~~, all students will demonstrate the ability to:
	Growth and Development
3.1.1	Describe the cycle of birth, growth, aging, and death in living things.
3.1.2	Recognize that there are individual differences in growth and development.
3.1.3	Identify major internal and external body parts.
	Mental, Emotional, and Social Health
3.1.4	Describe the importance of assuming responsibility within the family and community.
3.1.5	Identify effective strategies to cope with fear, stress, anger, loss, and grief.
3.1.6	Explain the benefits of positive relationships with family and friends.
3.1.7	Identify the importance of setting personal boundaries for privacy, safety, and expression of emotions.
	Personal and Community Health
3.1.8	Identify life-threatening conditions (e.g., heart attack, asthma attack, poisoning).
3.1.9~~8~~	Describe how bacteria and viruses affect the body.
3.1.10~~9~~	Examine the difference between communicable and noncommunicable diseases.
3.1.11~~0~~	Identify positive health practices that reduce illness and disease.
3.1.~~1~~12~~1~~	Discuss how reducing, recycling, and reusing products make for a healthier environment.

Standard 2: Grade Three~~3~~	**Analyzing Influences**
	As a result of health instruction in grade three~~Grade 3~~, all students will demonstrate the ability to:
	Growth and Development
3.2.1	Explain how individual behaviors, family, and school influence growth and development.

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Mental, Emotional, and Social Health

3.2.2 Describe internal and external factors that affect friendships and family relationships.

Personal and Community Health

3.2.3~~2~~ Identify how culture, family, friends, and media influence positive~~personal~~ health practices.

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Standard ~~3~~3: Grade ~~Three~~3 **Accessing Valid Information**

As a result of health instruction in grade ~~three~~Grade 3, all students will demonstrate the ability to:

Growth and Development

3.3.1 Identify parents, guardians, and/or trusted adults with whom one can discuss the cycle of birth, growth, aging, and death in living things.

Mental, Emotional and Social Health

3.3.2 Access trusted adults at home, school, and community who can help with mental, emotional, and social health concerns.

Personal and Community Health

3.3.3 Recognize individuals who can assist with health-related issues and/or potentially life-threatening health conditions (e.g., asthma episode or seizure).

Standard 4: Grade ~~Three~~3 **Interpersonal Communication**

As a result of health instruction in grade ~~three~~Grade 3, all students will demonstrate the ability to:

Growth and Development

3.4.1 Communicate with parents, guardians, and/or trusted adults about growth and development.

3.4.2 Show respect for individual differences.

Mental, Emotional, and Social Health

3.4.3 Communicate directly, respectfully, and assertively regarding personal boundaries.

3.4.4 Ask for help from trusted adults or friends.

Personal and Community Health

3.4.5 Use effective communication skills when asking for assistance with health-related problems.

~~3.4.6~~ ~~Demonstrate assertive communication skills to avoid situations that increase risk of communicable diseases or illness.~~

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Standard 5: Grade 3 **Decision Making**

As a result of health instruction in grade three~~Grade 3~~, all students will demonstrate the ability to:

Growth and Development

3.5.1 Examine why a variety of behaviors promote healthy growth and development.

Mental, Emotional, and Social Health

3.5.2 Describe effective strategies to cope with changes within the family.

3.5.3 Discuss situations in which a trusted adult should be asked for help.

Personal and Community Health

3.5.4 Use a decision-making process to reduce risk of communicable disease~~s~~ or illness.

Standard 6: Grade 3 **Goal Setting**

As a result of health instruction in grade three~~Grade 3~~, all students will demonstrate the ability to:

Mental, Emotional, and Social Health

3.6.1 Make a plan to help at home and show responsibility as a family member.

3.6.2 Make a plan to prevent and manage stress.

Personal and Community Health

3.6.3 Set a short-term goal for ~~personal health practices~~positive health practices.

Standard 7: Grade 3 **Practicing Health-Enhancing Behaviors**

As a result of health instruction in grade three~~Grade 3~~, all students will demonstrate the ability to:

Growth and Development

3.7.1 Engage in behaviors that promote healthy growth and development.

Mental, Emotional, and Social Health

3.7.2 Practice effective strategies to cope with fear, stress, anger, loss, and grief in self and others.

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Personal and Community Health

3.7.3 Practice ways to prevent the transmission of communicable diseases.

3.7.4 Participate in recycling at home, school, and community ~~and at school~~.

Standard 8: Advocacy

Grade Three~~3~~

As a result of health instruction in grade three~~Grade 3~~, all students will demonstrate the ability to:

Growth and Development

3.8.1 Encourage peers to show respect for others regardless of differences in growth and development.

Mental, Emotional, and Social Health

3.8.2 Advocate for a positive and respectful school environment.

3.8.3 Object appropriately to teasing of peers and family based on personal characteristics.

Personal and Community Health

3.8.4~~3~~ Support others in making positive health choices.

3.8.5~~4~~ Encourage others to promote a healthy environment.

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Grade Four~~4~~

Standard 1: Essential Concepts
Grade Four~~4~~

As a result of health instruction in grade four~~Grade 4~~, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

4.1.1 Describe the short- and long-term harmful effects of alcohol, tobacco, and other drugs, including inhalants.

4.1.2 Identify ways to cope with situations involving alcohol, tobacco, and other drugs.

Injury Prevention and Safety

4.1.3 List examples of dangerous or risky behaviors that may lead to injuries.

4.1.4 Identify behaviors that may lead to conflict with others.

4.1.5 Describe the different types of bullying and harassment.

4.1.6 Identify basic safety guidelines associated with weather-related emergencies and natural disasters.

4.1.7~~5~~ Identify disaster preparedness procedures at home, school, and community.

4.1.8~~6~~ Discuss ways to seek assistance if worried, abused, or threatened.

4.1.9~~7~~ Explain the dangers of weapons at school, home, and the community.

4.1.10 Identify safety issues related to using the Internet.

4.1.11 Describe the dangers of gang activity.

4.1.12 Nutrition and Physical Activity

4.1.13~~8~~ List the components of the Nutrition Facts label.

4.1.14~~9~~ Recall the recommended number of servings and serving sizes for the different food groups.

4.1.15~~0~~ Examine the relationship between the intake of nutrients and good health.

4.1.16~~1~~ Identify ways to prepare and store foods safely.~~Describe the benefits of moderate and vigorous physical activity.~~

4.1.17~~2~~ ~~Identify ways to prepare and store foods safely.~~Describe the benefits of moderate and vigorous physical activity.

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Standard 2: Analyzing Influences
Grade Four~~4~~

As a result of health instruction in grade four~~Grade 4~~, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

4.2.1 Identify internal and external influences ~~such as peer pressure~~ that affect the use of alcohol, tobacco, and other drugs.

4.2.2 Examine advertising strategies used for alcohol, tobacco, and other drugs.

Injury Prevention and Safety

4.2.3 Analyze how emotions affect safety and violence-related behaviors.

4.2.4 Examine the influence of violence in media and technology ~~on violence-related~~ on behavior.

Nutrition and Physical Activity

4.2.5 Identify internal and external influences that affect food choices.

4.2.6 Analyze advertising and marketing techniques used for food and beverages.

4.2.7 Identify internal and external influences that a~~e~~ffect physical activity.~~,~~

Standard 3: Accessing Valid Information
Grade Four~~4~~

As a result of health instruction in grade four~~Grade 4~~, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

4.3.1 Identify sources of valid information regarding alcohol, tobacco, and other drugs.

Injury Prevention and Safety

4.3.2 Identify accurate sources of information about injury prevention and safety.

Nutrition and Physical Activity

4.3.3 Identify resources for valid information about safe and healthy foods.

4.3.4 Use food labels to determine nutrient content.

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Standard 4: Interpersonal Communication
Grade Four~~4~~

As a result of health instruction in grade four~~Grade 4~~, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

4.4.1 Demonstrate refusal skills to resist the pressure to experiment with alcohol, tobacco, and other drugs.

4.4.2 Practice effective verbal communication skills to request assistance in situations where alcohol, tobacco, and other drugs are being used.

Injury Prevention and Safety

4.4.3 Use refusal skills in risky situations.

4.4.4 Practice effective conflict resolution techniques with others.

4.4.5 Report bullying, harassment, and other dangerous situations.

4.4.6 Demonstrate refusal skills to avoid gang involvement.

Nutrition and Physical Activity

4.4.7~~6~~ Demonstrate effective communication skills to ask for ~~make~~ healthy food choices.

~~4.4.7~~ ~~Use effective communication skills to engage in physical activity.~~
~~*I'm curious what these last two look like*~~

Standard 5: Decision Making
Grade Four~~4~~

As a result of health instruction in grade four, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

4.5.1 Identify strategies to avoid situations where alcohol, tobacco, and other drugs are being used.~~,~~

Injury Prevention and Safety

4.5.2 Identify strategies to avoid potentially dangerous situations.

4.5.3 Examine the consequences of bullying and harassment.

4.5.4 Analyze the benefits of using nonviolent means to solve conflicts.

Nutrition and Physical Activity

4.5.5 Use a decision-making process to select~~identify~~ nutritious foods and beverages.

4.5.6 Use a decision-making process to ~~identify~~ select healthy options for physical activity.

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Standard 6: Goal Setting
Grade Four4

As a result of health instruction in grade fourGrade 4, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

4.6.1 Make a commitment to remain tobacco and drug free.

Injury Prevention and Safety

4.6.21 Make a personal commitment to use appropriate protective gear while engaging in activities.

4.6.3 Make a personal commitment to stay away from people involved in gang activity.

Nutrition and Physical Activity

4.6.42 Make a plan to choose healthy foods and beverages.

4.6.53 Make a plan to choose physical activities at school and home.

Standard 7: Practicing Health-Enhancing Behaviors
Grade Four4

As a result of health instruction in grade fourGrade 4, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

4.7.1 Use a variety of effective coping strategies when faced with alcohol, tobacco, and other drug use and abuse by family and/or friends.

Injury Prevention and Safety

4.7.2 Demonstrate strategies to avoid bullying and other types of harassment.

4.7.3 Practice disaster preparedness procedures at home and school.

4.7.4 Use appropriate protective gear and equipment.

4.7.5 Follow safety rules and laws at home, school, and in the community.

Nutrition and Physical Activity

4.7.6 Practice Describe how to take personal responsibility for eating healthful foods.

4.7.7 Practice Describe how to take personal responsibility for engaging in physical activity.

4.7.8 Identify ways to establish and maintain healthy eating practices.

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Standard 8: Advocacy
Grade Four4

As a result of health instruction in grade fourGrade 4, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

4.8.1 EncourageExplain to others to why they should be free of alcohol, tobacco, and other drugs use.

Injury Prevention and Safety

4.8.2 Advocate for specific measures to improve home or school safety.

4.8.3 Offer friendship and support to someone who was bullied.

Nutrition and Physical Activity

4.8.4 Support others in making positive food and physical activity choices.

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Grade ~~Five5~~

Standard 1: Essential Concepts
Grade ~~Five5~~

As a result of health instruction in grade five~~Grade 5~~, all students will demonstrate the ability to:

Growth, Development, and Sexual Health[1]

5.1.1 Describe the cycle of reproduction, birth, growth, aging, and death in living things.

5.1.2 Explain the structure and function of the human reproductive system.

5.1.3 Identify the physical, social, and emotional changes that occur during puberty.

5.1.4 Define sexually transmitted diseases (STDs) including human immunodeficiency (HIV), and acquired immunodeficiency syndrome (AIDS)~~HIV/AIDS.~~

5.1.5 Recognize that there are individual differences in growth and development, body image, and gender roles.

5.1.6~~5~~ Recognize that everybody has the right to establish personal boundaries.

5.1.7~~6~~ Recognize that friendship, attraction, and affection can be expressed in different ways.

Nutrition and Physical Activity

5.1.8~~7~~ Identify key nutrients and their functions.

5.1.9~~8~~ Describe the relationship between food intake, physical activity, and metabolism.

5.1.10~~9~~ Discuss healthy meal patterns

5.1.11~~0~~ Describe safe food handling and preparation practices.

Personal and Community Health

5.1.12~~1~~ Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, hand washing, and hearing protection).

5.1.13~~2~~ Explain how viruses and bacteria affect the immune system and impact health.

5.1.14~~3~~ Describe how environmental conditions affect personal health.

5.1.15~~4~~ Describe the personal health~~hygiene~~ needs ~~-~~associated with the onset of puberty.

5.1.16 Define life threatening situations.

[1] *Education Code (EC)* Section 51933 (a)(c)

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Standard 2: Analyzing Influences
Grade Five5

As a result of health instruction in grade fiveGrade 5, all students will demonstrate the ability to:

Growth, Development, and Sexual Health[2]

5.2.1 Explain how culture, media, and other people influence perceptions about body image, gender roles, and attractiveness.
5.2.2 Describe how family traits/heredity influences growth and development.
5.2.3 Discuss how changes during puberty affect thoughts, emotions, and behaviors.

Nutrition and Physical Activity

5.2.4 Describe internal and external influences that affect food choices and physical activity.
5.2.54 Recognize that family and cultureal influences affect food choices.
5.2.65 Examine the influence of advertising and marketing techniques on food and beverage choices.
5.2.6 Describe internal and external influences that affect food choices and physical activity.

Personal and Community Health

5.2.7 Identify internal and external influences that affect personal health practices.

Standard 3: Accessing Valid Information
Grade 5

As a result of health instruction in grade fiveGrade 5, all students will demonstrate the ability to:

Growth, Development, and Sexual Health[3]

5.3.1 Recognize parents, guardians, and/or other trusted adults as resources for information about puberty.
5.3.2 Differentiate between reliable and unreliable sources of information about puberty.

Nutrition and Physical Activity

5.3.31 Locate age-appropriate guidelines for eating and physical activity.

[2] *EC* Section 51933 (a) (c)
[3] *EC* Section 51933 (a) (c)

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Personal and Community Health

5.3.4~~2~~ Identify sources of valid information about personal health products and services.

5.3.5~~3~~ Identify individuals who can assist with health-related issues and/or potentially life-threatening health condition (e.g., an asthma episode or seizure).

Standard 4: Grade 5 **Interpersonal Communication**

As a result of health instruction in grade five~~Grade 5~~, all students will demonstrate the ability to:

Growth, Development, and Sexual Health[4]

5.4.1 Use effective communication skills to discuss with parents, guardians, and/or other trusted adults the changes that occur during puberty.

5.4.2 Use~~List~~ healthy and respectful ways to express friendship, attraction, and affection.

5.4.3 Demonstrate refusal skills to protect personal boundaries.

Nutrition and Physical Activity

5.4.4 Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity.

Personal and Community Health

5.4.5 Practice effective communication skills to seek help for health-related problems or emergencies.

Standard 5: Grade 5 **Decision Making**

As a result of health instruction in grade five~~Grade 5~~, all students will demonstrate the ability to:

Growth, Development, and Sexual Health[5]

5.5.1 Examine the importance of identifying personal boundaries.

5.5.2 Examine how STDs and HIV/AIDS are and are not transmitted.

Nutrition and Physical Activity

[4] *EC* Section 51933 (a) (b)
[5] *EC* Section 51933 (a) (b)

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5.5.3 Use a decision-making process to identify healthy foods for meals and snacks.

5.5.4 Use a decision-making process to determine activities that increase physical fitness.

5.5.5 Compare personal eating and physical activity patterns with current age-appropriate guidelines.

Personal and Community Health

5.5.6 Use a decision-making process to determine personal choices that promote personal, environmental, and community health.

5.5.7 Use a decision-making process to determine when medical assistance is needed.

Standard 6: Goal Setting
Grade Five

As a result of health instruction in grade five, all students will demonstrate the ability to:

Growth, Development, and Sexual Health[6]

5.6.1 Identify steps in achieving and maintaining a healthy and accurate body image.

Nutrition and Physical Activity

5.6.2 Monitor personal progress toward a nutritional goal.

5.6.3 Monitor personal progress toward a physical activity goal.

Personal and Community Health

5.6.4 Set and monitor progress of a goal to help protect the environment.

Standard 7: Practicing Health-Enhancing Behaviors
Grade Five

As a result of health instruction in grade five, all students will demonstrate the ability to:

Growth, Development, and Sexual Health[7]

5.7.1 Engage in behaviors that promote healthy growth and development during puberty.

Nutrition and Physical Activity

[6] *EC* Section 51933 (a) (b)
[7] *EC* Section 51933 (a) (b)

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5.7.2 Choose healthy foods based on nutrition guidelines.
5.7.3 Engage in healthy levels of physical activity.

Personal and Community Health
5.7.4 Practice good personal hygiene.
5.7.5 Demonstrate personal responsibility for health habits.
5.7.6 Monitor progress on a personal health goal.
5.7.7 Practice strategies used to protect against the harmful effects of the sun.

Standard 8: Advocacy
Grade Five~~5~~

As a result of health instruction in grade five~~Grade 5~~, all students will demonstrate the ability to:

Nutrition and Physical Activity
5.8.1 Advocate for healthy eating and increased physical activity opportunities at school and in the community.

Personal and Community Health
5.8.2 Encourage others to minimize pollution in the environment.

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Grade Six6

Standard 1: Essential Concepts
Grade Six6

As a result of health instruction in grade sixGrade 6, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

6.1.1 Describe the benefits of not using alcohol, tobacco, and other drugs.
6.1.2 Identify positive alternatives to alcohol, tobacco, and other drug use.
6.1.3 Differentiate between the use and misuse of prescription and non-prescription medicines.

Injury Prevention and Safety

6.1.4 Explain methods to reduce conflict, harassment, and violence.
6.1.5 Describe basic first aid and emergency procedures.
6.1.6 Describe the risks of gang involvement.
6.1.7 Examine disaster preparedness plans for the home and school.
6.1.8 Examine the risks of weapon possession at home, school, and community.
6.1.9 Examine safety procedures while traveling using public transportation and traveling in vehicles.
6.1.108 Identify guidelines for safe use of technology.

Mental, Emotional, and Social Health

6.1.119 Describe the signs of stress.
6.1.120 Discuss how emotions change during adolescence.
6.1.131 Examine the importance of being aware of one's own emotions.
6.1.142 Examine the importance of being empathetic to individual differences, including people with disabilities, and chronic diseases.
6.1.153 Explain why getting help for mental, emotional, and social health problems is appropriate and necessary.
6.1.164 Describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.
6.1.17 Describe the similarities between types of violent behaviors (e.g., bullying, hazing, fighting, verbal abuse).

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Standard 2: Analyzing Influences
Grade Six~~6~~

As a result of health instruction in grade six~~Grade 6~~, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

6.2.1 Describe internal influences that affect the use of alcohol, tobacco, and other drugs.

6.2.2 Examine the influence of marketing and advertising techniques, including the use of role models~~,~~ and ~~describe~~ how they affect use of alcohol, tobacco, and other drugs.

Injury Prevention and Safety

6.2.3 Analyze the role of self and others in causing or preventing injuries.

6.2.4 Examine influences on safety and violence-related behaviors.

6.2.5 Analyze personal behaviors that may lead to injuries or cause harm.

Mental, Emotional, and Social Health

6.2.6 Analyze the external and internal influences on mental, emotional, and social health.

Standard 3: Accessing Valid Information
Grade Six~~6~~

As a result of health instruction in grade six~~Grade 6~~, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

6.3.1 Identify sources of valid information regarding alcohol, tobacco, and other drug use and abuse.

Injury Prevention, and Safety

6.3.2 Identify sources of valid information and services about injury prevention and safety.

Mental, Emotional, and Social Health

6.3.3 Identify sources of valid information and services for getting help for mental, emotional, and social health problems.

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Standard 4: Interpersonal Communication
Grade Six~~6~~

As a result of health instruction in grade six~~Grade 6~~, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

6.4.1 Use effective verbal communication skills to avoid situations where alcohol, tobacco, and other drugs are being used.

6.4.2 Demonstrate effective verbal and nonverbal refusal skills to resist the pressure to use alcohol, tobacco, and other drugs.

Injury Prevention and Safety

6.4.3 Practice effective communication skills to prevent and avoid risky situations.

6.4.4 Discuss the importance of immediately reporting a~~Report~~ weapon that is found or is in the possession of peers~~n possession~~.

6.4.5 Practice communication and refusal skills to avoid gang involvement.

6.4.6 Describe how the presence of weapons increases the risk of serious violent injuries.

Mental, Emotional, and Social Health

6.4.7~~5~~ Practice a~~A~~sking for help with mental, emotional, or social health problems from trusted adults.

6.4.8 Describe how prejudice, discrimination, and bias can lead to violence.~~*The last two are different format than others*~~

Standard 5: Decision Making
Grade Six~~6~~

As a result of health instruction in grade six~~Grade 6~~, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

6.5.1 Analyze how decisions to use alcohol, tobacco, and other drugs will affect relationships with friends and family.

6.5.2 Identify the kinds of situations involving alcohol, tobacco, and other drugs when help from an adult should be requested.

Injury Prevention and Safety

6.5.3 Use a decision-making process to determine a safe course of action in risky situations.

6.5.4 Use a decision-making process to determine appropriate strategies to respond to bullying and harassment.

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Mental, Emotional, and Social Health

6.5.5 Apply a decision-making process to enhance health.
6.5.6 Monitor personal stressors and assess techniques for managing them.
6.5.7 Describe situations for which someone should seek help with stress, loss, and depression.

Standard 6: Goal Setting
Grade Six~~6~~

As a result of health instruction in grade six~~Grade 6~~, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

6.6.1 Develop personal goals to remain drug free.

Injury Prevention and Safety

6.6.2 Develop a personal plan to remain safe and injury free.

Mental, Emotional, and Social Health

6.6.3 Make a plan to prevent and manage stress.
6.6.4 Describe how personal goals can be affected if violence is used to solve problems.
6.6.5 Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.

Standard 7: Practicing Health-Enhancing Behaviors
Grade Six~~6~~

As a result of health instruction in grade six~~Grade 6~~, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

6.7.1 Practice positive alternatives to using alcohol, tobacco, and other drugs.

Injury Prevention and Safety

6.7.2 Demonstrate ways to solve conflicts nonviolently.
6.7.3 Participate in the safe use of technology.
6.7.4 Practice positive alternatives to gang~~Practice ways to avoid gang~~ involvement.
6.7.5 Practice basic first aid and emergency procedures.

Mental, Emotional, and Social Health

6.7.6 Carry out personal and social responsibilities appropriately.
6.7.7 Practice strategies to manage stress.

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6.7.8 Demonstrate the ability to use multiple nonviolent alternatives to conflict (e.g., walking away, negotiation).

6.7.9 Demonstrate how to use self control when angry.

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Standard 8: Advocacy
Grade Six~~6~~

As a result of health instruction in grade six~~Grade 6~~, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

6.8.1 Use effective persuasion skills for encouraging others not to use alcohol, tobacco, and other drugs.

Injury Prevention and Safety

6.8.2 Advocate for injury prevention.

6.8.3 Advocate for a bully-free school and community environment.

Mental, Emotional and Social Health

6.8.4 Encourage a school environment that is respectful of individual differences.

6.8.5 Object appropriately to teasing or bullying of peers based on personal characteristics and perceived sexual orientation.

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Grades Seven~~7~~/Eight~~8~~

Standard 1: Grades Seven~~7~~/Eight~~8~~	**Essential Concepts**
	As a result of health instruction in g~~G~~rades seven~~7~~/eight~~8~~, all students will demonstrate the ability to:
	Alcohol, Tobacco, and Other Drugs
7/8.1.1	Describe the short- and long-term harmful effects of alcohol, tobacco and other drugs, including steroids, performance-~~-~~enhancing drugs, and inhalants.
7/8.1.2	Discuss the relationship between using alcohol, tobacco, and other drugs and engaging in other risky behaviors.
7/8.1.3	Explain the dangers of drug dependence and addiction~~s~~.
7/8.1.4	Describe the consequences of using alcohol, tobacco, and other drugs during pregnancy, including fetal alcohol spectrum disorder.
	Growth, Development, and Sexual Health
7/8.1.5	Explain physical, social, and emotional changes associated with adolescence.
7/8.1.6	Summarize the ~~cycle of~~ human reproduction cycle~~-~~.
7/8.1.7	Examine the effectiveness of abstinence in preventing HIV, other STDs, and unintended pregnancy.[8]
7/8.1.~~8~~7	Examine the effectiveness of condoms and other contraceptives that are FDA approved in preventing unintended pregnancy, HIV and other STDs.[9]
7/8.1.~~9~~8	Identify the short- and long-term effects of HIV/AIDS/STDs.[10]
7/8.1.~~9~~10	Identify ways to prevent or reduce the risk of contracting HIV/STDs.[11]
~~7/8.1.10~~	~~Examine the effectiveness of abstinence in preventing HIV and other STDs and unintended pregnancy.~~
~~7/8.1.11~~	~~Examine the effectiveness of condoms and all FDA approved contraceptives in preventing pregnancy.~~
7/8.1.1~~1~~2	Recognize that there are individual differences in growth and development, body image, gender roles, and sexual orientation.[12]
7/8.1.12	Explain why individuals have the right to refuse sexual contact.
7/8.1.13	Explain that rape and sexual assault should be reported to authorities and a trusted adult.

[8] *EC* Section 51933 (8)
[9] *EC* sections 51933 (10) and 51934 (3)
[10] *EC* Section 51934 (1)
[11] *EC* Section 51934 (2), (3)
[12] *EC* Section 51930 (2)

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7/8.1.1~~4~~4 Describe responsible prenatal and parenting care, including California's Safe Haven L~~l~~aw.[13] ~~.~~

[13] *EC* Section 51933 (12)

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Injury Prevention and Safety

7/8.1.15	Describe the short and long term consequences of violence to perpetrators, victims, and bystanders.
7/8.1.16	Describe the behavioral and environmental factors associated with major causes of death in the United States.
7/8.1.17	Describe how the presence of weapons increases the risk of serious violent injuries.
7/8.1.1~~8~~4	Discuss the importance of reporting weapon possession.
7/8.1.19	Identify trusted adults to whom to report suspected plans for school or community violence.
7/8.1.20~~15~~	Examine safety hazards associated with the use of technology.
7/8.1.21~~16~~	Identify basic safety guidelines for emergencies and natural disasters.
7/8.1.22~~17~~	Describe types of sexual harassment and ways to report it.

Mental, Emotional, and Social Health

7/8.1.23	Identify a variety of nonviolent ways to respond when angry or upset.
7/8.1.~~1~~24~~8~~	Examine the changing roles and responsibilities of adolescents as members of the family and community.
7/8.1.25~~19~~	Determine the benefits of having positive relationships with trusted adults.
7/8.1.2~~6~~0	Describe signs of disordered eating.

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7/8.1.271	Describe signs of depression and self-destructive behaviors, including potential suicide.
7/8.1.282	Explain why people with mental health conditions need professional help.

Nutrition and Physical Activity

7/8.1.293	Describe the short- and long-term impact of nutritional choices on health.
7/8.1.3024	Identify nutrients and their relationship to health.
7/8.1.3125	Examine the health risks caused by food contaminants.
7/8.1.3226	Analyze the caloric and nutritional value of foods and beverages.
7/8.1.33	Identify ways to increase daily physical activity and decrease inactivity.
7/8.1.34	Identify healthy and risky approaches to weight management.

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Personal and Community Health

7/8.1.3527 Describe the importance of health management strategies (e.g., adequate sleep, ergonomics, sun safety, hearing protection, and self examination).

7/8.1.3628 Examine the importance of age-appropriate medical services.

7/8.1.3729 Identify universal precautions and why they are important.

7/8.1.3830 Determine the causes and symptoms of communicable and noncommunicable diseases.

7/8.1.391 Discuss the importance of effective hygiene practices for preventing illness.

7/8.1.4032 Describe how environmental conditions affect personal health.

Standard 2: Analyzing Influences

Grades Seven7/Eight8

As a result of health instruction in gGrades seven7/eight8, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

7/8.2.1 Analyze internal influences that affect the use and abuse of alcohol, tobacco, and other drugs.

7/8.2.2 Evaluate the influence of marketing and advertising techniques and how they affect alcohol, tobacco, and other drug use and abuse.

7/8.2.3 Examine family and peer pressure as influences on the use of alcohol, tobacco, and other drugs.

Growth, Development, and Sexual Health

7/8.2.4 Analyze how growth and development, relationships, and sexual behavior are affected by internal and external influences.

7/8.2.5 Evaluate how culture, media, and other people influence our perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.[14]

7/8.2.6 Discuss the influence of alcohol and other drugs on sexual behaviors.[15]

7/8.2.7 Describe situations that could lead to pressure for sexual activity and the risk of HIV/STDs.[16]

7/8.2.8 Recognize that there are individual, family, and cultural differences in relationships.

[14] *EC* Section 51930 (2)
[15] *EC* sections 51933 (11), 51934 (6)
[16] *EC* sections 51933 (11), 51934 (6)

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7/8.2.9 Explain how sexual exploitation can occur via the Internet.

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Injury Prevention and Safety

7/8.2.10~~9~~ Examine the role of self and others in causing or preventing injuries.

7/8.2.1~~10~~ Analyze influences on safety and violence-related behaviors.

Mental, Emotional, and Social Health

7/8.2.1~~21~~ Analyze internal and external influences on mental, emotional, and social health.

7/8.2.13 Analyze techniques that are used to coerce or pressure someone to use violence.

7/8.2.~~1~~14~~2~~ Examine the influence of culture on family values and practices.

Nutrition and Physical Activity

7/8.2.1~~5~~3~~3~~ Describe the influence of culture and media on body image.

7/8.2.1~~6~~4~~4~~ Analyze the influence of technology and media on physical activity.

7/8.2.1~~7~~5~~5~~ Evaluate internal and external influences on food choices.

7/8.2.18 Analyze the impact of nutritional choices on future reproductive and prenatal health.

Personal and Community Health

7/8.2.1~~9~~6~~6~~ Examine a variety of influences that affect ~~personal health practices~~positive health practices.

7/8.2.~~20~~17~~17~~ Describe how environmental pollutants, including noise pollution, affect health.

~~7/8.2.18~~ ~~Analyze the impact of nutritional choices on future reproductive and prenatal health.~~

7/8.2.21 Examine the influence of culture, media, and technology on health decisions.

Standard 3: Accessing Valid Information

Grades Seven~~7~~/~~ -~~ Eight~~8~~

As a result of health instruction in g~~G~~rades seven~~7~~/eight~~8~~, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

7/8.3.1 Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other ~~drugs .~~drugs.

Growth, Development, and Sexual Health

7/8.3.2 Identify trusted adults from family, school, and community for advice and counseling regarding reproductive and sexual health.

7/8.3.3 Locate medically and scientifically accurate sources of information for

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reproductive health.[17]

7/8.3.4 List health care providers for reproductive and sexual health services.[18]

[17] *EC* sections 51931(f), 51933 (8), 51934 (5)
[18] *EC* sections 51933 (9), 51934 (5)

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Injury Prevention and Safety.

7/8.3.5 Analyze sources of information regarding injury and violence prevention.

7/8.3.6 Demonstrate the ability to access accurate sources of information about abuse, violence, or bullying.

Mental, Emotional, and Social Health

7/8.3.~~7~~6 Access accurate sources of information and services about mental, emotional, and social health.

7/8.3.8 Identify trusted adults to report to if people are in danger of hurting themselves or others.

Nutrition and Physical Activity

7/8.3.~~9~~7 Distinguish between valid and invalid sources of nutrition information.

7/8.3.~~10~~8 Evaluate the accuracy of claims about dietary supplements and popular diets.

7/8.3.~~11~~9 Appraise the accuracy of claims about fitness-related products.

7/8.3.12 Analyze places where youth and families can be physically active.

7/8.3.1~~3~~0 Identify trusted adults in family, school, and community for advice and counseling regarding healthy eating and physical activity.

Personal and Community Health

7/8.3.1~~4~~1 Access valid information about personal health products.

7/8.3.1~~5~~2 Access valid information about preventing common communicable diseases.

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Standard 4: Interpersonal Communication
Grades Seven~~7~~/Eight~~8~~

As a result of health instruction in g~~G~~rades seven~~7~~/eight~~8~~, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

7/8.4.1 Use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used.

Growth, Development, and Sexual Health

7/8.4.2 Practice effective communication skills needed to discuss issues related to reproductive and sexual health with parents, guardians, health care providers, ~~and/~~or other trusted adults.[19]

7/8.4.3 Use effective verbal and nonverbal communication skills to prevent sexual involvement~~,~~ and pregnancy.[20] ~~, including fetal alcohol spectrum disorder. *Is it possible to combine these?*~~

7/8.4.4 Describe healthy and respectful ways to express friendship, attraction, and affection.

7/8.4.5 Analyze the benefits of respecting individual differences in growth and development, body image, gender roles, and sexual orientation.[21]

7/8.4.6 Demonstrate how to ask for help from a parent, other trusted adults, or a friend, when pressured to participate in sexual behaviors.

Injury Prevention and Safety

7/8.4.~~6~~7 Report situations that could lead to injury or harm.

7/8.4.~~7~~8 Use communication and refusal skills to avoid violence, gang involvement, or risky situations.

7/8.4.~~8~~9 Describe ways to manage interpersonal conflicts nonviolently.

7/8.4.10 Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation.

Mental, Emotional, and Social Health

7/8.4.~~9~~11 Seek help from trusted adults for self or a friend with an emotional or social health problem.

Nutrition and Physical Activity

7/8.4.~~10~~12 Use effective refusal skills to avoid unhealthy foods.

7/8.4.~~11~~13 Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices.

[19] *EC* Section 51933 (6)
[20] *EC* sections 51933 (11), 51934 (6)
[21] *EC* Section 51930 (2)

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Personal and Community Health

~~7/8.4.12~~	~~Demonstrate effective communication skills to ask for assistance to enhance health. *What does this mean? Everything listed elsewhere?*~~
7/8.4.1~~3~~4	Practice~~Explain~~ how to make a health-related consumer complaint.
7/8.4.1~~4~~5	Use assertive communication skills to avoid situations that increase risk of communicable disease~~s~~ or illness.

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Standard 5: Decision Making
Grades Seven7/Eight8

As a result of health instruction in gGrades 7seven/eight8, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

7/8.5.1 Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations.

Growth, Development, and Sexual Health

7/8.5.2 Analyze why abstinence is the most effective method for the prevention of HIV, STDs, and pregnancy.[22]

~~7/8.5.2 Identify possible consequences of sexual behaviors.~~

7/8.5.33 Use a decision-making process to eExamine the characteristics of healthy relationships.[23]

~~7/8.5.4 Analyze why abstinence is the most effective method for the prevention of HIV and other STDs and pregnancy.~~

7/8.5.45 Use a decision-making process to eEvaluate individual differences in growth and development, body image, gender roles, and sexual orientation.[24]

7/8.5.56 Analyze the responsibilities and privileges of becoming a young adult.

7/8.5.67 IdentifyExamine how good health practices in adolescence can promote good health and the likelihood of a healthy baby in adulthood.

~~Consider language similar to HS.7.2~~

7/8.5.7 Identify possible consequences of sexual behaviors.[25]

7/8.5.8 Explain the immediate physical, social, and emotional risks and consequences associated with sexual involvement.

Injury Prevention and Safety

7/8.5.9 Use a decision-making process to examineDiscuss risky social and dating situations.

7/8.5.10 Apply a decision-making process for avoiding potentially dangerous situations, such as gangs, other social situations, or violence in dating.

7/8.5.11 Use a decision-making process to aAnalyze the consequences of gang involvement.

7/8.5.12 Evaluate the reasons why some students are bullies.

[22] *EC* sections 51933 (8), 51934 (3)
[23] *EC* Section 51934 (6)
[24] *EC* Section 51930 (2)
[25] *EC* Section 51934 (1)

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Mental, Emotional, and Social Health

7/8.5.132 Apply a decision-making process to a variety of situations that impact mental, emotional, and social health.
7/8.5.143 Monitor personal stressors and assess techniques for managing them.
7/8.5.154 Describe healthy ways to express caring, friendship, affection, and love.
7/8.5.165 Examine situations for which someone would seek help with stress, loss, unrealistic body image, and depression.
7/8.5.176 Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.

Nutrition and Physical Activity

7/8.5.187 Use a decision-making process to eEvaluate daily food intake for nutritional requirements.
7.8.5.198 Identify recreational activities that increase physical activity.
7/8.5.2019 Contrast healthy and risky approaches to weight management.
7/8.5.210 Analyze the physical, mental, and social benefits of physical activity.

Personal and Community Health

7/8.5.221 Apply a decision-making process to determine safe and healthy strategies to deal with a personal health problem.
7/8.5.232 Apply a decision-making process when selecting healthcare products.
~~7/8.5.23~~ ~~Examine the influence of culture, media, and technology on health decisions.~~
7/8.5.24 Analyze the characteristics of informed health choices.

Standard 6: Goal Setting

Grades Seven7/Eight8

As a result of health instruction in gGrades seven7/eight8, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

7/8.6.1 Develop short- and long-term goals to remain drug free.

Growth, Development, and Sexual Health

~~7/8.6.2~~ ~~Describe how HIV/AIDS/STDs and/or pregnancy could impact life goals.~~
7/8.6.23 Develop a plan to avoid HIV/AIDS/STDs and pregnancy.[26]
7/8.6.3 Describe how HIV/AIDS/STDs and/or pregnancy could impact life goals.[27]

[26] *EC* sections 51933 (8), 51934 (3)

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Injury Prevention and Safety

7/8.6.4 Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.

7/8.6.5~~4~~ Create a personal safety plan.

[27] *EC* sections 51933 (11), 51934 (6)

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Mental, Emotional, and Social Health

7/8.6.~~5~~6 Make a plan to prevent and manage stress.

Nutrition and Physical Activity

7/8.6.~~6~~7 Develop a personal nutrition and physical activity plan based on current guidelines.

7/8.6.8 Set a goal to increase daily physical activity.

Personal and Community Health

7/8.6.~~7~~9 Establish goals for improving personal and community health~~th~~ management.

7/8.6.~~8~~10 Design a plan to minimize environmental pollutants, including~~air, water, and~~ noise ~~pollution for a healthier environment~~ at home and in the community.~~.~~

Standard 7: Grades ~~Seven/~~Seven~~7~~/Eight~~8~~

Practicing Health-Enhancing Behaviors

As a result of health instruction in ~~g~~Grades seven~~7~~/eight~~8~~, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

7/8.7.1 Use a variety of effective coping strategies when faced with alcohol, tobacco, and other drug use in group situations.

7/8.7.2 Practice positive alternatives to using alcohol, tobacco, and other drugs.

Growth, Development, and Sexual Health

7/8/7.3 Examine strategies for refusing unwanted sexual involvement.[28]

~~7/8.7.3 Describe personal actions that can be taken to protect reproductive and sexual health.~~

7/8.7.4 Examine~~Identify~~ ways to anticipate and minimize exposure to situations that pose a risk to sexual health.[29]

7/8.7.5 Practice personal actions that can be taken to protect reproductive and sexual health.[30]~~Describe strategies for refusing unwanted sexual involvement.~~

[28] *EC* sections 51935 (11),51934 (6)
[29] *EC* sections 51933 (11), 51934 (6)
[30] *EC* sections 51933 (11), 51934 (6)

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Injury Prevention and Safety

7/8.7.6 Practice first aid and emergency procedures.
7/8.7.7 Demonstrate ways to solve conflicts nonviolently.
7/8.7.8 Practice the safe use of technology.
7/8.7.9 Describe ways to avoid risky social and dating situations.

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Mental, Emotional, and Social Health

7/8.7.10 Demonstrate effective coping mechanisms and strategies for managing stress.
7/8.7.11 Practice respect for individual differences and diverse backgrounds.
7/8.7.12 Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.
7/8.7.13 Establish personal boundaries in a variety of situations.

Nutrition and Physical Activity

7/8.7.14 Make healthy food choices in a variety of settings.
7/8.7.15 Implement and monitor a personal nutrition and physical activity plan.
7/8.7.16 Handle food safely when preparing meals and snacks.
7/8.7.17 Assess personal physical activity levels.

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Personal and Community Health

7/8.7.1~~8~~7 Practice and ~~Take~~ take responsibility for personal hygiene practices.
7/8.7.1~~9~~8 Use universal precautions when appropriate.

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Standard 8: Advocacy
Grades Seven~~7~~/Eight~~8~~

As a result of health instruction in g~~G~~rades seven~~7~~/eight~~8~~, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

7/8.8.1 Participate in school and community efforts to promote ~~support~~ a drug-free lifestyle.

Growth, Development, and Sexual Health

7/8.8.2 Advocate for safe, respectful, and responsible relationships.[31]

7/8.8.3 ~~Express compassion and~~A ~~a~~dvocate for the needs of persons living with HIV/AIDS.[32]

Injury Prevention and Safety

7/8.8.4 ~~Identify and~~S ~~s~~upport changes to promote safety in the home, school, or community.

7/8.8.5 Advocate for a bully-free school and community environment.

7/8.8.6 Demonstrate the ability to influence others' safety behaviors (e.g., wearing bicycle helmets and seat belts).

[31] *EC* Section 51933 (7)
[32] *EC* Section 51934 (7)

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Mental, Emotional, and Social Health

7/8.8.76 Advocate for a positive and respectful school environment.

7/8.8.87 Object appropriately to teasing of peers and community members based on perceived personal characteristics and sexual orientation. and personal characteristics (refer to *Education Code*).

7/8.8.9 Demonstrate support and respect for people with differences (e.g., cultural, disability, gender, religious, and sexual orientation).

Nutrition and Physical Activity

7/8.8.108 Advocate for nutritious food choices in school.

7/8.8.119 Identify and Ssupport increased opportunities for physical activity for students and school personnel.

Personal and Community Health

7/8.8.120 Support others in making positive personal health choices.

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High School

Standard 1: High School	**Essential Concepts**
	As a result of health instruction in high school, all students will demonstrate the ability to:
	Alcohol, Tobacco, and Other Drugs
HS.1.1	Analyze the short- and long-term harmful effects of alcohol, tobacco, and other drug use, including steroids and other performance-enhancing drugs.
HS.1.2	Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, ~~and~~ functioning, and behavior.
HS.1.3	Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.
HS.1.4	Examine the use and abuse of prescription and nonprescription medicines and illegal substances.
HS.1.5	Analyze the consequences of using alcohol, tobacco, and other drugs during pregnancy, including fetal alcohol spectrum disorder.
	Growth, Development, and Sexual Health
HS.1.6	Describe physical, social, and emotional changes associated with being a young adult.
HS.1.7	Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.[33]
HS.1.~~8~~7	Identify why abstinence is the most effective method for the prevention of HIV/STDs and pregnancy.[34]
HS.1.~~9~~8	Summarize fertilization, fetal development, and childbirth.
~~HS.1.9~~	~~Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.~~
HS.1.~~10~~10	Examine responsible prenatal/perinatal care and parenting, including California's Safe Haven L~~l~~aw.[35]
HS.1.1~~1~~1	Describe the short- and long-term effects of HIV/AIDS/STDs.[36]

[33] *EC* Section 51933 (7)
[34] *EC* sections 51933 (8), 51934 (3)
[35] *EC* Section 51933 (12)
[36] *EC* Section 51934 (1)

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Injury Prevention and Safety

HS.1.122 Discuss ways to reduce risk in injuries during sporting and social activities.

HS.1.133 Recognize potentially dangerous dating situations.

HS.1.144 Analyze emergency preparedness plans for the home, school, and community.

HS.1.155 Examine the role of alcohol and other drug use on personal safety, including motor vehicle accidents, violent conflicts, and sexual assault. and rape.

HS.1.166 Describe the importance of acquiring first aid and CPR skills.

HS.1.177 Evaluate the risks and responsibilities regarding teen driving and auto accidents.

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Mental, Emotional, and Social Health

HS.1.188 Examine the benefits of having positive relationships with trusted adults.

HS.1.199 Describe the importance of recognizing signs of disordered eating and other common mental health conditions.

HS.1.2020 Analyze signs of depression and self-destructive behaviors, including potential suicide.

Nutrition and Physical Activity

HS.1.211 Analyze the relationship between nutrition and overall health.

HS.1.222 Analyze the relationship between physical activity and overall health.

HS.1.233 Evaluate various approaches to maintaining a healthy weight.

Personal and Community Health

HS.1.244 Examine the importance of personal health management strategies (e.g., adequate sleep, ergonomics, and self examination).

HS.1.255 Evaluate the importance of routine age-appropriate medical check ups, vaccinations, and examinationsservices.

HS.1.266 Investigate the causes and symptoms of communicable and noncommunicable diseases.

HS.1.27 Identify government and community agencies that promote health and protect the environment.

HS1.278 Evaluate the benefits of informed health choices.

Standard 2: High School **Analyzing Influences**

As a result of health instruction in high school, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

HS.2.1 Predict the impact of internal and external influences on alcohol, tobacco, and other drug use.

HS.2.2 Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.

Growth, Development, and Sexual Health

HS.2.3 Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.

HS.2.43 Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.

HS.2.54 Examine the discrepancy between actual and perceived social norms related to teen sexual involvement.

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~~HS.2.5~~ ~~Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.~~

HS.2.~~6~~6 Assess situations that could lead to pressure for sexual activity and the risk of HIV/STDs and pregnancy.[37]

HS.2.7 Evaluate ~~individual,~~ family, and cultural differences in relationships, dating, ~~and~~ marriage, ~~,~~ and families. ~~*Seems awkward with family mentioned twice in this sentence – not sure how or if to reword.*~~ ~~*See 7/8 2.8*~~

Injury Prevention and Safety

HS.2.8 Analyze internal and external influences on personal, family, and community safety.

HS.2.9 Analyze the influence of alcohol and other drug use on personal, family, and community safety.

Mental, Emotional, and Social Health

HS.2.10 Examine the internal and external issues related~~barriers~~ to seeking mental health assistance.

Nutrition and Physical Activity

HS.2.11 Evaluate internal and external influences that affect food choices.

HS.2.12 Examine internal and external influences that affect physical activity.

Personal and Community Health

HS.2.13 Discuss influences that affect ~~personal health practices~~positive health practices.

HS.2.14 Evaluate influences on the selection of personal healthcare products and services.

HS.2.15 Analyze how environmental conditions affect personal and community health.

HS 2.16 Examine the impact of nutritional choices on future reproductive and prenatal health.

[37] *EC* sections 51933 (11), 51934 (6)

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Standard 3: High School **Accessing Valid Information**

As a result of health instruction in high school, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

HS.3.1 Examine the validity of products and services related to the use of alcohol, tobacco, and other drugs.

HS.3.2 Evaluate alcohol, tobacco, and other drug prevention, intervention, and treatment resources and programs.

Growth, Development, and Sexual Health

HS.3.3 Analyze the validity of health information, products, and services for reproductive and sexual health.[38]

HS.3.4 Identify local resources for reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care.[39]

HS.3.5 Compare the success and failure rates of condoms and all FDA-approved contraceptives in preventing pregnancy and HIV/STDs.[40]

HS.3.6 Evaluate laws related to sexual involvement with minors.

Injury Prevention and Safety

HS.3.7 Analyze sources of information and services about safety and violence prevention.

HS.3.8 Examine community resources for disaster preparedness.

Mental, Emotional, and Social Health

HS.3.9 Access school and community resources to help with mental, emotional, and social health concerns.

HS.3.10 Evaluate the benefits of professional services for people with mental, emotional, or social health conditions.

Nutrition and Physical Activity

HS.3.11 Access sources of accurate information about safe and healthy weight management.

[38] *EC* sections 51931 (f), 51933 (11), and 51934 (b)
[39] *EC* Section 51934 (3), (5)
[40] *EC* sections 51933 (10), 51934 (3)

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HS.3.12 Evaluate the accuracy of claims about food and~~,~~ dietary supplements~~,~~ ~~and products. *"products" here is vague. . . combine this and one below?*~~

HS.3.13 Evaluate the accuracy of claims about the ~~and~~ safety of fitness products.

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Personal and Community Health

HS.3.14 Access valid information about personal health products and services in the community.

HS.3.15 Access valid information about common diseases.

HS.3.16 Evaluate current research about the health consequences of poor environmental conditions.

HS.3.17 Identify government and community agencies that promote health and protect the environment.

Standard 4: Interpersonal Communication
High School

As a result of health instruction in high school, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

HS.4.1 Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.

HS.4.2 Use effective refusal and negotiation skills to avoid riding in a car or engaging in other risky behaviors with someone who has been using alcohol or other drugs.

Growth, Development, and Sexual Health

HS.4.3 Analyze how interpersonal communication affects relationships.

HS.4.4 Use effective verbal and nonverbal communication skills to prevent sexual involvement, pregnancy, and HIV/STDs.

HS.4.5 Use ~~Assess~~ healthy and respectful ways to express friendship, attraction, and affection.

Injury Prevention and Safety

HS.4.6 Demonstrate effective negotiation skills to avoid dangerous and risky situations.

HS.4.7 Use effective communication skills for preventing and reporting sexual assault and molestation.

Mental, Emotional, and Social Health

HS.4.8 Seek help from trusted adults for self or a friend with an emotional or social health problem.

Nutrition and Physical Activity

HS.4.9 Analyze positive strategies~~how interpersonal~~ to communicate~~ion~~ healthy eating ~~affects eating patterns~~ and physical activity needs at home, school, and community.

HS.4.10~~HS.4.10~~ Practice how to refuse less nutritious foods in social settings.~~Practice~~

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effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity.

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Personal and Community Health

HS.4.11 Use effective communication skills to ask for assistance from parents, guardians, or medical professionals to enhance health. ~~*Very vague, as mentioned before*~~

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Standard 5: High School **Decision Making**

As a result of health instruction in high school, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

HS.5.1 Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.

HS.5.2 Examine~~Distinguish between~~ healthy ~~and unhealthy alternatives~~ alternatives to alcohol, tobacco, and other drug use. ~~*What would unhealthy alternatives be?*~~

Growth, Development, and Sexual Health

HS.5.3 Use a decision-making process to e~~E~~valuate the physical, emotional, and social benefits ~~consequences~~ of abstinence, ~~,~~ monogamy, and the avoidance of multiple sexual ~~partners~~partner's.[41] ~~, and multiple sexual partners.~~

HS.5.4 Use a decision-making process to e~~E~~xamine barriers to making healthy decisions about relationships and sexual health.[42]

HS.5.5 Use a decision-making process to analyze~~Explain~~ when it is necessary to seek help and/or leave an unhealthy situation.[43]

HS.5.6 Evaluate the risks and consequences associated with sexual activities and behavior~~-~~, including HIV/STDs and pregnancy.[44] ~~*Both "behavior" and "activities" needed here?*~~

HS.5.7 Use a decision-making process to a~~A~~nalyze the benefits of respecting individual differences in growth and development, body image, gender roles, and sexual orientation.[45]

HS.5.8 Use a decision-making process to e~~E~~valuate the social, emotional, physical, and economic impact of teen pregnancy on the child, the teen parent, the family, and society.[46]

Injury Prevention and Safety

HS.5.9 Apply a decision-making process to avoid potentially dangerous situations.

HS.5.10 Examine the laws and detrimental effects of sexual harassment.

HS.5.11 Analyze the consequences of gang involvement to self, family, and community.

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[41] *EC* Section 51934
[42] *EC* Section 51933
[43] *EC* sections 51933 (11), 51934 (6)
[44] *EC* Section 51934 (2), (3)
[45] *EC* Section 51930 (2)
[46] *EC* Section 51933 (11)

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HS.5.12 Analyze the consequences of violence to self, family, and community.

Mental, Emotional, and Social Health

HS.5.13 Apply a decision-making process to a variety of situations that impact mental, emotional, and social health.

HS.5.14 Monitor personal stressors and assess techniques for managing them.

HS.5.15 Evaluate healthy ways to express caring, friendship, affection, and love.

HS.5.16 Compare various coping mechanisms for managing stress.

HS.5.17 Analyze situations when it is important to seek help with stress, loss, unrealistic body image, and depression.

Nutrition and Physical Activity

HS.5.18~~20~~ Examine how nutritional needs are affected by age, gender, activity level, pregnancy, and health status.

HS.5.19~~21~~ Analyze popular diets and health products for safety and adequate nutrient content.

HS.5.20~~2~~ Use a decision-making process to plan nutritionally adequate meals at home and away from home.

~~HS.5.23 Determine how to make healthy food choices when away from home.~~

Personal and Community Health

HS.5.21~~4~~ Apply a decision-making process to a personal health issue or problem.

HS.5.22~~5~~ Explain how decisions regarding health behaviors have consequences on self and others.

HS.5.23~~6~~ Apply a decision-making process to a community or environmental health issue.

HS.5.24~~7~~ Analyze ~~Predict~~ how ~~-~~using alcohol, tobacco, and other drugs influences health and other behaviors.

HS.5.25~~8~~ Analyze the possible consequences of risky hygienic and health behaviors (e.g., tattooing, piercing, sun exposure, and sound volume).

Standard 6: High School **Goal Setting**

As a result of health instruction in high school, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

HS.6.1 Predict how a drug-free lifestyle will support the achievement of short- and long-term goals.

Growth, Development, and Sexual Health

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HS.6.2 Evaluate how HIV/AIDS/STDs and/or pregnancy could impact life goals.[47]

HS.6.3 Identify short- and long-term goals related to abstinence and maintaining reproductive and sexual health.[48]

[47] *EC* Section 51933 (11)
[48] *EC* sections 51933 (8), 51934 (3)

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Injury Prevention and Safety

HS.6.4 Develop a plan to prevent injuries during emergencies and disasters.

Mental, Emotional, and Social Health

HS.6.5 Evaluate how preventing and managing stress and getting help for mental and social problems help achieve short- and long-term goals.

Nutrition and Physical Activity

HS.6.6 Create a personal nutrition and physical activity plan based on current guidelines.

Personal and Community Health

HS.6.7 Develop a plan of preventive health management~~maintenance~~.

Standard 7: High School **Practicing Health-Enhancing Behaviors**

As a result of health instruction in high school, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

HS.7.1 Use effective coping strategies when faced with a variety of social situations involving the use of alcohol, tobacco, and other drugs.

Growth, Development, and Sexual Health

HS.7.2 Examine~~Identify~~ personal actions that can be taken to protect reproductive and sexual health, including one's ability to deliver a healthy baby in adulthood.

HS.7.3 Analyze strategies to minimize exposure to situations that pose a risk to sexual health.[49]

Injury Prevention and Safety

HS.7.4 Practice injury prevention during sporting, social, and motor vehicle-related activities.

HS.7.5 Demonstrate conflict resolution skills to avoid potentially violent situations.

HS.7.6 Demonstrate~~Practice~~ first aid and CPR procedures.

[49] *EC* sections 51933 (11), 51934 (6)

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Mental, Emotional, and Social Health

HS.7.7 Practice effective coping mechanisms and strategies for managing stress.

HS.7.8 Practice respect for individual differences and diverse backgrounds.

HS.7.9 Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.

HS.7.10 Establish personal boundaries in a variety of situations.

Nutrition and Physical Activity

HS.7.11 Select healthful foods and beverages in a variety of settings.

HS.7.12 Implement and monitor a personal nutrition and physical activity plan.

HS.7.13 Participate in school and community activities the promote fitness and health.

Personal and Community Health

HS.7.14 Practice~~Explain~~ ways to be a responsible consumer of health products and services.

Standard 8: High School **Advocacy**

As a result of health instruction in high school, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

HS.8.1 Participate in activities that support other individuals, school, and community to promote positive health choices regarding the use of alcohol, tobacco, and other drugs.

Growth, Development, and Sexual Health

HS.8.2 Advocate for safe, respectful, and responsible relationships.

HS.8.3 ~~Express compassion and~~A ~~a~~dvocate for the needs of persons living with HIV/AIDS.[50]

HS.8.4 ~~Influence and~~ Ssupport others in making positive and healthful choices about sexual behavior.[51]

Injury Prevention and Safety

HS.8.5 Identify and support changes in the home, school, or community that ~~would~~ promote safety.

[50] *EC* Section 51934 (7)
[51] *EC* sections 51933 (11), 51934 (6)

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Mental, Emotional, and Social Health

HS.8.6 Advocate for the needs and rights of others regarding mental and social health.

HS.8.7 Advocate for a positive and respectful environment at school and in the community.

HS.8.8 Object appropriately to teasing of peers and community members based on perceived personal characteristics and sexual orientation ~~and personal characteristics~~. ~~(refer to *Education Code*).~~

Nutrition and Physical Activity

HS.8.9 Advocate for enhanced nutritional options in the school or community.

HS.8.10 Identify and support increased physical activity opportunities in the school or community.

Personal and Community Health

HS.8.11 Advocate for personal or consumer health issues that promote community wellness.

HS.8.12 Advocate for societal and environmental conditions that benefit health.

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Glossary

A

Accessing Valid Information
The skills needed to find and use valid sources of health information or services.

Advocacy
The skills needed to effectively encourage or promote personal, family, and community health and healthful behaviors.

Alcohol, Tobacco, and Other Drugs
The area of health education that focuses on safe use of prescription and over-the-counter drugs, not drinking alcohol, avoiding tobacco use, not being involved in illegal drug use, and practicing protective factors.

Analyzing Influences
The skills needed to analyze how internal and external influences (positive and negative) affect health behaviors that are health threatening and health promoting.

External influences—Situations or settings, such as family members parents, media/advertising, peers, culture/ethnicity, geographical location, societal pressure, and technology.

Internal influences—Thoughts and emotions, such as likes and dislikes, curiosity, interests, fears, and heredity factors.

C

Centers for Disease Control and Prevention (CDC)
The lead federal public health agency responsible for protecting the health and safety of the people in the United States.

Chronic Disease
A disease that persists for a long time. Chronic diseases generally cannot be prevented by vaccines or cured by medication. Risky behavior, particularly tobacco use, lack of physical activity, and poor eating habits are major contributors to the leading chronic diseases (ei.ge., heart disease, diabetes, lungand lung cancer).

Communicable Disease
An illness caused by pathogens that can be spread from one living thing to another (e.gi.e., chicken pox, measles, flu, tuberculosis, strep throat).

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D

Decision Making
A set of critical thinking Analysis skills needed to evaluateanalyze relevant factors to selectdetermine the choices that lead to the most desirable outcomes.

E

Essential Concepts
The "functional knowledge" necessary for students' to construct a meaningful understanding and practice of health--promoting behaviors.

G

Goal Setting
The skills needed to set realistic personal goals that can be safely achieved with a reasonable planning and effort.

Growth, Development, and Sexual Health
The area of health education that focuses on learning about the growth and development
of the human body, developing habits that promote healthful development and aging, and choosing behaviors to reduce the risk of STD/HIV infection. The study of sSexual hHealth encompasses a broad scope of concepts and skills, including acquiring information about sexual development, reproductive health, interpersonal relationships, body image, and gender roles; and identify recognizing habits that protect female and male reproductive health;, learning about pregnancy and childbirth;, and learning about development of infants and children. It also includes skill development in areas such as communication, decision making, refusal techniques, and goal setting.—. Sexual health topics are grounded in the premise that sexuality is a natural, ongoing process that begins in infancy and continues through life.

H

Health
The World Health Organization (WHO) defines health as a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.—.

Health Education
Health education is a planned, sequential, K-12 curriculum (course of study) that addresses the physical, mental, emotional, and social dimensions of health.

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I

Infectious Disease
See "Communicable Disease."
.

Injury Prevention and Safety
The area of health education that focuses on safety practicesguidelines to reduce the risk of unintentional injuries to self and others. Included in this area are practicing protective factors to reduce violence, gang prevention, weapons, safety guidelines for weather or natural disasters, fires, poisoning, bicycling and sport safety, motor vehicle safety, and helping others with basic first aid skills.

Interpersonal Communication
The ability to use appropriate and effective verbal and nonverbal strategies to express needs and ideas to carry out healthy behaviors in social situations. Communication skills are important elements of both refusal skills and conflict resolution.

M

Mental, Emotional and Social Health
The area of health education that includes the ability to express needs, wants, and handle emotions in positive ways; to manage anger and conflict; and to deal with frustrations. Included in this area areis practicing life skills, making responsible decisions, developing good character, following a plan to manage stress, and being resilient during difficult times.

N

Noncommunicable Disease
See "Cchronic Ddisease."

Nutrition and Physical Activity
Nutrition encompasses hHealthy eating, which is associated with reduced risk of many diseases, including the three leading causes of death—heart disease, cancer, and stroke. Healthy eating in childhood and adolescence is important for proper growth and development and can prevent obesity, type 2 diabetes, dental caries, and many other health problems. Physical activity is any body movement that is produced by skeletal muscle and that substantially increases energy expenditure.

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P

Personal and Community Health

The area of health education that focuses on the priority a person assigns to being health literate, maintaining and improving health, preventing disease, and reducing health-related risk behaviors. Included in this instructional area is staying informed about environmental issues, initiatives to protect the environment, and being a health advocate for the environment. Community health education focuses on acquiring knowledge of laws to protect health, recognizing consumer rights, choosing healthful entertainment, analyzing ways messages are delivered through technology, making responsible choices about health care providers and products, and investigating public health needs.

Practicing Health Promoting Behaviors
The skills needed to independently carry out healthy and safe behaviors.

R

Refusal Skills
Assertive communication skills needed to effectively express objection to participating in an action or behavior.

S

Sexually Transmitted Disease (STD)
A communicable disease caused by pathogens that are transmitted from an infected person to an uninfected person during intimate sexual contact.

T

Trusted Adult
An adult person that one trusts, such as a parent, guardian, teacher, counselor, health care professional~~doctor~~, cleric, police officer, firefighter, or a relative.

U

Universal Precautions

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Steps taken to prevent the spread of disease by treating all human blood and certain body fluids as if they are known to be infected with ~~HIV~~ human immunodeficiency virus (HIV), ~~HBV~~hepatitis B virus (HBV), and other ~~bloodborne~~blood borne pathogens.

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W

Wellness
An approach to health that focuses on balancing the many aspects or dimensions of a person's life through increasing the adoption of health--enhancing conditions and behaviors.

and others,.,, .,cVol. , No.3 (2003),. Virginia. American Social Health Association, 2005. ""
Quarterly,ournal of edicine Vol. No. (2005), . .",",",Centers for Disease Control and Prevention. , 1975

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Draft Health Education Standards
Field Review and Public Hearings Summary

- Eighty-nine individuals responded
  - 20% K-12 classroom teachers
  - 10% district/county administrators
  - 70% other (school nurse, nutritionist, university faculty, parent, student, mental health professional, health educator, physical education teacher, school board member, etc.)

- Over 80% support overarching standards “as is.”

- Over 70% support the designation of six content areas “as is.”

- The majority (from 51% to 71%) support material in the following content areas “as is.”
  - Alcohol, Tobacco, and Other Drugs
  - Growth, Development, and Sexual Health
  - Injury Prevention and Safety
  - Mental, Emotional, and Social Health
  - Personal and Community Health

- Forty-seven percent support the content area Nutrition and Physical Activity “as is,” while 40% support with changes.

- Three individuals spoke at the public hearing in Sacramento on August 1.
  - All expressed support of the draft standards.
  - One also stressed the importance of nutrition.
  - One also stressed the importance of physical activity.
  - One stressed the importance of self esteem and brain development.

- Four individuals spoke at the public hearing in Downey on August 3.
  - All expressed support of the draft standards.
  - Two of the speakers also stressed the importance of content related to nutrition.
  - One speaker also stressed the importance of physical activity.

Education Code Sections Related to HIV/AIDS Prevention Education and Comprehensive Sexual Health Education

Section 51933

51933. (a) School districts may provide comprehensive sexual health education, consisting of age-appropriate instruction, in any kindergarten to grade 12, inclusive, using instructors trained in the appropriate courses. (b) A school district that elects to offer comprehensive sexual health education pursuant to subdivision (a), whether taught by school district personnel or outside consultants, shall satisfy all of the following criteria:

(1) Instruction and materials shall be age appropriate.

(2) All factual information presented shall be medically accurate and objective.

(3) Instruction shall be made available on an equal basis to a pupil who is an English learner, consistent with the existing curriculum and alternative options for an English learner pupil as otherwise provided in this code.

(4) Instruction and materials shall be appropriate for use with pupils of all races, genders, sexual orientations, ethnic and cultural backgrounds, and pupils with disabilities.

(5) Instruction and materials shall be accessible to pupils with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.

(6) Instruction and materials shall encourage a pupil to communicate with his or her parents or guardians about human sexuality.

(7) Instruction and materials shall teach respect for marriage and committed relationships.

(8) Commencing in grade 7, instruction and materials shall teach that abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy, teach that abstinence from sexual activity is the only certain way to prevent sexually transmitted diseases, and provide information about the value of abstinence while also providing medically accurate information on other methods of preventing pregnancy and sexually transmitted diseases.

(9) Commencing in grade 7, instruction and materials shall provide information about sexually transmitted diseases. This instruction shall include how sexually transmitted diseases are and are not transmitted, the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods of reducing the risk of contracting sexually transmitted diseases, and information on local resources for testing and medical care for sexually transmitted diseases.

(10) Commencing in grade 7, instruction and materials shall provide information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception.

(11) Commencing in grade 7, instruction and materials shall provide pupils with skills for making and implementing responsible decisions about sexuality.

(12) Commencing in grade 7, instruction and materials shall provide pupils with information on the law on surrendering physical custody of a minor child 72 hours or younger, pursuant to Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.

(c) A school district that elects to offer comprehensive sexual health education pursuant to subdivision (a) earlier than grade 7 may provide age appropriate and medically accurate information on any of the general topics contained in paragraphs (8) to (12), inclusive, of subdivision (b) (d) If a school district elects to offer comprehensive sexual health education pursuant to subdivision (a), whether taught by school district personnel or outside consultants, the school district shall comply with the following:

(1) Instruction and materials may not teach or promote religious doctrine.

(2) Instruction and materials may not reflect or promote bias against any person on the basis of any category protected by Section 220.

Section 51934

51934. (a) A school district shall ensure that all pupils in grades 7 to 12, inclusive, receive HIV/AIDS prevention education from instructors trained in the appropriate courses. Each pupil shall receive this instruction at least once in junior high or middle school and at least once in high school.

(b) HIV/AIDS prevention education**,** whether taught by school district personnel or outside consultants, shall satisfy all of the criteria set forth in paragraphs (1) to (6), inclusive, of subdivision (b) and paragraphs (1) and (2) of subdivision (d) of Section 51933, shall accurately reflect the latest information and recommendations from the United States Surgeon General, the federal Centers for Disease Control and Prevention, and the National Academy of Sciences, and shall include the following:

(1) Information on the nature of HIV/AIDS and its effects on the human body.

(2) Information on the manner in which HIV is and is not transmitted, including information on activities that present the highest risk of HIV infection.

(3) Discussion of methods to reduce the risk of HIV infection. This instruction shall emphasize that sexual abstinence, monogamy, the avoidance of multiple sexual partners, and abstinence from intravenous drug use are the most effective means for HIV/AIDS prevention, but shall also include statistics based upon the latest medical information citing the success and failure rates of condoms and other contraceptives in preventing sexually transmitted HIV infection, as well as information on other methods that may reduce the risk of HIV transmission from intravenous drug use.

(4) Discussion of the public health issues associated with HIV/AIDS.

(5) Information on local resources for HIV testing and medical care.

(6) Development of refusal skills to assist pupils in overcoming peer pressure and using effective decision making skills to avoid high-risk activities.

(7) Discussion about societal views on HIV/AIDS, including stereotypes and myths regarding persons with HIV/AIDS. This instruction shall emphasize compassion for persons living with HIV/AIDS.

Public Roster
Members of the California Health Education Standards Advisory Panel

Member	Occupation
Martha Adriasola-Martinez	Elementary Health Education Teacher San Francisco Unified School District
Beverly Bradley, Ph.D., M.S., R.N.	Retired School Health Consultant
Marilyn Briggs, M.S., R.D.	Former Director, Nutrition Services Division, California Department of Education Currently Graduate Student Researcher, University of California, Davis
Laurie Brown	Middle School Health Education Teacher Los Angeles Unified School District
Sally Champlin, M.P.H., C.H.E.S.	Health Science Undergraduate Advisor/Lecturer, California State University (CSU) Long Beach
Kim Clark, Dr.P.H., M.P.H., C.H.E.S.	Associate Professor, Department of Health Science, CSU San Bernardino
Sheri Coburn, Ed.D., M.S.N., R.N.	Comprehensive Health Programs Director San Joaquin County Office of Education
Cornelia Finkbeiner, M.S., R.N.	District Nurse Menlo Park City Elementary School District
Laura Griffith, M.Ed., M.P.H.	Middle School Health/Science Teacher Los Angeles Unified School District
Sloan Holmes, M.Ed.	Health Education Teacher Kern Union High School District
Tad Kitada, M.S.W.	Director of Prevention Services Placer County Office of Education
Ric Loya, M.S.	High School Health Educator/Teacher Advisor Los Angeles Unified School District

Sarah Miller, M.Ed.	High School Physical Education/Health Teacher Hayward Unified School District
Kristine Pasquini	High School Health/Science Teacher Clovis Unified School District
Miguel Perez, Ph.D., M.S., C.H.E.S.	Associate Professor, Department of Health Science, CSU Fresno
Ann Rector, M.Ed., C.H.E.S.	Health Educator Long Beach Unified School District
Christopher Saldivar	Middle School Health Education Teacher Belmont-Redwood Shores Elementary School District
Carol Shaw	Health Education Curriculum Specialist Sweetwater Union High School District
Robin Sinks, R.N., M.Ed., C.H.E.S.	Health Curriculum Leader Long Beach Unified School District

ITEM #30

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	
Mathematics and Reading Professional Development Program (Senate Bill 472): Approve Proposed Emergency Regulations and Commence the Rulemaking Process.	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

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

- Approve and adopt the emergency regulations to implement the reauthorization of the Mathematics and Reading Professional Development (MRPD) Program;
- Approve the Finding of Emergency;
- Approve the Notice of Proposed Emergency Action;
- Direct staff to take action as deemed necessary and appropriate on the proposed emergency regulations;
- Approve the commencement of the regulatory process for the proposed permanent regulations and direct staff to commence the rulemaking process;
- Approve the Initial Statement of Reasons and the Notice of Proposed Rulemaking for permanent regulations; and
- Direct staff to conduct a public hearing on the proposed permanent regulations and take action as deemed necessary and appropriate.

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SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE adopted Title 5 Regulations for the MRPD Program during its March 2002 meeting. No additional amendments have been made since that time.

SUMMARY OF KEY ISSUES

On September 28, 2006, Senate Bill (SB) 472 (Alquist) was signed into law and reauthorized the MRPD Program formerly known as Assembly Bill (AB) 466 ~~(Strom-Martin)~~. The MRPD Program is the central source for public school teacher professional development training in California. AB 466 became inoperative on July 1, 2006, and is to be repealed on January 1, 2007. Among other things, SB 472 requires the SBE to establish guidelines and criteria for the approval of training providers. Emergency Regulations are necessary to ensure that properly adopted guidelines and criteria are in effect when

~~effect when~~ SB 472 takes effect in January 2007, enabling the MRPD Program to operate without interruption. Existing regulations related to the MRPD Program are based on inoperative law, which need to be modified to reflect the requirements in newly enacted SB 472. Emergency Regulations are also necessary to clarify and include the SBE ~~-~~approved (November 2006) *Guidelines and Criteria for Training Curriculum* (*Guidelines and Criteria*). Emergency Regulations are also necessary to clarify some of the bill's language. The CDE is proposing modifications to the current regulations that would make the following changes:

- Delete sections that restated rather than clarified law.
- Renumber sections to follow the sequence included in the bill.
- Update language regarding funding not expended on the initial program training.
- Clarify funding limitations related to prioritization of reimbursement funding.
- Update language related to local educational agencies (LEAs) assurances of compliance.
- Clarify language related to the requirement that LEAs retain and provide information for reports to the Legislature.
- Update language related to *Instructional Materials Otherwise Authorized by the California State Board of Education*.
- Add language related to the training curriculum which conforms to the SBE approved *Guidelines and Criteria*.
- Add language related to curriculum review.
- Add language related to training providers of the program which conforms to the SBE approved *Guidelines and Criteria*.

Regulations related to the new English Learner Professional Development are not included, as the required advisory committee has yet to convene to make recommendations to the State Superintendent of Public Instruction regarding the program.

Approval of Commencement of Rulemaking Process for Permanent Regulations

Due to short timelines, the CDE also requests that the SBE approve commencement of the rulemaking process simultaneously with the emergency regulations. The rulemaking process for permanent regulations includes approving the Notice of Proposed Rulemaking, the Initial Statement of Reasons, and the proposed permanent regulations. Once approved, the documents will be filed with the Office of Administrative Law to begin the regulatory process for the permanent regulations.

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FISCAL ANALYSIS (AS APPROPRIATE)

To the extent a business chooses to participate in the MRPD Program, the proposed regulations may create additional cost~~.~~ (~~See~~ see Attachments 2 and 5~~.~~).

ATTACHMENTS

Attachment 1: Finding of Emergency; Mathematics and Reading Professional Development Program (2 Pages)

Attachment 2: Notice of Proposed Emergency Action (1 Page)

Attachment 3: Title 5. EDUCATION, Division 1. California Department of Education, Chapter 11. Special Programs, Subchapter 21. Mathematics and Reading Professional Development Program (11 pages)

Attachment ~~3~~4: Initial Statement of Reasons (3 Pages)

Attachment ~~4~~5: Notice of Proposed Rulemaking, Amendment to Title 5, California Code of Regulations Regarding the Mathematics and Reading Professional Development Program (4 Pages)

Attachment ~~5~~6: Senate Bill 472 (14 Pages)

Attachment 7: Economic and Fiscal Impact Statement (4 Pages). (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.)

FINDING OF EMERGENCY
Mathematics and Reading Professional Development Program

The State Board of Education (SBE) finds that an emergency exists and~~, as required by California Education Code section 99236,~~ that the eEmergency rRegulations adopted are necessary to avoid serious harm to the~~for the immediate preservation of the~~ public peace, health~~, and~~ safety, or general welfare.

~~SPECIFIC FACTS SHOWING THE NEED FOR IMMEDIATE ACTION~~
SPECIFIC FACTS DEMONSTRATING THE EXISTENCE OF AN EMERGENCY AND THE NEED FOR IMMEDIATE ACTION

Assembly Bill (AB) 466 (Strom-Martin) established the Mathematics and Reading Professional Development (MRPD) Program. The MRPD Program is the central source for public school teacher professional development training in California. Historically, 20,000 teachers on average are trained each year through the MRPD Program. The legislation established by AB 466 became inoperative on July 1, 2006, and is to be repealed on January 1, 2007. On September 28, 2006, Senate Bill (SB) 472 (Alquist) was signed into law. While modifying many provisions of the MRPD Program, SB 472 keeps the Program fundamentally intact.

Among other things, SB 472 requires the SBE to establish guidelines and criteria for the approval of training providers. Emergency rRegulations are necessary to ensure that properly adopted guidelines and criteria are in effect when SB 472 takes effect in January 2007. The application of existing regulations is uncertain given their statutory underpinning is currently inoperative. Furthermore, existing regulations need to be modified to reflect the many changes made in the new legislation.

Significantly, funding for the MRPD Program is to be provided by the State Superintendent of Public Instruction (SSPI) to local education agencies (LEAs) in accordance with specified statutes and regulations adopted by the State Board of Education. Without the adoption of the SBE Emergency Regulations that address funding, the SSPI may lack the legal authority and guidance necessary to reimburse local education agencies, and Program training may be delayed as the SSPI and LEAs ponder whether reimbursement is permissible without the adoption of SBE regulations.

In short, eEmergency rRegulations are needed for the immediate preservation of the general welfare to ensure the continuing operation of the MRPD Program as SB 472 becomes operative. Without the eEmergency rRegulations, teachers may not receive professional development training and students may not receive the benefits intended by SB 472.

AUTHORITY AND REFERENCE

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Authority: Section 99236, Education Code.

Reference: Sections 99231, 99233, 99234, 99237, 99237.5, and 99240, Education Code.

INFORMATIVE DIGEST

Addition of Regulations Related to Training Curriculum, Review of Curriculum, and Training Providers: Currently, the Title 5 regulations for the MRPD Program provide guidance to LEAs related to assurances of compliance, teacher eligibility, funding allocation, instructional materials, definition of instructional materials otherwise authorized by the SBE, instructional aides and paraprofessionals, participation requirements, and eligibility of local educational agencies. Regulations do not currently exist related to the program's training curriculum, standards for curriculum review, and standards for training providers. The proposed Emergency Regulations will correct this and provide for a consistent standard related to the professional development provided by SBE approved training providers as set forth under SB 472 and the SBE-approved (November, 2006) *Guidelines and Criteria for Training Curriculum.*

New SB 472 Training Requirements: Under AB 466, training curriculum for the MRPD Program included the academic content standards, the state-adopted curriculum frameworks, and the use of instructional materials that will be used by pupils and are aligned to the academic content standards. SB 472 now requires that instructional strategies designed to help all pupils gain mastery of the California academic content standards with special emphasis on English language learners and pupils with exceptional needs be included in training curriculum submitted by current and new training providers of the program. The proposed Emergency Regulations ensure that new training curriculum emphasizes the inclusion of the new requirement as implementation begins January 2007.

Findings From State Audit: In addition, the proposed regulations address concerns raised by the Bureau of State Audits' (BSA) draft audit report 2006-133.

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

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

MANDATE ON LOCAL AGENCIES OR SCHOOL DISTRICT

The SBE has determined that the proposed Emergency Regulations do not impose a mandate on local agencies or school districts because the MRPD Program is voluntary.

COST ESTIMATE

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To the extent a business chooses to participate in the Mathematics and Reading Professional Development Program, the proposed regulations may create additional cost.

STATE OF CALIFORNIA ARNOLD SCHWARZENEGGER, *Governor*
CALIFORNIA STATE BOARD OF EDUCATION
1430 N Street, Room 5111
Sacramento, CA 95814

November 15, 2006

NOTICE OF PROPOSED EMERGENCY ACTION
Nonpublic Schools

Pursuant to the requirements of Government Code section 11346.4(a)(1), the State Board of Education (SBE) is providing notice of proposed emergency action with regards to the above-entitled emergency regulation.

If you have any comments regarding the proposed emergency regulation, the SBE will accept written comments between **January 12, 2007 and January 18, 2007**, inclusive. All written comments must be submitted to the Regulations Coordinator via facsimile at 916- 319-0155; email at **regcomments@cde.ca.gov** or mailed and received at the following address by close of business at **5:00 p.m. on January 18, 2007**, and addressed to:

Debra Strain, Regulations Coordinator
LEGAL DIVISION
California Department of Education
1430 N Street, Suite 5319
Sacramento, CA 95814

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 11. Special Programs

Subchapter 21. Mathematics and Reading Professional Development Program

Renumber 11981 to 11980

§~~11981~~11980. Teacher Eligibility.

In addition to those teachers identified in Education Code ~~S~~section 99233, teachers who are employed in a public school, who hold a multiple-subject credential, and whose primary assignment is to teach in a classroom that is not self-contained~~, and who are employed in a public school, will~~ shall be eligible to receive instruction in:

(a) mathematics if their primary teaching assignment is mathematics, ~~and/or~~ science, or both; ~~and may receive instruction in reading/language arts if their primary teaching assignment is reading/language arts or social science~~

(b) reading if their primary teaching assignment is reading/language arts, social science, or both.

NOTE: Authority cited: Section 99236, Education Code. Reference: Section 99233, Education Code.

Renumber 11982 to 11981

§~~11982~~11981. Funding Allocation.

(a) Funds issued to Local Educational Agencies (LEAs) for the Mathematics and Reading Professional Development Program shall be used for expenses related to program training pursuant to Education Code section 99234. If LEAs have any remaining program funds after paying for program training, then those funds shall be spent for additional program training or for professional development related to mathematics or reading/language arts.

~~Funding appropriated but not expended by the end of the fiscal year may be redirected to local educational agencies that have trained more eligible teachers than the percentage funded pursuant to Education Code Section 99234(a).~~

(b) At the end of each fiscal year, the California Department of Education (CDE) shall accrue any remaining balance in the appropriations for this program until funding reverts for a fiscal year. Accrued funding shall be used first to pay reimbursement claims for program training completed during either of the previous two fiscal years.

(c) The first priority for current year funding is those claims that did not receive funding in either of the previous two fiscal years due to insufficient availability of funds. This priority shall include claims for teachers that are in excess of the percentage of eligible teachers calculated in accordance with provisions of an item of appropriation in the annual Budget Act for the specific fiscal year.

(d) Reimbursement for program training is limited to those teachers who provide direct instruction to pupils on either a part-time or full-time basis.

(e) Of the $1,000 per qualified training stipend that a LEA may pay a teacher, no more than $500 may be paid upon completion of the 40 hours of initial training, and no more than $500 may be paid upon completion of the 80 hours of follow-up professional development.

NOTE: Authority cited: Section 99236, Education Code. Reference: Sections 99233, 99234, and 99237, Education Code.

Renumber 11985 to 11981.5

§11985~~11981.5~~. ~~Participation Requirement~~ Funding Limitations.

~~(a) The Superintendent of Public Instruction shall award funding to local educational agencies for each participant that fully meets the hour requirements of the Mathematics and Reading Professional Development Program (Article 3, Chapter 5, of Part 65 of the Education Code [Sections 99234(h) and 99237(b)] and Subchapter 21, Chapter 11, Division 1 of Title 5, California Code of Regulations [Section 11980(c)]).~~

(a)~~(b) Beginning in the 2004-05 fiscal year, such f~~Funding from the Mathematics and Reading Professional Development Program shall be limited to one 120-hour sequence of professional development divided into 40 hours of initial training and 80 hours of follow-up professional development per subject area for each teacher eligible to receive instruction as set forth in Education Code ~~S~~section 99233 ~~Title 5,~~ and California Code of

Regulations, title 5, ~~S~~section ~~11981~~ 11980.

(b)~~(c) Beginning in the 2004-05 fiscal year, such professional development~~ Program funding shall be limited to one training per subject area for each paraprofessional and instructional aide eligible to receive instruction as set forth in Education Code ~~S~~section 99233.

(c)~~(d)~~ Notwithstanding subdivision (a)~~(b)~~, ~~if funding is available at the end of a fiscal year,~~ the State Superintendent of Public Instruction shall also award funding pursuant to Education Code section 99234 for additional professional development training to eligible teachers if any of the following conditions applies:

(1) The ~~local educational agency~~ LEA has ~~changed its~~ adopted a new instructional materials program and approved training is available for the new program~~.~~:

(2) The teacher's assignment has changed~~.~~; or

(3) The teacher's course assignment has changed to an area in which the teacher has not previously received the applicable training.

~~(e) If no funding is available at the end of a fiscal year, the Superintendent of Public Instruction shall not award funding for additional professional development training pursuant to subdivision (d).~~

NOTE: Authority cited: Section 99236, Education Code. Reference: Sections 99233, 99234~~(h)~~, and 99237~~(b)~~, Education Code.

Renumber 11980 to 11982

§~~11980~~11982. Local Education Agencies' Assurances of Compliance.

In addition to the assurances specified in Education Code section 99237(a), an ~~local educational agencies~~ LEA applying for ~~program~~ funding from the Mathematics and Reading Professional Development Program shall provide assurances to the California State Board of Education (SBE) that:

~~(a) the professional development was delivered by a provider or providers approved by the State Board of Education or provided by a California Professional Development Institute that incorporates professional development on instructional materials newly adopted by the State Board of Education and complies with the provisions of Education~~

~~Code section 99237(a)(2), (b) and (f);~~

~~(b) the local educational agency has or will have by the commencement of training, instructional materials for each student that are aligned to state academic content standards in reading/language arts and mathematics in those grades and subject areas for which the local educational agency intends to receive payment for training teachers, and the local educational agency shall retain and make available for inspection for a minimum of five years documentation of when the local educational agency adopted these materials and for what grade levels;~~

~~(c) the local educational agency will provide a minimum of 20 hours of intensive professional development and a minimum of 20 hours of follow-up professional development to instructional aides and paraprofessionals.~~

(a) it has read and is familiar with the regulations governing the program, which include California Code of Regulations, title 5, sections 11980 through 11986;

(b)~~(d) the local educational agency~~ it will retain and provide all information, including preprogram and postprogram pupil achievement data, required for the interim and final reports to the Legislature ~~regarding the program pursuant to~~ as required by Education Code section~~s~~ 99237.5 and 99240; and

(c)~~(e) the local educational agency~~ it will retain all records related to the professional development provided to participants in the ~~Mathematics and Reading Professional Development P~~program for no less than five years, and that these records will ~~shall~~ include, but not be limited to:

(1) the number of hours of training attended;

(2) attendance records;

(3) subject ~~the~~ content;

(4) the dates of each training session ~~professional development~~ taken by teachers, instructional aides, and paraprofessionals; and

(5) the name/s of the providers.~~;~~

~~(f) The local education agency shall retain professional development attendance records for teachers, instructional aides, and paraprofessionals for funding and audit purposes; the local education agency shall obtain participant attendance signature~~

~~verification no less than three times during each full day of training and no less than two times during each partial day of training; and these records shall be available for inspection.~~

NOTE: Authority cited: Section 99236, Education Code. Reference: Sections ~~60605,~~ 99233, 99234, 99237, 99237.5, and 99240, Education Code.

Renumber 11986 to 11982.5

§~~11986~~11982.5. ~~Eligible~~ Local Educational Agencies as a Consortium.

For purposes of the Mathematics and Reading Professional Development Program, a county office of education may coordinate a consortium of school districts that functions as a single ~~local educational agency~~ LEA.

NOTE: Authority cited: Section 99236, Education Code. Reference: Sections ~~44579.5,~~ 99231 and 99237~~(e)~~, Education Code.

§11983. Instructional Materials.

(a) Instructional materials used by l~~ocal educational agencies~~ LEAs for courses usually taught in grades kindergarten through 8, including algebra, must be adopted by the ~~State Board of Education~~ SBE unless otherwise authorized by the ~~State Board of Education~~ SBE. Non-adopted instructional materials are occasionally authorized for purchase and use by districts pursuant to the general waiver authority under Education Code sections 33050-33053 or the petition process under the authority of Education Code section 60200(g). Instructional materials used by ~~local educational agencies~~ LEAs for courses usually taught in grades 9 through 12, including algebra II and geometry, must be adopted by the governing board of the LEA ~~local educational agency~~.

(b) ~~Local educational agencies~~ LEAs participating in the Mathematics and Reading Professional Development Program must provide each pupil with instructional materials that are aligned to the state content standards in mathematics by February 2002, if not piloting, or February 2003, if piloting these materials. ~~Local educational agencies~~ LEAs participating in the ~~Mathematics and Reading Professional Development P~~program must provide each pupil with instructional materials that are aligned to the state content standards in reading/language arts by February 2003, if not piloting, or February 2004, if

piloting these materials in accordance with Education Code section 99237(a)(3)(A) and (B).

NOTE: Authority cited: Section 99236, Education Code. Reference: Section 99237~~(a)(3)(A) and (B)~~, Education Code.

§11983.5. Definition of ~~"~~Instructional Materials~~...~~Otherwise Authorized by the California State Board of Education.~~"~~

(a) As used in Education Code section 99231(c), ~~"~~instructional materials ~~...~~ "otherwise authorized" by the ~~State Board of Education~~ SBE ~~"~~ include~~, and are limited to,~~ basic instructional materials as defined in Education Code section 60010(a) that have been determined to be in alignment with applicable content standards through a petition approved by the SBE after May 1, 2000, pursuant to Education Code section 60200(g).~~:~~

~~(1) A waiver granted by the State Board of Education after October 1, 2000, pursuant to Education Code sections 33050 and 33051, of provisions of the Schiff-Bustamante Standards-Based Instructional Materials Programs Act (Education Code sections 60450 et. seq.), or;~~

~~(2) A petition approved by the State Board of Education after May 1, 2000, pursuant to Education Code section 60200(g).~~

(b) In addition, if the instructional materials program used by the l~~ocal educational agency~~ ~~(~~LEA~~)~~ is a basic reading/language arts program (RLA), the instructional materials shall be deemed to be "otherwise authorized" provided the LEA certifies to the ~~California Department of Education~~ CDE ~~on California Department of Education form AB 466 -- Application for Funding, Fiscal Years 2001-02 and 2002-03 (6/2002) or California Department of Education form AB 466 -- Application For Reimbursement Past Training, Fiscal Years 1999-2000, 2000-2001 and 2001-2002 (5/2002),which are incorporated by reference~~, prior to receiving the funding, all of the following:

(1) The instructional materials were purchased by the district prior to the 2002 Reading/Language Arts/English Language Development Adoption (RLA/ELD);

(2) The LEA has in place specially designed instructional materials (component) to

address the needs of English language learners (ELL) that is comparable to the instructional materials (component) approved and contained in the RLA/ELD programs adopted in January 2002 as approved by the Chair of the Curriculum Development and Supplemental Materials Commission or his or her designee;

(3) The LEA's specially designed component to address the needs of ~~English learners~~ ELL has been approved by the ~~State Department of Education~~ CDE for legal and social compliance pursuant to Education Code sections 60040-60048 and the ~~State Board of Education's~~ SBE's "Standards for Evaluating Instructional Materials for Social Content" (2000 Edition) which is incorporated by reference;~~,~~ and~~;~~

(4) The publishers have met all the requirements of Education Code section 60061, as applicable.

NOTE: Authority cited: Section~~s 33031 and~~ 99236, Education Code. Reference: Section 99231~~(c) and 99236~~, Education Code.

§11984. ~~Instructional Aides and Paraprofessionals~~Training Curriculum.

~~In determining the maximum funding for training instructional aides and paraprofessionals, the Superintendent of Public Instruction shall use 2000 CBEDS data in 2001-02, and may use subsequent years CBEDS data in future years. In the event that the number of instructional aides and paraprofessionals as determined by CBEDS exceeds the maximum number to be served as defined in Education Code Section 99235(a), the Superintendent of Public Instruction shall determine a percentage pro rata reduction and apply it to each district's number of instructional aides and paraprofessionals.~~

Training curriculum for the Mathematics and Reading Professional Development Program shall be based on the criteria contained in Education Code section 99237, subdivisions (a) and (b), and the requirements of this section. Each training provider shall submit its curriculum for approval by the SBE and include in its curriculum the following:

(a) Instructional strategies designed to help all pupils gain mastery of the California academic content standards, with special emphasis on ELL and pupils with exceptional

needs;

(b) A thorough review of the curriculum framework and academic content standards related to teaching mathematics or reading/language arts;

(c) Scientifically-based research findings related to the instructional practices for mathematics or reading/language arts;

(d) Readings and discussions of other pertinent materials which address the value of the diagnostic nature of standardized tests, the Standardized Testing and Reporting (STAR) system, and the California High School Exit Exam; and

(e) A thorough review of the adopted standards-based instructional materials program, which emphasizes the following:

(1) The material that is taught during the first six to eight weeks of instruction; and

(2) Instructional strategies that use the universal access and English language development (ELD) components of the program so that teachers will know and understand when and how to use them according to the instructional needs of all students.

Note: Authority cited: Section 99236, Education Code. Reference: Section 99237~~99235(a)~~, Education Code.

New §11985

§11985. Curriculum Review.

(a) Each training provider's curriculum shall undergo a formal review process to determine if it meets the conditions pursuant to section 11984 for the Mathematics and Reading Professional Development program.

(b) The formal review process shall include a review panel consisting of at least two qualified reviewers. To be a qualified reviewer, a reviewer shall have knowledge of information related to mathematics or reading, as applicable, including academic content standards, curriculum frameworks, instructional and teaching strategies included in the instructional materials, current scientific research, assessment linkage to curriculum, and instructional core and ancillary materials that are approved by the SBE and standards-aligned.

(c) The review shall be based on Education Code section 99237, subdivisions (a)(4) and (b), California Code of Regulations, title 5, section 11984, and subdivision (d) of this section.

(d) The review panel shall review each training provider's curriculum submission for its ability to produce the following learning outcomes for participants:

(1) knowledge of grade level mathematics standards or reading/language arts standards, including the ability to effectively teach such standards;

(2) knowledge and understanding of how standards are supported through the curricular framework in regard to differentiating instruction through universal access and teaching various instructional strategies related to mathematics or reading/language arts;

(3) knowledge and understanding of current research and various technology resources with regard to teaching mathematics or reading/language arts;

(4) knowledge and understanding of the components of the STAR program and how student results impact and inform instruction;

(5) familiarity with key reference materials included in the instructional materials;

(6) knowledge and understanding of the use of daily lesson guides;

(7) knowledge and understanding of how to teach all key instructional components;

(8) familiarity with effective use of additional program support materials for all pupils, including but not limited to accelerated and advanced learners, ELL and pupils with exceptional needs; and

(9) knowledge and understanding of how to analyze assessments included in the instructional materials for more effective instruction.

NOTE: Authority cited: Section 99236, Education Code. Reference: Section 99237, Education Code.

New §11986

§11986. Training Providers.

In addition to submitting curriculum pursuant to section 11984, each training provider of the Mathematics and Reading Professional Development Program shall also submit a

written proposal to the CDE that includes the following:

(a) A complete, annotated, and scripted instructor's training curriculum notebook or manual which includes a timed agenda, all of the overheads or Power Point presentations used by the provider and instructor, and citations for all materials to be included for each grade level or program/course level;

(b) A provision that each attendee will be provided with a participant notebook or manual with required readings;

(c) A provision that a complete set of adopted grade level or program or course level materials, including both teacher and student as well as electronic components, will be available at each training session;

(d) A provision that participants will have an opportunity to make up the minimum time requirements of the training by providing the LEA with the provider's web page and/or training calendar, when available;

(e) A description of the training delivery methods, table and room set-up, and classroom structures that support adult learning theory and optimal learning;

(f) A descriptive breakdown of instructional time as follows:

(1) Thirty percent for presentation and direct instruction of academic content standards, curriculum framework, and instructional material's core and ancillary components;

(2) Forty percent for demonstrations and modeling of key routines to illustrate instructional strategies that ensure all pupils master the academic content standards, with emphasis on ELL and pupils with exceptional needs; and

(3) Thirty percent for practice, small and large group discussion, and other participant activities to reinforce learning.

(g) A provision that a second instructor will be available when class size exceeds 35;

(h) An estimate of the number of authorized instructors to deliver training over the next five years;

(j) A description of how it will collaborate with the LEA in planning and delivering the training which also ensures that the superintendent or his/her designee will be present during the training;

(j) A description of whether it plans to offer alternative training formats or delivery models to small, remote, or rural LEAs, including the option of webcast training;

(k) Evidence of the provider's experience and qualifications to deliver its training curriculum, which may include evaluation data from past trainings and information demonstrating knowledge of Reading First, Special Education, ELL, and assessment literacy;

(l) Documentation of each lead instructor's experience and qualifications to deliver training;

(m) A description of its instructor selection and training process, including but not limited to how instructors are selected and trained to deliver its curriculum;

(n) A provision that attendance data will be collected and provided to the LEA, including the number of teachers, by credential type, who have received training on its curriculum;

(o) A provision that when major updates or revisions occur with curriculum, the most current copy will be submitted to the CDE for review for program assurances pursuant to sections 11984 and 11985; and

(p) A provision that it has read and will comply with the Mathematics and Reading Professional Development Program regulations found in California Code of Regulations, title 5, sections 11980 through 11986, as applicable.

NOTE: Authority cited: Section 99236, Education Code. Reference: Sections 99237 and 99240, Education Code.

11-13-06 [California Department of Education]

Initial Statement of Reasons

SPECIFIC PURPOSE OF THE REGULATION

The proposed Regulations will specify the addition of new training requirements included in Senate Bill (SB) 472 and the State Board of Education (SBE) approved (November, 2006) *Guidelines and Criteria for Training Curriculum*.

NECESSITY/RATIONALE

Currently, the Title 5 regulations for the Mathematics and Reading Professional Development (MRPD) Program provide guidance to local educational agencies (LEAs) related to assurances of compliance, teacher eligibility, funding allocation, instructional materials, definition of instructional materials otherwise authorized by the SBE, instructional aides and paraprofessionals, participation requirements, and eligibility of LEAs. Regulations do not currently exist related to the program's training curriculum, standards for curriculum review, and standards for training providers. The proposed Regulations will correct this and provide for a consistent standard related to the professional development provided by SBE-approved training providers as set forth under SB 472 and the SBE-approved (November, 2006) SB 472 *Guidelines and Criteria for Training Curriculum*.

Under Assembly Bill (AB) 466, training curriculum for the MRPD Program included the academic content standards, the state-adopted Curriculum Frameworks, and the use of instructional materials that will be used by pupils and are aligned to the academic content standards. SB 472 now requires that instructional strategies designed to help all pupils gain mastery of the California academic content standards with special emphasis on English language learners and pupils with exceptional needs be included in training curriculum submitted by current and new training providers of the program. The proposed Regulations ensure that new training curriculum emphasizes the inclusion of the new requirement as implementation begins January 2007.

In addition, the proposed Regulations address concerns raised by the Bureau of State Audits' (BSA) draft audit report 2006-133.

Section 11980.[1] **Teacher Eligibility.**

This regulation is renumbered from 11981 to 11980 and amended to clarify teacher eligibility in accordance with the requirements of SB 472.

Section 11981. Funding Allocation.

[1] All section references are to the California Code of Regulations, title 5, unless otherwise stated.

This regulation is renumbered from 11982 to 11981 and amended to provide clarity on how funds related to the program may be expended in accordance with the requirements of SB 472.

Section 11981.5. Funding Limitations.

This regulation is renumbered from 11985 to 11981.5 and amended to define funding limitations as it relates to additional professional development training in accordance with the requirements of SB 472. In the reference note, the subsection references have been stricken as unnecessary.

Section 11982. Local Education Agencies' Assurances of Compliance.

This regulation is renumbered from 11980 to 11982 and amended to specify the type of assurances required of the LEA to specify the LEAs roles and responsibilities of the program in accordance with the requirements of SB 472. In the reference note, Education Code section 60605 has been stricken as unnecessary. In addition, Education Code section 99237.5 has been added because it further specifies the LEAs responsibilities.

Section 11982.5. Local Educational Agencies' as a Consortium.

This regulation is renumbered from 11986 to 11982.5 and is not substantively amended. In the reference note, Education Code section 44579.5 has been stricken because it has been repealed. In addition, the subsection reference to Education Code section 99237 has been stricken as unnecessary.

Section 11983. Instructional Materials.

The body of the regulation has not been substantively amended. In the reference note, the subsection references have been stricken as unnecessary.

Section 11983.5. Definition of Instructional Materials Otherwise Authorized by the California State Board of Education.

This regulation is amended to delete a provision related to Schiff-Bustamante Standards Based Instructional Materials Program Act (Education Code sections 60450 et. seq.) which has been repealed. In the authority note, the mention of Education Code section 33031 has likewise been stricken. In the reference note, the subsection reference and the reference to Education Code section 99236 have been stricken as unnecessary.

Section 11984. Training Curriculum.

This regulation has been retitled and amended to include the SBE-approved *Guidelines and Criteria for Training Curriculum* in accordance with the requirements of SB 472. In

the reference note, Education Code section 99235(a) has been stricken as unnecessary.

Section 11985. Curriculum Review.

This regulation is added to establish the qualifications of reviewers of training curriculum as it is submitted to the SBE for approval in accordance with the requirements of SB 472.

Section 11986. Training Providers.

This regulation is added to clarify the roles and responsibilities of training providers, and to ensure that the training they provide will be in accordance with the requirements of SB 472.

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

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

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

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

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

The SBE has not identified any alternatives that would lessen any adverse impact on small business.

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

To the extent a business chooses to participate in the Mathematics and Reading Professional Development Program, the proposed regulations may have an adverse economic impact.

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

ARNOLD SCHWARZENEGGER, *Governor*

NOTICE OF PROPOSED RULEMAKING AMENDMENT TO TITLE 5, CALIFORNIA CODE OF REGULATIONS REGARDING THE MATHEMATICS AND READING PROFESSIONAL DEVELOPMENT PROGRAM

NOTICE IS HEREBY GIVEN that the State Board of Education (SBE) proposes to adopt the regulations described below after considering all comments, objections, or recommendations regarding the proposed action.

PUBLIC HEARING

California Department of Education (CDE) staff, on behalf of the SBE, will hold a public hearing beginning at **10:00 a.m. on March 16, 2007**, at 1430 N Street, Room 1101, Sacramento. The room is wheelchair accessible. At the hearing, any person may present statements or arguments, orally or in writing, relevant to the proposed action described in the Informative Digest. The SBE requests that any person desiring to present statements or arguments orally notify the Regulations Coordinator of such intent. The SBE requests, but does not require, that persons who make oral comments at the hearing also submit a written summary of their statements. No oral statements will be accepted subsequent to this public hearing.

WRITTEN COMMENT PERIOD

Any interested person, or his or her authorized representative, may submit written comments relevant to the proposed regulatory action to:

Debra Strain, Regulations Coordinator
LEGAL DIVISION
California Department of Education
1430 N Street, Room 5319
Sacramento, California 95814

Comments may also be submitted by facsimile (FAX) at ~~(~~916~~-)~~ 319-0155 or by e-mail to ~~regulations@cde.ca.gov~~regcommentsulations@cde.ca.gov. Comments must be received by the Regulations Coordinator prior to **5:00 p.m. on March 16, 2007**.

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AVAILABILITY OF CHANGED OR MODIFIED TEXT

Following the public hearing and considering all timely and relevant comments received, the SBE may adopt the proposed regulations substantially as described in this Notice or may modify the proposed regulations if the modifications are sufficiently related to the original text. With the exception of technical or grammatical changes, the full text of any modified regulation will be available for 15 days prior to its adoption from the Regulations Coordinator and will be mailed to those persons who submit written comments related to this regulation, or who provide oral testimony if a public hearing is held, or who have requested notification of any changes to the proposal.

AUTHORITY AND REFERENCE

Authority: Section 99236, Education Code.

Reference: Sections 99231, 99233, 99234, 99237, 99237.5, and 99240, Education Code.

INFORMATIVE DIGEST/POLICY STATEMENT OVERVIEW

Currently, the Title 5 Regulations for the Mathematics and Reading Professional Development (MRPD) Program provide guidance to local educational agencies (LEAs) related to assurances of compliance, teacher eligibility, funding allocation, instructional materials, definition of instructional materials otherwise authorized by the SBE, instructional aides and paraprofessionals, participation requirements, and eligibility of LEAs. Regulations do not currently exist related to the program's training curriculum, standards for curriculum review, and standards for training providers. The proposed Regulations will correct this and provide for a consistent standard related to the professional development provided by SBE-approved training providers as set forth under Senate Bill (SB) 472 and the SBE approved (November, 2006) SB 472 *Guidelines and Criteria for Training Curriculum*.

Under AB 466, training curriculum for the MRPD Program included the academic content standards, the state-adopted curriculum frameworks, and the use of instructional materials that will be used by pupils and are aligned to the academic content standards. SB 472 now requires that instructional strategies designed to help all pupils gain mastery of the California academic content standards with special emphasis on English language learners and pupils with exceptional needs be included in training curriculum submitted by training providers. The new SB 472 training requirement related to all pupils gain mastery is a major emphasis included in the new SBE approved *Guidelines and Criteria for Training Curriculum*. The proposed Regulations will ensure that new SB 472 training requirements will be included in the training curriculum as SB 472 begins implementation in January 2007.

In addition, the proposed regulations address concerns raised by the Bureau of State Audits' (BSA) draft audit report 2006-133.

DISCLOSURES REGARDING THE PROPOSED REGULATION

The SBE has made the following initial determinations:

Mandate on local agencies or school districts: None.

Cost or savings to state agencies: None.

Costs to any local agencies of school districts for which reimbursement would be required pursuant to Part 7 (commencing with section 17500) of division 4 of the Government Code: None.

Other non-discretionary cost or savings imposed on local educational agencies: None.

Cost or savings in federal funding to the state: None.

Significant, statewide adverse economic impact directly affecting business including the ability of California businesses to compete with businesses in other states: None.

Cost impacts on a representative private person or businesses: The SBE is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Adoption of these regulations may: (1) create or eliminate jobs within California; (2) create new businesses within California; or (3) cause the expansion of businesses currently doing business within California.

Effect on housing costs: None.

Effect on small businesses: To the extent a business chooses to participate in the Mathematics and Reading Professional Development Program, the proposed regulations may have an adverse economic impact.

CONSIDERATION OF ALTERNATIVES

The SBE must determine that no reasonable alternative it considered or that has otherwise been identified and brought to the attention of the SBE, would be more effective in carrying out the purpose for which the action is proposed, or would be as effective and less burdensome to affected private persons than the proposed action.

The SBE invites interested persons to present statements or arguments with respect to alternatives to the proposed regulations at the scheduled hearing or during the written comment period.

CONTACT PERSONS

Inquiries concerning the content of this regulation may be directed to:

Ellen Jensen, Consultant
Professional Development and Curriculum Support Division
California Department of Education
1430 N Street, Suite 4309
Sacramento, CA 95814
Telephone: 916-323-4873

Inquiries concerning the regulations process may be directed to the Regulations Coordinator or Connie Diaz, Regulations Analyst, at 916-319-0860.

INITIAL STATEMENT OF REASONS AND INFORMATION

The SBE has prepared an initial statement of reasons for the proposed regulation and has available all the information upon which the regulation is based.

TEXT OF PROPOSED REGULATION AND CORRESPONDING DOCUMENTS

Copies of the exact language of the proposed regulation and of the initial statement of reasons, and all of the information upon which the proposal is based, may be obtained upon request from the Regulations Coordinator. These documents may also be viewed and downloaded from the CDE's Web site at http://www.cde.ca.gov/re/lr/rr.

AVAILABILITY AND LOCATION OF THE FINAL STATEMENT OF REASONS AND RULEMAKING FILE

All the information upon which the proposed regulations are based is contained in the rulemaking file which is available for public inspection by contacting the Regulations Coordinator.

You may obtain a copy of the final statement of reasons once it has been prepared, by making a written request to the Regulations Coordinator.

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the *Rehabilitation Act of 1973,* the *Americans with Disabilities Act of 1990,* and the *Unruh Civil Rights Act,* any individual with a disability who requires reasonable accommodation to attend or participate in a public hearing on proposed regulations, may request assistance by contacting Ellen Jensen, Professional Development and Curriculum Support Division, 1430 N Street, Sacramento, CA, 95814; telephone, (916) 323-4873; fax, (916) 323-2806. It is recommended that assistance be requested at least two weeks prior to the hearing.

BILL NUMBER: SB 472 CHAPTERED
BILL TEXT

CHAPTER 524
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AMENDED IN SENATE MAY 31, 2005

INTRODUCED BY Senator Alquist
(Principal coauthor: Assembly Member Chu)
(Coauthors: Senators Bowen, Kuehl, and Romero)
(Coauthors: Assembly Members Bermudez, Chavez, Jones, Lieu, and Pavley)

FEBRUARY 18, 2005

An act to amend Sections 99231, 99233, 99234, 99235, 99237, 99240, and 99242 of, to add Section 99237.5 to, and to repeal Sections 99234.5, 99238, and 99241 of, the Education Code, relating to instructional programs, and making an appropriation therefor.

LEGISLATIVE COUNSEL'S DIGEST

SB 472, Alquist Instructional programs: Mathematics and Reading Professional Development Program.

Existing law establishes the Mathematics and Reading Professional Development Program, which is administered by the Superintendent of Public Instruction with the approval of the State Board of Education. Under this program, a local education agency, as defined, receives incentive funding to provide training in mathematics and reading to teachers and to provide training to instructional aides and paraprofessionals, as defined, who directly assist with classroom instruction in mathematics and reading. Under existing law, the program becomes inoperative on July 1, 2006, and is repealed on January 1, 2007.

This bill would extend the operation of the program until July 1, 2012, when the program would become inoperative. The bill would provide for the repeal of these provisions on January 1, 2013.

This bill also would remove the authority of the Superintendent of Public Instruction to allocate funding for training at a California Professional Development Institute. The bill would repeal the provisions granting priority for participation in the program to

teachers who have not participated in professional development at a California Professional Development Institute, or have received this training but have not participated in supplemental training regarding the math and English language arts content standards and curriculum frameworks adopted by the State Board of Education.

This bill would add, to the subjects of provider-contracted professional development training and in-house professional development that a local education agency must certify that its proposal satisfies as a condition of receiving specified funding, training using instructional strategies to teach essential content to address the varied learning needs of pupils, with an emphasis on English language learners and pupils with exceptional needs. The bill would specify that the 40 hours of the professional development that a local education agency must certify has occurred has been based on the statewide academic content standards and related adopted or standards-aligned instructional materials.

This bill would remove the provisions allowing a school district, charter school, or county office of education to claim funding under a program that has been repealed. This bill would repeal the provisions requiring the State Board of Education to determine whether professional development programs not operated pursuant to the California Professional Development Institute meet minimum criteria. The bill would also repeal the provision authorizing the State Board of Education to contract for the review of certified assurances by local education agencies regarding training.

The bill would require the State Department of Education to provide funding to local education agencies, with the approval of the State Board of Education, to provide professional development in reading language arts and mathematics to teachers of English language learner pupils. The bill would require the training providers, as defined, to have knowledge of the English language arts content standards, the mathematics content standards, the English language development standards, second language acquisition skills, and a thorough knowledge of specified instructional materials.

The bill would require the Superintendent of Public Instruction to provide funding, from a specified item of the Budget Act of 2006, to provide eligible elementary and secondary teachers with 40 hours of instruction, followup instruction, and support in specified areas. The bill would authorize the provision of funding under this program to all local education agencies, and would establish priorities and eligibility standards for the provision of this funding.

The bill would require the Superintendent of Public Instruction to appoint an advisory committee, consisting of at least 8 members, in order to ensure the quality and effectiveness of specified training provided under the bill. The bill would specify the qualifications required of the members of the advisory committee, as well as the general subject matter of the recommendations to be received by that committee.

This bill would delete a provision requiring cooperation between the State Department of Education and the University of the California and the California Professional Development Institute regarding a report by the State Department of Education on the effectiveness of the program. The bill would add survey data regarding program effectiveness and preprogram and postprogram pupil achievement, as well as retention rates of teachers, instructors, and

paraprofessionals who participated in the program training, to the requirements for the report contents.

This bill would repeal the provisions authorizing professional development through this program to be provided through the California Professional Development Institute and related funding. The bill would also repeal a provision providing authority for this professional development to be provided at sites not located on a college or university campus.

This bill would express the intent of the Legislature to ensure that specified program training does not solely rely on state-adopted instructional materials to teach statewide academic content standards, and also express the intent of the Legislature to work with the State Board of Education and State Department of Education to achieve these goals.

The bill would also make various technical and conforming changes to the statutes governing the program.

The bill would appropriate $120,000, without regard to fiscal year, from the General Fund to the Superintendent of Public Instruction for the purposes of the administration, by the State Department of Education, of the program, and would authorize the establishment of a position in the department for these purposes.

Appropriation: yes.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 99231 of the Education Code is amended to read:

99231. For the purpose of this article, the following terms have the following meanings:

(a) "Instructional aide" means a person who is employed on either a full-time or a part-time basis for the purpose of directly assisting with classroom instruction in mathematics or reading in a California public school in which kindergarten or any of grades 1 to 12, inclusive, are taught and who does not possess a valid teaching credential, certificate, authorization, or permit issued by the Commission on Teacher Credentialing and does not include a paraprofessional, as defined in subdivision (b).

(b) "Paraprofessional" means a teacher aide, a teacher assistant, or a speech language pathology assistant who is employed on either a full-time or a part-time basis for the purpose of directly assisting with classroom instruction in mathematics or reading in a California public school in which kindergarten or any of grades 1 to 12, inclusive, are taught and who does not possess a valid teaching credential, certificate, authorization, or permit issued by the Commission on Teacher Credentialing.

(c) "Instructional materials that are aligned to state standards" means, for kindergarten and grades 1 to 8, inclusive, materials adopted by the state board after January 1, 2001, unless otherwise authorized by the state board. For grades 9 to 12, inclusive, "instructional materials that are aligned to state standards" means materials that the governing board of the local education agency has, after careful review, certified are aligned to the state mathematics or reading content standards and the curriculum frameworks for these

subjects.
(d) "Local education agency" means a school district, county office of education, state special school, or charter school.
(e) "Teacher" means a person who holds a valid teaching credential, certificate, authorization, or permit issued by the Commission on Teacher Credentialing and is employed on either a full-time or a part-time basis in a California public school in which kindergarten or any of grades 1 to 12, inclusive, are taught.
SEC. 2. Section 99233 of the Education Code is amended to read:
99233. (a) This program is intended to serve the following categories of staff:
(1) Teachers employed in a public school for the purpose of teaching in a self-contained classroom that serves pupils in kindergarten or any of grades 1 to 8, inclusive. Teachers described in this paragraph are eligible to receive instruction in both mathematics and reading.
(2) Teachers employed in a public school for the purpose of providing mathematics or reading instruction to pupils with exceptional needs. Teachers described in this paragraph are eligible to receive instruction in both mathematics and reading.
(3) Teachers who hold a single-subject teaching credential, certificate, or authorization issued by the Commission on Teacher Credentialing that authorizes them to teach English or social science in a classroom that is not self-contained and who are employed in a public school. Teachers described in this paragraph are eligible to receive instruction in reading.
(4) Holders of one-year emergency teaching permits and emergency career substitute teaching permits who are employed in a public school and assigned to teach English or social science courses in a classroom that is not self-contained. Teachers described in this paragraph are eligible to receive instruction in reading.
(5) Teachers who hold a single-subject teaching credential, certificate, or authorization issued by the Commission on Teacher Credentialing that authorizes them to teach mathematics or science in a classroom that is not self-contained and who are employed in a public school. Teachers described in this paragraph are eligible to receive instruction in mathematics.
(6) Holders of one-year emergency teaching permits and emergency career substitute teaching permits who are employed in a public school and assigned to teach mathematics or science courses in a classroom that is not self-contained. Teachers described in this paragraph are eligible to receive instruction in mathematics.
(7) Instructional aides and paraprofessionals who directly assist with classroom instruction in mathematics or reading who are employed in a public school for the purpose of assisting teachers in the instruction of pupils in kindergarten or any of grades 1 to 12, inclusive. Instructional aides and paraprofessionals who directly assist with classroom instruction in mathematics or reading, as described in this subdivision, are eligible to receive instruction in mathematics or reading.
(b) Holders of emergency 30-day substitute teaching permits issued by the Commission on Teacher Credentialing are not eligible to receive training offered pursuant to this article.
SEC. 3. Section 99234 of the Education Code is amended to read:
99234. (a) (1) The Superintendent shall notify local educational

agencies that they are eligible to receive an incentive award based on the percentage of eligible teachers calculated in accordance with provisions of an item of appropriation in the annual Budget Act. It is the intent of the Legislature that a local educational agency give highest priority to training teachers who are new to the teaching profession, who are assigned to high-priority schools, who are assigned to schools that are under state sanctions as specified under Section 52055.5 or 52055.650, or who have recently changed teaching assignments.

(2) It is also the intent of the Legislature that funding appropriated in one fiscal year that is not expended by a local educational agency be redirected to local educational agencies that have trained more eligible teachers than the percentage funded. If a redirection of funding occurs, funding in subsequent fiscal years for the local educational agencies involved shall be adjusted to reflect the redirection of funding.

(b) A school district that cannot make the certification required pursuant to paragraph (3) of subdivision (a) of Section 99237 for all the grade levels it maintains in mathematics or reading may apply for and receive incentive funding for the grade levels and subjects for which it can make the certification required pursuant to paragraph (3) of subdivision (a) of Section 99237, in which case the certified assurance submitted pursuant to Section 99237 applies only to the professional development provided to teachers, instructional aides, and paraprofessionals who directly assist with classroom instruction in mathematics or reading in the grade levels and subjects for which it can make the certification required pursuant to paragraph (3) of subdivision (a) of Section 99237.

(c) Of the incentive provided pursuant to subdivision (a), a local educational agency may use not more than one thousand dollars ($1,000) of the per teacher per subject amount to provide an individual teacher stipend.

(d) The Superintendent shall notify local educational agencies that the maximum funding for the purpose of this article for which they are eligible each year is equal to the percentage calculated in accordance with provisions of an item of appropriation in the annual Budget Act, multiplied by the sum of the following two factors multiplied by two thousand five hundred dollars ($2,500):

(1) Twice the number of multiple subjects teachers teaching in a self-contained classroom and special education teachers, as specified in paragraphs (1) and (2) of subdivision (a) of Section 99233, that provide direct instruction in mathematics or reading as reported in the most recent available CBEDS data, who have not received training pursuant to either this article or Article 2 (commencing with Section 99220).

(2) The number of mathematics, English, science, and social science teachers, as specified in paragraphs (3) to (6), inclusive, of subdivision (a) of Section 99233 that were reported in the most recent available CBEDS data, who have not received training pursuant to either this article or Article 2 (commencing with Section 99220).

(e) The Superintendent shall allocate funding appropriated for the purposes of this article in the following order of priority:

(1) Two thousand five hundred dollars ($2,500) for each qualifying teacher who was provided training pursuant to subdivision (a) in the

prior year for whom the local educational agency did not receive funding due to insufficient availability of funds in the prior fiscal year.

(2) Two thousand five hundred dollars ($2,500) for each qualifying teacher who was provided training pursuant to this article, subject to the limitations in subdivision (d).

(3) Two thousand five hundred dollars ($2,500) for each qualifying teacher who was provided training pursuant to this article in excess of limitations in subdivision (d).

(f) Funding may not be provided to a local educational agency until the state board approves the certified assurance of the agency submitted pursuant to subdivision (a) of Section 99237.

(g) Of the funding a local educational agency is eligible to receive pursuant to this section for each eligible teacher, 50 percent shall be awarded following the provision of 40 hours of professional development based on the statewide academic content standards adopted pursuant to Section 60605, the Mathematics and Reading/English Language Arts frameworks adopted by the State Board of Education, and instructional materials adopted by the state board or standards-aligned instructional materials, as specified in subdivision (b) of Section 99237, with the remaining funding to be awarded following certification of the provision of the 80 hours of followup instruction as specified in subdivision (b) of Section 99237. The 80 hours of training may be completed over a two-year period.

(h) A local educational agency may not receive funds pursuant to this article for teachers who receive training pursuant to Article 2 (commencing with Section 99220) using funding provided pursuant to that article.

SEC. 4. Section 99234.5 of the Education Code is repealed.

SEC. 5. Section 99235 of the Education Code is amended to read:

99235. (a) The Superintendent of Public Instruction shall notify local educational agencies that they are eligible to receive funding to provide instructional aides and paraprofessionals who directly assist with classroom instruction in mathematics or reading with professional development training in mathematics or reading, in an amount equal to one thousand dollars ($1,000) per qualifying instructional aide. Funding will be provided to local educational agencies on a first-come-first-served basis. A local educational agency that chooses to participate in the program is eligible to receive funding for no greater than the percentage calculated in accordance with provisions of an item of appropriation in the annual Budget Act for its instructional aides and paraprofessionals. However, the statewide total number of instructional aides and paraprofessionals who directly assist with classroom instruction in mathematics and reading served under this program may not exceed 9,600 over two consecutive fiscal years.

(b) Of the incentive provided pursuant to subdivision (a), a local educational agency may not use more than five hundred dollars ($500) of the amount per instructional aide or paraprofessional who directly assists with classroom instruction in mathematics or reading to provide an individual instructional aide stipend.

SEC. 6. Section 99237 of the Education Code is amended to read:

99237. (a) As a condition of receipt of funds for purposes of Section 99234 or 99235, a local education agency shall submit a

certified assurance signed by the appropriate agency official and approved in a public session by the governing body of the agency to the state board that contains its proposal to satisfy the following:

(1) It contracted with a provider whose training curriculum was based upon one of the training models outlined in guidelines and criteria for approval of training providers established by the State Board of Education, and was approved by the state board, or the local education agency's training curriculum was based upon one of the training models outlined in guidelines and criteria for approval of training providers established by the State Board of Education and approved by the state board. Approval by the state board of the training curriculum shall be based on the criteria contained in paragraph (4) and in subdivision (b).

(2) It or the provider with whom it contracted provided professional development training focused primarily on the following:

(A) The mathematics or English language arts content standards adopted by the state board pursuant to Section 60605.

(B) The curriculum frameworks adopted by the state board for mathematics and English language arts.

(C) The use of instructional materials that will be used by pupils and are aligned to the mathematics or English language arts content standards adopted by the state board pursuant to Section 60605.

(D) The training shall include instructional strategies designed to help all pupils gain mastery of the California academic content standards with special emphasis on English language learners and pupils with exceptional needs.

(3) (A) It provides each pupil with instructional materials that are aligned to the state content standards in mathematics and English language arts no later than the first day of the first school term that commences 12 months or less after those materials are adopted by the state board in the case of instructional materials for kindergarten and grades 1 to 8, inclusive, or by the governing board of the school district in the case of instructional materials for grades 9 to 12, inclusive.

(B) For local education agencies that are piloting or evaluating instructional materials that are aligned to the state content standards in mathematics and English language arts, those materials shall be provided to each pupil no later than the first day of the first school term that commences 24 months or less after those materials were adopted by the state board in the case of instructional materials for grades 1 to 8, inclusive, or by the governing board of the school district in the case of instructional materials for grades 9 to 12, inclusive.

(C) If a local education agency has not adopted instructional materials as required by subparagraph (A) for one or more grade levels because it is piloting or evaluating those instructional materials, the local education agency may only claim funding pursuant to Section 99234 for grade levels and subjects where the local education agency is in compliance with subparagraphs (A) and (B).

(D) For each teacher, in each core area for which funding is claimed pursuant to this article and for which there are not standards-aligned textbooks for each pupil, as determined through an audit, the Superintendent of Public Instruction, on a one-time basis,

shall withhold from the next monthly principal apportionment payment to the local education agency an amount equal to one hundred dollars ($100) for each of those pupils. The funds withheld are deemed to be an offset against the training funds provided pursuant to this article.

(4) It provides in-house professional development that focuses primarily on the following:

(A) The mathematics or English language arts content standards adopted by the state board pursuant to Section 60605.

(B) The curriculum frameworks adopted by the state board for mathematics and English language arts.

(C) The use of instructional materials that will be used by pupils and are aligned to the mathematics or English language arts content standards adopted by the state board pursuant to Section 60605.

(D) The training shall include instructional strategies designed to help all pupils gain mastery of the California academic content standards, with special emphasis on English language learners and pupils with exceptional needs.

(5) It provides the data elements required pursuant to Section 99240.

(b) As an additional condition of receipt of funds for purposes of Section 99234, a local education agency shall certify that:

(1) Forty hours of professional development based on the statewide academic content standards adopted pursuant to Section 60605, the Mathematics and Reading/English Language Arts frameworks adopted by the State Board of Education, and instructional materials adopted by the state board or standards-aligned instructional materials and 80 hours of followup instruction, coaching, or additional schoolsite assistance, in mathematics or reading, based upon the individual school needs, as appropriate, was provided to teachers who meet the criteria specified in paragraphs (1) and (2) of subdivision (a) of Section 99233.

(2) Forty hours of reading or English language arts professional development that includes strategies to help all pupils gain mastery of the California content standards and based on the statewide academic content standards adopted pursuant to Section 60605, the Reading/English Language Arts framework adopted by the State Board of Education, and instructional materials adopted by the state board or standards-aligned instructional materials, and 80 hours of followup instruction, coaching, or additional schoolsite assistance, based upon the individual teacher or school needs, was provided to teachers who meet the criteria specified in paragraphs (3) and (4) of subdivision (a) of Section 99233.

(3) Forty hours of professional development in mathematics based on the statewide academic content standards adopted pursuant to Section 60605, the Mathematics framework adopted by the State Board of Education, instructional strategies designed to help all pupils gain mastery of the California academic content standards, and instructional materials adopted by the state board or standards-aligned instructional materials, and 80 hours of followup instruction, coaching, or additional schoolsite assistance, based upon the individual teacher or school needs, was provided to teachers who meet the criteria specified in paragraphs (5) and (6) of subdivision (a) of Section 99233.

(c) If, as the result of a program audit, it is found that the

participating local education agency served fewer participants than it was funded to serve, the Superintendent of Public Instruction shall withhold from the next monthly principal apportionment payment to the local education agency an amount proportional to the amount of funding associated with the number of teachers that were not served.

(d) If, as the result of a program audit, it is found that the training provided by the local education agency or the provider with whom it contracted did not meet the requirements of paragraph (4) of subdivision (a), the Superintendent shall withhold from the next monthly principal apportionment payment to the local education agency an amount equal to the amount of funding associated with the training that was not aligned to state standards and curriculum frameworks.

(e) It is the intent of the Legislature that audits referenced in subdivisions (c) and (d) be conducted as part of a compliance audit performed in accordance with Sections 14503, 14508, and 41020.

SEC. 7. Section 99237.5 is added to the Education Code, to read:

99237.5. (a) (1) For the purposes of this section, the Superintendent of Public Instruction shall provide funding to local education agencies, with the approval of the State Board of Education, to provide professional development in reading language arts and mathematics to teachers of English language learner pupils. The criteria for the provision of funding shall include quality standards for the persons who train others to perform professional development training and for those who provide the training. Training providers shall have knowledge of the English language arts content standards, the mathematics content standards, the English language development standards, and second language acquisition skills. All providers shall have a thorough knowledge of all of the following instructional materials:

(A) The required state board adopted programs for kindergarten to grade 8, inclusive.

(B) The English language development components of the state board adopted programs for kindergarten and grades 1 to 8, inclusive.

(C) The standards-aligned programs purchased by local education agencies for grades 9 to 12, inclusive.

(D) A means of incorporating the supplemental instructional materials adopted pursuant to the Budget Act of 2004 and pursuant to Chapter 79 of the Statutes of 2006, designed to assist English learner pupils become proficient in reading, writing, and speaking English.

(2) For purposes of this section, "trainer provider" is defined as a currently or prospectively approved provider who may contract with a local education agency to offer any of the following:

(A) The 40 hours of training as authorized in Section 99237.

(B) The 40 hours of training authorized in Section 99237, in addition to the 40 hours of training for teachers of English learner pupils authorized in this section.

(C) The 40 hours of training authorized in Section 99237, in addition to the 40 hours of training for teachers of English learner pupils authorized in this section and the followup training authorized in Section 99237.

(3) Nothing in this section shall be construed to preclude training providers to apply to only offer the 40 hours of training

for teachers of English language learner pupils.

(4) The State Department of Education, no later than January 1, 2007, shall establish the criteria for the professional development offered pursuant to this section. The professional development training shall include, but not necessarily be limited to, all of the following characteristics:

(A) It shall be sufficient in scope, depth, and duration to fully equip teachers with comprehensive instructional strategies using state board adopted instructional materials, including the universal access components of the state board adopted programs.

(B) It shall include English Language Development components of the state board adopted programs, and also provide strategies to differentiate instruction as needed in the basic programs, including, but not necessarily limited to, English language proficiency levels as measured by the California English Language Development Test.

(C) It shall include strategies to use supplementary materials with the state board adopted program to meet the needs of English language learner pupils.

(D) It shall be capable of delivering a thorough knowledge of the core academic content standards using the English language development standards to deliver instruction, as applicable.

(b) From funds appropriated pursuant to Provision (2) of Item 6110-137-0001 of Section 2.00 of the Budget Act of 2006 (Ch. 47, Stats. 2006) for the purposes of this section, the Superintendent of Public Instruction shall award funding to provide eligible elementary and secondary teachers with 40 hours of instruction, followup instruction, and support in areas including, but not necessarily limited to, all of the following:

(1) Vocabulary development.

(2) Writing development.

(3) Core academic standards and English Language Development Standards.

(4) Comprehensive instructional strategies using state board adopted instructional materials, including the universal access components of the state board adopted programs.

(5) Analyzing achievement of English learners to improve pupil performance through the use of multiple measures including state and local pupil assessment instruments and the Standardized Testing and Reporting (STAR) Program.

(6) English Language Development targeted to the pupils' English language proficiency level as measured by the California English Language Development Test.

(7) Early intervention techniques for pupils experiencing difficulty.

(8) Instructional strategies to teach essential content to address the varied learning needs of English learner pupils, including the different proficiency levels of English language learner pupils as determined by the California English Language Development Test.

(9) Any additional instruction and training areas that may be considered to improve pupil learning and achievement based upon the needs of participating teachers.

(c) All local education agencies are eligible to participate in the professional development training for teachers of English language learner pupils authorized pursuant to this section. Priority in funding shall be awarded to any local education agency that meets

one or more of the following criteria:

(1) Twenty percent or more of its total enrollment is English language learner pupils.

(2) It has one or more schools identified as in program improvement under the federal No Child Left Behind Act of 2001 (20 U.S.C. Secs. 6301 et seq.).

(3) It has one or more schools that have not met their English language learner subgroup targets pursuant to Section 52052.

(d) In order to be eligible to participate in the training described under this section, a teacher shall have completed 40 hours of professional development training pursuant to Section 99237, at any prior time. As a condition of receipt of funding to provide the professional development described in this section, a local education agency shall submit a certified assurance to the State Board of Education, signed by the appropriate agency official and approved in a public session by the governing body of the agency, declaring that the teachers who participated in the professional development for teachers of English language learner pupils described in this section have previously completed 40 hours of professional development pursuant to Section 99237.

(e) A teacher who has completed 40 hours of professional development for teachers of English learner pupils described in this section shall have the option of allowing this participation to fulfill 50 percent of the 80 hours of followup training required pursuant to Section 99237.

(f) The Superintendent of Public Instruction shall allocate funding appropriated for the purposes of professional development training for teachers of English language learner pupils, as described in this section, in the amount of one thousand two hundred fifty dollars ($1,250) per qualifying teacher. The Superintendent of Public Instruction shall provide the funding to eligible local education agencies upon the provision, to qualified teachers, of the 40 hours of training described in this section. Of the funding allocated pursuant to this subdivision, a local educational agency may not use more than five hundred dollars ($500) of the per-teacher amount to provide an individual teacher stipend.

(g) (1) On or before April 1, 2007, the Superintendent of Public Instruction shall submit estimates of both of the following to the Department of Finance and the Legislature:

(A) The number of teachers who intend to participate in the professional development for teachers of English language learner pupils as described in this section, but who have not already participated in professional development offered pursuant to Section 99234.

(B) The number of teachers who intend to participate only in the professional development offered pursuant to Section 99234.

(2) The report prepared under this subdivision shall estimate the cost of accommodating the teachers referenced in subparagraphs (A) and (B) of paragraph (1). If the Superintendent of Public Instruction finds that the cost of accommodating the numbers estimated in the report exceeds the amount of funding available pursuant to the Budget Act of 2006 for the professional training authorized pursuant to Section 99234, the Superintendent of Public Instruction shall notify the Department of Finance and the Legislature of the need to transfer

funds from those appropriated for professional development for teachers of English language learner pupils under Provision 2 of Item 6110-137-0001 of Section 2.00 of the Budget Act of 2006 in order to accommodate providing the 40 hours of training authorized pursuant to Section 99237 for teachers of English language learner pupils.

(h) (1) The Superintendent of Public Instruction shall appoint an advisory committee, consisting of at least eight members, in order to ensure the quality and effectiveness of the training provided pursuant to this section. The advisory committee shall be made up of elementary and secondary teachers and teachers of English language learner pupils, schoolsite and school district administrators, representatives from higher education, researchers, and representatives from county offices. The majority of advisory committee members shall have expertise in second language acquisition and experience in teaching the academic content standards and English Language Development standards.

(2) The advisory committee shall make recommendations to the Superintendent of Public Instruction, including, but not necessarily limited to, all of the following:

(A) Training criteria.

(B) Training providers.

(C) Implementation of the program.

(D) Whether or not this type of training to teachers of English learners in other subjects besides reading and mathematics is appropriate.

(3) The Superintendent of Public Instruction shall make any recommendations made by the advisory committee available to the Legislature and the Governor upon request. To the extent practicable, the Superintendent of Public Instruction shall use the advisory committee established under the English Language Learner Acquisition and Development Pilot Program pursuant to Section 420, if that section is added in the 2005-06 Regular Session of the Legislature.

(i) The Superintendent of Public Instruction shall include information on this training in the reports provided to the Legislature pursuant to Section 99240.

SEC. 8. Section 99238 of the Education Code is repealed.

SEC. 9. Section 99240 of the Education Code is amended to read:

99240. (a) By June 30, 2008, the department shall submit, subject to review and approval by the state board, a report to the Legislature regarding the program established pursuant to this article. The report shall, at a minimum, detail all of the following:

(1) The number of teachers, by credential type, who have received training offered pursuant to this article.

(2) The number of instructional aides and paraprofessionals who directly assist with classroom instruction in mathematics or reading who have received training offered pursuant to this article.

(3) The entities that have received funds for the purpose of offering training pursuant to this article, and the number of teachers, instructional aides, and paraprofessionals who directly assist with classroom instruction in mathematics or reading, respectively, that each has trained.

(4) Information detailing the effectiveness of the program established pursuant to this article. This information shall, at a minimum, incorporate survey data concerning program effectiveness and

preprogram and postprogram pupil achievement that has been gathered from program participants and school principals.

(5) To the extent that information is available, information detailing, by credential type, the retention rate of teachers who participated in training offered pursuant to this article. The information shall, at a minimum, incorporate sample data concerning teachers who are no longer in the profession.

(6) To the extent that information is available, information detailing the retention rate of instructional aides and paraprofessionals who directly assist with classroom instruction in mathematics, reading, science, or social science who participated in training offered pursuant to this article. The information shall, at a minimum, incorporate sample data concerning aides who are no longer in the profession, as well as aides who have obtained a teaching credential subsequent to the training.

(b) By December 31, 2012, the department shall submit, subject to review and approval by the state board, a report to the Legislature regarding the program established pursuant to this article. The report shall, at a minimum, detail the following:

(1) The number of teachers, by credential type, who received training offered pursuant to this article.

(2) The number of instructional aides and paraprofessionals who directly assist with classroom instruction in mathematics or reading who received training offered pursuant to this article.

(3) The entities that received funds for the purpose of offering training pursuant to this article and the number of teachers, instructional aides, paraprofessionals who directly assist with classroom instruction in mathematics or reading, respectively, that each has trained.

(4) Information detailing the effectiveness of the program established pursuant to this article. This information shall, at a minimum, incorporate survey data concerning program effectiveness and preprogram and postprogram pupil achievement that has been gathered from program participants and school principals.

(5) To the extent that information is available, information detailing, by credential type, the retention rate of teachers who participated in training offered pursuant to this article. The information shall, at a minimum, incorporate sample data concerning teachers who are no longer in the profession.

(6) To the extent that information is available, information detailing the retention rate of instructional aides and paraprofessionals who directly assist with classroom instruction in mathematics or reading who participated in training offered pursuant to this article. The information shall, at a minimum, incorporate sample data concerning aides who are no longer in the profession, as well as aides who have obtained a teacher credential subsequent to training.

SEC. 10. Section 99241 of the Education Code is repealed.

SEC. 11. Section 99242 of the Education Code is amended to read:

99242. This article shall become inoperative on July 1, 2012, and, as of January 1, 2013, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2013, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 12. It is the intent of the Legislature:

(a) That providers of the training provided pursuant to subdivision (d) of Section 99234 of the Education Code and subdivision (a) of Section 99235 of the Education Code, as approved by the State Board of Education, shall primarily emphasize the statewide academic content standards adopted pursuant to Section 60605 of the Education Code. This emphasis includes ensuring that providers of training do not solely rely on the state-adopted instructional materials in their training sessions as the sole resource for teaching the statewide academic content standards.

(b) To work with the State Board of Education and the State Department of Education to achieve the goals set forth in subdivision (a).

SEC. 13. The sum of one hundred twenty thousand dollars ($120,000) is hereby appropriated, without regard to fiscal year, from the General Fund to the Superintendent of Public Instruction for the purposes of the administration, by the State Department of Education, of the Mathematics and Reading Professional Development Program (Article 3 (commencing with Section 99230) of Chapter 5 of Part 65 of the Education Code). The department is authorized to establish a position for these purposes.

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STAFF MEMORANDUM

TO: STATE BOARD OF EDUCATION MEMBERS

FROM: SBE STAFF

DATE: JANUARY 4, 2007

RE: BOARD ITEM #30 – Emergency/Permanent Regulations for Math and Reading Professional Development (SB 472)

Program

AB 466 was enacted in 2001 to provide $2,500 per teacher or $1,000 per instructional aide to pay for professional development in math or reading, but budget funding has never been provided for instructional aides. SB 472 was enacted in 2006 to continue the program and enlarge it by adding a component designed for teachers of English learners (EL). Funding for the EL component is $1,250 per teacher. Not more than $1,000 per teacher may be allocated for stipends as compensation for participating in regular training. Not more than $500 of EL money may be used for stipends. Remaining funds pay for training providers and administrative costs. Training curriculum must be approved by the State Board. Professional development consists of 40 hours of classroom work and 80 hours of follow-up coaching at the schoolsite for the regular component. The EL segment involves 40 hours of classroom work which may be counted as half of the 80 hours of follow-up work for the regular component. Funding is allocated after training occurs. Therefore, we do not spend $2,500 for each teacher unless the entire 120 hours are completed. A recent report by the State Auditor says, "Our survey of 100 school districts…suggests data exists at school districts to substantiate that only about 7,230 teachers have completed the program's training." CDE reports that $113 million has been spent, and those funds have provided 40 hours of professional development to more than 84,000 teachers, and 30,000 of those teachers completed the entire 120 hours (i.e., 54,000 did only 40 hours). The state has about 160,000 teachers in elementary schools, 50,000 in middle or junior high schools, 75,000 in high schools, and 20,000 in other schools (e.g., continuation, community day, alternative, etc.)

Issue

Is the language of the regulations aligned with the statutory language of SB 472?

Section 11980 of the proposed regulations establishes program eligibility for a teacher with a multiple-subject credential who teaches in a classroom that is not self-contained if his or her primary assignment is teaching (a) math or science or (b) reading or social science. This language is similar to what has been in regulations for the math-reading professional development program that sunset (AB 466). Neither AB 466 nor SB 472 grant eligibility to teachers with multiple-subject credentials who work in classrooms that are not self-contained. This failure of statute to assign eligibility to multiple-subject teachers in non-self-contained classrooms is perplexing. Multiple-subject teachers who work in self-contained classrooms are eligible. Teachers with single-subject credentials who work in self-contained or non-self-contained classrooms are eligible. Self-contained classrooms are used in elementary grades where one teacher provides instruction in all subjects. Non-self-contained classrooms are used in middle schools and high schools where pupils have different teachers for different subjects, i.e., they are departmentalized.

Recommendation
Retain Section 11980 as written. The language in 11980 appears to be a prudent correction of an inadvertent omission. It also spares districts the trouble of asking the board for a waiver to permit math or reading professional development for multiple-subject teachers working in non-self-contained classrooms. Education Code section 99236 gives the board general authority to adopt regulations that implement and monitor the program. That section offers validation of the language in 11980. Only a modest number of multiple-subject teachers work in departmentalized settings. They are primarily in middle schools.

Issue
Section 11981 (b) provides regulatory authorization for CDE to use unexpended money from the current fiscal year to pay reimbursement claims for either of the previous two fiscal years. This provision places in regulation what has been CDE's practice with the AB 466 program. CDE staff deserve credit for making this practice explicit in regulation. The problem is that statute authorizes reimbursement for the prior fiscal year, but not the second prior fiscal year.

Recommendation
Delete the second sentence in 11981(b) [page 2, lines 3 and 4] and substitute this sentence: <u>Accrued funding shall be used in accordance with Education Code section 99234(a).</u> CDE's reimbursement of costs from either of two previous fiscal years is not evil or unreasonable, but unless the Department of Finance agrees that the practice is consistent with statute, the board should not include it in regulation. Conversations with Finance indicate that separate budget authorization might be needed to reimburse two-year-old costs. This matter can be resolved while the permanent regulations are being reviewed and approved.

CDE may present a late amendment that deletes the problematic language.

Issue
Section 11981 (c) makes first priority for use of current-year funding the payment of reimbursement claims from either of the previous two fiscal years. While this is a wholesome objective and present practice, it is not authorized by statute. CDE has proposed to add this to regulations to provide official sanction for the payments. But because they could result in an audit exception that produces relentless demands for repayment from the Department of Finance, we should remove the language in 11981(c) from the emergency regulations and allow the matter to be deliberated during processing of the permanent regulations.

Recommendation
Delete the existing language in subdivision (c) and replace it with this sentence: The first priority for use of current-year funding shall be allocation in accordance with Education Code section 99234(e).

CDE may present a late amendment that deletes the problematic language.

Background
Agenda item 30 involves two actions: adoption of emergency regulations and initiation for the process for adopting permanent regulations. Changing the language in emergency regulations does not prevent the original language proposed by CDE from being restored during the process of writing permanent regulations if there is agreement that the language is consistent with statutory intent. As a practical matter, changing the language will probably have small impact because present and anticipated demand for math and reading professional development is expected to consume available funding and leave little, if any, money for previous fiscal years.

SBE Staff Contact Person
Roger Magyar (916) 319-0699

ITEM #31

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	☒ Action ☒ Information ☐ Public Hearing
No Child Left Behind Act of 2001, Title II, Part A: Revisions to the Proposed Plan of Detailed Activities to Meet the Highly Qualified Teacher Requirements by the End of the One Year Extension, June 30, 2007	

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the attached revised State Plan of Activities detailing specific new short-term actions to assist local educational agencies (LEAs) in reaching the Highly Qualified Teacher (HQT) requirements goal in the 2006-07 school year. The revised State Plan of Activities also outlines a long-term cohesive set of specific activities to ensure that experienced and qualified teachers are distributed equitably among classrooms with poor and minority children. This plan was revised and resubmitted to the U.S. Department of Education (ED) in electronic format on November 17, 2006.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The No Child Left Behind (NCLB) Act of 2001, signed into law by President Bush on January 8, 2002, not only reauthorized the Elementary and Secondary Education Act (ESEA) of 1965, but also required significant changes and sweeping reforms.

Full compliance with NCLB was required by June 2006. However, in April 2006, California received a one-year extension to offer technical assistance to any LEA who had not yet met the NCLB goals of high quality and equitable distribution. In accordance with this extension, California was required to submit a detailed plan outlining activities the State would take to ensure all LEAs are in full compliance with NCLB by June 2007. California's State Plan of Activities to Meet NCLB Teacher Quality Requirements was approved by SBE on November 8, 2006.

SUMMARY OF KEY ISSUES

On November 13, 2006, the ED requested additional information and clarification to the November 8, 2006, SBE approved plan. The requested revisions were made, then shared and approved by SBE staff and submitted to the ED by their deadline of November 17, 2006.

SUMMARY OF KEY ISSUES (Cont.)

These revisions centered around five areas:

1. The CDE included new data addressing the compliance rate of rural schools (Rural Education Achievement Program and Necessary Small Schools) for HQTs. (Requirement 1 pages 12-14 and 18-19)

2. Clarification was provided that the SBE and the CDE expect 100 percent HQTs for all LEAs. (Requirement 4, page 53)

3. A new data analysis summary was included that created a comparison of high-poverty schools to a statewide effective index in response to the concern that the only comparison was occurring within a given district and not statewide. (Requirement 6, page 76)

4. Clarification on how existing legislation would ensure successful equitable distribution of HQTs was provided. (Requirement 6, pages 67-68 and 77-78)

5. Detailed evidence of success of the California Compliance, Monitoring, Interventions, and Sanctions (CMIS) process was provided. (Requirement 6, pages 78-79)

FISCAL ANALYSIS (AS APPROPRIATE)

The CDE reviewed the proposed amendments and determined that there are no additional costs associated with them.

ATTACHMENT(S)

Attachment 1:	U.S. Department of Education letter from Henry Johnson, Assistant Secretary (2 Pages)
Attachment 2:	Reviewing the Revised State Plans: Peer Review Panel's Consensus Determination from the U.S. Department of Education, November 13, 2006 (5 Pages) NEW
Attachment 3:	U.S. Department of Education Highly Qualified Teachers for Every Child. (2 Pages) (This attachment is available via the World Wide Web at: http://www.ed.gov/nclb/methods/teachers/stateplanfacts.html. A copy of the Highly Qualified Teachers For Every Child is also available for viewing at the State Board of Education Office.)
Attachment 4:	California's Revised State Plan for No Child Left Behind: Highly Qualified Teacher as resubmitted on November 17, 2006, to the U.S. Department of Education (80 Pages) REVISED

ATTACHMENT(S) (Cont.)

Attachment 4a1: California Compliance, Monitoring, Interventions and Sanctions Participation List (7 Pages)

Attachment 4a2: All Schools (86 Pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education Office.)

Attachment 4a3: General Qualifications Workshop (1 Page)

Attachment 4a4: CMIS Level A, B and C Monitoring, Interventions, and Sanctions (2 Pages)

Attachment 4a5: Compliance Monitoring, Interventions and Sanctions (CMIS) Program 2006 Training PowerPoint Presentation (88 Pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education Office.)

Attachment 4a6: Compliance Monitoring, Interventions and Sanctions Schools (80 Pages) (This attachment is not available for Web viewing. A printed copy is available for viewing at the State Board of Education Office.)

Attachment 4a7: School District (LEA) Monitoring Protocol (3 Pages)

Attachment 4a8: Self Study School Site (3 Pages)

Attachment 4a9a: Equitable Distribution Through Recruitment and Retention in High-Need Districts, Connections to Higher Education (3 Pages)

Attachment 4a9b: Equitable Distribution Through Recruitment and Retention in High-Need Districts, Connections to Higher Education, Check Sheet for Local Educational Agencies (1 Page)

Attachment 4a10: Equitable Distribution Through Recruitment and Retention in High-Need Districts, Data and Reporting Systems (1 Page)

Attachment 4a11a: Equitable Distribution Through Recruitment and Retention in High-Need Districts, Improving the Quality of Teachers in Hard-to-Staff Schools (10 pages) REVISED

Attachment 4a11b: Equitable Distribution Through Recruitment and Retention in High-Needs Districts, Improving the Quality of Teachers in Hard-to-Staff Schools, Check Sheet for Local Educational Agencies (5 Pages) REVISED

ATTACHMENT(S) (Cont.)

Attachment 4a12a: Equitable Distribution Through Recruitment and Retention in High-Need Districts, Increasing the Numbers of Highly Qualified Teachers in California (6 Pages)

Attachment 4a12b: Equitable Distribution Through Recruitment and Retention in High-Need Districts, Increasing the Numbers of Highly Qualified Teachers in California, Check Sheet for Local Educational Agencies (6 Pages)

Attachment 4a13a: Equitable Distribution Through Recruitment and Retention in High-Need Districts, Recruiting and Retaining Highly Qualified Teachers in Hard to Staff Schools (8 Pages) REVISED

Attachment 4a13b: Equitable Distribution Through Recruitment and Retention in High-Need Districts, Recruiting and Retaining Highly Qualified Teachers in Hard-to-Staff Schools, Check Sheet for Local Educational Agencies (5 Pages) REVISED

Attachment 4a14: Monitoring, Intervention, and Sanctions for No Child Left Behind Teacher Requirements (6 Pages)

Attachment 4a15: District/LEA Self-Study (5 Pages)

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

THE ASSISTANT SECRETARY

August 15, 2006

The Honorable Glee Johnson
President
California State Board of Education
1430 N Street, Suite 5111
Sacramento, CA 95814

Mr. Jack T. O'Connell
Superintendent of Public Instruction
California Department of Education
1430 N Street, Suite 5602
Sacramento, CA 95814

Dear Board President Johnson and Superintendent O'Connell:

To meet the No Child Left Behind (NCLB) Act requirement of having every student on grade level in reading and mathematics by 2014, we must continue working together to ensure that every student has access to a highly qualified, effective teacher.

On May 12, 2006, the U.S. Department of Education requested that your State submit a revised highly qualified teachers (HQT) plan detailing the actions that your agency and the State's local educational agencies will take to ensure that, during the 2006-07 school year and beyond, all teachers of core academic subjects are highly qualified, and that poor and minority children are taught at the same rates as other children by highly qualified and experienced teachers. Similar requests were made to all States because the Department had determined that, although most States have made significant progress over the past four years, none was likely to meet the NCLB requirement of having all classes in core academic subjects taught by a highly qualified teacher by the end of the 2005-06 school year.

Thank you for submitting your revised State HQT plan in early July, as we requested. All the State plans were peer reviewed in late July by panels of readers with expertise in teacher quality and education reform. Enclosed with this letter is a copy of the peer review panel's comments and recommendations for your State.

As you can see, the peer reviewers concluded that your plan had a number of serious deficiencies, including but not limited to the lack of a plan with specific steps adequate to ensure that poor and minority children are taught at the same rates as other children by highly qualified and experienced teachers, as required by Section 1111(b)(8)(C) of the Elementary and Secondary Education Act, as amended by NCLB. The Department concurs with this assessment. We recognize the substantial challenge it has been for each of the States to prepare this plan, and while we are encouraged that some States were able to submit complete and comprehensive plans, we also recognize the other States will need additional time and technical assistance to complete their work in this area.

Your plan as submitted was not sufficient for us to conclude that the strategies you have proposed would

be sufficient to ensure that your State will reach the goal of having all classes in core academic subjects taught by highly qualified teachers by the end of the 2006-07 school year, and that poor and minority children will be taught at the same rates as other children by highly qualified and experienced teachers. Therefore, we are requesting that you do one of the following:

- Your agency can provide data, which the Department will audit for accuracy, confirming that all core academic subject classes are currently being taught by teachers who are highly qualified to teach them, including supporting data showing that poor and minority children are taught by teachers with similar qualifications and experience as other children; **or**

- Your agency can re-submit a revised State plan, including the "equitable distribution plan," that fully addresses all of the plan's required components and corrects the deficiencies that the peer reviewers identified.

I must also remind you that the Department is taking this issue quite seriously. Whichever option your agency chooses, we will need to receive your full response no later than Friday, September 29, 2006. Please submit all materials **electronically** to HQTplans@ed.gov. If, by September 29, your agency has neither provided evidence that it is in full compliance with these NCLB requirements nor successfully addressed the deficiencies in its revised plan for having all teachers highly qualified, the Department may consider other available remedies to secure the State's compliance. Should your plan be approved, the Department will monitor its implementation.

In the event you decide to strengthen your State plan in a way that can ensure compliance with the NCLB requirements, we are prepared to provide you with any assistance you may require. For instance, we would be pleased to share with you some of the other States' strategies that the peer reviewers found to be particularly promising. For your information, all of the State plans are available through the Department's Web site at www.ed.gov/programs/teacherqual/hqtplans/index.html. We will post the peer reviewer comments on the same page.

If you have any additional questions, please do not hesitate to contact Robert Stonehill (202-260-9737, or robert.stonehill@ed.gov), or Libby Witt (202-260-5585, or elizabeth.witt@ed.gov). Thank you for your further attention to this matter.

Sincerely,

/s/

Henry L. Johnson

Enclosure

Requirement 1: The revised plan must provide a detailed analysis of the core academic subject classes in the State that are currently *not* being taught by highly qualified teachers. The analysis must, in particular, address schools that are not making adequate yearly progress and whether or not these schools have more acute needs than do other schools in attracting highly qualified teachers. The analysis must also identify the districts and schools around the State where significant numbers of teachers do not meet HQT standards, and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified teachers.

Y/N/U/NA	Evidence
U	Does the revised plan include an analysis of classes taught by teachers who are not highly qualified? Is the analysis based on accurate classroom level data?
Y	Does the analysis focus on the staffing needs of school that are not making AYP? Do these schools have high percentages of classes taught by teachers who are not highly qualified?
Y	Does the analysis identify particular groups of teachers to which the State's plan must pay particular attention, such as special education teachers, mathematics or science teachers, or multi-subject teachers in rural schools?
Y	Does the analysis identify districts and schools around the State where significant numbers of teachers do not meet HQT standards?
U	Does the analysis identify particular courses that are often taught by non-highly qualified teachers?

Y=Yes; N=No; U=Undecided; NA=Not applicable

Finding:

___ Requirement 1 has been met
_X_ Requirement 1 has been partially met
___ Requirement 1 has not been met
___ Additional information needed to make determination
_____ Date Requested _____ Submission Deadline

Supporting Narrative:

- The State's HQT definitions and procedures are in good order.
- As with the last plan, California has detailed the problems it has encountered with data collection. In particular, the State has had limited capacity to align individual teacher-subject authorizations with teacher assignments. The State is in the process of developing the California Longitudinal Teacher Integrated Data Educational System (CALTIDES) and the California Longitudinal Pupil Achievement Data System

(CALPADS) that will address these data deficiencies. The State expects full implementation of CALTIDES by 2009 and CALPADS by 2008. Pages 5-7

- The California revised plan includes the 2004-05 CSPR data (Oct. 2006), including an analysis of classes taught by teachers who are not HQ based on classroom level data. An analysis indicates that approximately 20 percent of core academic classes are taught by non-HQ teachers. This is a significant decrease from 2002-03, when 52 percent of *NCLB* core academic classes were taught by non-HQ teachers. California's preliminary HQT data from 2005-06 indicate a non-HQ teacher rate of 15 percent. Pages 6-7.
- Beginning with the 2006 CBEDS-PAIF data collection, an analysis can focus on the staffing needs of schools that are not making AYP. The chart on page 8 shows that schools with AYP difficulty have high percentages of classes taught by teachers who are non-HQ. While the State had concerns about the quality of HQT data which led it to implement better data systems, it is not clear what levels of data control or validation the State has placed on the data collection over the past three years. Therefore, it is not possible to know if the data collected prior to October 2006 are accurate and complete.
- California is commended for recognizing the importance of improving data quality and investing in its data collection infrastructure.
- Although the State has concerns over data quality, it has done a commendable job in analyzing its existing data to examine staffing patterns in schools and districts by AYP, minority, poverty status as well as by school type and level. The State provided comprehensive data runs for each district and school, including their HQT and AYP compliance statuses.
- The State did not provide specific data runs for rural classes in rural areas in Table 2. Page 12.
- The narrative discussed the challenges the State was facing with ensuring that teachers were HQ in all areas in multi-subject classrooms. Data were provided for schools with such classes, including alternative, county community, continuation, juvenile and opportunity schools. The State describes specific actions that will be taken for schools at different levels of compliance with respect to HQ teachers in identified categories.

The State provided limited estimated data by subject area (pages 18-19). The plan indicated that district staff was having difficulties completing the course data on the CBEDS. CDE conducted the analysis to identify particular groups of teachers. The classes with the most non-HQT in descending order of significance are special education secondary, mathematics, special education elementary, other secondary self-contained, arts and science.

Requirement 4: The revised plan must describe how the SEA will work with LEAs that fail to reach the 100 percent HQT goal by the end of the 2006-07 school year.

Y/N/U	Evidence
Y	Does the plan indicate how the SEA will monitor LEA compliance with the LEAs' HQT plans described in Requirement 2 and hold

	LEAs accountable for fulfilling their plans?
U	Does the plan show how technical assistance from the SEA to help LEAs meet the 100 percent HQT goal will be targeted toward LEAs and schools that are not making AYP?
Y	Does the plan describe how the SEA will monitor whether LEAs attain 100 percent HQT in each LEA and school: • in the percentage of highly qualified teachers at each LEA and school; and • in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers?
Y	Consistent with ESEA §2141, does the plan include technical assistance or corrective actions that the SEA will apply if LEAs fail to meet HQT and AYP goals?

Y=Yes; N=No; U=Undecided

Finding:

___ Requirement 4 has been met
_X_ Requirement 4 has been partially met
___ Requirement 4 has not been met
___ Additional information needed to make determination
_____ Date Requested _____ Submission Deadline

Supporting Narrative:

- California will use its existing and newly created data collection systems to monitor LEAs for HQT compliance. LEAs that fail to meet or achieve acceptable HQT percentages (at least 95 percent in all schools and programs) will be required to submit a plan, with timelines, for meeting the goal by the end of the 2007-08 school year or submit a plan, with timelines, that demonstrates the LEA will achieve predetermined percentages until full compliance can be achieved. The plan for corrective action will be mandated for LEAs that do not maintain acceptable HQT percentages or fail to make sufficient progress toward the 100 percent goal. Page 47. However, **95 percent is not acceptable and must be changed to 100 percent.** LEAs that do not make AYP will determine the schedule for monitoring and technical assistance visits. Priority will be given to LEAs and schools that do not meet AYP and that have the greatest percentage of classes taught by non-HQ teachers (page 48).

Requirement 6: The revised plan must include a copy of the State's written "equity plan" for ensuring that poor or minority children are not taught by inexperienced, unqualified or out-of-field teachers at higher rates than are other children.

Y/N/U	**Evidence**

Y	Does the revised plan include a written equity plan?
Y	Does the plan identify where inequities in teacher assignment exist?
Y	Does the plan delineate specific strategies for addressing inequities in teacher assignment?
N	Does the plan provide evidence for the probable success of the strategies it includes?
Y	Does the plan indicate that the SEA will examine the issue of equitable teacher assignment when it monitors LEAs, and how this will be done?

Y=Yes; N=No; U=Undecided

Finding:

___ Requirement 6 has been met
_X_ Requirement 6 has been partially met
___ Requirement 6 has not been met
___ Additional information needed to make determination
_____ Date Requested _____ Submission Deadline

Supporting Narrative:

- California has significant challenges with teacher shortages given its growing student population and commitment to small class sizes. The State has numerous programs in place to deal with these shortages. Again, it's not clear how inequities triggered by the data analyses are matched to the programs detailed in the plan. Many of the programs funded by the State are targeted to recruiting and retaining teachers into hard-to-staff schools. The plan states that the CDE plans to meet and collaborate with schools to identify existing and recently created programs that will aid each school site and LEA in recruiting, retaining, and improving the effectiveness of the HQTs.
- The CDE plan includes an equity plan but indicates that no one plan could solve the problems facing California toward the equitable distribution of HQ, experienced and effective teachers for all students**.** However, to meet the challenge, CDE's plan is to meet and collaborate with 1,783 schools, representing 372 school districts, located in 56 of the 58 California counties (Attachment 6). Since CDE's equity plan is district based with SEA guidance and monitoring, there is concern that the State is looking at inequities within districts. For example, a low-performing school is held to the standard of the highest performing school. What if the highest performing school isn't doing all that well?
- The State has done a commendable job in identifying inequities by AYP, poverty and minority status and has included indicator of teacher experience within each subgroup. Limited data are available by subject area (see Requirement 1). To identify where inequities in teacher assignment exist, CDE's plan focuses State resources, both monetary and staff, to schools with high-poverty, high-minority populations that have historically been unable to recruit and retain HQ and effective teachers. Based

on an analysis, there is a slightly higher occurrence of classes taught by non-HQ teachers at schools with high poverty and high populations of black and Hispanic students. California has databases that enable the State to produce detailed analyses of classes taught by non-HQ teachers, disaggregated by poverty status of school and grade level.

- Page 69. The CDE indicates it has two new legislative programs to address the inequities identified in deciles one and two schools. These funds are to be used in performing various specified measures to improve academic instruction and pupil academic achievement. While some challenges for the State school system may be accomplished, it is a bit unclear how these strategies will address inequity in teacher assignments and ensure equitable distribution of HQ and experienced teachers.
- Evidence for success is based on implementation studies, not outcomes. The State is in the process of developing a "blueprint" to look at successful implementation. A framework for evaluation was not provided. As for determining success of the strategies, it a bit unclear that CDE knows what to expect with these initiatives.

U.S. DEPARTMENT OF EDUCATION

Highly Qualified Teachers For Every Child

August 16, 2006

"We know nothing helps a child learn as much as a great teacher. Great teachers are helping us reach our goal of having every child doing grade level work by 2014."

-- Secretary Margaret Spellings

One of the most important factors in raising student achievement is a highly qualified teacher. Research shows that teacher subject-matter knowledge is greatly associated with student learning. In this era of high standards and high expectations, having a highly qualified teacher has never been more important.

The *No Child Left Behind Act [NCLB]* recognizes this. The law requires that all teachers of core academic subjects in the classroom be highly qualified. This is determined by three essential criteria: (1) attaining a bachelor's degree or better in the subject taught; (2) obtaining full state teacher certification; and (3) demonstrating knowledge in the subjects taught.

States have worked hard to meet this goal. Despite notable progress and some innovative ideas, there is still more work to be done. One of the greatest challenges is the need to place good teachers in underperforming schools and high-poverty communities. Studies show that students from low-income families who acquire strong math skills by 8th grade are 10 times more likely to finish college than their peers. But in high-poverty schools, about half of the grade 7-12 math teachers did not major or minor in math in college. Compounding the problem, two-thirds of the nation's K-12 math and science teachers are expected to retire by 2010. [1] As Secretary Spellings has noted, "We don't serve teachers or students well by placing our least experienced teachers in our most challenging environments."

Last fall, the Department of Education announced that states making a good-faith effort to ensure a Highly Qualified Teacher [HQT] in every classroom before the 2006-07 school year may submit a **Revised State Plan** for accomplishing this goal by the *end* of the school year. States were asked to pay particular attention to the staffing needs of schools "in need of improvement" under *NCLB*, as well as those serving high concentrations of poor and disadvantaged students.

Today the Department announces the findings of a Peer Review of the Revised State Plans. A team of 31 respected teacher quality experts and administrators measured the plans against a six-point protocol of success (*see page 2*). This first round of feedback will help determine how close states are to meeting their goal—and what steps the Department can take to assist them.

The Results

The Department, with input from the panel of experts, determined that:

- **Nine states—Kansas, Louisiana, Maryland, New Jersey, New Mexico, Nevada, Ohio, South Carolina, and South Dakota**—had plans that were accepted by the peers. All sufficiently addressed the six criteria the peers used in the review; in addition, they received recommendations that need to be incorporated into their plans.
- **Thirty-nine states** partially met the requirements according to the peers. All must revise their plans according to the peer notes, using the nine accepted states as models when appropriate.
- **Four states—Hawaii, Missouri, Utah and Wisconsin**—did not sufficiently meet any of criteria outlined by the peers. All will have to submit new plans and must undergo auditing and monitoring of their teacher quality data. [2]

[1] Source: National Commission on Mathematics and Science Teaching for the 21st Century

[2] Total number of states, 52, includes Puerto Rico and District of Columbia

The vast majority of states made a serious effort to develop comprehensive, future-oriented Plans. Some states, such as Ohio and New Jersey, made great strides in meeting certain goals, such as finding new ways to attract good teachers to serve in low-performing schools. The four states that did not adequately address the six-point protocol, however, will now be subject to strict scrutiny by the Department of Education. For those states, the Department will:

- Provide technical assistance and support to assist them in completing their plans by Nov. 1, 2006;
- Conduct audits to ensure that state data is comprehensive and adequate;
- Require them to prepare and resubmit new Revised State Plans that address all six points, correct deficiencies identified by peer reviewers, and include specific steps to ensure that poor and minority children are not disproportionately taught by less qualified teachers; and
- Expect detailed monthly progress reports from the states.

The Six-Point Protocol For A Successful Plan

In evaluating the Plans, the Peer Reviewers examined how states addressed the following six key issues:

(1) A thorough analysis of the data identifying teachers that do not meet HQT requirements, including trends that the State Plan will address;
(2) Steps local districts will take to help teachers quickly attain HQT status;
(3) Technical assistance, programs, and resources the State Education Agency [SEA] will offer to help Local Education Agencies [LEAs] implement their HQT plans;
(4) Actions states will take if LEAs do not ensure all teachers of core academic subjects are highly qualified;
(5) The use of an alternative method to ensure that all teachers are highly qualified (i.e., the state's use of HOUSSE [High Objective Uniform State Standard of Evaluation] procedures); and
(6) Taking steps to ensure that minority students and students from low-income families are not disproportionately taught by inexperienced or unqualified teachers.

Timeline Of HQT Progress

Oct. 21, 2005—Secretary Spellings issued a letter informing each chief state school officer that, despite the substantial progress being made, states were in danger of not meeting the 2005-06 goal for HQT.
March 8, 2006—States submitted their HQT data for the 2004-05 school year to the Department.
March 21, 2006—The Department informed states that they would be evaluated against four "good-faith" criteria:

1) The state's definition of Highly Qualified Teacher must be consistent with federal law and universally applied;
2) States and districts must provide parents and the public with accurate and complete reports on the number and percentage of classes in core academic subjects taught by highly qualified teachers;
3) Reporting of HQT data to the Department must be complete and accurate; and
4) States must take action to ensure that inexperienced, unqualified or out-of-field teachers do not teach poor and minority students at disproportionately higher rates than their peers.

March 8 to May 12, 2006—The Department assessed HQT data for 2004-05 and previous years, making determinations about whether the states were on track to meet NCLB's HQT requirements as well as the four "good-faith" elements.
May 5, 2006—The Department notified states in writing of the results of the assessment of their HQT progress and requested them to submit Revised State Plans.
July 7, 2006—Revised Plans due to the Department.
Sept. 29, 2006—Deadline for most states to submit revisions to Revised Plans based on Peer Review recommendations.
Nov. 1, 2006—Deadline for states under strict scrutiny to complete their new Revised State Plans.

Other Support For Highly Qualified Teachers

- The President's 2007 Budget—includes $2.9 billion to help states meet NCLB teacher quality requirements.
- Title I Funding—school districts are required to use to 5 percent of their Title I funds for HQT purposes.
- Teacher Incentive Fund—funded for the first time in 2006, provides financial incentives to teachers for improved achievement in high-poverty schools.
- Loan Forgiveness—Congress and the President made permanent up to $17,500 in loan forgiveness for highly qualified math and science teachers who choose to serve low-income communities.

STATE OF CALIFORNIA ARNOLD SCHWARZENEGGER, *Governor*

CALIFORNIA STATE BOARD OF EDUCATION
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September 29, 2006

UNITED STATES DEPARTMENT OF EDUCATION
400 MARYLAND AVE, SW
WASHINGTON, DC 20202-6200

Letter of Transmittal

Accompanying this letter is the most recent version of the revised state plan for placing a highly qualified teacher in every classroom offering instruction in a core academic subject. The State Board of Education, as the policy-making body for the California Department of Education (CDE) and the state educational agency for purposes of implementing No Child Left Behind, appreciates the assistance and encouragement offered by the United States Department of Education (ED) as states grapple with the challenge of ensuring that every student receives quality instruction.

The revised state plan is the product of intensive labor by staff of the CDE. The State Board commends the efforts of those involved. The scope of this plan and the limited time available to complete it placed great demands on those individuals.

The time limitations and the State Board's schedule also prevented the State Board from conducting a full consideration of the revised document. At the board's meeting on September 6, a draft of the revised plan was not available. Consequently, the board authorized a two-member subcommittee to review and approve a revised plan before submission on September 29. To allow as much time as possible for the CDE staff to complete a revision and to comply with legal requirements for meeting notice, the subcommittee convened on September 26.

At the September 26 meeting, the subcommittee approved a motion that directs board staff, working with CDE staff, to consider and improve drafts of the revised plans submitted September 22 and 26. Two additional drafts became available September 28 and 29. Board staff were directed to organize a meeting of interested parties to help in assessing whether further enhancements are possible. The board subcommittee will subsequently meet during October to adopt recommended changes, if any, and transmit its findings to you. The subcommittee's action will be submitted to the State Board for consideration and ratification at its meeting November 8 and 9.

You desire to have a feasible and effective plan for ensuring all children receive quality instruction. We share that goal and thank you for the advice and counsel available from ED

to help us make that goal a reality. As you evaluate our submission, if you have questions about its content or suggestions for its refinement, we would be pleased to have you inform us. Anyone who plays golf knows there is always room for improvement.

In summary, our revised plan addresses the six requirements discussed by peer reviewers and examines the issues encompassed by each of those requirements. We will identify classes in which teacher qualifications are deficient. We will determine the extent to which particular subjects suffer a shortage of qualified instructors. We will target schools that appear to have difficulty attracting and retaining highly qualified teachers. These actions will require us to exploit and improve our data-gathering capability, and we are earnestly in the process of doing that.

We recognize that identification only exposes, but does not solve, the problem. Our plan will require LEAs and schools to develop processes for improving the qualifications of their faculty and for recruiting and hiring new teachers who are highly qualified. These activities will be monitored at both the state and local levels. When necessary, corrective assistance will be included to facilitate improvement.

Until all teachers are highly qualified, the distribution of highly qualified teachers will be an important matter. Because it will never be possible for all teachers to be equally experienced, the distribution of experienced instructors will remain a continuing concern. Therefore, the plan gives special attention to the need for a fair allocation of teachers who possess both experience and necessary qualification. These educators help students directly with instruction and indirectly with service as mentors to faculty with less experience or proficiency.

As I previously indicated, much thought and effort has contributed to preparation of this plan. More work will be done as our ideas percolate and our understanding increases. We intend that our campaign to place a highly qualified teacher in every classroom will survive long after the statutes that inspire it have expired.

On behalf of the State Board of Education, the Superintendent of Public Instruction, and the staff members of the board and department, I am pleased to submit the latest version of our plan. Thank you for the assistance you have provided during its preparation. I think you will agree that your efforts and patience have yielded a worthy dividend.

Sincerely,

/s/

Roger Magyar
Executive Director

CALIFORNIA'S REVISED STATE PLAN
for

NO CHILD LEFT BEHIND: HIGHLY QUALIFIED TEACHER

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

Sacramento, California
September 29, 2006
Revised November 17, 2006

Introduction

To maintain California's position as a world-class leader both economically and technologically, the state must continue to develop and support a world-class educational system. This includes ensuring that there is an adequate supply of highly qualified and effective teachers and administrators who are prepared to meet the challenges of teaching California's growing and diverse student population. The state must also ensure the equitable distribution of the most well-prepared teachers and administrators throughout the state, particularly in low-performing schools that serve a disproportionate number of poor and minority students, English learners, and special education students. Recruiting and developing highly qualified teachers and administrators is the most important investment of resources that local, state, business, and community leaders can make in education.

California's teacher workforce is the largest in the country with more that 300,000 teachers serving a student population of over six million. The California Department of Education (CDE) serves more than 9,223 schools under the local control of more than 1,059 school districts. During the past decade substantial progress has been made in reducing California's teacher shortages. The growing number of teachers without full credentials, created by class size reduction in the mid-1990s, has been reduced by half, from 42,000 in 2000-01 to around 20,000 in 2004-05, approximately 7 percent of the total teacher workforce. Projections are that the demand for teachers will continue to grow through 2014-15.[1]

Over the past decade California's public education system has undergone unprecedented change. The state's standards-based reform movement has transformed the focus and goals of public education, challenged schools to set higher expectations for all students, and hold everyone from superintendent to students responsible for academic performance.[2] Policymakers have focused on improving California's educational system by lowering class sizes in the primary grades, establishing standards across the curriculum, and initiating a standards-based assessment and accountability system. The state's accountability system has been

[1] C. E. Esch and others, *The Status of the Teaching Profession, 2005.* Center for the Future of Teaching and Learning, 2005, p. 15.
[2] Jackie Teague, Barbara Miller, and Mary Perry, "Help Wanted: Top Administrators to Lead California's Schools," *EdSource* (March 2001), 1.

expanded to include new standards tests and the *California High School Exit Examination (CAHSEE).*

As a result of these efforts, California students have continued to improve in academic performance, as indicated by the results of the 2005 Standardized Testing and Reporting (STAR) Program.[3] Test scores in reading and mathematics are up in every

[3] 2005 Standardized Testing and Reporting (STAR) Results. California Department of Education.

grade and more students are passing the high school graduation exam. In significant part this effort has been aided by a comprehensive state strategy that includes:

- High academic expectations in the core subject areas of English–language arts, mathematics, science, and history–social science.
- State Board of Education-approved standards-based instructional materials that give teachers the tools necessary to deliver more rigorous content.
- The statewide STAR Program that provides for the disaggregating of numerically significant subgroups by ethnicity, English-language fluency, disabilities, and economic status. This information allows for local examination of student progress and determination of need for intervention programs and strategies.

Most recently California has dedicated itself to improving the quality and effectiveness of all its teachers. These efforts, in accordance with No Child Left Behind, have resulted in significant improvements in the preparation, authorization, and assignment of teachers throughout the state. Despite its vast numbers of students, teachers, LEAs, and school sites, California has made huge strides towards making sure all children are taught by highly qualified and effective teachers. Toward this end, California has adopted the following plan to ensure that no child is left behind in the effort to improve education throughout our great state.

California's Revised HQT Plan

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Requirement 1 **Pages 7-24**

The revised Highly Qualified Teacher (HQT) plan must provide a detailed analysis of the core academic subject classes in the State that are currently not being taught by highly qualified teachers. The analysis must, in particular, address schools that are not making adequate yearly progress and whether or not these schools have more acute needs than do other schools in attracting highly qualified teachers. The analysis must also identify the districts and schools around the State where significant numbers of teachers do not meet HQT standards, and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified teachers.

Requirement 2 **Pages 25-29**

The revised plan must provide information on HQT status in each LEA and the steps the SEA will take to ensure that each LEA has plans in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible.

Requirement 3 **Pages 30-52**

The revised plan must include information on the technical assistance, programs and services that the SEA will offer to assist LEAs in successfully completing their HQT plans particularly where large groups of teachers are not highly qualified and the resources the LEAs will use to meet their HQT goals.

Requirement 4 **Pages 53-55**

The revised plan must describe how the SEA will work with LEAs that fail to reach the 100 percent HQT goal by the end of the 2006-2007 school year.

Requirement 5 **Pages 56-59**

The revised plan must explain how and when the SEA will complete the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005-06 school year, and how the SEA will discontinue the use of HOUSSE procedures for teachers hired after the end of the 2005-06 school year (except for the situations described below)

Requirement 6 **Pages 60-79**

The revised plan must include a copy of the State's written "equity plan" for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

Requirement 1: The revised Highly Qualified Teacher (HQT) plan must provide a detailed analysis of the core academic subject classes in the state that are currently *not* being taught by highly qualified teachers. The analysis must, in particular, address schools that are not making adequate yearly progress and whether or not these schools have more acute needs than do other schools in attracting highly qualified teachers. The analysis must also identify the districts and schools around the state where significant numbers of teachers do not meet HQT standards and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified teachers.

California currently has a variety of data systems used for federal and state reporting requirements related to teacher qualifications. The state has had limited capacity to link individual teacher-subject authorizations with teacher assignments for a particular year. California has been grappling with this problem for many years, but No Child Left Behind (NCLB) has provided the impetus and incentive to yield some meaningful progress in improving and refining education data systems. In March 2006 the California Department of Education (CDE), in cooperation with the California Commission on Teacher Credentialing (CCTC), was given authorization to begin development of a California teacher data system, identified as the California Longitudinal Teacher Integrated Data Educational System (CALTIDES). This system of unique teacher identifiers is to be developed and maintained by the CCTC. All public education agencies, including local educational agencies (LEAs) and the CDE will use these identifiers on all teacher records. The system will be developed in the 2006-07 fiscal year with implementation beginning in 2007-08.

Another NCLB-related activity the CCTC will undertake in 2006-07 will be to acquire more specific individual teacher information from LEAs on the subject areas in which each teacher is certified to teach. This activity will connect authorization, assignment, and NCLB requirements. The information will be available through CCTC's online Application and Credential Search function, allowing LEAs in California or other states, as well as the general public, to view information on the authorization(s) a teacher holds and the subject area(s) in which a teacher is NCLB compliant (~~https://www.teachercred.ctc.ca.gov/teachers/index.jsp~~) [Note, this hyperlink no longer valid, visit http://www.ctc.ca.gov].

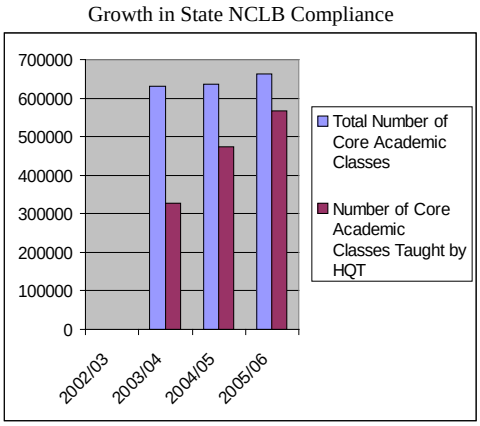
In addition to these improvements in teacher information, California has begun implementation of a comprehensive longitudinal student information system, identified as California Longitudinal Pupil Achievement Data System (CALPADS). In 2005-06 all public school students were assigned a unique student identifier. This system will facilitate the efficient and accurate transfer of student information among school districts. Longitudinal student assessment records will also facilitate more meaningful evaluation of students' educational progress and investment over time; ensure an efficient, flexible, and secure means of maintaining student data to promote student

achievement and the effective management of educational resources; and support efficient and accurate state and federal reporting. Full implementation of CALPADS is expected by December 2008 and of CALTIDES by 2009.

DOES THE REVISED PLAN INCLUDE AN ANALYSIS OF CLASSES TAUGHT BY TEACHERS WHO ARE NOT HIGHLY QUALIFIED? IS THE ANALYSIS BASED ON ACCURATE CLASSROOM-LEVEL DATA?

For the last three years, the CDE has been collecting and reporting NCLB teacher compliance information aggregated at the school level through its Consolidated State Application (ConApp). During this time, changes were made to the California Basic Education Data System (CBEDS) and Professional Assignment Information Form (PAIF) as part of CBEDS, which collects personnel information from California public schools. In October 2006 the CDE will begin using CBEDS-PAIF to collect NCLB compliance information for all core academic subject classes in California which will allow California to determine NCLB compliance status by school site, school type, and subject area taught and the NCLB compliance status of the teacher of each class. This information will greatly assist the CDE in targeting monitoring efforts and directing LEAs to appropriate professional learning opportunities for those teachers who are not yet NCLB compliant in all of their assignments.

According to the Consolidated State Performance Report (CSPR) of October 2005, in California approximately 20 percent of all NCLB core academic classes, as defined by federal law, were taught by noncompliant teachers. This is a significant decrease from 2002-03 when 52 percent of NCLB core academic classes were taught by noncompliant teachers. California's preliminary HQT data from 2005-06 for the 2007 CSPR indicates an overall compliance rate of 85 percent. There are 662,663 core academic classes reported in the state; of those, 566,053 are taught by compliant teachers.



2002-03 data {from 2004 Consolidated State Performance Report (CSPR)} [4]			
School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by HQTs	Percentage of Core Academic Classes Taught by HQTs
All Schools in State			48%
All Elementary Schools			60%
All Secondary Schools			44%
High-Poverty Schools			35%

[4] The data for "Total Number of Core Academic Classes" and "Number of Core Academic Classes Taught by HQTs" were not collected and therefore is unavailable for this time period.

Low-Poverty Schools			53%

There is a 3 percent difference in HQT percentage between low-poverty elementary schools and high-poverty elementary schools.

2003-04 Data from 2005 CSPR			
School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by HQTs	Percentage of Core Academic Classes Taught by HQTs
All Schools in State	630,647	327,267	52%
All Elementary Schools	162,164	79,324	49%
All Secondary Schools	468,483	247,943	53%
High-Poverty Schools	153,922	61,652	40%
Low-Poverty Schools	165,591	99,745	60%

There is a 9 percent difference in HQT percentage between low-poverty elementary schools and high-poverty elementary schools

2004-05 Data from 2006 CSPR			
School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by HQTs	Percentage of Core Academic Classes Taught by HQTs
All Schools in State	635,484	472,482	74%
Elementary Level			
High-Poverty Schools	48,977	36,880	75%
Low-Poverty Schools	34,341	27,807	81%
All Elementary Schools	173,723	135,266	78%
Secondary Level			
High-Poverty Schools	102,721	62,565	61%
Low-Poverty Schools	119,361	96,323	81%
All Secondary Schools	461,761	337,215	73%

The ability to connect teacher information currently housed in different state and local agencies through CALTIDES will greatly enhance the opportunities to understand teacher supply and demand, mobility patterns, and areas of shortage. In this way, state resources can be more effectively directed. This process will also greatly improve the monitoring of teacher assignments to ensure that teachers are appropriately authorized to teach the subject they are assigned to teach.

DOES THE ANALYSIS FOCUS ON THE STAFFING NEEDS OF SCHOOLS THAT ARE NOT MAKING AYP? DO THESE SCHOOLS HAVE HIGH PERCENTAGES OF CLASSES TAUGHT BY TEACHERS WHO ARE NOT HIGHLY QUALIFIED?

Beginning with the 2006 CBEDS-PAIF data collection, the CDE's ability to disaggregated data by school level (elementary/secondary), poverty level (low/high), Adequate Yearly Progress (AYP) (met/not met), minority (high/low), and class code will be seamless. This data collection method will allow the CDE to identify the schools that are not making AYP, but whether there are schools that have more acute needs, than do other schools, in attracting and retaining highly qualified teachers. This ongoing analysis will also help identify districts and schools in which significant numbers of teachers have continually not met HQT requirements and examines whether there are particular hard-to-staff courses frequently taught by non-HQTs. Using the HQT/AYP analysis the CDE will be able to target programs listed in Requirement 3.

The CDE realizes that its response to the need for this type of data analysis if we are to meet our June 2007 NCLB HQT deadline must be immediate. CDE staff has compiled data on poverty level (low/high), AYP (met/not met), minority status (high/low) and years of experience (average for district, average for each school, and actual years of experience for each school type) for the 1,053 district and approximately 9,372 schools in California (Attachment 6). There are 3,752 schools in California that failed to meet AYP as of September 2006, of which 982 had already been identified for participation in the Compliance, Monitoring, Interventions and Sanctions Program (CMIS). The 2,770 schools that met their Annual Measurable Objectives for High Quality (AMO-HQ) for at least one year and reported at least 70 percent compliance as of June 2006, (from December 2005,) but failed to meet AYP will be contacted separately as noted below.

HQT Compliance Among Schools in AYP Difficulty and in CMIS				
Type of School	NCLB Core Academic Classes	NCLB Core Taught by HQT	HQT Percent	Number of Schools
AYP Difficulty	310,625	253,225	81.5%	3752
CMIS	92,952	59,544	64.1%	982
Not CMIS	217,673	193,681	89.0%	2,770
Group A				
AYP Met	18,389	16,916	92.0%	183
AYP Not Met	34,025	31,266	91.9%	226
Group B				
AYP Met	21,807	17,087	78.4%	153
AYP Not Met	14,686	11,504	78.3%	136
Group C				
AYP Met	30,890	14,308	46.3%	363

AYP Not Met	10,850	3,948	36.4%	265
Group C2				
AYP Met	21,866	11,233	51.4%	283
AYP Not Met	14,504	7,169	49.4%	305

The data provided much-needed insight that aided CDE's technical assistance efforts. However, since these data were collected in December 2005, and most districts continued to work late into the 2005-06 school year to meet the NCLB goal by June 2006, the CDE gave LEAs an opportunity to update their HQT numbers:

- LEAs will be notified of their HQT-AYP percentage, as of June 2006 (from December 2005), as reported on the ConApp 2005. If the LEA feels that schools that reported less than 100 percent have now reached at least 95 percent, the LEA will be able to submit new data to the CDE confirming the new percentage.

    - Elementary: Teacher name, grade/subject taught, how HQT compliant, number of NCLB classes on campus, and the number taught by HQTs.

    - Secondary: 2006-07 master schedule, number of NCLB classes on campus, and the number taught by HQTs.

- If LEAs have failed to meet AYP in 2005-06, have less than 95 percent compliance (after resubmission of new data), have poverty/minority percentages of greater than the district average, and are not currently assigned to the CMIS program the CDE will:

    - Notify the LEA that it will need to submit current HQT compliance numbers and a School Site General Qualifications Worksheet (Attachment 3) for each school in the LEA that is below 95 percent compliant for HQTs.

    - Notify the LEA that it must develop an equitable distribution plan as part of its required Program Improvement efforts. The plan must detail the specific steps necessary to ensure that poor and minority students in the LEA will be taught at the same rates as other children by highly qualified and experienced teachers by June 2007, as required by Section 1111 (b)(8)(C) of the Elementary and Secondary Education Act, as amended by NCLB.

DOES THE ANALYSIS IDENTIFY PARTICULAR GROUPS OF TEACHERS TO WHICH THE STATE'S PLAN MUST PAY PARTICULAR ATTENTION, SUCH AS SPECIAL EDUCATION TEACHERS, MATHEMATICS OR SCIENCE TEACHERS, OR MULTI SUBJECT TEACHERS IN RURAL SCHOOLS?

Table 2: Preliminary Secondary HQT Compliance Percentages for October 2005 by School Level and Type as of April 3, 2006[5]

School Type	Secondary Core	Secondary NCLB	Percent Compliant	Percent of All Secondary	All Core	All NCLB	Percent Compliant
Alternative	5269	3669	69.6%	1.098%	10016	6415	64.0%
County Community	2764	2269	82.1%	0.576%	3413	2614	76.6%
Community Day	2215	1420	64.1%	0.461%	2709	1760	65.0%
Continuation	14693	10695	72.8%	3.061%	17172	12756	74.3%
Elementary	224	187	83.5%	0.047%	156968	142879	91.0%
High School	282537	242883	86.0%	58.864%	283905	244073	86.0%
Junior High	3492	2757	79.0%	0.728%	3492	2757	79.0%
Juvenile Hall	1081	734	67.9%	0.225%	2380	1812	76.1%
K-12	176	143	81.3%	0.037%	5296	3119	58.9%
Middle	166866	140410	84.1%	34.765%	173602	145976	84.1%
Opportunity	221	147	66.5%	0.046%	230	155	67.4%
Special Ed	443	246	55.5%	0.092%	3480	1737	49.9%
REAP[6]	4171	3482	83.5%	0.087%	10263	11526	88.8%
Necessary Small Schools[7]	2645	2202	83.3%	.006%	3195	2730	85.4%
All Schools	479981	405560	84.5%		662663	566053	85.4%

School level is defined by ED in CSPR instructions. School

Preliminary HQT compliance percentages for October 2005, by school level and type as of April 3, 2006, indicate that alternative education sites continue to be staffed by teachers who are not completely NCLB compliant; however, these programs represent a very small percentage of the total secondary education population in California. The data are somewhat misleading in that most of these programs report their alternative

[5] This table was updated for revisions submitted to the U.S. Department of Education on 11-17-06.
[6] This category of schools includes LEAs participating in the Federal REAP program There is overlap between this two category of schools and those listed under "Necessary Small Schools" all efforts to reduce this overlap were taken to preserve the authenticity of the data.
[7] This category of schools includes LEAs meeting the criteria of a "necessary small" school under California Education Code Sections 42283 and 42285 (Based on U.S. Census School Locator Codes 7 and 8).

education classes as a self-contained classroom; therefore, they must report zero compliance until they are compliant in all subjects they teach. This means that a high school continuation teacher who teaches five NCLB core academic classes must be highly qualified (HQ) in all of them before the LEA may report that teachers are HQ compliant, even if they meet NCLB compliance in four of the five subjects. To remedy this reporting issue, in the October 2006 CBEDS-PAIF reporting system, the CDE will have alternative education programs (that are not part of a comprehensive school) identify each subject taught and not report the program as a self-contained class. This system will give the CDE a more accurate picture of alternative education compliance. This solution, however, cannot be offered to alternative education programs within a comprehensive school because of county-district-school (CDS) code issues. The CDE will work on repairing this issue for the October 2007 CBEDS-PAIF submission.

After meeting with numerous stakeholder groups and talking extensively to county office personnel, the CDE has determined that three significant issues have prevented these programs from being compliant. The first and foremost issue is that of teacher credentialing. Under California *Education Code* Section 44865:

> …A valid teaching credential issued by the State Board of Education or the Commission for Teacher Preparation and Licensing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments...

As a result, an LEA has the flexibility to assign a teacher to teach subjects within the scope of their credential authorization for which they may not have received sufficient content area training.

The second issue is the very nature of the programs, including all secondary special education teachers, and teachers who teach in home/hospital programs, necessary small high schools, continuation schools, alternative schools, opportunity schools, juvenile court school, county community schools, district community day schools, small rural school achievement program schools, and independent study programs. Typically, these teachers teach all subjects students in multiple grade levels and abilities; and the environment and student challenges make these alternate programs the most difficult to staff in the same manner as a regular secondary program.

The third issue is that many of these programs are in very isolated locations or are in secure facilities, making the required multiple observations by personnel with strong subject matter backgrounds, necessary for High Objective Uniform State Standard of Evaluation (HOUSSE) Part 2, very problematic.

To address these issues, and specifically the issue of subject matter acquisition and verification, the CDE has authorized the Ventura County Office of Education to create a rigorous content verification process for secondary teachers of multiple subjects, who

teach programs such as those listed above. This process is in the final verification stages and will be posted on the CDE Web site when available.

Table 2: Preliminary Elementary HQT Compliance Percentages for October 2005 by School Level and Type as of April 3, 2006

School Type	Elementary Core	Elementary NCLB	Percent Compliant	Percent of All Elem.
Alternative	4747	2746	57.8%	2.599%
County Community	649	345	53.2%	0.355%
Community Day	494	340	68.8%	0.270%
Continuation	2479	2061	83.1%	1.357%
Elementary	156744	142692	91.0%	85.802%
High School	1368	1190	87.0%	0.749%
Juvenile Hall	1299	1078	83.0%	0.711%
K-12	5120	2976	58.1%	2.803%
Middle	6736	5566	82.6%	3.687%
Opportunity	9	8	88.9%	0.005%
Special Ed	3037	1491	49.1%	1.662%
REAP[8]	7355	6781	92.2%	0.040%
Necessary Small Schools[9]	550	528	96%	0.003%
All Schools	182,682	160,493	87.9%	

School level is defined by ED in CSPR instructions. School type is defined by CDE on PUBLSCHL file

The elementary school data indicate that many of the same programs suffer from low percentages of HQ teachers, as do their secondary counterparts. However, most of these programs are in middle and Kindergarten through grade eight (K-8) schools, which means the same problem arises - that of single-subject teachers who teach multiple subjects.[10] The CDE has addressed this issue by using *California Code of Regulations,* Title 5, Section 6100(c):

> Elementary, Middle/High Designation:
>
> - Elementary, Middle/High School: The local educational agency (LEA) shall determine, based on **curriculum taught**, by each grade

[8] This category of schools includes LEAs participating in the Federal REAP program There is overlap between this two category of schools and those listed under "Necessary Small Schools" all efforts to reduce this overlap were taken to preserve the authenticity of the data.

[9] This category of schools includes LEAs meeting the criteria of a "necessary small" school under California Education Code Sections 42283 and 42285 (Based on U.S. Census School Locator Codes 7 and 8).

[10] This table was updated for revisions submitted to the U.S. Department of Education on 11-17-06.

or by each course, if appropriate, whether a course is elementary, or middle/high school.

This rule allows the teacher to use the California Subject Examination for Teaching (CSET) - Multiple Subject examination to verify subject matter competency, since the exam is aligned to grade one through grade eight standards.

Analysis of HQT Problem Areas:

School Type	Elementary Core Classes	Elementary NCLB Core Classes	Percent Compliant	Percent of All Elem.	Secondary Core Classes	Secondary NCLB Core Classes	Percent Compliant	Percent of All Secondary
Juvenile Hall	1299	1078	83.0%	0.711%	1081	734	67.9%	0.225%

Juvenile court and county court schools serve students who are under the protection or authority of the juvenile court system and are incarcerated in juvenile halls, homes, ranches, camps, day centers, or regional youth facilities. These programs meet the educational needs of such students, as well as students who have been expelled from their home district schools because of a status offense or other infraction or behavior governed by the *Welfare and Institution Code* or *Education Code*. County boards of education administer and operate the juvenile court Schools authorized by *Education Code* sections 48645 - 48645.6. These schools provide an alternative educational program for students who are under the protection or authority of the juvenile court system and are incarcerated. Students are also placed in juvenile court schools when they are referred by the juvenile court. A minimum-day program for juvenile court schools is 240 minutes (*Education Code* Section 48645.3). Funding is provided by the state General Fund and is included in the annual apportionment to county offices of education.

Juvenile hall programs have among the lowest percentages of HQT in the state. At the elementary level, 83 percent of the NCLB core academic classes were reported as taught by HQT. However, the CDE now anticipate this percentage to be much higher.

School Type	Elementary Core Classes	Elementary NCLB Core Classes	Percent Compliant	Percent of All Elem.	Secondary Core Classes	Secondary NCLB Core Classes	Percent Compliant	Percent of All Secondary
County Community	649	345	53.2%	0.355%	2764	2269	82.1%	0.576%
Community Day	494	340	68.8%	0.270%	2215	1420	64.1%	0.461%

Community day schools are operated by school districts and county offices of education. Community day schools serve mandatory and other expelled students, students referred by a School Attendance Review Board, and other high-risk youths. The 360-minute minimum instructional day includes academic programs that provide challenging curriculum and individual attention to student learning modalities and abilities. Community day school programs also focus on the development of pro-social skills and student self-esteem and resiliency. Community day schools are intended to have low student-teacher ratios. Students benefit from learning support services that include school counselors and psychologists, academic and vocational counselors, and pupil-discipline personnel. Students also receive collaborative services from county offices of education, law enforcement, probation, and human services agency personnel

who work with at-risk youths. Community day schools are supported by supplemental apportionment for community day school attendance in addition to base revenue funding.

School Type	Elementary Core Classes	Elementary NCLB Core Classes	Percent Compliant	Percent of All Elem.	Secondary Core Classes	Secondary NCLB Core Classes	Percent Compliant	Percent of All Secondary
Opportunity	9	8	88.9%	0.005%	221	147	66.5%	0.046%

Opportunity Education schools, classes, and programs are established to provide additional support for students who are habitually truant, irregular in attendance, insubordinate, disorderly while in attendance, or failing academically.

Districts or county offices of education may establish Opportunity Education programs for students in grades one through twelve and can receive incentive funding to provide Opportunity Education for students enrolled in grades seven through nine. Opportunity Education schools, classes, and programs provide a supportive environment with specialized curriculum, instruction, guidance and counseling, psychological services, and tutorial assistance to help students overcome barriers to learning. Opportunity Education should not be viewed as a holding place for resistant learners but as an intervention to ensure student success. It provides comprehensive academic programs that facilitate positive self-esteem, confidence, and personal growth with the goal of helping students return to traditional classes and programs for grades one through twelve.

School Type	Elementary Core Classes	Elementary NCLB Core Classes	Percent Compliant	Percent of All Elem.	Secondary Core Classes	Secondary NCLB Core Classes	Percent Compliant	Percent of All Secondary
Continuation	2479	2061	83.1%	1.357%	14693	10695	72.8%	3.061%

Continuation education is a high school diploma program designed to meet the needs of students sixteen through eighteen years of age who have not graduated from high school, are not exempt from compulsory school attendance, and are deemed at risk of not completing their education. *Education Code* (EC) sections that provide for continuation education include sections 44865, 46170, 48400 - 48438, and 51055.

Students enrolled in continuation education programs are often deficient in credits or in need of a flexible schedule due to employment, family obligations, or other critical needs. For apportionment purposes a minimum day of attendance in continuation education is 180 minutes. However, many continuation high schools offer academic programs that exceed the minimum daily attendance requirement.
In addition to providing state-mandated academic courses for high school graduation, continuation education emphasizes guidance, career orientation, and/or a work-study schedule. Supplemental programs and services may include independent study,

regional occupational centers and programs, career counseling, job placement, and apprenticeships.

School Type	Elementary Core Classes	Elementary NCLB Core Classes	Percent Compliant	Percent of All Elem.	Secondary Core Classes	Secondary NCLB Core Classes	Percent Compliant	Percent of All Secondary
Special Ed	3037	1491	49.1%	1.662%	443	246	55.5%	0.092%

Secondary special education reports the lowest percentages of NCLB HQT compliance among special populations at 55.5 percent; however, this figure is very misleading. Most LEAs and county offices have reported that they "were waiting" to classify their secondary special education teachers as HQ pending reauthorization of the Individuals with Disabilities Education Act (IDEA). CDE staff met with all 58 county offices of education during the 2006 NCLB Summer Workshop Series to reiterate the importance of completing the NCLB verification process on all of their "new" and "not new" elementary special education teachers and teachers in alternative settings.

It was determined that county offices and LEAs would use the HOUSSE process to verify NCLB compliance for all "not new" secondary special education teachers and alternative education teachers but would wait to enroll their "new" secondary special education teachers and alternative education teachers in the Secondary Teachers of Multiple Subject Verification (STMSV) program upon its release in early 2007. The STMSV program ensures subject-matter acquisition that is aligned to the California content standards for students in grades seven through twelve while preparing their high school students to successfully pass the California High School Exit Examination.

School Type	**Elementary Core Classes**	**Elementary NCLB Core Classes**	**Percent Compliant**	**Percent of All Elem.**	**Secondary Core Classes**	**Secondary NCLB Core Classes**	**Percent Compliant**	**Percent of All Secondary**
REAP	7355	6781	92.2%	0.040%	4171	3482	83.5%	0.087%
Necessary Small Schools	550	528	96%	0.003%	2645	2202	83.3%	0.006%

Small Rural Schools Achievement Program (REAP) was designed to assist rural school districts in using federal resources more effectively to improve the quality of instruction and student academic achievement. (No Child Left Behind Act of 2001, Title VI, Part B)

To be eligible for the Small Rural Schools Achievement Grant (SRSA) and its associated Funding Flexibility Program, a district must:

1. have an ADA of less than 600, AND

2. must serve only schools that have a locale code of seven or eight, OR be located in an area defined as rural by a governmental agency of the state. (CDE's definition of rural is the district must have a total resident population of 2500 or less, or a population center of 1000 or less and is characterized by sparse, widespread population.)

In addition, California has established funding through the Necessary Small School program to support districts that operate very small schools that are located in rural areas of the state. The *Education Code* (EC) Section 42283 defines a necessary small school as an elementary school with an average daily attendance of less than 101, exclusive of pupils attending the seventh and eight grades of a junior high school, maintained by a school district which maintains two or more schools. EC Section 42285 defines a necessary small high school as a high school with an average daily attendance of less than 301, excluding continuation schools.

Preliminary HQT compliance percentages for October 2005, by school level and type as of April 3, 2006, indicate that REAP and small necessary elementary schools are very close to meeting the June 2007 goal of 100 percent NCLB HQT goal. In the schools that are Kindergarten through grade eight, Algebra remains a difficult area for HQ compliance; however many of these schools are now indicating they are working aggressively toward compliance in this area. The CDE is confident that the technical assistance that was provided during the summer of 2006 will bring this group into full compliance by June 2007.

Preliminary HQT compliance percentages for October 2005, by school level and type as of April 3, 2006, indicate that REAP and small necessary high schools continue to be staffed by teachers who are not completely NCLB compliant; however, the percentages are comparable to comprehensive high schools in California. Like all secondary alternative education sites necessary small high schools and REAP schools struggle with the same issues outlined on pages 12-15 in the September 29, 2006 State Plan and therefore the same interventions will be used.

Solutions to HQT Problem Areas

To adequately determine how successful CDE’s interventions have been with the target population through the CMIS process and the state as a whole, the CDE will do a one-time HQT data collection in June 2007. Using the ConApp process, COEs and LEAs will be able to report not only those teachers who meet NCLB HQT requirements but also those actively working through the STMSV process. That data will allow the CDE to form an accurate picture of HQT compliance in the most-hard-to staff programs with the most difficult challenges for HQT compliance.

DOES THE ANALYSIS IDENTIFY DISTRICTS AND SCHOOLS AROUND THE STATE WHERE SIGNIFICANT NUMBERS OF TEACHERS DO NOT MEET HQT STANDARDS? (REVISED)

The analysis of the HQT/AYP data for all 1,053 districts and 58 county offices of education (COE) programs in the State of California identified 149 LEAs who had district wide AYP difficulties. Of these, 35 have HQT compliance of 95 percent or better, 100 have HQT compliance between 94 percent and 70 percent, and 14 have HQT compliance of less than 69 percent as reported on the ConApp in December 2005. Of those LEAs, 75 reported a poverty level of 65 percent or higher and 101 have Black and Hispanic populations of 60 percent or higher.

All Schools and COE Programs with AYP Difficulties				
Schools with HQT of 100%	Schools with HQT between 99% and 90%	Schools with HQT between 89.9 % and 71%	Schools Identified for Additional Monitoring by CMIS	Schools Added to Current CMIS Program
827	966	876	246	631

There are 3,640 schools and COE programs in the State of California that have identified AYP difficulties as of September 2006. Among these schools and those of county offices, 972 programs are currently assigned to the CMIS process as described in Requirement 2. This analysis has added another 246 LEAs and COEs to the CMIS process and another 631 schools to the program. There are 966 schools and COE programs that reported HQT compliance between 99.9 percent and 90 percent; these schools and programs will be monitored and assisted by the Program Improvement (PI) and School Assistance and Intervention Team (SAIT) programs as defined by California *Education Code*.

There are, however, 876 schools and COE programs that have been identified with AYP difficulties and have reported HQT compliance between 89.9 percent and 71 percent. These schools and COE programs will be given technical assistance, and their progress toward HQT compliance will be monitored in the following manner:

- For each of the 876 schools or programs, the LEA or COE will be notified of its HQT-AYP percentage, as of June 2006 (from December 2005), as reported on the ConApp 2005. If the school or program has made significant growth in the area of HQT (at least 95 percent), it will be able to submit new data to the CDE confirming the new percentage.

    - Elementary: Teacher name, grade/subject taught, how they became HQT compliant, number of NCLB classes on campus, and the number taught by HQTs.

    - Secondary: 2006-07 master schedule, number of NCLB classes on campus, and the number taught by HQTs.

- Each school or program that was identified as having failed to meet AYP in 2005-06 and has HQT compliance below 89.9 percent (after it submits new data) will do the following:

    - Submit current HQT compliance numbers.

    - Submit a School Site General Qualifications Worksheet (Attachment 3) for each non-HQ teacher on the site. The Worksheet must include the required detailed plan for compliance by June 2007.
        - Due to the CDE no later than November 30, 2006.

- If the identified schools or programs have poverty/minority percentages greater than the district average and/or have an average of less experienced teachers than the district average, the LEA or COE is required to do the following:

    - Develop an equitable distribution plan as part of its required PI efforts. The plan must detail specific steps adequate to ensure that the poor and minority students in the LEA will be taught at the same rates as other children by highly qualified and experienced teachers, as required by Section 1111 (b)(8)(C) of the Elementary and Secondary Education Act, as amended by NCLB by June 2008.

    - Include specific funding sources for each activity, the responsible persons for activities, and a realistic timeline for completion of the plan. The plan must also detail how the LEA or COE will evaluate progress and the steps for modifications when evaluation determines the plan is not successful.
    - Due to the CDE no later than January 8, 2007.

DOES THE ANALYSIS IDENTIFY PARTICULAR COURSES THAT ARE OFTEN TAUGHT BY NON-HIGHLY QUALIFIED TEACHERS?

The preliminary analysis of the NCLB Core Subject Areas, as reported on the Fall 2005 CBEDS-PAIF, was conducted. From this analysis we know LEA CBEDS staff was still learning about how to complete these sections of the forms accurately in 2005 and therefore the official CSPR data for 2005 will be derived from the 2005-06 ConApp Part II collected in January 2006. However, the PAIF data is clearly similar to the ConApp data and is the only source of data that allows us to look at compliant classes by type or subject area of classes. Therefore, the PAIF data will be used to complete (as estimates) the sections of the CSPR that request information about noncompliant classes by type of class or subject area.

Table 1: California Summary of Professional Assignment Information Form (PAIF) Assignments by Core and HQT Status

	Total Core	Compliant Classes			Not Compliant	Percent Compliant	Percent Noncomp.
		Ed/Test	HOUSSE	Total			
Regular Elementary Self Contained	137,700	78,751	48,225	126,976	10,724	92.2%	7.8%
Special Education, Elementary	12,784	6,289	3,309	9,598	3,186	75.1%	24.9%
Other Self Contained Elementary	2,197	1,410	525	1,935	262	88.1%	11.9%
Special Education Secondary	19,652	8,252	2,915	11,167	8,485	56.8%	43.2
Subject Areas							
English	115,419	82,851	14,213	97,064	18,355	84.12%	15.8
Foreign Languages	28,596	22,612	2,150	24,762	3,834	86.6%	13.4%
Arts (All)	32,954	23,650	3,158	26,808	6,146	81.3%	18.7%
Mathematics	98,253	65,007	15,547	80,554	17,699	82.0%	18.0%
Science	78,358	54,888	10,529	65,417	12,941	83.5%	16.5%
Social Science	82,686	60,698	10,523	71,221	11,465	86.1%	13.9%
Career Tech	2,961	1,960	282	2,242	719	75.7%	24.3%
Other Self Contained Secondary	7,014	3,935	1,116	5,051	1963	72.0%	28.0%
Total	618,574	410,303	112,492	522,795	95,779	84.5%	15.5%

Of particular interest is Table 2 that examines the noncompliant core classes as of October 2005. As expected, the types of core classes that are overrepresented among noncompliant classes in descending order of significance are Special Education Secondary, Mathematics, Special Education Elementary, Other Secondary Self-contained, Arts, and Science.

Table 2: California Summary of Noncompliant Core Assignments by Type

	Total Core Classes	Percent of Core Classes	Noncompliant Classes	Percent of Noncompliant Classes	Difference in Representation
Regular Elementary Self Contained	137,700	22.2%	10,724	11.2%	+11.2
Special Education, Elementary	12,784	2.1%	3,186	3.3%	-1.3
Other Self Contained Elementary	2,197	0.4%	262	0.3%	+0.1
Special Education Secondary	19,652	3.2%	8,485	8.8%	-5.6
Subject Areas					
English	115,419	18.6%	18,355	19.2%	-0.7
Foreign Languages	28,596	4.6%	3,834	4.0%	+0.6
Arts (All)	32,954	5.3%	6,146	6.4%	-1.0
Mathematics	98,253	15.9%	17,699	18.5%	-2.5
Science	78,358	12.7%	12,941	13.6%	-0.9
Social Science	82,686	13.4%	11,465	12.0%	+1.4
Career Tech	2,961	0.5%	719	0.7%	-0.2
Other Self Contained Secondary	7,014	1.1%	1,963	2.1%	-1.0
Total	618,574		95,779		

Requirement 2: The revised plan must provide information on HQT status in each LEA and the steps the state educational agency (SEA) will take to ensure that each LEA has plans in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible.

In order to comply with federal mandates for oversight of the NCLB, the CDE began full implementation of California's LEA monitoring process for HQT, the Compliance Monitoring, Intervention, and Sanctions (CMIS) program, in June 2006. Specifically, a federal review of the CDE's administration of NCLB resulted in a "finding" that the CDE was not monitoring the accuracy of LEA implementation of NCLB teacher quality compliance. Subsequently, CDE staff developed a protocol for such monitoring. In January 2006 the CMIS protocol was approved by the State Board of Education (SBE) and thereafter forwarded to the U.S. Department of Education (ED), from whom CDE staff received positive feedback. Full details of the program are included in Attachment 14.

DOES THE PLAN IDENTIFY LEAS THAT HAVE NOT MET ANNUAL MEASURABLE OBJECTIVES FOR HQT? (REVISED)

The CMIS program staff has carefully analyzed available HQT percentages, AYP identification, poverty/minority data, and average years of experience for each school and educational program in California to develop a picture of each district and school within the state (Attachment 2). Schools were placed in the CMIS program by using two sets of criteria: (Attachment 6)

1. Failed to meet AMO-HQT for two consecutive years

2. Met their AMO-HQT for at least one year, but reported HQT percentages of less than 70 percent on the ConApp, Part II, in December 2005

To ensure that these schools have complied with NCLB HQT requirements by June 2007, the CDE will use the CMIS program to closely monitor 1,783 schools, representing 372 school districts, located in 56 of the 58 California counties (Attachment 1).

DOES THE PLAN INCLUDE SPECIFIC STEPS THAT WILL BE TAKEN BY LEAS THAT HAVE NOT MET ANNUAL MEASURABLE OBJECTIVES? (REVISED)

To ensure that all schools have complied with NCLB HQT requirements by June 2007, the CDE will use the CMIS program to closely monitor the 1,783 schools, representing 372 districts, which have been placed in the CMIS process. Because of the large number of schools involved, the schools noted above will be divided into four subgroups as follows:

Category A: Schools with an HQT percentage of 84 percent or better (401 schools)

Category B: Schools with an HQT percentage between 70 percent and 85 percent (287 schools)

Category C: Schools with an HQT percentage below 69 percent (661 schools)

Category C2:.Schools that may have met their AMO-HQT for at least a year but reported HQT percentages of less than 70 percent on December 2005 (428 schools)

All LEAs in the CMIS program were notified in July 2006 that they had failed to achieve acceptable HQT compliance and would be participating in the CMIS program during the 2006-07 school year. To accommodate the large numbers of personnel required to attend CMIS training, CDE staff used the county region system and contracted with all 11 regions to set up a series of CMIS trainings during the months of August and September 2006. Due to large numbers of non-HQT schools, some regions were separated. The LEA superintendent (or designee), human resource director, and staff most responsible for HQT (such as the credential analyst or personnel analyst) were required to attend the training along with each site administrator in the CMIS program. LEAs that failed to attend their scheduled training will be required to attend the "make-up" training on October 16, 2006, in Sacramento. Failure to attend, or failure to comply with required activities, will place the LEA in the "not demonstrating good faith effort" category and will result in state sanctions (see Requirement 4 for details).

For Category A schools, those reporting 85 percent compliance and higher, the LEA will be required to submit a list of non-HQTs and a realistic plan for ensuring that the teacher will be highly qualified no later than June 2007. The plan must include how the district has used and will use Title II, Part A, and Title I, Part A, funds and five to ten percent professional development for high quality, to assist teachers in becoming HQ. A CDE consultant will be assigned to monitor the LEA's implementation of its submitted plan by e-mail and desk monitoring. In reviewing the data for the schools in this category of the monitoring process, CDE staff is confident that these schools will make the HQT goal for June 2007. However, should concerns arise during the 2006-07 school year, a CDE consultant will meet with LEA administrators to revise the plan or assist in implementation of the plan (Attachment 4).

- LEA must create a plan that includes the following (due to CDE no later than November 1, 2006):
    - School District Monitoring Protocol) (Attachment 7)
    - Address any concerns related to the equitable distribution of HQ and experienced teachers.

The plan must detail specific steps adequate to ensure that poor and minority students in the LEA will be taught at the same rates as other children by highly qualified and experienced teachers, as required by Section 1111 (b)(8)(C) of the Elementary and Secondary Education Act, as amended by NCLB, by June 2008. LEAs may use self-study and guidelines for the Equitable Distribution of Experienced and Highly Qualified Teachers Plan.

- Each site must complete (due to CDE no later than November 1, 2006):
    - School Site General Qualifications Worksheet with a plan for each non-compliant teacher to be HQ by June 2007 (Attachment 3)
    - Accurate count of HQT compliance for 2006-07

For Category B schools, those reporting HQT percentages between 84 percent and 70 percent, the LEA will be required to submit a list of non-HQTs and a plan for ensuring that every teacher will be highly qualified no later than June 2007. The plan must include how the LEA has used and will use Title II, Part A and Title I, Part A funds, and five to ten percent professional development funds, to assist teachers in becoming HQ. Additionally, the LEA will complete a self-study to determine issues that have prevented it from achieving the HQT goal and equitable distribution of experienced teachers. The LEA will use the self-study to develop an equity plan that specifically addresses the issues that have prevented each targeted school within the LEA from meeting NCLB teacher requirement goals. LEAs must develop solutions to these issues by providing teacher and/or site support. The solutions should ensure long-term compliance with HQT goals. A CDE Education Programs Consultant will be assigned to monitor the LEA's implementation of its plan by phone contact and e-mail. In reviewing the data for the schools in this category of the desk monitoring process, CDE staff is confident that these schools will make the HQT goal for June 2007 with selected technical assistance from the CDE. Should concerns arise; the CDE Education Programs Consultant will meet with LEA administrators to revise the plan.

- LEA must complete (due to CDE no later than November 1, 2006):
    - School District Monitoring Protocol (Attachment 7)
- LEA and site must complete (due to CDE January 8, 2007):
    - Self-study (Attachments 5 and 15) with Equitable Distribution of Experienced and HQTs Plan

The plan must detail specific steps adequate to ensure that the poor and minority students in the LEA will be taught at the same rates as other children by highly qualified and experienced teachers, as required by Section 1111 (b)(8)(C) of the Elementary and Secondary Education Act, as amended by NCLB, by June 2007.

- Site must complete (due to CDE no later than November 1, 2006):
    - School Site General Qualifications Worksheet with a plan for each non-compliant teacher to meet NCLB requirements by June 2007 (Attachment 3)
    - Accurate count of HQT compliance for 2006-07

For schools in Categories C and C2, those reporting HQT percentages of less than 69 percent (Category C) or schools that may have met their AMO-HQT for at least a year but reported HQT percentages of less than 70 percent in December 2005 (Category C2), CMIS staff will conduct site monitoring and technical assistance visits to review required documents and assist the LEAs in analyzing their self-studies and creating a plan that specifically addresses the issues that have prevented the specific school sites from meeting the HQT compliance goals. The site plan will include specific strategies for assisting all non-HQTs in becoming highly qualified by June 2007. To ensure long-term compliance, the site plan will include an analysis of how the school will recruit the necessary new, qualified teachers to fill gaps in current staffing by core content areas. The LEA plan will include these steps:

- LEA must complete (due to CDE no later than November 1, 2006):
    - School District Monitoring Protocol (Attachment 7)
- LEA and site must complete (due to CDE November 1, 2006):
    - LEA self-study (Attachment 15)
    - Site self-study (Attachment 8)
- Site must complete (due November 1, 2006):
    - School Site General Qualifications Worksheet with a plan for each non-compliant teacher to meet NCLB requirements by June 2007 (Attachment 3)
    - Accurate count of HQT compliance for 2006-07

When the CMIS staff conducts their site visit, they will review the submitted plan for all noncompliant teachers to meet NCLB requirements by June 2007, especially Title I and Title II, Part A, class size reduction teachers and those teaching in high-poverty, high-minority schools. Together, the LEA and CMIS staff will create the Equitable Distribution of Experienced and Highly Qualified Teachers Plan. The plan will detail specific steps adequate to ensure that poor and minority students in the LEA will be taught at the same rates as other children by highly qualified and experienced teachers, as required

by Section 1111 (b)(8)(C) of the Elementary and Secondary Education Act, as amended by NCLB, by June 2008.

- Self-Study (Attachments 8 and 15)

    - Determine areas of concern about recruiting practices, policies, and procedures; retaining practices, policies, and procedures; and other LEA/site level practices, policies, and procedures related to equitable distribution of experienced and highly qualified teachers.

- Equitable Distribution of Experienced and Highly Qualified Teachers Plan

    - The plan must address each area of the self-study where weaknesses were found to exist, noting specific actions, responsible parties, and timelines for implementation.

    - The plan must demonstrate that no school with low AYP, high-poverty, high-minority students will have inexperienced and non-HQ teachers in greater percentages than schools with the highest percentage of experienced and HQ teachers.

        - If school A (low-poverty, low-minority) has 97 percent HQTs and averages 10 years of experience for teachers, then school B (high-poverty, high-minority, low AYP) must attain similar compliance or equalization of numbers through the LEA plan.

    - LEAs must identify how appropriate funds will be redirected to support the plan.

DOES THE PLAN DELINEATE SPECIFIC STEPS THE SEA WILL TAKE TO ENSURE THAT ALL LEAS HAVE PLANS IN PLACE TO ASSIST ALL NON-HQ TEACHERS TO BECOME HQ AS QUICKLY AS POSSIBLE? (REVISED)

To ensure that all schools have complied with NCLB requirements by June 2007, the CMIS staff will notify, in writing, each LEA currently not in the CMIS program that they are required to submit to the CDE a list of noncompliant teachers and note how the LEA will ensure they will be HQT by June 2007. The noncompliant list will be due to the CDE by November 30, 2006.

- Data will be compiled and analyzed, and additions to the CMIS program, including notification to LEAs, will be done by the end of November 2006.

- Data will be submitted to ED by December 1, 2006.

Requirement 3: The revised plan must include information on the technical assistance, programs, and services that the SEA will offer to assist LEAs in successfully completing their HQT plans, particularly where large groups of teachers are not highly qualified, and the resources the LEAs will use to meet their HQT goals.

DOES THE PLAN INCLUDE A DESCRIPTION OF THE TECHNICAL ASSISTANCE THE SEA WILL PROVIDE TO ASSIST LEAS IN SUCCESSFULLY CARRYING OUT THEIR HQT PLANS? (REVISED)

The California County Superintendents Educational Services Association (CCSESA) has divided the state's 58 county regions into 11 service regions. Each region consists of multiple counties except for Region 11, which consists of only Los Angeles County. California has approximately 1,053 school LEAs with 9,372 public schools serving 6,322,189 students in Kindergarten through grade twelve (K-12). California public schools employ approximately 306,548 teachers. Because of the vast geographic size of the state and the sheer number of LEAs, the CDE will use the established regional system to facilitate much of its technical assistance efforts.

For the first time the CDE will have one program, Title II, Part A, coordinate and monitor the progress of the programs and services the CDE offers to LEAs that are struggling to make their high quality teacher requirements and equitable distribution of experienced teacher (HQT-EDET) goals. Targeted programs (see below) will be aligned to specific schools in struggling LEAs and COEs to ensure that schools have the resources and technical assistance needed to make long-term changes in hiring and retention practices that will lead to the equitable distribution of HQ and experienced teachers.

The Title II, Part A, state coordinator will coordinate and provide, in collaboration with CDE staff, ongoing technical assistance to LEAs and COEs as follows:

Program Monitoring

- Review annually the School Site General Qualifications Worksheet (Attachment 3) submitted by each school that does not have 100 percent HQTs by October 15 of each school year.

- Provide notice of placement in the CMIS program any LEA that fails to maintain at least a 95 percent HQT status at all sites and in all programs in the LEA by October 31 of each year.

- Provide LEAs and the public with online current information concerning the HQ status of teachers and HQT information for each school through the DataQuest system (as it becomes available through CALTIDES) and the CCTC Web site.

Program Implementation

- Conduct on-site technical assistance visits when requested by the LEA or county office of education.

- Conduct on-site technical assistance visits when indicated by guidelines set forth in Requirement 1.

- Collaborate with the CBEDS-PAIF office to review and to ensure accurate and complete CBEDS-PAIF data at the LEA and school levels.

Program Training

- Conduct annual regional NCLB HQT workshops and Web casts for county office and LEA Title II coordinators and human resources staff.

- Conduct annual NCLB workshops for county office human resource departments to provide yearly data on all LEAs who fail to meet or maintain acceptable HQT-EDET compliance and updates and retraining on NCLB requirements.

- Present relevant NCLB HQT workshops at stakeholder association statewide conferences such as ACSA, Title I directors, Co-Op Conference, charter schools, California Association of Administrators of State and Federal Education Programs (CAASFEP), independent study.

- Conduct annual NCLB HQT workshops for California School Board Association (CSBA), ACSA, California Continuation Education Association (CCEA), California Teachers Association (CTA), CCSESA, and others as identified.

- A video taped CMIS technical assistance workshop is available on the Internet. The workshop is indexed for easy access and the PowerPoint presented during the workshop is also available on this site. The website is currently pending.

Program Accessibility

- Respond in a timely manner to inquiries from teachers and LEAs.

- Respond to LEAs, county offices and teachers by telephone, Web casts, and e-mail with information specific to their needs for becoming HQ.

- Provide references and resources for exam information and preparation.

- Distribute HQT guidance from ED to LEA Title II coordinators and personnel administrators.

- When necessary revise teacher resource guides and NCLB HQ Frequently Asked Questions (FAQ) to comply with ED guidance.

DOES THE PLAN INDICATE THAT THE STAFFING AND PROFESSIONAL DEVELOPMENT NEEDS OF SCHOOLS THAT ARE NOT MAKING AYP WILL BE GIVEN HIGH PRIORITY? (REVISED)

The CDE believes that the teacher is at the heart of student academic success. A teacher who is appropriately credentialed, has a deep understanding of the content he or she teaches and has been trained in a variety of instructional strategies is in the best position to aid California students in reaching academic proficiency. The CDE is committed to ensuring that highly qualified, experienced, and effective teachers teach all students, regardless of ethnicity or socioeconomic status.

The Professional Development and Curriculum Support Division when making program decisions will utilize the analysis of schools that failed to meet AYP. Programs currently in place (see "Improving the Quality of Teachers in Hard-to-Staff Schools" below) will be targeted to the schools identified to be in the greatest need.

In NCLB, School Improvement is a formal designation for federal Title I-funded schools that do not make Adequate Yearly Progress for two consecutive years. Once identified as PI under NCLB, because of the nature of the mandated escalating accountability requirements, schools often advance further into future years of designated PI status. The Accountability Guide is available at http://www.cde.ca.gov/ta/ac/ay/documents/infoguide05.pdf.

Under NCLB, the state educational agency (SEA) must identify for PI those LEAs that failed to make AYP for two consecutive years. The SEA is required to take corrective action for any LEA that fails to make AYP for two consecutive years. School that fail to make AYP for two consecutive years are also identified for PI. The SEA works in conjunction with LEAs to identify for corrective action and restructuring any school that has been in PI for two years or more and has not made AYP on the same indicator (English/language arts, mathematics, graduation rate, or participation rate). An LEA or school is eligible to exit PI status after it makes AYP for two consecutive years.

In its efforts to assist schools and LEAs to exit PI status, the CDE has developed Essential Program Components (EPCs), which are considered to be key components of an effective academic program. The EPCs include requirements for teacher quality. Additionally, the EPCs require the site and LEA to evaluate the professional development program and use the surveys to gauge the sustained effect of professional development. The EPCs support academic student achievement in reading/language arts and mathematics. The SEA has also developed and made available various tools to assist LEAs and schools with the school improvement process. These tools include the Academic Program Survey (APS) instrument that is used to evaluate a school's implementation of EPCs; the District Assistance Survey (DAS), which can be used to examine an LEA's processes and protocols to determine possible gaps in support for

schools; the English Learner Subgroup Self Assessment (ELSSA), designed to serve as a technical assistance tool for LEAs in analyzing and addressing program services to the English Le3arner (EL) subgroup; and the Least Restrictive Environment (LRE) survey which can be used to analyze LEA and school special education programs. These instruments can be found in the Virtual Library located on the CDE Web site at http://www.cde.ca.gov/ta/lp/vl.

School Assistance and Intervention Teams (SAIT) provide intensive support and monitoring to assist state-monitored schools in improving student learning. Schools participating in the Immediate Intervention/Underperforming Schools Program (II/USP) or High Priority Grant Program (HPSGP) must meet their program's definition of significant growth, based on the results of School wide Academic Performance Index (API), or the school is deemed state-monitored. Each school participating either the II/USP or HPSGP must meet its program's definition of significant growth each year until the school exits the program, with the approval of the State Board of Education, to impose various sanctions on state-monitored schools. One option is to require the LEA to enter into a contract with a SAIT.

If after five years of escalating monitoring and interventions, the LEA fails to exit PI it is deemed state-monitored and receives assistance from a School Assistance and Intervention Team (SAIT). SAIT will assist the LEA in identifying critical areas to improve student achievement. SAIT corrective actions funding is also provided for up to three years to implement the corrective actions in those areas identified by the SAIT.

DOES THE PLAN INCLUDE A DESCRIPTION OF PROGRAMS AND SERVICES THE SEA WILL PROVIDE TO ASSIST TEACHERS AND LEAS IN SUCCESSFULLY MEETING HQT GOALS? (REVISED)

In addition to the program services detailed above, the CDE ensures that LEAs will meet their HQT-EDET goals by administering, overseeing, and supporting a variety of programs and services that focus on four areas: connecting teaching professionals to higher education, increasing the number of highly qualified teachers in California; improving the quality of teachers in hard-to-staff schools; and recruiting and retaining highly qualified teachers in hard-to-staff schools. Each of these areas will be monitored by the CDE in part by collecting data on the programs used and their success within each LEA. (Attachments 9b, 11,b, 12b, and 13b)

Connections to Higher Education (Attachments 9a and 9b)

- **California State University Chico**

  The Department of Professional Studies in Education at California State University, Chico provides a long-term response to the challenges of improving the preparation of personnel to serve school-aged children with mild to moderate disabilities and of meeting the staffing needs in a large region experiencing shortages of these personnel. The need for special programs addressing teacher recruitment and retention in the area of Special Education is evidenced by the fact that 50.9% of Elementary Special

Education classes and 44.5% of Secondary Special Education classes are taught by non Highly Qualified Teachers.

- **California Subject Matter Projects**

  The California Subject Matter Projects (CSMP), are administered by the University of California Office of the President (UCOP). CSMP assists new, under-prepared and veteran teachers to develop and master core academic content and research proven instructional methods. This program targets the teachers in the 14.3% of classes that are not being taught by HQ teachers.

- **University of California at Irvine, Extension Program**

  In an effort to produce more and better qualified science and math teachers nationwide, the University of California (UC) Irvine Extension is planning a series of online courses to help K-12 teachers pass the California Subject Examination for Teachers (CSET), as well as prepare teachers from California and across the U.S. meet the subject matter competency requirements of the No Child Left Behind (NCLB) Act.

  The need for teacher recruitment and retention in the areas of math and science is evidenced by the fact that 16.5% of Science and classes and 18% of Mathematics classes are taught by non Highly Qualified Teachers.

Increasing the Numbers of Highly Qualified Teachers in California (Attachments 12a and 12b)

- **California Teacher Internship Programs**

  Senate Bill 1209 allows increased funding for enhanced internship programs. Below are some of the requirements that Local Educational Agencies must provide in order to receive funding:

  1. Provide teacher interns with the greater of 120 hours of intensive pre-service training focused on the teaching of English learners or 40 hours of pre-service training in addition to all other required training.
  2. Provide all teacher interns with 40 hours of classroom observation, supervision, assistance, and assessment by one or more experienced teacher who possess valid certification to teach at the same grade level and the same subject matter and who are assigned to teach at the same school as the intern who is being assisted.
  3. Maintain a ratio of no fewer than one experienced teacher to five teacher interns at the same school.
  4. The intern program must show that no high priority school has a higher percentage of teacher interns than the district wide average of teacher interns at a school in that year.

5. Increased funding up to a total of ($3,500) per intern, per year may be awarded by the commission.
6. Participants who have received a preliminary credential and are generating funding for an induction program are eligible to generate enhanced funding.
7. The CCTC must report to the Legislature the number of school districts and county offices of education receiving increased funding and the number of interns for whom increased funding is claimed.

Additionally, alternative teacher credentialing internship programs provide opportunities for teacher candidates to become highly qualified through a state-approved alternative teacher credential program while working as classroom teachers. These programs enhance the ability of LEAs to provide HQTs in many more classrooms throughout the state.

All alternative teacher credential programs are aligned to the state's teacher preparation standards and to state-adopted K-12 academic content standards. Alternative credential programs meet the same standards as traditional credential programs and are accredited by the CCTC. As with traditional credential programs, all alternative program candidates complete a two-year induction program of support and formative assessment during the first two years of their teaching career to obtain professional clear credentials.

- **California Assumption Program of Loans for Education (APLE)**

  The APLE is a competitive teacher incentive program designed to encourage outstanding students, district interns, and out-of-state teachers to become California teachers in subject areas in which a critical teacher shortage has been identified or in designated schools meeting specific criteria established by the State Superintendent of Public Instruction (SSPI).

  APLE applicants must agree to teach in one of the following teacher shortage areas:

  - Mathematics (Grades 7—12)
  - Science (Life/Physical)(Grades 7—12)
  - Foreign Language
  - Special Education
  - English(Grades 7—12)
  - Low-Income Area School
  - School Serving Rural Area
  - State Special School
  - School with a High Percentage of Emergency Permit Teachers
  - Low-Performing School

Teacher candidates must be pursuing a multiple-subject or single-subject credential and agree to teach:

- At a school ranked in the bottom 50th percentile of the Academic Performance Index (API) grades K—12; or
- At a school with a high percentage of emergency permit teachers in grades K—12; or
- At a designated low-income school in grades K—12; or
- At a school serving rural areas in grades K—12.

APLE participants who agree to, and provide, the designated teaching service in the area of **math, science, or special education** are eligible to receive an additional $1,000 per year in loan assumption benefits. Participants meeting this requirement who provide teaching service in a California public school that is ranked in the lowest 20th percentile of the API are eligible to receive an additional $1,000 per year, making the total amount of loan assumption $19,000.

The CCTC may assume up to $19,000 in outstanding educational loan balances in return for four consecutive years of teaching service. Teachers are eligible for:

* Up to $2,000 after completion of the first full school year of eligible full-time teaching

* Up to $3,000 after completion of the second full year of eligible full-time teaching

* Up to $3,000 after completion of the third full school year of eligible full-time teaching

* Up to $3,000 after completion of the fourth full school year of eligible full-time teaching

(For a list of eligible schools see the Teacher Cancellation Low Income Directory at https://www.tcli.ed.gov/CBSWebApp/tcli/TCLIPubSchoolSearch.jsp)

The new APLE provides additional incentives for the distribution of well-prepared, highly qualified teachers with subject-matter expertise in science, mathematics, and special education to work at hard-to-staff schools throughout the state.

- **Direct Loan Program**

  To qualify, a participant must have been employed as a full-time teacher for five consecutive, complete academic years in an elementary or secondary school that has been designated as a "low-income" school by the ED.

  Additionally:

  - At least one of the five qualifying years of teaching must have occurred after the 1997-98 academic year.

  - The loan must have been made before the end of the fifth year of qualifying teaching.

  - The elementary or secondary school must be public or private nonprofit.

  - A defaulted loan cannot be cancelled for teacher service unless you have made satisfactory repayment arrangements with the holder of the loan.

  Each year, the ED publishes an online list of low-income elementary and secondary qualifying schools.

  If a participants' five consecutive, complete years of qualifying teaching service began *before October 30, 2004*:

  - A participant may receive up to $5,000 in loan forgiveness if, as certified by the chief administrative officer of the school where you were employed, you were:

    - A full-time elementary school teacher who demonstrated knowledge and teaching skills in reading, writing, mathematics, and other areas of the elementary school curriculum; or

    - A full-time secondary school teacher who taught in a subject area that was relevant to your academic major.

  - A participant may receive up to $17,500 in loan forgiveness if, as certified by the chief administrative officer of the school where you were employed, you were:

    - A highly qualified full-time mathematics or science teacher in an eligible secondary school (for the definition of a highly qualified teacher, see the Web site); or

- A highly qualified special education teacher whose primary responsibility was to provide special education to children with disabilities and you were teaching children with disabilities that corresponded to your area of special education training and you have demonstrated knowledge and teaching skills in the content areas of the curriculum that you were teaching.

For more information and a list of eligible schools, go to http://studentaid.ed.gov/PORTALSWebApp/students/english/cancelstaff.jsp?tab=repaying

- **Cancellation of Perkins Loans for Teachers**

Teachers may qualify for cancellation (discharge) of up to 100 percent of a Federal Perkins Loan if they have served full time in a public or nonprofit elementary or secondary school system as a:

- Teacher in a school serving students from low-income families; or

- Special-education teacher, including teachers of infants, toddlers, children, or youth with disabilities; or

- Teacher in the fields of mathematics, science, foreign languages, or bilingual education, or in any other field of expertise determined by a state education agency to have a shortage of qualified teachers in that state.

- **Federal SMART Grant Program**

The Federal Budget Reconciliation Act recently enacted by Congress establishes a new National Science and Mathematics Access to Retain Talent (SMART) Grant program. The Act creates a new award in the amount of $4,000 for Pell Grant recipients in their junior or senior years who maintain a 3.0 GPA and who major in science, math, engineering, or a foreign language critical to national security. While not directed at teachers, the grants would be available to eligible Pell Grant recipients who participate in the UC/CSU SMI program.

- **International Teachers**

International certificates are issued to applicants who are from a country other than the United States, who have completed at least a bachelor's degree with a major in the field of teaching, who have met all cultural/educational visa requirements. The certificate can be renewed for up to two additional years at the request of the school district if the teacher has met all certification examination requirements during the first year. The Commission on Teacher Credentialing works closely with responsible officers and foreign country representatives to provide appropriate certification and employment to international teachers. These

teachers often meet critical needs in hard-to-staff geographical and subject areas, especially special education, secondary math and sciences, and foreign languages.

- **Troops to Teachers (TTT)**

  The purpose of TTT is to assist eligible military personnel in transition to a new career as public school teachers in targeted schools. A network of state TTT offices has been established to provide participants with counseling and assistance regarding certification requirements, routes to state certification, and employment leads. In addition, the program helps these individuals find employment in high-need local educational agencies (LEAs) or charter schools. A "high need LEA" is defined as an LEA that has a poverty rate of at least 20 percent or at least 10,000 poor children and has a high percentage of teachers teaching out-of-field or with emergency credentials.

  Under this program the Secretary of Education transfers funds to the Department of Defense for the Defense Activity for Non-Traditional Education Support (DANTES) to provide assistance, including stipends of up to $5,000, to eligible members of the armed forces so that they can obtain certification or licensing as elementary school teachers, secondary school teachers, or vocational/technical teachers and become highly qualified teachers by demonstrating competency in each of the subjects they teach. In lieu of the $5,000 stipends, DANTES may pay $10,000 bonuses to participants who agree to teach in high-poverty schools. A "high-poverty school" is defined as a school where at least 50 percent of the students are from low-income families or the school has a large percentage of students who qualify for assistance under the Individuals with Disabilities Education Act.
  http://www.ed.gov/programs/troops/index.html

- **Secondary Teachers of Multiple Subjects Verification Process**

  One of the key performance goals of NCLB is that all students will be taught by highly qualified teachers. All elementary, middle, and high school teachers assigned to teach core academic subjects were to meet NCLB HQT requirements by June 2006. In general, California has made good progress in meeting that goal. However, secondary special education and secondary alternative education teachers face unique challenges, and California LEAs have struggled to meet their goals with this population. The California Verification Process for Secondary Teachers of Multiple Subjects is designed for teachers who are authorized under California *Education Code* Section 44865 and for secondary special education teachers; it was developed to provide an opportunity for teachers in special programs to demonstrate that they are highly qualified.

  On July 7, 2006, California's State Plan of Activities to Meet NCLB Teacher Quality Requirements was submitted to ED. California made a commitment to the

development of a “new verification process for secondary teachers of multiple subjects” as a means to provide an opportunity for teachers in special programs to become highly qualified. The California 2006 Budget Act (Chapter 47, Statutes of 2006), line item #6110-001-0890, Schedule (1) Provision 40, provides funding authority for improving special education teacher quality. With this funding and authority from the Legislature and the Governor, the CDE awarded Ventura County Office of Education (VCOE) a grant to design and implement this verification process.

The specifications for the professional development component cover content aligned to the CCTC Subject Matter Requirements (SMRs) and thus the content of the California Subject Examination for Teachers (CSET) Single Subject Examinations, the California core academic standards, the California High School Exit Examination, and the California Standards Tests. The format is similar to that used for the CSET preparation program. The professional development incorporates theory and practice, is organized in two levels, and meets the NCLB criteria for high-quality professional development. The duration of the modules is designed to meet the need for sufficient intensity of the training. Detailed descriptions of the professional development criteria are included in the NCLB Verification for Secondary Teachers of Multiple Subjects and will be available upon final verification by the SBE.

- **Alternative Certification Program**

  Senate Bill 1209 authorizes the Commission on Teacher Credentialing to award an additional $1,000 per teacher (above the $2,500 per teacher currently) for the alternative certification program to any school district or county office of education that agrees to specified requirements to address the distribution of teacher interns, including providing more pre-service training for teachers of English learners, providing opportunities for classroom supervision/observation, and maintaining small ratio of experienced teachers to teacher interns at a school site. This bill also requires a LEA to demonstrate that a low-performing school does not have a higher percentage of teacher interns than the district wide average of teacher interns in a school in that year in order to receive the higher funding level in the second year ($6.8 million).

  Testing: Credential candidates can substitute a passing score, as established by the SSPI, on the Graduate Record Examination General Test (GRE), the SAT, and the ACT Plus Writing Test to satisfy basic skills required in lieu of the California Basic Educational Skills Test (CBEST). This provision will remove the need to take one of the many exams teachers are required to take and speed up the process of entering a credential program after the completion of the bachelor’s degree.

- **Teacher Credentialing Block Grant (AB 825)**

  School districts, county offices of education, and consortia of districts and county offices that offer approved Beginning Teacher Support and Assessment programs are eligible for Teacher Credentialing Block Grant funds. The purpose of this program is to provide induction services for first-year and second-year teachers and aid them in moving from their preliminary credential to their clear credential.

Improving the Quality of Teachers in Hard-to-Staff Schools (Attachments 11a and 11b)

- **One Thousand Teachers, One Million Minds Initiative - University of California**

  In May 2004 a compact was developed and signed between the higher education community and the California Governor focused on improving both the supply and quality of science and mathematics teachers in California. The goal of the program is to certify 1,000 mathematics and science teachers per year upon full implementation of the program. The program will provide all undergraduates the opportunity to complete a major in the field of science or mathematics while completing the course work that will prepare them to be highly qualified science or mathematics secondary teachers in four academic years. This program has been in existence for two years at the University of California. The Mathematics and Science Leadership Office at the CDE continues to build on the collaboration and provides advices on this project.

- **Quality Education Investment Act of 2006**

  This bill authorizes school districts and other local educational agencies to apply to the SSPI for funding. The money should be allocated to elementary, secondary, and charter schools that are ranked in either decile one and two on the 2005 API for use in performing varied specified measures to improve academic instruction and pupil academic achievement.

- **California Mathematics and Science Partnership Program**

  Through the use of NCLB, Title II, Part B, funds, the CDE has established the California Mathematics and Science Partnership Grant Program (CaMSP). This professional development program is focused on increasing the academic achievement of students in mathematics (grades five through Algebra I) and science (grades four through eight) by enhancing the content knowledge and teaching skills of classroom teachers. The CaMSP program engages LEAs to partner with local institutions of higher learning (IHE) to provide cohorts of long-term teachers, and sustained professional learning activities to develop strong mathematics and science content knowledge and related pedagogical strategies. Program activities ensure that educators develop the necessary knowledge and skills to effectively teach challenging courses using instructional materials adopted by the State Board of Education (SBE). Professional learning opportunities must adhere to the following requirements:

    - Improve teachers' subject-matter knowledge.

- Relate directly to the curriculum and academic areas in which the teacher provides instruction.

- Enhance the ability of the teacher to understand and use the challenging California academic content standards for mathematics and science.

- Provide instruction and practice in the effective use of content-specific pedagogical strategies.

- Provide instruction in the use of data and assessments to inform classroom practice.

Additionally, the CaMSP program partnerships are between a high-need LEA and an engineering, mathematics, or science department of an institution of higher education. The term “high-need LEA” refers to an LEA that serves a student population of which at least 40 percent qualify for the National School Lunch Program. Therefore, funding is directed throughout the state to high-need educational agencies that historically employ new and under prepared teachers. The CaMSP program indirectly addresses the equitable distribution of highly qualified teachers in California by providing an opportunity to teachers in those schools to improve their content knowledge and instructional strategies.

- **Mathematics and Reading Professional Development Program (Assembly Bill 466, reauthorized under Senate Bill 472)**

Assembly Bill (AB) 466 (Chapter 737, Statutes of 2001) established state funding for the Mathematics and Reading Professional Development Program. This reimbursement program provides funding for 120 hours of professional development in mathematics and reading/language arts to K-12 classroom teachers. SB 472 also provides incentive funding to LEAs for the purpose of providing teachers of English language learner pupils in Kindergarten and grades one through twelve. The program authorizes 40 hours of institute training and 80 hours of follow-up practicum. Local educational agencies must provide assurances that the initial 40 hours of professional development will be contracted with a state board approved provider. The training will be based on the statewide academic content standards, curriculum frameworks, and instructional strategies designed to help all pupils, including English language learners and pupils with exceptional needs, gain mastery of the California academic content standards. The regulations also authorize 20 hours of initial training and 20 hours of follow-up practicum for instructional aides or paraprofessionals.

AB 466, under Article 3 for LEAs, provides approved professional development delivered by SBE-approved training providers on state or local board-approved instructional materials that are aligned with state content standards and curriculum frameworks. This program was reauthorized by Senate Bill (SB) 472

in 2006. The reauthorization will continue the Mathematics and Reading Professional Development Program through June 2012.

This professional development program will be a major component for secondary special education teachers and teachers who qualify for rural flexibility as stipulated in the *California Code of Regulations*, Title 5, sections 6111 and 6113, county office programs. AB 466 and its reauthorizing legislation, SB 472, prioritize participation in the program. The intent of the legislation is to allow LEAs to give highest priority to training teachers who are new to the teaching profession, who are assigned to high-priority schools, and who are assigned to schools that are under state sanctions. This intention supports the equitable distribution of HQTs by ensuring that priority funding be given to LEAs for the purpose of providing professional development in mathematics and reading for teachers in highest need schools.

- **National Board Certification Program**

The National Board for Professional Teaching Standards (NBPTS) provides a rigorous measure for experienced teachers through sets of teaching standards that describe the accomplished level of teaching. Over the course of a school year, candidates for national certification must create a portfolio of their teaching and sit for an assessment of their content knowledge. National Board certification is available in more than 24 certificate areas, defined by a student age range and the content taught. Teachers seeking National Board Certified Teacher (NBCT) status often create small learning communities as they develop their portfolios. The National Board certification process requires teachers to examine their practice and provides the opportunity to address apparent weaknesses. The process can take up to three years for teachers who discover a weakness that must be addressed. National Board certification is the epitome of long-term, meaningful professional development. Approximately one percent of all California teachers are NBCTs.

National Board certification is one measure of the highly qualified teacher status necessary for NCLB compliance. To encourage teachers in California to take the challenge of national certification, the CDE administers two programs. The federally funded Candidate Subsidy Program (CSP) provides 50 percent of the candidate fees, and the state-funded NBPTS Incentive Award Program provides a $20,000 incentive award for NBCTs who work in high-priority schools. The 2006 Budget Act proposes additional state funding to increase the candidate fee support to 90 percent. With approximately 50 percent of California NBCTs teaching in the bottom half of all California schools (determined by the Academic Performance Index), California is the national exception with regard to the equitable distribution of NBCTs.

- **Beginning Teacher Support and Assessment Program (BTSA)**

  All California teaching candidates graduating from credentialing programs must pass the CSET that ensures subject-matter competency. Once hired, they are required to participate in a two-year induction program (SB 2042). This program, the Beginning Teacher Support and Assessment Program (BTSA), is a state-funded induction program designed to support the professional development of newly credentialed, beginning teachers and fulfill the requirements for the California clear multiple and single subjects credentials.

  The BTSA Induction Program provides formative assessment, individualized support, and advanced content for newly credentialed, beginning teachers, thereby ensuring a highly qualified teacher in every California classroom.

- **New Legislation: Senate Bill 1209, Scott**

  Certificate Staff Mentoring: SB 1209 establishes the Certificate Staff Mentoring (CSM) program, which provides $6,000 annual stipends to experienced teachers to teach in “staff priority schools” (defined as schools ranked in deciles one through three of the Academic Performance Index or a county juvenile court school) and assists teacher interns during their induction and first years of teaching ($11.2 million).

- **The California Subject Matter Projects**

  The California subject matter projects (CSMP), administered by the University of California Office of the President (UCOP), have long played a major role in professional development for California K-12 teachers. Beginning with the establishment of the California Writing Project in 1977, the CSMP has evolved to include all core academic subject areas. The CSMP assists new, under prepared and veteran teachers to develop and master core academic content and research-proven instructional methods that are linked to adopted California content standards, curriculum frameworks, and related approved instructional materials.

  The CSMP operates statewide through a network of regional projects. In 2002-03, the Governor and Legislature chose to appropriate the state funds for technical assistance under Title II, Part A, $4.35 million, to the CSMP. The CSMP expends those funds under an MOU between the CDE and UCOP that seeks to address major NCLB goals and the needs of LEAs, schools, and their teachers.

  The CSMP, using federal funds, intends to provide technical assistance to teachers and LEAs in support of the following four major goals, specified as priorities under NCLB, Title II, Part A, Section 2113 – State Use of Funds.

Goal I: In collaboration with schools and districts, the CSMP will provide technical assistance to teachers, enabling them to meet licensing and certification requirements to become highly qualified in the core academic areas, pursuant to California regulations and federal law.

Goal II: In collaboration with schools and districts, the CSMP will provide technical assistance to teachers that support the development of academic content knowledge and the content-specific pedagogical skills required to teach in accordance with California academic content standards and state assessments to promote student achievement consistent with such standards.

Goal III: In collaboration with schools and districts, the CSMP will provide technical assistance to teachers to develop the knowledge and skills required to ensure that English learners (ELs) have full access to the core curriculum and demonstrate satisfactory (or better) academic literacy skills, reading and writing, in the core content areas.

Goal IV: In collaboration with schools and districts, the CSMP will provide technical assistance to administrators and teachers that supports LEAs in meeting or exceeding Adequate Yearly Progress (AYP) and API goals.

In 2005-06 the CSMP reported serving 39,761 participants, of whom 29,046, or 73 percent, are teachers. Of the teachers, about 16,524, or 57 percent, were teaching at low-performing schools; more than 12,402, or 43 percent, reported being teachers of ELs; 592, or 2 percent were teachers who were working toward their preliminary credential in the subject area in which they teach; and 4,937, or 17 percent needed to demonstrate subject-area competency through the California HOUSSE process.

Project	Professional Development Programs	Participants	Low-Performing School Participants	Total Hours
California Writing Project	1,587	12,658	3,747	258,694
California History-Social Science Project	444	2,648	694	45,395
California International Studies Projects	410	1,953	662	46,612
California Math Project	915	7,523	3,905	258,870
CRLP	589	8,364	4,869	135,234
CSP	369	3,857	1,813	79,521
CFLP	76	629	198	20,359
TCAP	471	2,129	636	47,913
Total	**4,861**	**39,761**	**16,524**	**892,598**
CSMP projections for July 1, 2006, to June 30, 2007, is to come within + or - 5% of the number of programs and participants served in 2005-06.				

The goals outlined in the MOU between the CDE and UCOP include providing technical assistance and high-quality professional development to schools and districts so that teachers may comply with NCLB highly-qualified teacher requirements.

- **Cross-cultural Language and Academic Development (CLAD) Certificate**
  The Cross-cultural, Language and Academic Development (CLAD) Certificate and the Bilingual, Cross-cultural, Language and Academic Development (BCLAD) Certificate authorize teachers to provide certain types of instruction to English learners.

  This certification demonstrates the level of knowledge and skills required to teach English learners effectively. This is especially significant given that Hispanics constitute about 75% of all students enrolled in programs for the limited English proficient (LEP), including bilingual education and English as a second language (ESL) programs. Additionally, approximately 35% of Hispanic children live in poverty.

- **Bilingual Teacher Training Program**
  Bilingual Teacher Training Program (BTTP) funds support schools and districts as regional training centers in preparing teachers, kindergarten through grade twelve, for California Commission on Teacher Credentialing authorization to provide instructional services to English learners. The training prepares teachers in the appropriate methodologies to facilitate English learners' acquisition of English and academic development.

Recruiting and Retaining Highly Qualified Teachers in Hard-to-Staff Schools (Attachments 13a and 13b)

- **New Legislation: Senate Bill 1209 (Scott)**

  Personnel Management Assistance Team (PMAT): SB 1209 established the PMAT in up to six county offices to provide technical assistance to school districts in personnel management, recruitment, and hiring processes, and it allows the SSPI to select one PMAT to maintain a clearinghouse of effective personnel management and hiring practices ($3 million).

  Salary Planning Grants: SB 1209 authorizes the district and teachers' bargaining unit to apply to the SPI for technical assistance and planning grants to facilitate the planning of a salary schedule for teachers based on criteria other than years of training and experience (e.g., a step-and-column salary schedule).

- **Quality Education Investment Act of 2006**

  After analyzing the chaptered version of this legislation the CDE has determined that this will not aid in the Equitable Distribution of teachers in California. Therefore, we are eliminating all references to SB 1133 and/or the Quality Education Investment Act (QEIA) from this plan.

- **California Teacher Recruitment Program**

  In an effort to help meet the critical need for teachers in California, the Sacramento County Office of Education is coordinating a recruitment effort aimed at finding highly qualified teachers for low -performing schools.

  Designed to help recruit highly qualified teachers for low performing schools and help meet a critical need. California will focus its attention on three geographic areas for its recruitment efforts for schools in deciles 1-3 on the state's Academic Performance Index:

  1. Riverside and San Bernardino Counties,
  2. Los Angeles County, and
  3. San Joaquin and Salinas Valleys.

- **SB 550 Working and Learning Conditions**

  Requires school districts to maintain all facilities in a working order, improve working conditions, create positive classroom learning environments and provide sufficient textbooks and instructional materials for all students. This bill appropriated $20,200,000 from the General Fund to the State Department of Education and, of that amount $5,000,000 was appropriated for transfer to the State Instructional Materials Fund for purposes of acquiring instructional materials, as specified, $15,000,000 was appropriated for allocation to county offices of education for review and monitoring of schools, as specified, and $200,000 was appropriated for purposes of implementing this act.

- **SB 6 School Facilities Needs Assessment Grant Program**
  This legislation established the School Facilities Needs Assessment Grant Program which conducted one-time facilities needs assessments for schools in deciles 1 – 3. It also established the School Facilities Emergency Repair Account to pay for emergency facilities repairs for these same schools.

  A total of $250,000 was appropriated from the General Fund to the State Allocation Board for the administration of the School Facilities Needs Assessment Grant Program and the School Facilities Emergency Repair Account for the 2004–05 fiscal year. $30,000,000 from the General Fund was appropriated for school

districts under the School Facilities Needs Assessment Grant Program and $5,000,000 was appropriated for transfer to the School Facilities Emergency Repair Account.

- **California Extra Credit Teacher Program**

  The Extra Credit Teacher Program (ECTP) is designed to make homeownership a possibility for eligible teachers, administrators, classified employees and staff members working in high-priority schools in California. The ECTP is intended to help high priority schools attract and retain education professionals by offering an incentive in the form of down payment assistance for the purchase of a home anywhere in California.

- **Transition To Teaching Grants**

  The program provides grants to recruit and retain highly qualified mid-career professionals and recent graduates as teachers in high-need schools. Additionally, these grants encourage the development and expansion of alternative routes to certification under state-approved programs that enable individuals to be eligible for teacher certification within a reduced period of time, relying on that individual's experience, expertise, academic qualifications, or other factors in lieu of traditional course work in the field of education.

DOES THE PLAN SPECIFICALLY ADDRESS THE NEEDS OF ANY SUBGROUPS OF TEACHERS IDENTIFIED IN REQUIREMENT 1?

The new STMSV process will assist secondary teachers of multiple subjects and secondary teachers in alternative education programs in becoming highly qualified. Giving alternative education teachers, who are generally not certified in the specific areas they teach, a strong content background, with pedagogical practice, will make them stronger teachers and will translate into their staying in these programs for longer periods, thus increasing the average years of experience of these two types of teachers. Additionally, using the Troops to Teachers program as a recruitment tool for the alternative education programs will increase the number of teachers working in this vital, but hard-to-staff area.

Additionally, programs like One Thousand Teachers, One Million Minds Initiative, focused on improving both the supply and quality of science and mathematics teachers in California; and programs like the California Assumption Program of Loans for Education (APLE) designed to encourage outstanding students, district interns, and out-of-state teachers to become California teachers in subject areas where a critical teacher shortage has been identified. These areas are Mathematics (Grades 7-12), Science (Life/Physical) (Grades 7-12), Foreign Language, Special Education, English (Grades 7-12), Low-Income Area Schools, schools serving rural areas, State special schools,

schools with a high percentage of emergency permit teachers and low-performing schools.

The plan will also focus on helping LEAs plan and implement content-aligned, cohesive, research-based professional development, especially in schools that are historically hard to staff. It is the plan of the CDE to build capacity in these schools that have been revolving doors for teachers for years, to ensure that teachers feel valued and receive adequate training to meet the challenges that face them in these high-needs schools.

Does the plan include a description of how the State will use its available funds (e.g., Title I, Part A; Title II, Part A, including the portion that goes to the State agency for higher education; other Federal and State funds, as appropriate) to address the needs of teachers who are not highly qualified?

Since 1995, California has been building an educational system of five components: rigorous content standards; standards-aligned instructional materials; standards-based professional development; standards-aligned assessment; and accountability structure that measure school effectiveness in light of student achievement. State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem to have the greatest impact on improving student achievement. In California, the state and federal consolidated applications, the state accountability system, the Coordinated Compliance Review process, local improvement plans, professional development opportunities, and technical assistance al will be aligned to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools.

As indicated elsewhere in this HQT Plan, California coordinates efforts and resources across offices, divisions, and funding sources to support the activities that will support LEAs in their quest to have all teachers highly qualified.

Available federal, state, and higher education funding are coordinated and leveraged so as to provide needed technical assistance, support, and services to LEAs in developing and implementing their improvement plans that will address the professional development needs of teachers in meeting HQT status. For example, Professional Development and Curriculum Support Division, School Fiscal Services and the School and District Accountability Division provide direct technical assistance.

The SEA will provide resource materials and program implementation guidelines to assist LEAs, and County Offices of Education to implement various HQT activities associated with meeting their highly qualified goals thru desk monitoring, Web casts, Frequently Asked Questions, Web postings, CMIS, and Categorical Program Monitoring.

Monitoring:

SEA will monitor Title I and Title II grants and contracts on an ongoing basis by assessing information gathered from various required reports, audits, frequent field contacts, and site visits when necessary or as directed through legislation.

Each of the grants/contracts will be monitored to ensure quality programs, coordination of efforts, and compliance with the Education Code, legislation, and federal regulations.

The SEA uses the Consolidated Application (ConApp) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter school throughout California. Annually in June, each LEA submits Part I of the ConApp to document its participation in these programs and provide assurances that it will comply with all legal program requirements. Program entitlements are determined by formulas contained in the laws that created the programs. In the fall LEAs submit Part II of the ConApp which contains the LEA entitlement for each funded program. Out of each state and federal program entitlement, LEAs allocate funds for indirect cost of administration for programs operated by the district office and for programs operated at schools. (www.cde.ca.gov/fg/aa/co/index.asp)

Both state and federal laws require the SEA to monitor categorical programs operated by LEAs. This state oversight is accomplished in part by conducting annual on-site monitoring of programs administered by LEAs for one-quarter of all LEAs. The SEA monitors LEAs for compliance with requirements of each categorical program, including fiscal requirements.

Education Code Section 64001 requires the State Superintendent of Public Instruction to create a monitoring instrument which the State Board of Education (SBE) reviews for consistency with SBE policy. SEA uses the instrument to monitor LEA compliance with specific tenets of the law. In 2005, the SEA revised and updated the monitoring instrument to clarify current state and federal legal requirements. The SEA configured the instruments into seven dimensions representing major program requirements and sequences so that each dimension builds upon and informs the one preceding it. The seven dimensions are: Involvement; Governance and Administration; Funding; Standards, Assessment and Accountability; Staffing and Professional Development; Opportunity and Equal Access; Teaching and Learning.

Does the plan for the use of available funds indicate that priority will be given to the staffing and professional development needs of schools that are not making AYP?

The NCLB Act of 2001 is a federal legislation that established a new definition of Adequate Yearly Progress (AYP) for all schools, LEAs, and the state beginning with the 2002- 03 school year.

All schools and LEAs are required to meet all AYP criteria in order to meet federal NCLB accountability requirements. Currently, the consequences of not meeting AYP criteria apply only to Title I-funded schools and LEAs. Schools and LEAs that receive

federal Title I funds face NCLB Program Improvement (PI) requirements for not meeting AYP criteria.

PI is a formal designation for Title I-funded schools and LEAs. A Title I school or LEA is identified for PI if it does not meet AYP criteria for two consecutive years within specific areas. If a school or LEA is designated PI, it must provide certain types of required services and/or interventions during each year it is identified as PI. A school or LEA is eligible to exit PI if it makes AYP for two consecutive years.

The SEA uses the Consolidated Application (ConApp) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter school throughout California. Additionally, the SEA has now added elements to identify how much of the LEA's Title II allocation is being spent towards examination and test preparation fees.

The SEA is ensuring that Title II funds are being spent towards appropriate class size reduction program practices consist with federal law. Research indicates that reducing the number of students per teacher and creating smaller instructional groups have shown to increase test scores. Thereby the SEA has included expenditures associated with class size reduction in the latest ConApp in order to capture the data necessary to make a determination as to the effectiveness of the program.

The Attachment 7 provides additional information specific to how the SEA will collect and monitor Title I and Title II expenditures.

Requirement 4: The revised plan must describe how the SEA will work with LEAs that fail to reach the 100 percent HQT goal by the end of the 2006-07 school year.

DOES THE PLAN INDICATE HOW THE SEA WILL MONITOR LEA COMPLIANCE WITH THE LEAS' HQT PLANS DESCRIBED IN REQUIREMENT 2 AND HOLD LEAS ACCOUNTABLE FOR FULFILLING THEIR PLANS? (REVISED)

LEAs that fail to meet or achieve 100 percent HQT will be required to submit a plan, with timelines, for meeting the goal by the end of the 2007-08 school year or submit a plan, with timelines, that demonstrates the LEA will achieve predetermined percentages until full compliance is attained.[11] The NCLB HQT analyst will review plans and budgeted activities to ensure that teachers are given the resources needed to become highly qualified.

The state will utilize its existing and newly created data collection systems to monitor LEAs for HQT compliance. The coordinator and CMIS staff will review data annually and schedule monitoring visits to LEAs, giving priority to those that do not make AYP. LEAs will provide appropriate documentation of plans and progress toward maintaining/meeting the 100 percent goal. A plan for corrective action will be mandated for LEAs that do not maintain acceptable HQT percentages or fail to make sufficient progress toward the 100 percent goal.

DOES THE PLAN SHOW HOW TECHNICAL ASSISTANCE FROM THE SEA TO HELP LEAS MEET THE 100 PERCENT HQT GOAL WILL BE TARGETED TOWARD LEAS AND SCHOOLS THAT ARE NOT MAKING AYP?

Data collected on classes taught by teachers who are not HQ will be combined with data on schools and LEAs that do not make AYP to determine the schedule for monitoring and technical assistance visits. Priority will be given to LEAs and schools that do not meet AYP and that have the greatest percent of classes taught by non-HQ teachers.

DOES THE PLAN DESCRIBE HOW THE SEA WILL MONITOR WHETHER LEAS ATTAIN 100 PERCENT HQT IN EACH LEA AND SCHOOL?

- **In the percentage of highly qualified teachers at each LEA and school**

  Data will be collected in October through the CBEDS-PAIF of each school year to identify teachers assigned to classes for which they are not HQ. This information will be utilized in the monitoring process and in providing technical assistance to LEAs. The CDE will require each LEA that does not report 100 percent HQT compliance to submit the name of the teacher, the subject taught, and the plan to ensure that each

[11] This sentence reflects revisions submitted to the U.S. Department of Education on 11-07-06.

teacher will be HQ by the end of the current school year. This plan will be due to the CDE by October 31 of each year (Attachment 3). In the case of a non-HQ teacher teaching in a Title I class, the LEA or COE will be required to include documentation that the appropriate parental notification was done by including a copy of the letter and signed verification that all required letters were sent.

- **Of the percentage of teachers who are receiving high-quality professional development, is it possible to enable such teachers to become highly qualified and successful classroom teachers?**

  As mentioned in Requirement 3, the monitor of programs targeted at struggling LEAs will offer needed insight into which programs offer the support for new teachers to become highly effective teachers. The CDE will annually evaluate which programs are showing promise and which are not demonstrating measurable change to ensure that schools have the resources and technical assistance needed to make long-term changes in teaching practices to meet the 2014 goal of all students being proficient in math and reading.

CONSISTENT WITH ESEA §2141, DOES THE PLAN INCLUDE TECHNICAL ASSISTANCE OR CORRECTIVE ACTIONS THAT THE SEA WILL APPLY IF LEAS FAIL TO MEET HQT AND AYP GOALS?

All schools participating in the CMIS program and those identified in Requirement 1 will be monitored for success as part of the implementation of this plan. Data will be collected on each LEA that participates in programs discussed in this plan, and adjustments will be made when a need is indicated.

Technical Assistance

The Title II, Part A, state coordinator and CMIS staff will continue to provide ongoing technical assistance to LEAs and schools that fail to meet or maintain adequate HQT percentages. A variety of programs and initiatives are in place and more will be added as data indicate a need. These programs are described in the response to Requirement 3.

Corrective Actions

Level I: Not reporting high quality teacher-equitable distribution (HQT-EDET) of at least 95 percent in all schools and programs and not demonstrating good-faith effort (attending trainings, demonstrating growth, providing documentation, implementing agreed upon HQT plan)

In collaboration with the CDE, the LEA will:

- Hire only NCLB compliant, fully California credentialed teachers until the school has maintained 100 percent NCLB compliance for two years and exceeds the district average for experienced teachers.

- Identify funds.

- Develop an immediate HQT-EDET Plan for growth.

- Identify responsible parties.

- Develop a timeline for implementation.

Level II: Failing to implement the Immediate HQT-EDET Plan for Growth and reporting 95 percent HQT percent or less

The LEA will:

- Publish the HQT-EDET percentages of all schools and programs in the LEA in local newspapers.

- Hold at least two public meetings to gather input from stakeholders (community, chamber of commerce, parents group, CTA) on strategies for immediate improvement.

- Write up a plan and publish it (in the local paper) with timelines, funding sources, and responsible parties.

- Send the plan, with proof of publication, to the CDE.

Level III: Failure to comply with Level II sanctions, failure to implement Level II plan, and reporting HQT compliance of less than 95 percent

The CDE and the LEA superintendent will create an immediate HQT-ED growth plan and assign appropriate funds with timelines.

Requirement 5: The revised plan must explain how and when the SEA will complete the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005-06 school year and explain how the SEA will discontinue the use of HOUSSE procedures for teachers hired after the end of the 2005-06 school year (except for the situations described below).

DOES THE PLAN DESCRIBE HOW AND WHEN THE SEA WILL COMPLETE THE HOUSSE PROCESS FOR ALL TEACHERS NOT NEW TO THE PROFESSION WHO WERE HIRED BEFORE THE END OF THE 2005-06 SCHOOL YEAR? (REVISED)

The CCTC is authorized to license teachers in the State of California. The licensing of teachers in the State of California is a complex system with many avenues and alternatives to establishing the appropriate credential and authorization. Because of this system, many teachers in California are authorized to teach subjects in which they do not have a major or minor. In schools, alternative programs, and county programs where this is true, the HOUSSE process has been invaluable in allowing teachers to use years of experience, college units, and professional development to verify subject-matter competency. Additionally, California chronically suffers from a teacher shortage. Complete elimination of the HOUSSE process would make this chronic shortage an epidemic and cripple the state's ability to ensure a high-quality and effective teacher for all California students.

California's HOUSSE process was designed to be somewhat self-limiting over time. Many states allow teachers to be hired as "new to the profession," but after they have been employed for a certain length of time, their status can change to "not new." California purposely set one point in time, directly related to NCLB requirements, which would permanently establish every teacher's status. For purposes of evaluating NCLB compliance, LEAs must consider any teacher who was credentialed after July 1, 2002, as "new to the profession." Any teacher who had received his or her credential before that date would be considered "not new." The CDE strongly believes in the HOUSSE process that was created in collaboration with a diverse group of constituents. It does ensure that teachers have a strong background in the subject they teach; however, the CDE acknowledges that some parts of the process may be weaker than originally intended. It is important to note that the existing HOUSSE will continue to be used as a vehicle for certifying teachers through June 30, 2007. It is the intent of the CDE to delineate the acceptable activities that meet the "Leadership and Service to the Profession" component in HOUSSE and this change will require revisions to *California Code of Regulations*, Title 5.

HOUSSE Part 1: Current

- Prior experience in the core academic content area. A maximum of five years (50 points) may be counted; out-of-state experience may be counted, and non-consecutive years may be counted.

- Course work in the core academic content area. Course work must be non-remedial course work, C- or better for subject area.

- Standards-aligned professional development in the core academic content area. NCLB law requires that the HOUSSE process must be available to the public upon request. LEAs were instructed to develop a list of acceptable NCLB professional development activities, assign points for completed activities, utilize the list uniformly throughout the LEA (district, charter school, and/or county), and make the list available to the public upon request. Because standards were not in place in California until 1997, only professional development offered after that date is acceptable.

- Leadership and service to the profession in the core academic content area continues to be part of the process. However, the State may re-define this area and limit leadership and service to the following:
  1. presenter of core content area standards-based professional development;
  2. core subject-matter mentor;
  3. academic curriculum coach;
  4. university supervising master teacher;
  5. instructor at a regionally accredited college/university in content area/content methodology;
  6. Beginning Teacher Support & Assessment support provider;
  7. Peer Assistance and Review program;
  8. department chairs with academic responsibilities
  9. published author on core curriculum area;
  10. national/state recognition as “Outstanding Educator” in content area/grade span;
  11. leadership role on Western Association of Schools and Colleges committee; and
  12. leadership role on formative assessment committee. LEAs would utilize the list uniformly throughout the LEA (district, charter school, and/or county), and make the list available to the public upon request.

  Such changes will require *California Code of Regulations*, Title 5 changes. The current HOUSSE process will remain unchanged pending these revisions. NCLB law requires that the HOUSSE process must be available to the public upon request and the CDE has made these documents available on its website.

HOUSSE Part 2: Current

If a "not new" teacher has not accumulated 100 points on HOUSSE-PART 1, then the teacher may use the California HOUSSE-PART 2 observation or portfolio requirement to demonstrate core academic subject-matter competence by using classroom-based evidence. Assessment of evidence should indicate that California Standards for the Teaching Profession, Standards 3 and 5.1, and other elements have been met with sufficient documentation to ensure that the teacher has demonstrated competence in the core academic area(s) assessed.

The CDE is recommending to the State Board of Education the following changes to the HOUSSE process. Because it would not be appropriate to make changes to the HOUSSE during a school year, the CDE plans to implement these changes before any hiring takes place for the 2007-08 school year, but no later than June 30, 2007.

HOUSSE Part 1: Recommended Changes

- HOUSSE Part 1 will continue to be part of California's certification process for "not new" teachers.
    - Remove "Leadership and Service to the Profession" section.

HOUSSE Part 2: Recommended Changes

- HOUSSE Part 2 will no longer be available as part of California's certification process except for secondary multiple-subject teachers who teach in Small Rural School Achievement schools, secondary multiple- subject special education teachers, and secondary teachers who teach multiple subjects in alternative programs;
    - HOUSSE Part 2 will no longer contain a portfolio assessment option; and
    - Cannot count for more than 40 of the 100 points needed.

Note: A complete description of California's rules and processes related to HQT is found in *NCLB Requirements Resource Guide* and may be accessed at ~~http://www.cde.ca.gov/nclb/sr/tq/documents/nclbresguide.doc~~. [Note: Update 07-Apr-2009, this Web address has been changed to http://www.cde.ca.gov/nclb/sr/tq/tiiresources.asp which provides the 2007 NCLB Resource Guide.]

DOES THE PLAN DESCRIBE HOW THE STATE WILL DISCONTINUE THE USE OF HOUSSE AFTER THE END OF THE 2005-06 SCHOOL YEAR EXCEPT IN THE FOLLOWING SITUATIONS? (REVISED)

- **Multi subject secondary teachers in rural schools, if HQ in one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years of the date of hire.**

  California's Rural Flexibility, *California Code of Regulations*, Title 5, § 6113. Middle and High School Teachers Rural Flexibility. Does not include a provision for "new" (credentialed after July 1, 2002) teachers to use the HOUSSE process

- **Multi subject special education teachers who are new to the profession, if HQ in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years of the date of hire.**

Secondary special education flexibility has been of limited benefit to LEAs hoping to use the HOUSSE process on "new" secondary special education teachers because the CCTC and the CDE have had limited success in getting universities to require or encourage special education teacher candidates to take the CSET-Math, CSET-Science, or CSET-English exams. The CDE and the CCTC as well as LEAs and COEs are continuing to work with university intern programs and traditional teacher preparation programs to get them to require one of these exams for placement into the program. A better solution is the new STMSV program described in Requirements 1 and 3 and is mentioned below.

As discussed in Requirement 1 and Requirement 3, Ventura County Office of Education, under the authority of the CDE, is in the process of finalizing the Secondary Teachers of Multiple Subjects Verification Process. The rigorous content verification process for secondary teachers of multiple subjects, including all secondary special education teachers, and teachers who teach in home/hospital programs, necessary small high schools, continuation schools, alternative schools, opportunity schools, juvenile court school, county community schools, LEA community day schools, small rural school achievement program schools, and independent study programs will alleviate the need to use a HOUSSE process, which is limited to "new" teachers (those credentialed after July 1, 2002) in most cases.

Requirement 6: The revised plan must include a copy of the state's written "equity plan" for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

DOES THE REVISED PLAN INCLUDE A WRITTEN EQUITY PLAN?

California is the most economically, geographically, and linguistically diverse state and has the largest population of teachers and students in the nation. California is also a "local control" state which means each LEA has developed into a unique educational agency. It would not be an exaggeration to say that, among the more than 1,053 districts, no two LEAs are alike. Therefore, no one plan could solve the problems facing California as the state moves aggressively toward the equitable distribution of highly qualified, experienced, and effective teachers for all students**.** California's plan is to meet and collaborate with 1,783 schools, representing 372 school districts, located in 56 of the 58 California counties (Attachment 6). During these collaborative sessions the California Department of Education (CDE) will identify existing and recently created programs that will aid each of these school sites or LEAs in recruiting, retaining, and improving the effectiveness of highly qualified teachers. Each of the programs discussed below offers unique opportunities for prospective teachers, new teachers, and veteran teachers to move to or remain in high-need districts.

In addition, the CDE will calibrate their resources both within the Department and across local educational agencies. The Professional Development and Curriculum Support Division will, throughout the next year, meet with the School Improvement Division and the School and District Accountability Division to develop a system that will ensure that the plans for both HQ-EDET and PI are successful.

Equitable Distribution Plan

The state plan for equitable distribution is a multifaceted plan in the way it addresses the equitable distribution of high-quality, experienced, and effective teachers in all schools specifically, in schools with high-poverty, high-minority populations whose students continue to under-perform academically. It is the focus of this plan to target state resources, both monetary and staff, to schools with high-poverty, high-minority populations that have historically been unable to recruit and retain highly qualified and effective teachers.

These critical areas of focus are addressed in the plan by allowing for each of the following in each of the plan's core components:

1. multiple measures and benchmarks in place both for the CDE and the LEA in monitoring concerted activities to address the issue of equitable distribution;
2. high-quality professional development will increase and develop each LEA's capacity to certify the improving skill level of its certificated staff;

3. LEA's needs assessments will be completed as a function of the program improvement and will serve as the basis for CDE's effective use of program evaluation to gauge the sustained effect of the suggested professional development activities;
4. HQT staff will collaborate with the School Improvement Division (SAIT and High-Priority Schools) staff to evaluate the suggested professional development opportunities and programs as a function of school change and improvement.

It is the intent of the Compliance Monitoring, Interventions, and Sanctions program, to provide the LEA with direct technical assistance in developing their equitable distribution plan. The CDE, along with the LEA's leadership team, local boards, and other local stakeholders, will develop an equitable distribution plan, with goals, benchmarks, and timelines that will move the LEA toward 100 percent highly qualified teachers. To this end, the CDE has collaborated with the Legislature on several key initiatives, such as Senate Bill 1133 (Quality Education Investment Act), Senate Bill 472 (Mathematics and Reading Professional Development Program), and pending legislation (Senate Bill 1209, which addresses Teacher Credentialing and creates the Certificated Staff Mentoring Program, among other things). Acting on its long-standing commitment to providing technical assistance to LEAs, the CDE will implement these initiatives designed to help LEAs meet their HQT goals by encouraging LEAs to utilize these new programs to increase the tenure of the teachers they already have on staff and encourage new teachers to remain at the sites once employed there.

Monitoring:

SEA will monitor Title I and Title II grants and contracts on an ongoing basis by assessing information gathered from various required reports, audits, frequent field contacts, and site visits when necessary or as directed through legislation.

Each of the grants/contracts will be monitored to ensure quality programs, coordination of efforts, and compliance with the Education Code, legislation, and federal regulations.

The SEA uses the Consolidated Application (ConApp) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter school throughout California. Annually in June, each LEA submits Part I of the ConApp to document its participation in these programs and provide assurances that it will comply with all legal program requirements. Program entitlements are determined by formulas contained in the laws that created the programs. In the fall districts submit Part II of the ConApp which contains the district entitlement for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect cost of administration for programs operated by the district office and for programs operated at schools.

Both state and federal laws require the SEA to monitor categorical programs operated by LEAs. This state oversight is accomplished in part by conducting annual on-site monitoring of programs administered by LEAs for one-quarter of all LEAs. The SEA

monitors LEAs for compliance with requirements of each categorical program, including fiscal requirements.

California *Education Code* Section 64001 requires the State Superintendent of Public Instruction to create a monitoring instrument which the State Board of Education (SBE) reviews for consistency with SBE policy. SEA uses the instrument to monitor LEA compliance with specific tenets of the law. In 2005, the SEA revised and updated the monitoring instrument to clarify current state and federal legal requirements. The SEA configured the instruments into seven dimensions representing major program requirements and sequences so that each dimension builds upon and informs the one preceding it. The seven dimensions are: Involvement; Governance and Administration; Funding; Standards, Assessment and Accountability; Staffing and Professional Development; Opportunity and Equal Access; Teaching and Learning.

One of the goals of this equitable distribution plan is for LEAs and schools to align their resources (both human and fiscal) with the objectives of the equitable distribution plan. The State Educational Agency (SEA) will make recommendations to LEAs on strategies to effectively allocate their resources for maximum impact through alignment of Title II, Part A and Title I funds. (Attachment 10)

The CDE has received comments on California's HQT Plan from various stakeholders, such as the California Teachers Association, Association of California School Administrators (ACSA), and public advocates to name a few. By working together, the SEA believes that a clear, coherent, and deliberate path will be established at each of the LEAs to help each one in reaching its goals.

Focus One:

In order to comply with federal mandates for oversight of the NCLB, the CDE began full implementation of California's LEA monitoring process for HQT, the Compliance Monitoring, Interventions, and Sanctions (CMIS) program, in June 2006. Specifically, a federal review of CDE administration of NCLB resulted in a "finding," to wit, that the CDE was not monitoring the accuracy of LEAs compliance with NCLB teacher quality requirements. Subsequently, CDE staff developed a protocol for such monitoring. In January 2006 the CMIS protocol was approved by the State Board of Education (SBE) and thereafter forwarded to the ED, from whom CDE staff received positive feedback. Full details of the program are included (Attachment 5).

The CMIS program staff has carefully analyzed available HQT percentages, AYP identification, poverty/minority data, and average years of experience for each school and educational program in California to develop a picture of each district and school in the state (Attachment 2). Schools were placed in the CMIS program by using two sets of criteria (Attachment 6.):

1. Failed to meet AMO-HQT for two consecutive years

2. Met their AMO-HQT for at least one year, but reported HQT percentages of less than 70 percent on the ConApp, Part II, in December 2005

To ensure that all schools have complied with NCLB HQT requirements by June 2007, the CDE will use the CMIS program to closely monitor the 1,783 schools, representing 372 districts, which have been placed in the CMIS process. Because of the large number of schools involved, the schools noted above will be divided into four subgroups as follows:

Category A: Schools with an HQT percentage of 85 percent or better (401 schools).

Category B: Schools with an HQT percentage between 70 percent and 85 percent (287 schools).

Category C: Schools with an HQT percentage below 70 percent (661 schools).

Category C2: Schools that may have met their AMO-HQT for at least a year but reported HQT percentages of less than 70 percent on December 2005 (428 schools).

For each LEA identified by the Compliance Monitoring, Interventions and Sanctions program that has a C or C2 category school, CDE staff will be conducting site visits to create an equity plan (evidenced in part, by Attachments 9b, 11b, 12b, and 13b to be completed by LEA) that will be monitored closely.

Increase the Capacity of Each School Where Inequities Exist:

- Certificate Staff Mentoring: SB 1209 (Attachment 11a)

  Certificated Staff Mentoring, established by SB 1209 (Scott), provides $6,000 annual stipends to experienced teachers to teach in staff priority schools and assists teacher interns during their induction and first years of teaching.

  LEAs may receive funding if all of the following conditions for a certificated staff mentoring program are meet:

  1. The Lea provides annual stipends for experienced teachers (meeting specified criteria) who teach in a staff-priority school (school that is at or below the 30th percentile for API, including juvenile court schools, county community schools, and community day schools).

  2. These experienced teachers must receive training on how to serve as a mentor and be provided with the time, material, and resources to provide assistance to new teachers.

- Personnel Management Assistance Teams (PMATs) (Attachment 13a)
  Established by SB 1209 (Scott), up to six county offices may be chosen by the Superintendent of Public Instruction to provide technical assistance to school districts in effective personnel management and recruitment and hiring processes.

- Beginning Teacher Support and Assessment Program (Attachment 11a)

  The purposes of the Beginning Teacher Support and Assessment (BTSA) Program are to enhance the success and retention of first-year and second-year teachers by aiding the transition into teaching; to improve training for new teachers; to provide intensive, individualized support and assistance to each participating beginning teacher; and to establish an effective, coherent system of performance assessments that are based on the California Standards for the Teaching Profession.

- One Thousand Teachers, One Million Minds Initiative - University of California (Attachment 11a)

  The program is intended to increase the supply and quality of science and mathematics teachers in California by providing students the opportunity to complete a bachelor's degree and all requisite course work to become highly qualified as a secondary teacher in math or science in four years.

- California Mathematics and Science Partnership Program (Attachment 11a)

  California Mathematics and Science Partnership (CaMSP) grants are intended to help educators improve their skills in teaching math and science. The grants are awarded to eligible partnerships or educational agencies that in turn create opportunities for teachers to receive professional development in teaching math and science. Target schools are those in which at least 40 percent of students qualify for the National School Lunch Program.

- Mathematics and Reading Professional Development Program (AB 466, now SB 472). (Attachment 11a)

  Assembly Bill (AB) 466 (Chapter 737, Statutes of 2001) established state funding for the Mathematics and Reading Professional Development Program. This is a reimbursement program that provides professional development for K-12 classroom teachers, instructional aides, and paraprofessionals.

  AB 466 was reauthorized through June 2012. The highest priority for this program is given to secondary special education teachers and teachers who qualify for rural flexibility county office programs. Additionally, priority is given to

teachers who are new to teaching, who are assigned to high-priority schools, and who are assigned to schools that are under sanctions.

- National Board Certification Program (Attachment 11a)

  The National Board for Professional Teaching Standards (NBPTS) provides a rigorous measure for experienced teachers through sets of teaching standards that describe the accomplished level of teaching. Over the course of a school year, candidates for national certification must create a portfolio of their teaching and sit for an assessment of their content knowledge. National Board certification is available in more than 24 certificate areas, defined by a student age range and the content taught. Teachers seeking National Board Certified Teacher (NBCT) status often create small learning communities as they develop their portfolios. The National Board certification process requires teachers to examine their practice and provides the opportunity to address apparent weaknesses. The process can take up to three years for teachers who discover a weakness that must be addressed. National Board certification is the epitome of long-term, meaningful professional development. Approximately one percent of all California teachers are NBCTs.

  The federally funded Candidate Subsidy Program (CSP) provides 50 percent of the candidate fees, and the state-funded NBPTS Incentive Award Program provides a $20,000 incentive award for NBCTs who work in high-priority schools. The 2006 Budget Act proposes additional state funding to increase the support for candidate fees to 90 percent. With approximately 50 percent of California NBCTs teaching in the bottom half of all California schools (determined by the Academic Performance Index), California is the national exception with regard to the equitable distribution of NBCTs.

- Coordination of action of CMIS technical assistance with PI efforts

  Under NCLB, the (SEA) must identify for PI those LEAs that failed to make AYP for two consecutive years. The SEA is required to take corrective action for any LEA that fails to make AYP for two consecutive years. The SEA works in conjunction with LEAs to identify for corrective action and restructuring any school that has been in PI for two years or more and has not made AYP on the same indicator (English-language arts, mathematics, graduation rate, or participation rate). An LEA or a school is eligible to exit PI status after it makes AYP for two consecutive years.

  In its efforts to assist schools and LEAs to exit PI status, the CDE has developed essential program components (EPCs), which are considered to be key components of an effective academic program. The EPCs support academic student achievement in reading/language arts and mathematics. The SEA has also developed and made available various tools to assist LEAs and schools with

the school improvement process. These tools include the Academic Program Survey (APS) instrument that is used to evaluate a school's implementation of EPCs; the District Assistance Survey (DAS), which can be used to examine an LEA's processes and protocols to determine possible gaps in support for schools; the English Learner Subgroup Self Assessment (ELSSA), designed to serve as a technical assistance tool for LEAs in analyzing and addressing program services to the English learner (EL) subgroup; and the Least Restrictive Environment (LRE) survey, which can be used to analyze LEA and school special education programs. These instruments can be found in the Virtual Library located on the CDE Web site at http://www.cde.ca.gov/ta/lp/vl.

School Assistance and Intervention Teams (SAITs) provide intensive support and monitoring to assist state-monitored schools in improving student learning. Schools participating in the Immediate Intervention/Underperforming Schools Program (II/USP) or High Priority Schools Grant Program (HPSGP) must meet their program's definition of significant growth, based on the results of the school wide Academic Performance Index (API), or the school is deemed state-monitored. Each school participating in either the II/USP or the HPSGP must meet its program's definition of significant growth each year until the school exits the program, with the approval of the State Board of Education.

CMIS staff will work with the PI and SAIT efforts to develop a system of monitoring and technical assistance that ensures the goals of all programs are met.

Improve the Pool of High-Quality Teachers in Hard-to-Staff Schools:

- Alternative Certification Program (Attachment 12a)

  Legislation (SB 1209 [Scott]) authorizes the Commission on Teacher Credentialing to award an additional $1,000 per teacher for teacher interns to receive additional training in teaching English learners and provide a reduced ratio of experienced teachers to teacher interns.

- Troops to Teachers (Attachment 12a)

  The purpose of TTT is to assist eligible military personnel in the transition to a new career as public school teachers in targeted schools.

- International Teachers (Attachment 12a)

  International certificates are issued to applicants who are from a country other than the United States, who have completed at least a bachelor's degree with a major in the field of teaching, and who have met all cultural/educational visa requirements. The certificate can be renewed for up to two additional years at the

request of the school district if the teacher has met all certification examination requirements during the first year. The Commission on Teacher Credentialing works closely with responsible officers and foreign country representatives to provide appropriate certification and employment to international teachers. These teachers often meet critical needs in hard-to-staff geographical and subject areas, especially special education, secondary math and sciences, and foreign languages.

- California Teacher Internship Programs (Attachment 12a)

  Alternative teacher credentialing programs provide opportunities for teacher candidates to become highly qualified through a state-approved alternative teacher credential program while working as classroom teachers.

- California Assumption Program of Loans for Education (APLE), Other Load Forgiveness Programs (Attachment 12a)

  The APLE is a competitive teacher incentive program designed to encourage outstanding students, district interns, and out-of-state teachers to become California teachers in subject areas in which a critical teacher shortage has been identified or in designated schools meeting specific criteria.

Retain High-Quality, Effective Teachers in Hard-to Staff Schools

- California EC Section 28 - Personnel Management Assistant Teams (PMATs)

  Established by SB 1209 (Scott), up to six county offices may be chosen by the Superintendent of Public Instruction to provide technical assistance to school districts in effective personnel management and recruitment and hiring processes ($3 million).

  As of June, 2007, all sites will have achieved 100 percent HQTs throughout the state as required by NCLB. Those schools that are not at 100 percent will have submitted a detailed plan to make each teacher at their site fully compliant to the CDE through the CMIS process. On or about August 1, 2007 the PMATs will be provided a list of all remaining non-compliant sites based on a one-time data collection in June 2007. The PMATs will then begin working with these schools in the area of recruiting and retaining qualified teachers after receiving training and assistance from CDE staff so that these teams compliment and support the assistance provided by the CMIS process. The PMATs will also be expected to provide similar technical assistance to any LEA within their region that seeks aid. However, the focus of the PMATs will be to provide intensive technical assistance beginning in the Fall of 2007 to high-need and hard-to-staff schools so that each LEA may create an exceptional recruitment and retention process.

The PMATs will be required to submit yearly data to the CDE on the success of their work with each targeted LEA. The targeted LEAs will have established HQT hiring goals to achieve and maintain 100 percent HQT status and this data will also be submitted annually to the CDE for monitoring purposes.

For additional evidence of success please see discussion below under the heading "EVIDENCE OF SUCCESS."

- Salary Planning Grants: SB 1209 (Scott) authorizes the district and teachers bargaining unit to apply to the SPI for technical assistance and planning grants to facilitate the planning of a salary schedule for teachers based on criteria other than years of training and experience (e.g., a step-and-column salary schedule). (Attachment 13a)

- California EC Section 35036 Teacher Transfer

  Established by SB 1655 (Scott), this legislation prohibits a superintendent from transferring a teacher who requests to be transferred to a school offering Kindergarten or any grades one through twelve, inclusive, that is ranked in deciles one to three on the Academic Performance Index, if the principal of the school refuses to accept the transfer. Priority can no longer be given to a teacher who requests to be transferred to another school over other qualified applicants who have applied for positions requiring certification qualifications at that school. In essence, this legislation seeks to prevent ineffective or non-highly qualified teachers from being moved to lower achieving schools or schools with higher minority/poverty rates and alternatively, effective and highly qualified teachers from transferring to sites with lower minority/poverty rates once they are tenured.

  These limitations on teacher transfer will ensure the equitable distribution of teachers in the district with priority for retaining high-quality, experienced teachers given to the high poverty/minority schools.

- Teacher Recruitment and Student Support Program

  The Teacher Recruitment and Student Support Program, authorized under Assembly Bill 146 (Laird), Budget Act of 2005, Item 6110485-0001, provides $46.5 million for improving student learning in low-performing schools (deciles 1–3). Each identified district is eligible to receive $23.73 per pupil based on the number of pupils in qualifying schools within the LEA, according to the 2004 California Basic Educational Data System enrollment and Academic Performance Index (API) rankings. Funds are to be used in decile 1-3 schools for the following purposes:

  - A safe, clean school environment for teaching and learning

- Provision of support services for students and teachers
- Small group instruction
- Activities, including differential compensation, focused on the recruitment and retention of teachers who meet the NCLB definition of a highly qualified teacher
- Activities, including differential compensation, focused on the recruitment and retention at those schools of highly skilled principals
- Time for teachers and principals to collaborate for the purpose of improving student academic outcomes.

Further information may be obtained at http://www.cde.ca.gov/fg/fo/r12/trssp05rfa.asp.

Focus Two:

Equitable Distribution Plan

Using the requirements outlined in the legislation, the CDE will choose a select group of schools identified for participation in the CMIS program and representing a wide geographic distribution of schools across urban, rural, and suburban areas, will be chosen to participate in this portion of the plan.

Using the NCLB Professional Development Resource Guide (available February 2007 on the CDE Web site) and the programs discussed above and in appendixes 9A-9E, HQT staff will work with the targeted schools to develop a system wide, cohesive plan of school improvement and staff development that will address the focus of the legislation issues articulated in the self-study (Appendices 8 and 11) and other state obligations (See Requirement 2).

DOES THE PLAN IDENTIFY WHERE INEQUITIES IN TEACHER ASSIGNMENT EXIST?

Based on the following data, there is a slightly higher occurrence of classes taught by non-HQ teachers at schools with high poverty, and high populations of Black and Hispanic students. Interestingly, the data indicate that 7.8 percent more classes are taught by HQ teachers in schools that did not meet AYP than those that met AYP. A careful analysis of the 2006 CBEDs data will be conducted to determine whether this was a reporting error or whether a more thorough analysis of this anomaly must be undertaken.

2005-06 Data as of October 2005				
School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes Taught by Highly	Average Years of Teaching

			Qualified teachers	
All Schools in State	**670,456**	**574,448**	**85.7%**	**12.7**
All High-Poverty Schools	**150,304**	**122,833**	**81.7%**	**11.3**
All Low-Poverty Schools	**173,169**	**154,386**	**89.2%**	**13.4**
All Schools with High Black and Hispanic Populations (GT 80%)	**165,788**	**138,730**	**83.7%**	**11.4**
All Schools with Low Black and Hispanic Populations (LT 23%)	**133,909**	**120,152**	**89.7%**	**11.3**
Possible AYP Difficulties	**359,901**	**321,334**	**89.3%**	**12.0**
No AYP Difficulties	**310,632**	**253,253**	**81.5%**	**13.2**

2005-06 Data as of October 2005 Years of Teaching Experience					
School Type N=Number of Teachers	Percent of Teachers with 0 to 2 Years Teaching Experience	Percent of Teachers with 3 to 5 Years Teaching Experience	Percent of Teachers with 6 to 10 Years Teaching Experience	Percent of Teachers with 11 to 20 Years Teaching Experience	Percent of Teachers with More than 20 Years Teaching Experience
All Schools in State N=307,863	**12.8%**	**15.1%**	**25.0%**	**25.8%**	**21.3%**
All High-Poverty Quartile Schools N=76,605	**14.2%**	**18.4%**	**27.5%**	**22.5%**	**17.4%**
All Low-Poverty Quartile Schools N=74,066	**11.6%**	**13.6%**	**24.0%**	**27.8%**	**23.0%**
All Schools with High Black and Hispanic Populations (GT 80%) N=85,631	**14.3%**	**18.0%**	**27.9%**	**22.3%**	**17.5%**
All Schools with Low Black and Hispanic Populations (LT 23%) N=60,176	**10.7%**	**12.9%**	**23.1%**	**28.9%**	**24.4%**
Schools with Possible AYP Difficulties N=127,935	**13.9%**	**17.0%**	**25.8%**	**23.9%**	**19.4%**
Schools with No AYP Difficulties N=180,028	**11.9%**	**13.8%**	**24.5%**	**27.1%**	**22.7%**

Clearly, high poverty schools and schools with high proportion of Black and Hispanic enrollments have larger proportions of first and second year teacher and lower proportions of teachers with 10 or more years of experience than low poverty schools and schools with smaller proportions of Black and Hispanic enrollments. Some of these differentials arise from difference in demography and teacher tenure between districts while some also arises from difference in composition of student enrollments and teachers' years of teaching experience within districts, particularly large urban and suburban districts. While the primary focus of the CDE monitoring effort to date has been to ensure that all students have a NCLB compliant teacher in all of the core subject areas, ensuring equitable distribution of well-qualified and highly experienced teachers across schools within a district and across districts within the state will become an increasingly central focus for the monitoring effort. District and school level reports of the distribution of teachers by years of teaching experience support that work.

2005-06 Data as of October 2005, Elementary				
School Type	**Total Number of Core Academic Classes**	**Number of Core Academic Classes Taught by Highly Qualified Teachers**	**Percentage of Core Academic Classes Taught by Highly Qualified teachers**	**Average Years of Teaching Experience**
All Elementary in State	185,131	162,651	87.9%	12.7
High-Poverty Schools (afdc % GT 82.1%)	50,795	42,758	86.1%	11.5
High-Poverty Schools with AYP issues	39,751	33,995	85.5%	11.5
Low-Poverty Schools (afdc % LT 25.31%)	44,711	39,529	88.4%	13.4
Low-Poverty Schools with AYP issues	6,092	3,541	58.1%*	13.9
Schools with High Black and Hispanic Populations (GT 80%)	56,296	48,834	86.7%	11.5
Schools with High Black and Hispanic Populations and AYP issues	42,145	36,367	86.3%	11.5
Schools with Low Black and Hispanic Populations (LT 23%)	38,226	34,335	89.8%	13.8
Schools with Low Black and Hispanic Populations and AYP issues	4,205	2,503	59.5%*	12.8

Based on 2005-06 data low-poverty elementary schools have only a slightly higher percentage of HQ teachers than do high-poverty schools.

2005-06 Data as of October 2005 Years of Teaching Experience, Elementary					
School Type N=Number of Teachers	Percent of Teachers with 0 to 2 Years Teaching Experience	Percent of Teachers with 3 to 5 Years Teaching Experience	Percent of Teachers with 6 to 10 Years Teaching Experience	Percent of Teachers with 11 to 20 Years Teaching Experience	Percent of Teachers with More than 20 Years Teaching Experience
All Elementary in State N=170,640	**11.1%**	**14.6%**	**27.2%**	**26.6%**	**20.5%**
High-Poverty Quartile Schools (afdc % GT 82.1%) N=48,626	**11.8%**	**17.4%**	**30.4%**	**23.3%**	**17.1%**
High-Poverty Schools with Possible AYP Issues N=35,030	**11.8%**	**17.7%**	**30.2%**	**23.4%**	**16.9%**
Low-Poverty Quartile Schools (afdc % LT 25.31%) N=39,442	**10.3%**	**13.3%**	**25.3%**	**28.8%**	**22.3%**
Low-Poverty Schools with Possible AYP issues N=3,566	**10.5%**	**15.0%**	**23.0%**	**24.6%**	**26.9%**
Schools with High Black and Hispanic Populations (GT 80%) N=54,290	**12.0%**	**17.1%**	**30.8%**	**23.2%**	**16.9%**
Schools with High Black and Hispanic Populations and Possible AYP issues N=38,300	**12.0%**	**17.2%**	**30.8%**	**23.2%**	**16.8%**
Schools with Low Black and Hispanic Populations (LT 23%) N=33,634	**9.7%**	**12.6%**	**24.4%**	**29.7%**	**23.6%**
Schools with Low Black and Hispanic Populations and Possible AYP issues N=2,042	**10.2%**	**16.2%**	**25.2%**	**27.1%**	**21.3%**

Once again, it is clear high poverty schools and schools with high proportion of Black and Hispanic enrollments have slightly higher proportion of first and second year teacher and lower proportions of teachers with 10 or more years of experience than low poverty schools and schools with smaller proportions of Black and Hispanic enrollments. As in the general analysis for all schools, some of these differentials among elementary schools arise from difference in demography and teacher tenure between districts while some also arises from difference in composition of student enrollments and teachers' years of teaching experience within districts, particularly large urban and suburban districts.

2005-06 Data as of October 2005, Secondary				
School Type	**Total Number of Core Academic Classes**	**Number of Core Academic Classes Taught by Highly Qualified Teachers**	**Percentage of Core Academic Classes Taught by Highly Qualified teachers**	**Average Years of Teaching Experience**
All Secondary in State	485,325	411,797	84.8%	12.5
High-Poverty Schools (afdc % GT 70.09%)	99,562	79,127	79.5%	11.0
High-Poverty Schools with AYP issues	83,910	66,153	78.8%	10.9
Low-Poverty Schools (afdc % LT 21.1%)	128,458	114,857	89.4%	13.4
Low-Poverty Schools with AYP issues	83,910	66,153	78.8%	13.5
Schools with High Black and Hispanic Populations (GT 80%)	109,492	89,896	82.1%	11.1
Schools with High Black and Hispanic Populations and AYP issues	88,093	71,416	81.1%	11.1
Schools with Low Black and Hispanic Populations (LT 23%)	95,683	85,817	89.7%	13.9
Schools with Low Black and Hispanic Populations and AYP issues	7,396	6,434	87.0%	14.9

Based on preliminary data low-poverty secondary schools have a 9 percent higher rate of HQ teachers than do high-poverty schools. CDE is acutely aware that the Alternative Education Programs include the highest percentage of the high-poverty and high-minority students within the secondary schools. Given that 98 percent of these alternative education programs and special education teachers teaching multiple subjects at the secondary level are the hardest to staff and the most difficult to bring into compliance.

2005-06 Data as of October 2005 Years of Teaching Experience, Secondary					
School Type N = Number of Teachers	Percent of Teachers with 0 to 2 Years Teaching Experience	Percent of Teachers with 3 to 5 Years Teaching Experience	Percent of Teachers with 6 to 10 Years Teaching Experience	Percent of Teachers with 11 to 20 Years Teaching Experience	Percent of Teachers with More than 20 Years Teaching Experience
All Secondary in State N=131,603	**15.1%**	**16.0%**	**22.5%**	**24.5%**	**21.9%**
High-Poverty Quartile Schools (afdc % GT 70.09%) N=27,979	**18.2%**	**20.1%**	**22.6%**	**21.2%**	**17.9%**
High-Poverty Schools with Possible AYP issues N=22,369	**17.7%**	**20.5%**	**23.0%**	**21.3%**	**17.5%**
Low-Poverty Quartile Schools (afdc % LT 21.1%) N=26,542	**12.0%**	**13.2%**	**21.4%**	**27.9%**	**25.5%**
Low-Poverty Schools with Possible AYP issues N=1,971	**9.3%**	**12.4%**	**21.4%**	**28.4%**	**28.5%**
Schools with High Black and Hispanic Populations (GT 80%) N=31,341	**18.2%**	**19.8%**	**22.8%**	**20.7%**	**18.5%**
Schools with High Black and Hispanic Populations and Possible AYP issues N=24,688	**17.8%**	**20.2%**	**22.8%**	**20.9%**	**18.3%**
Schools with Low Black and Hispanic Populations (LT 23%) N=34,624	**13.1%**	**14.0%**	**22.6%**	**26.6%**	**23.7%**
Schools with Low Black and Hispanic Populations and Possible AYP Issues N=3,616	**13.8%**	**14.6%**	**21.9%**	**24.8%**	**24.9%**

As seen in the analysis of all schools and elementary schools, high poverty secondary schools and secondary schools with high proportion of Black and Hispanic enrollments have larger proportions of first and second year teacher and lower proportions of teachers with 10 or more years of experience than low poverty schools and schools with smaller proportions of Black and Hispanic enrollments. Again, while some of these differentials arise from difference in demography and teacher tenure between districts while some also arises from difference in composition of student enrollments and teachers' years of teaching experience within districts, particularly large urban and suburban districts.

Equitable Distribution Analysis

Because California is a "minority" majority state, i.e., Hispanics students are the largest ethnic subgroup in California schools, the analysis of the equitable distribution of highly effective teachers, i.e., schools with high proportions of classes taught by NCLB compliant teachers and high proportions of teachers with five or more years of teaching experience, compared high and low poverty schools by district. High poverty schools are schools in which more than 40 percent of students qualify for the free and reduced price meals program.

The analysis examined regular elementary schools, as defined by ED, separately from regular secondary schools, also defined by ED. Because California will not have reliable individual HQT teacher data connected to teacher experience until the 2006 CBEDS data becomes available (approximately March, 2007), this year's analysis of equitable distribution is based on school level data. For all schools, an "effective index" was developed. This "index" is the average of the percentage of HQT classes at a school site and the percentage of teachers at the school site with 5 or more years of teaching experience. Then, by district, the average "effective index" is calculated for all low-poverty schools (schools with 40 percent or less students eligible for free and reduced price meals program). The average low poverty effective index was compared to the effective index for all high poverty schools in the district. The data shows, by county and district, the total number of schools, either elementary or secondary depending on the list, the average effective index for low-poverty schools, the number of low-poverty schools on which the index is based, and then a list of all high poverty schools and their effective index if the index is less than the low-poverty average.

This analysis allows CDE to compare the "effective index" - average of the percentage of HQT classes at a site and the percentage of teachers with five or more years of experience - of each high poverty school (site) to its district average effective index for its low-poverty schools and to compare the effective index for each high poverty school district to the state's average effective index for its comprehensive low-poverty schools. This process will identify poor schools within districts and poor districts within the state in which the proportion of highly qualified and experienced teachers is below that of high-wealth schools and districts.

Note: Because there are entire high-poverty districts that are not included in our initial data run a separate "effective index" will need to be created. Currently, CDE is developing an "effective index" that will use AYP and API scores to determine if the neediest students have high qualified and experienced teachers in greater numbers. We anticipate this analysis will be completed by mid December 2006.

DOES THE PLAN DELINEATE SPECIFIC STRATEGIES FOR ADDRESSING INEQUITY IN TEACHER ASSIGNMENTS?

Strategies to address inequity in teacher assignments and ensure equitable distribution of highly qualified and experienced teachers are provided in California legislation and CDE initiatives. The CDE will use a new legislative program to address the inequities identified in deciles one through three (inclusive) schools.

California EC Section 35036 Teacher Transfer

Established by SB 1655 (Scott), this legislation prohibits a superintendent from transferring a teacher who requests to be transferred to a school offering Kindergarten or any grades one through twelve, inclusive, that is ranked in deciles one to three on the Academic Performance Index, if the principal of the school refuses to accept the transfer.

Purpose

The bill would prohibit the governing board of a school district from adopting a policy or regulation, or entering into a collective bargaining agreement that assigns priority to a teacher who requests to be transferred to another school over other qualified applicants who have applied for positions requiring certification qualifications at that school. In essence, this legislation seeks to prevent ineffective or non-highly qualified teachers from being moved to lower achieving schools or schools with higher minority/poverty rates and alternatively, effective and highly qualified teachers from transferring to sites with lower minority/poverty rates once they are tenured.

These limitations on teacher transfer will ensure the equitable distribution of teachers in the district with priority for retaining high-quality, experienced teachers given to the high poverty/minority schools.

California EC Section 28 - Personnel Management Assistant Teams (PMATs)

Established by SB 1209 (Scott), up to six county offices may be chosen by the Superintendent of Public Instruction to provide technical assistance to school districts in effective personnel management and recruitment and hiring processes ($3 million).

As of June, 2007, all sites will have achieved 100 percent HQTs throughout the state as required by NCLB. Those schools that are not at 100 percent will have submitted a detailed plan to make each teacher at their site fully compliant to the CDE through the CMIS process. On or about August 1, 2007 the PMATs will be provided a list of all remaining non-compliant sites based on a one-time data collection in June 2007. The PMATs will then begin working with these schools in the area of recruiting and retaining qualified teachers after receiving training and assistance from CDE staff so that these teams compliment and support the assistance provided by the CMIS process. The PMATs will also be expected to

provide similar technical assistance to any LEA within their region that seeks aid. However, the focus of the PMATs will be to provide intensive technical assistance beginning in the Fall of 2007 to high-need and hard-to-staff schools so that each LEA may create an exceptional recruitment and retention process.

The PMATs will be required to submit yearly data to the CDE on the success of their work with each targeted LEA. The targeted LEAs will have established HQT hiring goals to achieve and maintain 100 percent HQT status and this data will also be submitted annually to the CDE for monitoring purposes.

Does the plan provide evidence for the probable success of the strategies it includes?

As part of the development of this plan the CDE has created an evaluation system to monitor how well the LEAs and the COE implement the agreed upon plan and how successful the activities were in addressing the issues targeted. The CMIS staff is in the process of developing a blue print that will be used in the site visits assisting each LEA in creating their HQT-EDET Plan. These plans will be required to include on-going evaluation, monitoring, and accountability. CMIS and the Professional Development and Curriculum Support Division will also evaluate the effectiveness of the CMIS Program based on data collected during these site visits in June 2007, December 2007, and March 2008.

The CDE is confident the CMIS process which includes intensive technical assistance and monitoring, will succeed based on the evidence of success collected for HQT compliance so far. In the initial stage of data collection and analysis the CDE has determined that the level of technical assistance and monitoring since June 2006 is succeeding.

Thus far, the CDE has conducted initial data analysis of 4 of the 11 regions to which intensive technical assistance and monitoring was provided. We chose include in our review those regions with a disproportional number of rural schools as compared to the actual percentage of schools throughout the state. The results of this initial analysis show a lower rate of compliance and improvement than will be evident once all the data has been compiled and analyzed; however, these most difficult regions still showed significant gains in the percentage of HQTs. It may be noted that not all districts within the CMIS process chose to update their data prior to the CBEDS submission. The result of non-reporting LEAs is that the current data analysis assumes no improvement, which we know to be inaccurate as every district that has reported their updated data thus far has demonstrated gains in the number of HQTs. Therefore, once improvements in the non-reporting districts is reported, the results of the CMIS process will significantly improve. Given these limitations, the table below demonstrates that 58 of previously non-compliant schools are now at 100% compliance and an additional 92 schools have moved out of the lowest performing category by showing a compliance rate of at least 70%.

Region	# Schools originally in Category A	#Schools originally in Category B	# Schools originally in Category C/C2	# schools originally reporting 100%	Total # schools in CMIS Process	C/C2 schools now in Category A	C/C2 schools now in Category B	# schools now reporting 100%
1	4	8	51	0	63	17	4	8
2	13	17	57	0	87	15	2	15
3	32	69	89	0	190	23	5	17
10	46	19	70	0	135	22	4	18
Totals	95	113	267	0	475	77	15	58
						Total improved from C	92	

Does the plan indicate that the SEA will examine the issue of equitable teacher assignments when it monitors LEAs, and how this will be done?

As part of the CMIS process, CDE staff will visit each LEA and COE that has schools that were placed in the C or C2 category. As part of pre-visit planning, the CDE will have determined to what extent the LEA or COE has an issue with equitable distribution. The staff will also have determined which programs currently being used by this plan are available to the LEA or COE and to which schools. These data will be made available to the LEAs and COEs. Other available data on the LEA or COE will also be gathered to assist in the creation of the equitable distribution plan. (Attachments 9 -13)

The creation of policies, procedures and programs to ensure that districts are able to create hiring and retention policies, practices and procedures which will allow them to acquire and maintain HQ and experienced teachers in all schools within the LEA will be done in collaboration with CMIS. Through this intensive, targeted technical assistance the CDE can ensure that districts have included appropriate stakeholders (board members, association members, site administrators, district office personnel) in the development of the Equitable Distribution Plan. Based on our analysis of 4 of 11 regions, the implementation of this process has resulted in more teachers meeting HQT requirements. Additionally, the CDE will be able to better target existing programs (as outlined in the September 29th plan) within each district to ensure that all available programs are being used effectively and respectively these plans will have specific goals for determining the success of each program implemented and timelines for meeting these goals. The plans will also include ongoing formal evaluations of all procedures, policies and practice included in the plan with timelines. The LEAs will be closely monitored by the CMIS staff until such time as the CDE is confident that the LEA has equitable distribution of highly qualified and experienced teachers throughout the district and will be able to maintain this balance.

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California Compliance, Monitoring, Interventions and Sanctions Participation List	
Alameda	Butte
Alameda County Office Of Education	*Biggs Unified*
Berkeley Unified	*Butte County Office Of Education*
Castro Valley Unified	*Chico Unified*
Fremont Unified	*Durham Unified*
Hayward Unified	*Oroville Union High*
New Haven Unified	*Palermo Union Elementary*
Newark Unified	*Paradise Unified*
Oakland Unified	Colusa
Piedmont City Unified	*Colusa County Office Of Education*
San Leandro Unified	*Maxwell Unified*
Calaveras	*Pierce Joint Unified*
Bret Harte Union High	*Williams Unified*
Calaveras Unified	Del Norte
Mark Twain Union Elementary	*Del Norte County Office Of Education*
Colusa	El Dorado
Colusa County Office Of Education	*El Dorado County Office Of Education*
Maxwell Unified	*El Dorado Union High*
Pierce Joint Unified	*Gold Trail Union Elementary*
Williams Unified	Glenn
Contra Costa	*Glenn County Office Of Education*
Acalanes Union High	*Plaza Elementary*
Antioch Unified	*Princeton Joint Unified*
Byron Union Elementary	*Stony Creek Joint Unified*
Contra Costa County Office Of Education	Humboldt
Knightsen Elementary	*Eureka City Unified*
Lafayette Elementary	*Klamath-Trinity Joint Unified*
Martinez Unified	*Northern Humboldt Union High*
Mt. Diablo Unified	*Southern Humboldt Joint Unified*
San Ramon Valley Unified	Imperial
Walnut Creek Elementary	*Brawley Union High*
West Contra Costa Unified	*Calexico Unified*
Gold Trail Union Elementary	*Calipatria Unified*
Fresno	*Central Union High*

Central Unified	*Holtville Unified*
Clovis Unified	*Imperial County Office Of Education*
Coalinga-Huron Joint Unified	*Meadows Union Elementary*
Firebaugh-Las Deltas Joint Unified	*San Pasqual Valley Unified*
Fresno County Office Of Education	Imperial
Fresno Unified	*Brawley Union High*
Golden Plains Unified	*Calexico Unified*
Kings Canyon Joint Unified	*Calipatria Unified*
Kingsburg Elementary Charter	*Central Union High*
Laton Joint Unified	*Holtville Unified*
Mendota Unified	*Imperial County Office Of Education*
Parlier Unified	*Meadows Union Elementary*
Raisin City Elementary	*San Pasqual Valley Unified*
Riverdale Joint Unified	Kings
Sanger Unified	*Armona Union Elementary*
Selma Unified	*Corcoran Joint Unified*
Washington Union High	*Hanford Elementary*
Kern	*Kings County Office Of Education*
Arvin Union Elementary	*Lemoore Union High*
Bakersfield City	*Reef-Sunset Unified*
Fairfax Elementary	Lake
Fruitvale Elementary	*Kelseyville Unified*
General Shafter Elementary	*Konocti Unified*
Kern County Office Of Education	*Lake County Office Of Education*
Kern Union High	*Middletown Unified*
Lost Hills Union Elementary	*Upper Lake Union High*
Mojave Unified	Lassen
Richland Union Elementary	*Big Valley Joint Unified*
Tehachapi Unified	*Lassen Union High*
Vineland Elementary	*Lassen Union High*
Wasco Union High	Madera
Los Angeles	*Chawanakee Unified*
ABC Unified	*Chowchilla Elementary*
Antelope Valley Union High	*Madera County Office Of Education*
Baldwin Park Unified	*Madera Unified*

Bellflower Unified	*Yosemite Joint Union High*
Beverly Hills Unified	Marin
Bonita Unified	*Marin County Office Of Education*
Castaic Union Elementary	*Mill Valley Elementary*
Claremont Unified	*Reed Union Elementary*
Compton Unified	*San Rafael City Elementary*
Downey Unified	*San Rafael City High*
Duarte Unified	*Tamalpais Union High*
Eastside Union Elementary	Mariposa
El Monte City Elementary	*Mariposa County Unified*
El Rancho Unified	Mendocino
Glendale Unified	*Fort Bragg Unified*
Gorman Elementary	*Laytonville Unified*
Hawthorne Elementary	*Mendocino County Office Of Education*
La Canada Unified	*Round Valley Unified*
Lancaster Elementary	*Ukiah Unified*
Long Beach Unified	*Willits Unified*
Los Angeles County Office Of Education	Merced
Los Angeles Unified	*Delhi Unified*
Lynwood Unified	*Dos Palos Oro Loma Joint Unified*
Manhattan Beach Unified	*Gustine Unified*
Monrovia Unified	*Le Grand Union Elementary*
Norwalk-La Mirada Unified	*Merced County Office Of Education*
Palos Verdes Peninsula Unified	*Merced Union High*
Pomona Unified	*Planada Elementary*
San Gabriel Unified	Modoc
Santa Monica-Malibu Unified	*Surprise Valley Joint Unified*
SBE - Animo Inglewood Charter	Mono
Sulphur Springs Union Elementary	*Mono County Office Of Education*
Temple City Unified	Napa
Torrance Unified	*Napa County Office Of Education*
Westside Union Elementary	*Napa Valley Unified*
Whittier City Elementary	Nevada
Whittier Union High	*Nevada Joint Union High*
William S. Hart Union High	*Ready Springs Union Elementary*

Wilsona Elementary	Placer
Wiseburn Elementary	*Eureka Union*
Monterey	*Placer County Office Of Education*
Alisal Union Elementary	*Roseville Joint Union High*
Gonzales Unified	*Tahoe-Truckee Joint Unified*
Greenfield Union Elementary	Plumas
King City Joint Union High	*Plumas County Office Of Education*
King City Union Elementary	*Plumas Unified*
Monterey County Office Of Education	Orange
Monterey Peninsula Unified	*Anaheim Union High*
North Monterey County Unified	*Capistrano Unified*
Salinas City Elementary	*Centralia Elementary*
Salinas Union High	*Fullerton Elementary*
Santa Rita Union Elementary	*Fullerton Joint Union High*
Riverside	*Garden Grove Unified*
Alvord Unified	*Huntington Beach Union High*
Banning Unified	*Irvine Unified*
Beaumont Unified	*La Habra City Elementary*
Coachella Valley Joint Unified	*Magnolia Elementary*
Corona-Norco Unified	*Newport-Mesa Unified*
Desert Center Unified	*Ocean View*
Hemet Unified	*Placentia-Yorba Linda Unified*
Moreno Valley Unified	*Santa Ana Unified*
Palm Springs Unified	San Benito
Palo Verde Unified	*San Benito County Office Of Education*
Perris Elementary	*San Benito High*
Perris Union High	*Tres Pinos Union Elementary*
Riverside County Office Of Education	San Luis Obispo
Riverside Unified	*Lucia Mar Unified*
San Jacinto Unified	*Paso Robles Joint Unified*
Val Verde Unified	*Templeton Unified*
Sacramento	San Mateo
Center Joint Elementary	*Ravenswood City Elementary*
Center Joint Unified	*Redwood City Elementary*

Elk Grove Unified	*San Mateo County Office Of Education*
Folsom-Cordova Unified	*South San Francisco Unified*
Natomas Unified	San Francisco
River Delta Joint Unified	*San Francisco County Office Of Education*
Sacramento City Unified	*San Francisco Unified*
San Juan Unified	*SBE - Edison Charter Academy*
San Bernardino	San Joaquin
Apple Valley Unified	*Lammersville Elementary*
Baker Valley Unified	*Lincoln Unified*
Bear Valley Unified	*Linden Unified*
Colton Joint Unified	*Lodi Unified*
Etiwanda Elementary	*Manteca Unified*
Hesperia Unified	*New Jerusalem Elementary*
Lucerne Valley Unified	*Stockton City Unified*
Morongo Unified	*Tracy Joint Unified*
Rim Of The World Unified	Santa Barbara
San Bernardino City Unified	*Cuyama Joint Unified*
San Bernardino County Office Of Education	*Goleta Union Elementary*
Silver Valley Unified	*Lompoc Unified*
Yucaipa-Calimesa Joint Unified	*Los Olivos Elementary*
San Diego	*Santa Barbara County Office Of Education*
Bonsall Union Elementary	*Santa Barbara Elementary*
Carlsbad Unified	*Santa Barbara High*
Chula Vista Elementary	*Santa Maria-Bonita Elementary*
Del Mar Union Elementary	Santa Cruz
Escondido Union Elementary	*Pajaro Valley Unified*
Fallbrook Union High	*Santa Cruz County Office Of Education*
Grossmont Union High	*Scotts Valley Unified*
Jamul-Dulzura Union Elementary	Shasta
Julian Union High	*Anderson Union High*
Lakeside Union Elementary	*Enterprise Elementary*
Mountain Empire Unified	*Fall River Joint Unified*
National Elementary	*Gateway Unified*
Poway Unified	*Redding Elementary*

San Diego County Office Of Education	*Shasta Union High*
San Diego Unified	Siskiyou
San Marcos Unified	*Butte Valley Unified*
Solana Beach Elementary	*Dunsmuir Joint Union High*
South Bay Union Elementary	*Etna Union High*
Sweetwater Union High	*Siskiyou County Office Of Education*
Vista Unified	*Siskiyou Union High*
Warner Unified	*Yreka Union High*
Santa Clara	Sierra
Berryessa Union Elementary	*Sierra-Plumas Joint Unified*
Cambrian Elementary	Yuba
Campbell Union Elementary	*Marysville Joint Unified*
Cupertino Union School	*Yuba County Office Of Education*
East Side Union High	Sutter
Fremont Union High	*East Nicolaus Joint Union High*
Gilroy Unified	*Sutter County Office Of Education*
Los Altos Elementary	*Sutter Union High*
Oak Grove Elementary	*Yuba City Unified*
San Jose Unified	Yolo
Santa Clara County Office Of Education	*Washington Unified*
Santa Clara Unified	*Woodland Joint Unified*
Union Elementary	Trinity
Solano	*Mountain Valley Unified*
Dixon Unified	*Southern Trinity Joint Unified*
Travis Unified	*Trinity County Office Of Education*
Vacaville Unified	*Trinity Union High*
Vallejo City Unified	Tuolumne
Sonoma	*Curtis Creek Elementary*
Cotati-Rohnert Park Unified	*Sonora Union High*
Harmony Union Elementary	Stanislaus
Healdsburg Unified	*Ceres Unified*
Petaluma City Elementary	*Chatom Union Elementary*
Petaluma Joint Union High	*Keyes Union*

Santa Rosa High	*Modesto City High*
Sebastopol Union Elementary	*Newman-Crows Landing Unified*
Ventura	*Oakdale Joint Unified*
Moorpark Unified	*Stanislaus County Office of Education*
Mupu Elementary	*Stanislaus Union Elementary*
Oak Park Unified	*Turlock Unified*
Ojai Unified	
Oxnard Elementary	
Pleasant Valley	
Ventura County Office Of Education	

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Date of Release			Average Years of Experience for District (AYE)								
Alameda												
	California School for the Blind (State Special)					18.3 AYE						
			California School for the Blind	no		18.3			53.3	No		39
	California School for the Deaf-Northern (State Special)					12.7 AYE						
			California School for the Deaf-Northern	no		12.7			79.9	Yes		46.5
	Alameda County Office Of Education					13.6 AYE						
			FAME Public Charter	yes		10.7			82.9		22.8	10.7
		C	Alameda County Juvenile Hall/Court	no	18	17.7	81	56	69.1	Y	100%	83%
		C	Alameda County Community	no	9	18.1	42	27	64.3	Yes	81.9%	67.4
		C	Alameda County Alternative/Opportunity	no	7	9.9	25	11	44	Yes	87.6%	89.6
	Alameda City Unified					11.7 AYE						
			Alameda High	no		10.2			94.5	No	19.3%	18.3
			Alameda Science And Technology Institute	no		3.8			90.9	No	0.0%	26.2
			Amelia Earhart Elementary	no		15.9			96.9	No	11.2%	17.5
			Arthur Anderson Community Learning Center	no		9.1			97.8	No	6.4%	18.7
			Bay Area School of Enterprise	no		2.7				Yes		63.8
			Bay Farm Elementary	no		11.8			86.7	No	5.5%	6
			Chipman Middle	no		9.6			73.6	Yes	62.8%	46
			Donald D. Lum Elementary	no		13.3			96.7	No	32.6%	22.2
			Edison Elementary	no		18.4			88.2	No	5.9%	9.2
			Encinal High	no		9.4			89.3	Yes	44.4%	38.3
			Frank Otis Elementary	no		18.0			87.5	No	19.2%	19.6
			Franklin Elementary	no		17.9			100	No	21.0%	15.3
			George P. Miller Elementary	no		8.6			100	No	64.0%	49.4
			Haight Elementary	no		12.5			100	No	57.1%	36.2
			Island High (Continuation)	no		9.5			84.6	Yes	32.3%	45.2
			Lincoln Middle	no		11.1			72.4	No	16.6%	14.2
			Longfellow Elementary	no		11.1			92.3	No	70.7%	48.1

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			Washington Elementary	no		9.6			91.3	No	64.1%	39.5
			Will C. Wood Middle	no		10.5			67.1	No	41.7%	27.4
			William G. Paden Elementary	no		13.1			92.6	No	37.3%	18.7
			Woodstock Elementary	no		11.9			100	Yes	82.3%	51.4
	Albandy City Unified					12.9 AYE						
			Albany High	no		13.8			100	No	8.8%	18.4
			Albany Middle	no		11.9			100	No	12.5%	18.1
			Cornell Elementary	no		12.5			100	No	12.3%	20.4
			Macgregor High (Continuation)	no		9.7			100	No	11.4%	55.5
			Marin Elementary	no		14.3			100	No	11.3%	12.8
			Ocean View Elementary	no		12.4			100	No	19.6%	21.1
	Berkeley Unified					12.8 AYE						
		A	John Muir Elementary	no	16	16.6	17	15	88.2	50.6%	46.8	16.7
		A	Malcolm X Elementary	no	23	12.5	23	21	91.3	53.3%	51.5	12.6
		A	Oxford Elementary	no	18	13.5	17	16	94.1	40.0%	37.7	13.6
		A	Science Magnet	no			25	23	92	58.0%	56.6	14.0
			Cragmont Elementary	no		13.5			80.8	Yes	38.3%	46.7
			Emerson Elementary	no		14.8			94.4	No	51.6%	46.2
			Jefferson Elementary	no		13.8			75	No	35.4%	40.4
			Thousand Oaks Elementary	no		14.7			92	No	51.0%	54
		B	Berkeley Alternative High	no	12	11.5	33	26	78.8	51.4%	86.9	11.5
		B	Berkeley High	no	168	10.9	670	516	77	27.1%	43.4	10.9
		B	King Middle	no	46	12.8	166	120	72.3	38.4%	44.2	12.8
		B	Longfellow Arts And Technology Middle	no	23	12	83	62	74.7	58.4%	63.3	12.1
		B	Washington Elementary	no	18	10.8	17	13	76.5	61.4%	39.8	10.9
		B	Willard Middle	no	26	10.8	85	69	81.2	59.6%	56.5	10.8
		C	Whittier/Arts	no	23	14.3	22	14	63.6	39.0%	46.1	14.3
		C2	Leconte Elementary	no	20	16.2	20	12	60	Yes	61.6%	53.8
	Castro Valley Unified					12.6 AYE						
			Canyon Middle	no		15.3			93.6	No	16.7%	24.9

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			Castro Valley Elementary	no		14.0			100	No	42.1%	37.9
			Castro Valley High	no		12.4			97.4	No	11.2%	18.7
			Chabot Elementary	no		14.8			100	No	12.3%	20.3
			Creekside Middle	no		13.1			97.4	No	13.0%	16
			Independent Elementary	no		9.7			100	No	3.6%	12
			Jensen Ranch	no		9.5			100	No	4.7%	10.2
			Marshall Elementary	no		11.5			100	No	29.2%	30.7
			Palomares Elementary	no		8.4			100	No	10.4%	27.4
			Proctor Elementary	no		11.9			100	No	11.7%	17.6
		C	Redwood Continuation High	no	1	34.0	9	2	77.7	No	0.0%	31.8
		C2	Roy A. Johnson High	no	1	32.0	0	0	0	No	0.0%	40
			Redwood Alternative High	no		15.2			93.8	Yes	15.3%	40.9
			Stanton Elementary	no		9.0			100	No	29.7%	30.1
			Vannoy Elementary	no		12.1			95.7	No	13.1%	25.7
	Emery Unified					11.1 AYE						
			Emery Secondary	no		11.4			82.8	Yes	59.0%	77.6
			Anna Yates Elementary	no		10.8			92	No	74.1%	82.1
	Fremont Unified					12.6 AYE						
			Patterson Elementary	no		10.3			89.3	No	32.9%	30.6
			Centerville Junior High	no		14.3			92	No	24.6%	27.9
			American High	no		9			92.3	Yes	19.9%	15.8
			G. M. Walters Junior High	no		10.2			92.6	No	33.7%	39

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			Warm Springs Elementary	no		10			93.5	No	12.3%	10.4
			Brier Elementary	no		10.2			93.8	No	49.4%	39.3
			John Blacow Elementary	no		10.8			93.8	Yes	40.7%	32.2
			Mission Valley Elementary	no		14.1			94.4	No	6.2%	5.1
			O. N. Hirsch Elementary	no		15			94.4	No	30.9%	30.6
			Harvey Green Elementary	no		11.3			95	No	33.8%	32.7
			Niles Elementary	no		11.7			95.8	No	12.8%	20.1
			J. Haley Durham Elementary	no		9.7			96	No	44.3%	48.2
			Mission San Jose Elementary	no		14.7			96.2	No	1.5%	1.3
			Mission San Jose High	no		13.3			96.2	No	2.6%	3.2
			Oliveira Elementary	no		12.9			96.3	No	33.7%	31.1
			John M. Horner Junior High	no		13.4			96.8	No	17.0%	21.1
			James Leitch Elementary	no		11.8			97.1	No	9.2%	7.4
			Irvington High	no		10.4			97.2	Yes	12.8%	14.9
			Thornton Junior High	no		12.9			97.3	No	24.6%	23.2
			Warwick Elementary	no		12.8			97.4	No	26.0%	23.8
			Washington High	no		12.8			97.4	Yes	18.7%	19.3
			Fred E. Weibel Elementary	no		17.2			97.5	No	2.7%	2.8
			Parkmont Elementary	no		15.7			97.5	No	12.8%	17
			Forest Park Elementary	no		10			97.6	No	4.9%	5
			Circle Of Independent Learning	no		15.1			100	No	0.0%	29.5

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			John M. Gomes Elementary	no		14.4			100	No	0.7%	2.2
			William Hopkins Junior High	no		17			100	No	3.1%	4.1
			Joshua Chadbourne Elementary	no		12.4			100	No	4.2%	3.2
			Ardenwood Elementary	no		14.3			100	No	17.3%	11.2
			John G. Mattos Elementary	no		18.8			100	No	20.3%	24.8
			Steven Millard Elementary	no		13.3			100	No	23.0%	23.9
			Glenmoor Elementary	no		14.5			100	No	29.3%	29.2
			Vallejo Mill Elementary	no		10.7			100	No	31.7%	29.9
			Joseph Azevada Elementary	no		5.5			100	No	33.7%	35.2
			Tom Maloney Elementary	no		10			100	No	36.0%	30
			Vista Alternative	no		26.1			100	Yes	0.0%	28.5
			Brookvale Elementary	no		14			100	Yes	25.9%	22.7
			John F. Kennedy High	no		13			100	Yes	28.4%	30.7
			Robertson High (Continuation)	no		19.2			100	Yes	39.4%	46.6
			Cabrillo Elementary	no		10.6			100	Yes	64.9%	55.8
		A	E. M. Grimmer Elementary	no	28	11	24	21	87.5	Yes	54.3%	58
Hayward Unified						12.8 AYE						
			Anthony W. Ochoa Middle	no		10.4			80.2	Yes	0.0%	60.1
			Cherryland Elementary	no		12.3			64.9	Yes	0.0%	78.7
			Fairview Elementary	no		12.2			80	Yes	0.0%	67
			John Muir Elementary	no		14.3			84.6	Yes	0.0%	78

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			Martin Luther King, Jr., Middle	no		13			85.7	Yes	0.0%	66.8
			Mt. Eden High	no		13			35.5	Yes	0.0%	54.8
			Palma Ceia Elementary	no		11.1			82.8	Yes	0.0%	61.4
			Southgate Elementary	no		13.8			81.5	No	0.0%	46
			Winton Middle	no		5.4			80.9	Yes	0.0%	77.8
		B	Bowman Elementary	no	28	13.7	22	16	72.7	Yes	0.0%	72.1
		B	Bret Harte Middle	no	19	11.4	75	55	73.3	Yes	0.0%	65.9
		B	Glassbrook Elementary	no	26	10.3	24	19	79.2	Yes	0.0%	80.3
		B	Harder Elementary	no	36	12.4	29	22	75.9	Yes	0.0%	72.4
		B	Highland Elementary	no	19	12.2	17	13	76.5	No	0.0%	41.7
		B	Lorin A. Eden Elementary	no	29	17.3	23	18	78.3	Yes	0.0%	51.3
		C	Brenkwitz High	no	6	10.8	36	15	41.7	Yes	0.0%	76.5
		C	Burbank Elementary	no	33	15.5	27	16	59.3	Yes	0.0%	90
		C	Cesar Chavez Middle	no	36	8.6	155	105	67.7	Yes	0.0%	71.3
		C	East Avenue Elementary	no	24	16.3	20	13	65	No	0.0%	49
		C	Eden Gardens Elementary	no	28	12.3	23	16	69.6	No	0.0%	50.9
		C	Eldridge Elementary	no	25	9.6	22	15	68.2	No	0.0%	64.4
		C	Hayward High	no	84	12.5	120	68	56.7	Yes	0.0%	68.4
		C	Hayward Project	no	5	18	5	2	40	Yes	0.0%	50
		C	Longwood Elementary	no	37	14.2	35	20	57.1	Yes	0.0%	79.1
		C	Markham Elementary	no	21	14.3	17	9	52.9	Yes	0.0%	65.2
		C	Park Elementary	no	31	12	26	16	61.5	Yes	0.0%	73
		C	Ruus Elementary	no	37	12	32	14	43.8	Yes	0.0%	63.7
		C	Schafer Park Elementary	no	30	12.7	25	17	68	Yes	0.0%	76.9
		C	Shepherd Elementary	no	21	11	19	13	68.4	Yes	0.0%	77.9
		C	Strobridge Elementary	no	26	16.5	24	12	50	Yes	0.0%	54.9
		C	Tennyson High	no	75	11.8	244	55	22.5	No	0.0%	63.4
		C	Treeview Elementary	no	24	17	21	14	66.7	Yes	0.0%	48.6
		C	Tyrrell Elementary	no	16	11	13	8	61.5	Yes	0.0%	77.8
		C2	Cherryland Elementary	no	27	12.2	37	24	64.9	Yes	0.0%	78.7

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		C2	Mt. Eden High	no	95	12.9	183	65	35.5	Yes	0.0%	54.8
	Livermore Valley Joint Unified					10.6 AYE						
			William Mendenhall Middle	no		10			93.3	No	8.5%	17.6
			Vineyard Alternative	no		7.5			90	Yes	7.1%	11.9
			Sunset Elementary	no		12.5			100	No	3.8%	12.5
			Rancho Las Positas Elementary	no		16.8			96.2	No	13.7%	22.3
			Phoenix High (Continuation)	no		8.8			100	Yes	38.0%	36.2
			Marylin Avenue Elementary	no		9.3			100	Yes	65.2%	66.3
			Livermore High	no		9.8			92.6	No	12.5%	21.6
			Leo R. Croce Elementary	no		12.2			100	No	15.3%	26.1
			Junction Avenue Middle	no		10.5			97.5	Yes	31.0%	37.5
			Joe Michell Elementary	no		12.5			100	No	30.9%	36.5
			Jackson Avenue Elementary	no		10			100	No	39.3%	32.5
			Granada High	no		10.5			100	No	7.8%	17.5
			Emma C. Smith Elementary	no		17.3			96.6	No	5.4%	11.2
			East Avenue Middle	no		6.5			79.9	No	20.2%	22.6
			Don Gaspar De Portola Elementary	no		4.3			94.4	Yes	63.4%	61.3
			Del Valle Continuation High	no		23			100	No	23.8%	32.1
			Arroyo Seco Elementary	no		10.1			100	No	16.5%	22.2
			Andrew N. Christensen Middle	no		6.8			75.4	No	13.3%	25
			Altamont Creek Elementary	no		9.5			92.6	No	9.1%	22.1
	Mountain House Elementary					17.0 AYE						
			Mountain House Elementary	no		17			100	No	46.5%	70
	New Haven Unified					12.6 AYE						
		B	James Logan High	no	192	13.5	1603	1228	76.6			
		B	Cesar Chavez Middle	no	51	15.1	223	171	76.7			
		B	Barnard-White Middle	no	42	13.7	161	114	70.8			
		C	Alvarado Middle	no	47	12.4	201	127	63.2			
		C2	Alternative Learning Academy At Conley-Caraba	no	6	14	3	0	0			
		C2	Core Learning Academy At Conley-Caraballo Hig	no	9	7.3	35	20	57.1			
	Newark Unified					11 AYE						

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		C	Bridgepoint High (Continuation)	no	6	16.5	59	25	42.4			
		C	Progressive Academy	no	2	2	6	0	0			
		C	Crossroads High (Alternative)	no	4	26	58	15	25.9			
		C2	Newark Junior High	no	52	10.4	212	141	66.5			
		C2	Newark Memorial High	no	102	12.3	435	267	61.4			
		C2	New Beginnings Academy	no	1	10	4	0	0			
	Oakland Unified					12.12 AYE						
			Acorn Woodland Elementary	no		6.4			91.7	Yes	77.1%	92.2
			American Indian Public Charter	no		1.7			91.7	No	89.0%	49.5
			Bay Area Technology	yes		9.6			80		75.2%	89.1
			Berkley Maynard Academy	yes		3.8			100		79.5%	99
			California College Preparatory Academy	yes		14			100		66.3%	48.8
			Dolores Huerta Learning Academy	no		3.9			93.8	Yes	93.4%	96.8
			East Bay Conservation Corps Charter	yes		7.4			91.7		76.5%	82.3
			East Oakland Leadership Academy	no		7.3			100	No	82.1%	95.6
			Education For Change At Cox Elementary	yes		7.5			100		91.9%	95.5
			Education For Change East Oakland Community C	yes		10.1			100		94.1%	80.4
			Ernestine C. Reems Academy Of Technology And	no		6.7			100	Yes	58.3%	95.5
			Expression, Excellence, Community, Empowermen	no		3.2			27	No	54.2%	93.7
			Fruitvale Elementary	no		15.2			74.1	No	86.4%	75.5
			Growing Children Charter	yes		5.3			100		94.2%	98
			Hawthorne Elementary	no		16.7			75	Yes	87.7%	82.1

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			Lighthouse Community Charter	yes		6.2			100		75.9%	77.7
			Lighthouse Community Charter High	yes		12			100			90.2
			Melrose Elementary	no		10.4			82.4	Yes	92.3%	96.7
			Monarch Academy	yes		5.5			81.3		91.2%	99.4
			North Oakland Community Charter	no		4.1			100	No	21.1%	28.9
			Oakland Alternative For Independent And Commu	yes		6.4			84.6		60.6%	86.2
			Oakland Charter Academy	no		2.1			85.7	No	86.8%	95.8
			Oakland Military Institute, College Preparato	yes		6.8			93.1		0.0%	67.9
			Oakland School for the Arts	yes		4.2			100			61.5
			Oakland Unity High	yes		5			80		89.4%	81.9
			Parker Elementary	no		16.3			69.2	Yes	79.1%	95.2
			Street Academy (Alternative)	no		6.9			97	Yes	57.1%	87
			University Preparatory Charter Academy	yes		4.1			100			89.6
			West Oakland Community Charter	no		14			100	No	93.8%	100
			Youth Employment Partnership Charter	no		3.7			100	Yes	43.2%	45.2
		A	Burckhalter Elementary	no		20.6	7	6	85.7	Yes	74.0%	86.5
		A	Peralta Elementary	no	12	5.5	10	9	90	No	58.9%	71.3
		A	Think College Now	no		5.6	10	9	90	No	90.4%	91.9
		B	Bella Vista Elementary	no		16.5	21	15	71.4	Yes	84.0%	39.6
		B	Carl B. Munck Elementary	no		13	14	11	78.6	No	49.5%	66.3
		B	Cleveland Elementary	no		19.5	14	11	78.6	No	58.0%	34.1
		B	Crocker Highlands Elementary	no		17.7	16	12	75	No	7.7%	34.6
		B	Emerson Elementary	no		15.6	11	8	72.7	Yes	69.2%	88.7
		B	Garfield Elementary	no		11.8	33	24	72.7	Yes	85.5%	59.6

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		B	Glenview Elementary	no		15.8	18	14	77.8	No	50.0%	60
		B	Grass Valley Elementary	no		14.4	8	6	75	No	46.0%	98
		B	Hoover Elementary	no		14.8	15	11	73.3	Yes	84.5%	87.6
		B	Joaquin Miller Elementary	no		13.4	14	11	78.6	No	7.8%	26.6
		B	Kaiser Elementary	no		16.3	11	8	72.7	No	26.5%	59.6
		B	La Escuelita Elementary	no		16.9	11	9	81.8	No	79.1%	74.9
		B	Laurel Elementary	no		16.5	20	14	70	No	76.6%	54
		B	Lincoln Elementary	no		16.1	24	20	83.3	No	85.5%	3.8
		B	Mandela High	no		11.7	66	49	74.2	No	78.5%	83
		B	Markham Elementary	no		19.8	20	15	75	Yes	72.5%	97.1
		B	Martin Luther King Jr. Elementary	no		17.8	16	12	75	Yes	75.3%	91
		B	Maxwell Park Elementary	no		15.4	15	11	73.3	Yes	76.9%	85.9
		B	Rudsdale Continuation	no		18	14	11	78.6	Yes	75.9%	91.5
		B	Santa Fe Elementary	no		17.7	14	11	78.6	Yes	68.9%	87
		B	Sequoia Elementary	no		14.1	16	13	81.3	No	61.5%	60.9
		B	Thornhill Elementary	no		17.5	10	7	70	No	6.4%	28.9
		C	Lowell Middle	no		10.2	21	9	42.9	Yes	81.5%	72.4
		C	Paul Robeson College Preparatory School Of Vi	no		12.7	63	38	60.3	Yes	83.6%	79.6
		C	Calvin Simmons Middle	no		8.4	131	58	44.3	Yes	56.5%	61.7
		C	Frick Middle	no		9.7	121	22	18.2	Yes	84.3%	93.3
		C	Elmhurst Middle	no		11	139	26	18.7	Yes	0.0%	82.6
		C	Allendale Elementary	no		12	11	5	45.5	Yes	70.2%	92.2
		C	Bret Harte Middle	no		13.6	183	87	47.5	Yes	85.1%	81.7
		C	Westlake Middle	no		8.6	146	41	28.1	Yes	71.7%	89.7
		C	Whittier Elementary	no		9.1	24	12	50	No	11.3%	27.9
		C	Yes, Youth Empowerment	no	11	5	33	18	54.5	Yes	61.4%	84.6
		C	Tilden Elementary	no		9.9	0	0	0	Yes	82.6%	91.1
		C	Stonehurst Elementary	no		13	27	13	48.1	No	79.7%	78.5
		C	Sobrante Park Elementary	no		8.8	11	6	54.5	Yes	59.0%	87.8
		C	College Preparatory And Architecture Academy	no		10.1	78	31	39.7	Yes	72.1%	98.7
		C	Business And Information Technology High	no		7.5	95	34	35.8	Yes	65.7%	94.3
		C	Claremont Middle	no		14.3	122	18	14.8	Yes	77.1%	54.9
		C	Bunche	no		21	5	0	0	Yes	81.2%	94.9

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		C	Metwest High	no		6.1	19	2	10.5	No	76.8%	94.7
		C	Ralph Bunche Academy	no		19.4	16	7	43.8	No	75.6%	95.5
		C	Kipp Bridge College Preparatory	no	11	2.2	6	2	33.3	No	80.4%	53.1
		C	Urban Promise Academy	no	14	6.2	48	12	25	Yes	80.1%	93.4
		C	Melrose Leadership Academy	no		8.3	29	10	34.5	Yes	86.0%	92
		C	International Community	no		18.3	11	7	63.6	Yes	87.2%	95.9
		C	Montera Middle	no		13.8	141	31	22	No	84.5%	16.7
		C	Laney Middle	no		22.9	0	0	0	Yes	83.9%	85.3
		C	Redwood Heights Elementary	no		19.6	12	8	66.7	No	62.3%	91
		C	Media College Preparatory	no		11.1	68	32	47.1	Yes	85.5%	87.7
		C	Madison Middle	no		13.4	79	15	19	Yes	85.3%	89.7
		C	Havenscourt Middle	no		8.6	120	47	39.2	No	56.0%	91.9
		C	Carter Middle	no		14.8	17	9	52.9	Yes	70.3%	92.7
		C	Edna Brewer Middle	no	37	6.3	139	24	17.3	No	37.8%	83.1
		C	Highland Elementary	no		7.8	18	7	38.9	Yes	57.5%	75.7
		C	Ascend	no		6.9	23	11	47.8	Yes	75.7%	92.3
		C	Cole Middle	no		11.5	60	12	20	No	63.1%	83.8
		C	Prescott Elementary	no		12.6	18	10	55.6		81.1%	99.6
		C	Roosevelt Middle	no		11.2	184	38	20.7	Yes	64.0%	95.4
		C	Merritt Middle College High (Alternative)	no		21.6	19	1	5.3	Yes	75.6%	89.4
		C	Franklin Elementary	no		18.9	29	20	69	Yes	79.9%	94.6
		C	Life Academy	no		8.9	0	0	0	Yes	85.0%	75.3
		C	Chabot Elementary	no		13.3	22	15	68.2	No	58.0%	91.2
		C	Lionel Wilson College Preparatory Academy (Ch	yes	20	5.5	19	6	31.6	Yes	59.9%	79.3
		C	Hillcrest Elementary	no		11.9	19	13	68.4	No	90.8%	97
		C	Dewey Academy Senior High	no		16.9	24	3	12.5	Yes	46.7%	95.2
		C	Howard Elementary	no		23.5	11	5	45.5	Yes	46.5%	71.8
		C	Oakland Senior High	no		14.7	334	160	47.9	No	9.3%	28.2
		C	Oakland Technical Senior High	no		14.5	319	131	41.1	Yes	23.1%	50.8
		C	Brookfield Elementary	no		12.4	22	13	59.1	Yes	63.0%	80.7
		C	Skyline High	no		13.4	380	146	38.4	No	0.0%	90
		C	Sherman Elementary	no		20.5	10	5	50	Yes	71.9%	43.1
		C	Oakland Community Day High	no		15.3	4	0	0	Yes	46.4%	72.2

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		C	Piedmont Avenue Elementary	no		9.8	16	11	68.8	Yes	68.3%	83.8
		C	East Oakland School Of The Arts	no	19	4.2	79	26	32.9	No	58.4%	82.6
		C	Montclair Elementary	no		20.8	14	8	57.1	Yes	65.5%	90.7
		C	East Oakland Community High	no	11	3.6	50	0	0	Yes	66.5%	84.2
		C	Encompass Academy Elementary	no	11	6.2	8	5	62.5	No	14.5%	41.2
		C	Leadership Preparatory High	no		8.6	100	42	42	Yes	89.4%	50.9
		C	Lockwood Elementary	no		8.8	21	10	47.6	Yes	63.9%	91.3
		C	Oakland Community Day Middle	no			0	0	0	Yes	44.3%	62.1
		C	Lakeview Elementary	no		16.3	15	10	66.7	Yes	71.3%	95.1
		C	Lafayette Elementary	no		20.6	16	10	62.5	Yes	56.0%	96.1
		C	Marshall Elementary	no		14	11	5	45.5	No	16.7%	56.2
		C	Explorer Middle	no		4.8	24	6	25	Yes	84.8%	93.5
		C	Jefferson Elementary	no		7.3	33	14	42.4	Yes	76.7%	61.4
		C	Horace Mann Elementary	no		6.9	16	9	56.3	Yes	92.8%	93.7
		C	Manzanita Elementary	no		16.6	20	13	65	Yes	70.8%	92
		C2	Business, Entrepreneurial School Of Technolog	no		7.5	72	0	0	No	59.8%	84.7
		C2	Expression, Excellence, Community, Empowermen	no		3.2	63	17	27			
		C2	Far West	no	11	6.1	32	20	62.5	No	60.2%	81.4
		C2	Kizmet Academy Middle	no		7	12	4	33.3	No	81.9%	93.8
		C2	Lazear Elementary	no		17.2	16	11	68.8	Yes	70.2%	96
		C2	Leadership Public Schools Oakland	yes	5	3.6	16	8	50		84.8%	93.2
		C2	Millsmont Academy	yes	13	4.9	11	5	45.5		74.2%	96.7
		C2	Parker Elementary	no		16.3	13	9	69.2			
		C2	Reach Academy	no	6	5	6	2	33.3	No	72.9%	97.5
		C2	Rise Community	no		7.5	9	6	66.7	No	63.5%	95.5
		C2	Sankofa Academy	no	9	5.6	13	9	69.2	No	74.7%	95.2
		C2	Seed Elementary	no		11	8	5	62.5	No	66.3%	75.4
		C2	Webster Academy (K-6)	no	30	4.8	23	4	17.4	Yes	82.4%	93.1

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		A	Piedmont Middle	no		14.6	113	98	86.7	No	0%	4%
	San Leandro Unified					12.7 AYE						
		A	Garfield Elementary	no		10.5	21	18	85.7	Yes	52%	50%
		A	Monroe Elementary	no		17.5	22	19	86.4	Yes	46%	44%
		A	Jefferson Elementary	no		11.4	27	23	85.2	Yes	62%	68%
	San Lorenzo Unified					10.7 AYE						
			Washington Manor Middle	no		6.7			10.4	Yes	28.2%	44.2
			Lorenzo Manor Elementary	no		13.4			100	No	52.3%	74.7
			Hillside Elementary	no		6.3			100	Yes	77.6%	83.1
			Hesperian Elementary	no		9.4			100	Yes	57.2%	70.4
			Grant Elementary	no		8.5			95.8	Yes	36.4%	61.9
			Edendale Middle	no		7.1			74.2	Yes	59.2%	77.8
			Del Rey Elementary	no		11.0			89.3	Yes	34.5%	57.4
		B	Dayton Elementary	no		12.8	22	17	77.3	No	32.2%	37.3
			Corvallis Elementary	no		16.6			96.6	No	38.4%	50.4
			Colonial Acres Elementary	no		13.2			100	Yes	57.0%	77.4
			Bay Elementary	no		17.7			100	No	27.9%	47.7
		C2	San Lorenzo High	no		9.2	178	41	23	Yes	35%	69%
		C2	Washington Manor Middle	no		6.7	115	12	10.4	Yes	28%	44%
		C2	Royal Sunset (Continuation)	no		6.7	65	8	12.3	Yes	42%	65%
		C2	Bohannon Middle	no		6.3	186	12	6.5	Yes	36%	59%
		C2	Arroyo High	no		12.6	201	44	21.9	No	19.0%	40.1
	Amador County Unified					16% AYE						
		C	Independence High (Continuation)	no		20.3	18	6	33.3	No	31%	21%
		C2	North Star Independent Study	no		14.7	31	7	22.6	Yes	0%	7%

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	Biggs Unified					15.% AYE						
		A	Biggs Elementary	no		17.7	17	16	94.1	Yes	70%	39%
		B	Biggs High	no		16.5	46	39	84.8	No	54%	32%
		B	Biggs Middle	no		14.2	24	18	75	Yes	70%	37%
		C	Biggs Secondary Community Day	no		5	1	0	0	Yes	100%	40%
		C2	Biggs Public Charter	no		9.2	12	8	66.7	No	80%	21%
	Butte County Office Of Education					15.3% AYE						
		C	Learning Community Charter	no		14.9	181	112	61.9	Yes	36%	10%
		C	Butte County Juvenile Hall/Community	no		22.8	36	21	58.3	No	100%	15%
		C2	Butte County Special Education	no		15.7	37	13	35.1	No	49%	21%
		C2	North County Community	no		19.3	11	6	54.5	Yes	67%	26%
	Chico Unified					16.2% AYE						
		B	Fair View High (Continuation)	no		15.8	61	45	73.8	Yes	49%	32%
		C	Oakdale	no		14.7	7	1	14.3	No	21%	17%
		C	Loma Vista	no		21.6	2	1	50	No	43%	21%
		C	Center For Alternative Learning	no		8.2	9	3	33.3	No	74%	40%
		C2	Nord Country	yes		7	4	2	50	No	86%	59%
RELEASED	*Durham Unified*					17.3% AYE						
August-06		C	Mission High	no		25	1/1	0/1	0/100	No	64%	33%
	Oroville Union High					13.1 AYE						
		A	Prospect High (Continuation)	no		15.1	24	21	87.5	Yes	88%	75%
		C	Oroville High Community Day	no		6.5	7	3	42.9	Yes	43%	65%
	Palermo Union Elementary					12.6 AYE						
August-06		C	Honcut	no		7.2	2/1	1/1	50/100	No	92%	62%
	Paradise Unified					15.4% AYE						
		C	Paradise Community Day	no		14	1	0	0	No	62%	8%
		C2	Paradise Charter Network (155)	no		13.3	9	2	22.2	No	27%	7%

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Calaveras												
RELEASED	*Bret Harte Union High*					14.6 AYE						
	August-06	A	Bret Harte Union High	no		14.1	137/16	132/161	96.4/1(	No	19%	10%
	August-06	C	Vallecito Continuation High	no		23.7	4/19	2/19	50/100	No	59%	9%
	August-06	C	John Vierra High	no		14	6/5	1/5	16.7/1(	No	0%	9%
	Calaveras Unified					12.3 AYE						
		C	West Point Alternative	no		4	1	0	0	No	100%	11%
		C2	Gold Strike High	no		2.3	15	0	0	Yes	33%	10%
		C2	Jenny Lind High	no		8	1	0	0	No	21%	16%
RELEASED	*Mark Twain Union Elementary*					15.6 AYE						
	August-06	C	Mark Twain Elementary	no		18.5	55/44	25/44	45.5/1(	Yes	49%	20%
Colusa												
	Colusa County Office Of Education					9.9 AYE						
		B	Colusa County Alternative/Opportunity	no		10.2	4	3	75	Yes	90%	80%
		C	Juvenile Hall-Nielson	no		18	9	6	66.7	No	100%	72%
		C	Colusa County Special Education	no		7.1	17	11	64.7	Yes	85%	63%
		C2	Colusa County Community	no		23	5	2	40	No	100%	79%
	Maxwell Unified					13.8 AYE						
		C	Prine (Enid) High (Continuation)	no		13	11	4	36.4	No	71%	56%
	Pierce Joint Unified					9.2 AYE						
		B	Pierce High	no		8.8	62	52	83.9	No	66%	71%
		B	Lloyd G. Johnson Junior High	no		8.4	42	33	78.6	Yes	61%	71%
		C2	Arbuckle Alternative High (Continuation)	no		6.6	5	3	60	Yes	66%	69%
	Williams Unified					10.9 AYE						
		B	Williams Middle	no		7.1	51	42	82.4	Yes	78%	80%

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		C2	Mid Valley High (Continuation)	no		13	17	11	64.7	Yes	67%	93%
Contra Costa												
	Acalanes Union High					15.3 AYE						
		C	Del Oro High (Continuation)	no		16	16	11	68.8	Yes	0%	21%
	Antioch Unified					11.4 AYE						
		C	Learner-Centered Charter	no		8.1	10	6	60	No	6%	17%
		C2	Prospects High (Alternative)	no		13.9	25	15	60	Yes	22%	42%
		C2	Bidwell Elementary	no			7	3	42.9	No		
		C2	Park Middle	no		11.7	40	26	65	Yes	39%	46%
		C2	Bridges	no		4.3	2	1	50	Yes	0%	74%
		C2	Live Oak High (Continuation)	no		8.4	10	3	30	Yes	32%	61%
	Byron Union Elementary					8.1 AYE						
		A	Discovery Bay Elementary	no		7	21	18	85.7	Yes	18%	23%
	Contra Costa County Office Of Education					16.6 AYE						
		C	Golden Gate Community	no		17.1	8	3	37.5	No	47%	61%
		C	Contra Costa County Court	no		16.7	14	4	28.6	Yes	45%	77%
		C	East Gate Community Day	no		34.5	2	0	0	Yes	83%	83%
			Central County Special Education	no	No NCLB Core Academic Classes							
			Far East County Special Education	no	No NCLB Core Academic Classes							
		C2	Floyd Marchus	no		13.9	17	9	52.9	Yes	29%	30%
			East County Special Education	no	No NCLB Core Academic Classes							
RELEASED	*Knightsen Elementary*					9.8 AYE						
August-06		A	Knightsen Elementary	no		9.8	23/24	22/24	95.7/1(	Yes	24%	29%
	Lafayette Elementary					12.3 AYE						
		A	Lafayette Elementary	no		11.6	25	24	96	No	3%	3%

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	Martinez Unified					14.7 AYE						
		A	John Muir Elementary	no		12.7	23	22	95.7	No	33%	26%
		A	Las Juntas Elementary	no		13.2	17	15	88.2	No	46%	38%
		C	Vicente Martinez High	no		21.8	25	5	20	No	32%	30%
		C	Briones (Alternative)	no		15.5	4	0	0	No	5.6%	24.4
	Mt. Diablo Unified					8.8 AYE						
		A	Pine Hollow Middle	no		9.1	124	109	87.9	Yes	19.5%	24.1
		B	Riverview Middle	no		5.9	164	134	81.7	Yes	71.4%	72
		B	Oak Grove Middle	no		3.7	159	125	78.6	Yes	76.9%	74.9
		C	Nueva Vista High (Continuation)	no		2	9	4	44.4	No	0.0%	27.4
		C	Sunrise (Special Education)	no		1	7	4	57.1	Yes	56.8%	29.7
		C2	Gateway High (Continuation)	no		3	8	2	25	Yes	60.0%	84
		C2	El Dorado Middle	no		5.5	199	137	68.8	Yes	33.1%	32.7
		C2	Eagle Peak Montessori	no		2	2	0	0	No	0.0%	9.3
	San Ramon Valley Unified					12.7 AYE						
		C	Monte Vista High	no		12.1	447	0	0	No	0.5%	4.6
		C	Tassajara Hills Elementary	no		10.8	32	0	0	No	1.9%	7.9
		C	Sycamore Valley Elementary	no		9.3	32	0	0	No	0.4%	3.9
		C	Golden View Elementary	no		11.7	28	16	57.1	No	0.7%	7
		C	Greenbrook Elementary	no		10.3	29	18	62.1	No	1.1%	6.8
		C	Twin Creeks Elementary	no		5.4	25	13	52	No	4.8%	13.2
		C	Vista Grande Elementary	no		14.1	28	0	0	Yes	1.3%	4.1
		C	San Ramon Valley High	no		14.7	417	0	0	No	0.6%	6.2
		C2	Windemere Ranch Middle	no		6	77	4	5.2	No	2.4%	10.3
		C2	Iron Horse Middle	no		12.1	171	98	57.3	No	1.9%	10.2
		C2	California High	no		14.2	436	263	60.3	No	1.2%	10.4
		C2	Venture (Alternative)	no		26.8	16	0	0	No	0.0%	18.7
		C2	Coyote Creek Elementary	no		7.6	33	23	69.7	No	1.2%	7.1

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		C2	Del Amigo High (Continuation)	no		23.8	16	6	37.5	Yes	11.7%	18.9
		C2	Charlotte Wood Middle	no		13.6	211	131	62.1	No	1.1%	5.7
		C2	Quail Run Elementary	no		7.7	9	5	55.6	No	7.1%	14.2
	Walnut Creek Elementary					13.6 AYE						
		A	Walnut Creek Intermediate	no		14.4	51	49	96.1	No	6.7%	12
	West Contra Costa Unified					13.9 AYE						
		A	Vista High (Alternative)	no		10.3	18	16	88.9	Yes	70.6%	84.7
		C	Delta Continuation High	no		20	18	3	16.7	Yes	28.2%	62
		C	Lovonya Dejean Middle	no		9.9	113	73	64.6	Yes	72.6%	92.2
		C	Crespi Junior High	no		13.4	119	69	58	Yes	57.9%	64.2
		C	Stewart Elementary	no		12.9	45	30	66.7	Yes	44.4%	48.6
		C	Samuel Gompers Continuation	no		15.2	45	20	44.4	Yes	69.7%	87.3
		C	Transition Learning Center	no		7.3	11	3	27.3	Yes	89.0%	87.7
		C	Kappa Continuation High	no		21.3	21	8	38.1	Yes	55.9%	87.9
		C	Middle College High	no		24.3	54	33	61.1	No	23.5%	64.9
		C	North Campus Continuation	no		13.3	39	18	46.2	Yes	21.5%	74.8
		C	Leadership Public Schools: Richmond	yes		3.1	51	29	56.9		61.7%	88.3
		C	Sigma Continuation High	no		9.3	19	0	0	Yes	27.0%	68.9
		C2	Omega Continuation High	no		14	9	3	33.3	No	31.9%	77.1
		C2	Harbour Way Elem Community Day	no		19	3	2	66.7	Yes	96.7%	93.3
Del Norte												
	Del Norte County Office Of Education											
		C	Mccarthy Center/Community	no			18	0	0			
		C	Del Norte County Alternative/Opportunity	no			100	0	0			
		C	Del Norte County Community Day	no			1	0	0			
		C	Elk Creek	no			9	0	0			
		C	Bar O	no			36	0	0			
		C	Castle Rock Charter	no			467	0	0			

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El Dorado												
	El Dorado County Office Of Education											
		C	Blue Ridge	no			8	2	25			
		C	Charter Community And Extended Day	no			178	71	39.9			
		C2	Charter Transitional Reporting Educational Ce	no			4	2	50			
		C2	Special Education	no			18	10	55.6			
	El Dorado Union High											
		A	Oak Ridge High	no			270	261	96.7			
		A	Ponderosa High	no			294	272	92.5			
		C	Edushd Community Day	no			6	3	50			
RELEASED	*Gold Trail Union Elementary*											
August-06		C	Sutter's Mill Primary	no			0/12	0/12	0/100			
Fresno												
	Central Unified											
		A	Rio Vista Middle	no			39	35	89.7			
		A	River Bluff Elementary	no			38	37	97.4			
		A	Teague Elementary	no			37	36	97.3			
	Clovis Unified											
		C	Enterprise Alternative	no			252	2	0.8			
		C	Gateway High (Continuation)	no			261	93	35.6			
		C2	Clovis Community Day Secondary	no			63	0	0			
		C2	Harold L. Woods Elementary	no			0	0	0			
	Coalinga-Huron Joint Unified											
		C	Chesnut High (Continuation)	no			4	1	25			
		C	Coalinga-Huron Community Day	no			4	1	25			

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		C	Cambridge High	no			4	2	50			
		C2	Coalinga High	no			210	144	68.6			
		C2	Huron Middle	no			29	20	69			
	Firebaugh-Las Deltas Joint Unified											
		B	Firebaugh High	no			147	108	73.5			
		C	Arthur E. Mills Intermediate	no			16	10	62.5			
	Fresno County Office Of Education											
		B	Edison-Bethune Charter Academy	yes			33	28	84.8			
		B	Teilman Community Day	no			38	31	81.6			
		C2	Fresno County Community	no			16	4	25			
		C2	Fresno County Court	no			129	82	63.6			
	Fresno Unified											
		B	Edison High	no			373	293	78.6			
		B	Fresno High	no			442	359	81.2			
		C	Phoenix Elementary Academy Community Day	no			4	0	0			
		C	Roosevelt Continuation	no			26	1	3.8			
		C	Irwin O. Addicot Elementary	no			0	0	0			
		C	Fulton Special Education	no			13	0	0			
		C	Dewolf Continuation High	no			94	46	48.9			
		C	New Millenium Charter	yes			11	2	18.2			
		C	New Horizon High	no			12	0	0			
		C	Dewolf West High	no			4	0	0			
		C	Florence E. Rata	no			0	0	0			
		C2	Learning	yes			59	25	42.4			
		C2	Design Science Early College High	no			2	0	0			
		C2	Fresno Prep Academy	yes			72	47	65.3			
	Golden Plains Unified											
		C	Tranquillity High	no			19	9	47.4			
		C2	San Joaquin Elementary	no			50	30	60			
	Kings Canyon Joint Unified											

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		C	Mountain View (Alternative)	no			45	8	17.8			
	Kingsburg Elementary Charter											
		A	Washington Elementary	no			28	26	92.9			
	Laton Joint Unified											
		A	Laton Elementary	no			21	19	90.5			
	Mendota Unified											
		A	Mccabe Junior High	no			15	13	86.7			
		A	Mccabe Elementary	no			32	29	90.6			
		B	Washington Elementary	no			37	31	83.8			
		C2	Crescent View West Charter	yes			56	32	57.1			
	Parlier Unified											
		B	Mathew J. Brletic Elementary	no			22	17	77.3			
		C2	Crescent View Charter High School	yes			60	32	53.3			
	Raisin City Elementary											
		C	Raisin City Elementary	no			13	9	69.2			
	Riverdale Joint Unified											
		C	Horizon High	no			1	0	0			
	Sanger Unified											
		C	Community Day	no			39	14	35.9			
		C	Hallmark Charter	no			1117	238	21.3			
		C	Taft High	no			165	0	0			
		C2	Kings River High (Continuation)	no			25	13	52			
	Selma Unified											
		C	Selma Independent	no			7	0	0			
	Washington Union High											

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		B	Washington High	no			96	74	77.1			
		C2	Easton Community Day	no			4	0	0			
		C2	Easton Continuation High	no			13	5	38.5			
Glenn												
	Glenn County Office Of Education											
		C	Glenn County Juvenile Court	no			2	1	50			
		C2	Glenn County Special Education	no			23	9	39.1			
		C2	William Finch	no			9	5	55.6			
		C2	Glenn County Alternative/Opportunity	no			5	3	60			
RELEASED	*Plaza Elementary*											
	August-06	B	Plaza Elementary	no			6/6	5/6	83.3/100			
	Princeton Joint Unified											
		A	Princeton Junior-Senior High	no			30	29	96.7			
	Stony Creek Joint Unified											
		B	Elk Creek Junior-Senior High	no			19	15	78.9			
Humboldt												
	Eureka City Unified											
		B	Catherine L. Zane Middle	no			110	87	79.1			
		B	Winship Middle	no			92	75	81.5			
		B	Lafayette Elementary	no			18	15	83.3			
		C	Cic Program	no			5	0	0			
	Klamath-Trinity Joint Unified											
		B	Hoopa Valley High	no			72	61	84.7			
		B	Hoopa Valley Elementary	no			45	36	80			
		C	Weitchpec Elementary	no			1	0	0			

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		C	Captain John Continuation	no			9	1	11.1			
RELEASED	*Northern Humboldt Union High*											
	Released	A	Northern Humboldt Community Day	no			7/6	6/6	85.7/100			
	Southern Humboldt Joint Unified											
	Released	C	Osprey Learning Center	no			3/3	0/3	0/100			
		C	Osprey Learning Center (Alternative)	no			3	0	0			
		C	South Fork Junior - Senior High	no			41	27	65.9			
Imperial												
	Brawley Union High											
		C	Renaissance	no			5	0	0			
		C	Brawley High	no			293	199	67.9			
	Calexico Unified											
		B	Calexico High	no			356	299	84			
		C	De Anza Junior High	no			316	181	57.3			
		C	William Moreno Junior High	no			292	202	69.2			
		C	Aurora High (Continuation)	no			183	60	32.8			
	Calipatria Unified											
		C	Midway High	no			4	1	25			
		C	Calipatria High	no			70	44	62.9			
		C2	Bill E. Young Jr. Middle	no			34	22	64.7			
	Central Union High											
		B	Central High	no			282	222	78.7			
	Holtville Unified											
		B	Holtville Junior High	no			72	54	75			
		C2	Sam Webb Continuation	no			37	20	54.1			
	Imperial County Office Of Education											
		C	Imperial County Special Education	no			23	0	0			

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		C2	Imperial County Juvenile Hall/Community	no			55	37	67.3			
	Meadows Union Elementary											
		C	Meadows Elementary	no			37	16	43.2			
	San Pasqual Valley Unified											
		B	San Pasqual Valley High	no			67	47	70.1			
		C	Bill M. Manes High	no			5	2	40			
Kern												
	Arvin Union Elementary											
		B	Haven Drive Middle	no			47	35	74.5			
		B	Sierra Vista Elementary	no			56	43	76.8			
	Bakersfield City											
		A	Casa Loma Elementary	no			32	28	87.5			
		A	Hort Elementary	no			38	33	86.8			
		A	Mckinley Elementary	no			38	34	89.5			
		B	Cesar E. Chavez Elementary	no			27	21	77.8			
		C2	Rafer Johnson Community Day	no			7	0	0			
		C2	Three R's Achievement Academy	no			3	2	66.7			
		C2	Washington Middle	no			16	11	68.8			
		C2	Emerson Middle	no			26	18	69.2			
	Fairfax Elementary											
		A	Virginia Avenue Elementary	no			31	30	96.8			
	Fruitvale Elementary											
		A	Discovery Elementary	no			37	34	91.9			
		A	Endeavour Elementary	no			40	39	97.5			
		B	Fruitvale Junior High	no			38	31	81.6			

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	General Shafter Elementary											
		A	General Shafter Elementary	no			11	10	90.9			
	Kern County Office Of Education											
		C	Kern County Community	no			146	83	56.8			
		C2	Kern County Special Education	no			101	61	60.4			
		C2	Valley Oaks Charter	no			43	21	48.8			
	Kern Union High											
		B	Nueva Continuation High	no			14	10	71.4			
		C	Golden Valley High	no			367	166	45.2			
		C	Vista West Continuation	no			30	14	46.7			
		C2	East Bakersfield High	no			326	194	59.5			
		C2	Foothill High	no			383	231	60.3			
		C2	North High	no			381	141	37			
		C2	Shafter High	no			212	141	66.5			
		C2	Arvin High	no			396	265	66.9			
		C2	Kern Valley High	no			100	50	50			
		C2	Summit Continuation	no			4	1	25			
		C2	Special Services/Constellation	no			0	0	0			
		C2	Bakersfield High	no			427	270	63.2			
		C2	Ridgeview High	no			345	219	63.5			
		C2	Stockdale High	no			383	264	68.9			
		C2	West High	no			378	247	65.3			
		C2	Vista High (Continuation)	no			47	20	42.6			
		C2	South High	no			321	103	32.1			
		C2	Able Center High	no			0	0	0			
	Lost Hills Union Elementary											

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		C	Lost Hills Elementary	no			16	9	56.3			
		C	A. M. Thomas Middle	no			9	4	44.4			
	Mojave Unified											
		A	California City Middle	no			59	53	89.8			
		C	Red Rock Elementary	no			1	0	0			
		C2	Joshua	no			34	19	55.9			
		C2	Mojave Senior High	no			151	105	69.5			
		C2	Red Rock Community Day	no			1	0	0			
		C2	Mojave Elementary	no			18	10	55.6			
	Richland Union Elementary											
		B	Redwood Elementary	no			34	28	82.4			
	Tehachapi Unified											
		A	Tehachapi High	no			203	198	97.5			
	Vineland Elementary											
		B	Vineland Elementary	no			25	21	84			
	Wasco Union High											
		A	Wasco High	no			278	247	88.8			
		C	Independence High (Continuation)	no			11	6	54.5			
Kings												
	Armona Union Elementary											
		A	Armona Elementary	no			25	23	92			
		B	Parkview Middle	no			69	57	82.6			
	Corcoran Joint Unified											
		A	Bret Harte Elementary	no			28	26	92.9			
		A	John C. Fremont Elementary	no			26	23	88.5			

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		A	Corcoran High	no			121	104	86			
	Hanford Elementary											
		C	Woodrow Wilson Junior High	no			124	64	51.6			
		C2	John F. Kennedy Junior High	no			120	79	65.8			
	Kings County Office Of Education											
		C	Kings County Special Education	no			70	39	55.7			
	Lemoore Union High											
		C	Jamison (Donald C.) High (Continuation)	no			15	9	60			
	Reef-Sunset Unified											
		A	Kettleman City Elementary	no			15	13	86.7			
Lake												
	Kelseyville Unified											
		C	Kelseyville Community Day	no			5	0	0			
		C2	Kelseyville High	no			108	6	5.6			
	Konocti Unified											
		A	Burns Valley Elementary	no			19	17	89.5			
		C	Oak Hill Middle	no			95	65	68.4			
		C	Richard H. Lewis Alternative	no			0	0	0			
		C	Lower Lake High	no			119	58	48.7			
		C2	Genesis High	no			0	0	0			
		C2	Carle (William C.) High (Continuation)	no			26	18	69.2			
	Lake County Office Of Education											
		C	Renaissance Court	no			8	4	50			
		C	Redbud Community	no			16	4	25			
		C2	Clearlake Community	no			9	6	66.7			
	Middletown Unified											

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Loconoma Valley High	no			1	0	0			
	Upper Lake Union High											
		C	Upper Lake High	no			53	0	0			
		C	Clover Valley High (Continuation)	no			1	0	0			
			Upper Lake Community Day	no			1	0	0			
Lassen												
	Big Valley Joint Unified											
		B	Big Valley High	no			25	20	80			
		C	Gateway High (Continuation)	no			4	2	50			
	Lassen Union High											
		B	Lassen Community Day	no			25	20	80			
	Lassen Union High											
		C2	Diamond Mountain Charter High	no			12	8	66.7			
Los Angeles												
	ABC Unified											
		C	Richard Gahr High	no			311	65	20.9			
		C	Gretchen Whitney High	no			174	38	21.8			
		C	Carmenita Middle	no			130	23	17.7			
		C	Pharis F. Fedde Middle	no			96	23	24			
		C	Pliny Fisk Haskell Middle	no			106	23	21.7			
		C	Martin B. Tetzlaff Middle	no			110	24	21.8			
		C	Tracy (Wilbur) High (Continuation)	no			80	15	18.8			
		C	Artesia High	no			290	68	23.4			
		C	Cerritos High	no			347	82	23.6			
		C	Faye Ross Middle	no			119	25	21			
	Antelope Valley Union High											
		A	Littlerock High	no			308	284	92.2			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Lancaster High	no			401	373	93			
		A	Highland High	no			417	396	95			
		A	Quartz Hill High	no			429	410	95.6			
		A	Palmdale High	no			397	374	94.2			
		A	William J. 'pete' Knight High	no			223	214	96			
		A	R. Rex Parris High	no			73	63	86.3			
		A	Antelope Valley High	no			334	318	95.2			
		B	Desert Winds Continuation High	no			96	72	75			
		C	Desert Pathways	no			36	0	0			
		C2	Desert Sands Charter	yes			144	95	66			
		C2	Day	no			0	0	0			
	Baldwin Park Unified											
		A	Central Elementary	no			36	35	97.2			
		A	Vineland Elementary	no			46	43	93.5			
		A	Tracy Elementary	no			34	33	97.1			
		A	Kenmore Elementary	no			34	32	94.1			
		A	Ernest R. Geddes Elementary	no			41	40	97.6			
		A	Deanza Elementary	no			40	38	95			
		A	Foster Elementary	no			38	33	86.8			
		C	Baldwin Park Alternative	no			0	0	0			
	Bellflower Unified											
		A	Thomas Jefferson Elementary	no			34	31	91.2			
		A	Washington Elementary	no			44	43	97.7			
		A	Bellflower Usd Intensive Learning Center	no			37	36	97.3			
		A	Ernie Pyle Elementary	no			29	27	93.1			
		A	Esther Lindstrom Elementary	no			39	38	97.4			
		A	Ramona Elementary	no			37	35	94.6			
	Beverly Hills Unified											
		A	Hawthorne Elementary	no			89	84	94.4			
		A	Beverly Hills High	no			421	409	97.1			
		C2	Moreno High (Continuation)	no			3	2	66.7			
	Bonita Unified											

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Vista (Alternative)	no			83	0	0			
		C2	Chaparral High (Continuation)	no			34	5	14.7			
	Castaic Union Elementary											
		A	Castaic Elementary	no			43	41	95.3			
		A	Live Oak Elementary	no			38	35	92.1			
	Claremont Unified											
		C	Community Day	no			41	9	22			
		C2	San Antonio High (Continuation)	no			44	14	31.8			
	Compton Unified											
		B	Bunche Middle	no			109	83	76.1			
		B	Mayo Elementary	no			31	23	74.2			
		B	Foster Elementary	no			34	25	73.5			
		B	Rosecrans Elementary	no			26	20	76.9			
		B	Emerson Elementary	no			35	25	71.4			
		B	Jefferson Elementary	no			29	22	75.9			
		B	Mckinley Elementary	no			23	17	73.9			
		B	Ralph Bunche Elementary	no			21	16	76.2			
		B	Martin Luther King Elementar	no			33	27	81.8			
		B	Lincoln Elementary	no			21	16	76.2			
		B	Dickison Elementary	no			39	29	74.4			
		C	Frances Willard Elementary	no			19	12	63.2			
		C	Laurel Street Elementary	no			23	16	69.6			
		C	Roosevelt Elementary	no			55	38	69.1			
		C	Washington Elementary	no			28	16	57.1			
		C	Tibby Elementary	no			24	15	62.5			
		C	Ronald E. Mcnair Elementary	no			20	13	65			
		C	Bursch Elementary	no			22	12	54.5			
		C	Compton Community Day Middle	no			0	0	0			
		C	Thurgood Marshall	no			0	0	0			

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		C	Compton Community Day High	no			0	0	0			
		C	Harriet Tubman High	no			0	0	0			
		C	Cesar Chavez Continuation High	no			147	96	65.3			
		C	Dominguez High	no			950	627	66			
		C	Compton High	no			637	438	68.8			
		C	Centennial High	no			487	297	61			
		C	Roosevelt Middle	no			156	88	56.4			
		C	Walton Middle	no			87	57	65.5			
		C	Willowbrook Middle	no			68	27	39.7			
		C	Whaley Middle	no			250	163	65.2			
		C	Caldwell Street Elementary	no			15	8	53.3			
		C	Vanguard Learning Center	no			77	29	37.7			
		C	Anderson Elementary	no			28	19	67.9			
		C2	Davis Middle	no			193	126	65.3			
Downey Unified												
		A	Warren High	no			539	502	93.1			
Duarte Unified												
		A	Beardslee Elementary	no			22	20	90.9			
Eastside Union Elementary												
		B	Tierra Bonita North Elementary	no			31	24	77.4			
		B	Eastside Elementary	no			38	30	78.9			
El Monte City Elementary												
August-06		C	Byron E. Thompson Elementary	no			16/15	4/15	25/100			
		C	Durfee Elementary	no			93	48	51.6			
		C	Rio Hondo Elementary	no			104	53	51			
August-06		C2	Thompson Elementary (Oh)	no			5/9	0/9	0/100			
El Rancho Unified												
		B	Rio Vista Elementary	no			20	14	70			
		B	Mary E. Meller Elementary	no			25	19	76			

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		C	Ruben Salazar Continuation	no			116	51	44			
		C2	Rivera Middle	no			189	121	64			
		C2	North Park Middle	no			169	87	51.5			
	Glendale Unified											
		C	College View Center	no			9	0	0			
		C	Jewel City Community Day	no			6	3	50			
	Gorman Elementary											
		B	Lifeline Education Charter	yes			8	6	75			
		C2	Gorman Elementary	no			3	0	0			
	Hawthorne Elementary											
		B	Prairie Vista Middle	no			192	150	78.1			
		C2	Hawthorne Middle	no			153	101	66			
		C2	Bud Carson Middle	no			135	90	66.7			
	La Canada Unified											
		C	Foothills (Special Education)	no			5	0	0			
	Lancaster Elementary											
		B	Crossroads Community Day	no			4	3	75			
	Long Beach Unified											
		A	Rogers Middle	no			129	119	92.2			
		A	Hamilton Middle	no			204	186	91.2			
		A	Cubberley Elementary	no			98	93	94.9			
		A	Sutter Elementary	no			133	129	97			
		A	Wilson High	no			852	824	96.7			
		C2	Community Day	no			3	2	66.7			
	Los Angeles County Office Of Education											
		A	International Polytechnic High	no			30	28	93.3			
		C	Los Angeles County Special Education	no			325	57	17.5			

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		C	Soledad Enrichment Action	no			47	25	53.2			
	Los Angeles Unified											
		A	Para Los Ninos Charter	yes			10	9	90			
		A	San Fernando Senior High	no			662	569	86			
		B	Edwin Markham Middle	no			254	194	76.4			
		B	Arco Iris Primary Center	no			12	9	75			
		B	Johnnie Cochran, Jr., Middle	no			248	191	77			
		B	Coliseum Street Elementary	no			20	14	70			
		B	Playa Del Rey Elementary	no			15	12	80			
		B	Samuel Gompers Middle	no			261	193	73.9			
		B	John A. Sutter Middle	no			223	173	77.6			
		B	Daniel Webster Middle	no			159	114	71.7			
		B	David Wark Griffith Middle	no			355	273	76.9			
		B	Phineas Banning Senior High	no			459	369	80.4			
		B	Carson Senior High	no			486	389	80			
		B	Chatsworth Senior High	no			401	332	82.8			
		B	Valley Alternative Magnet	no			60	42	70			
		B	Mt. Lukens Continuation	no			12	9	75			
		B	Stella Middle Charter Academy	yes			50	42	84			
		B	Grover Cleveland High	no			574	438	76.3			
		B	Magnolia Science Academy	yes			69	49	71			
		C	Foshay Learning Center	no			608	374	61.5			
		C	Community Charter Middle	yes			50	14	28			
		C	Ernest P. Willenberg Special Education Center	no			0	0	0			
		C	Marlton	no			10	0	0			
		C	Macarthur Park Primary Center	no			18	9	50			
		C	Berenece Carlson Home Hospital	no			268	54	20.1			
		C	Ellen Ochoa Learning Center	no			129	29	22.5			

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		C	James J. Mcbride Special Education Center	no			0	0	0			
		C	Sophia T. Salvin Special Education Center	no			34	16	47.1			
		C	Tri-C Community Day	no			64	12	18.8			
		C	Del Rey Continuation	no			15	9	60			
		C	Evergreen Continuation	no			16	7	43.8			
		C	Susan Miller Dorsey Senior High	no			294	193	65.6			
		C	John R. Wooden High	no			16	10	62.5			
		C	Pueblo De Los Angeles Continuation	no			17	0	0			
		C	San Antonio Continuation	no			16	2	12.5			
		C	Temescal Canyon Continuation	no			10	5	50			
		C	Whitney Young Continuation	no			18	12	66.7			
		C	Monterey Continuation	no			19	7	36.8			
		C	Central Continuation	no			98	22	22.4			
		C	Benjamin Banneker Special Education Center	no			0	0	0			
		C	William Tell Aggeler Opportunity High	no			8	3	37.5			
		C	Citylife Downtown Charter School	yes			40	20	50			
		C	Simon Rodia Continuation	no			14	0	0			
		C	Amelia Earhart Continuation	no			14	0	0			
		C	Moneta Continuation	no			12	4	33.3			
		C	Stoney Point Continuation	no			14	4	28.6			
		C	Highland Park Continuation	no			11	7	63.6			
		C	Miguel Leonis Continuation	no			10	3	30			
		C	Robert H. Lewis Continuation	no			9	6	66.7			
		C	Jack London Continuation	no			13	2	15.4			
		C	Metropolitan Continuation	no			67	22	32.8			
		C	Mission Continuation	no			15	9	60			
		C	Eagle Tree Continuation	no			15	8	53.3			
		C	George S. Patton Continuation	no			12	5	41.7			

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		C	Indian Springs Continuation	no			13	5	38.5			
		C	Sojourner Truth Continuation	no			5	3	60			
		C	Kirk Douglas Continuation	no			11	7	63.6			
		C	Diane S. Leichman Special Education Center	no			47	1	2.1			
		C	Frank D. Lanterman	no			0	0	0			
		C	Whitman Continuation	no			21	9	42.9			
		C	Avalon Continuation	no			19	5	26.3			
		C	Owensmouth Continuation	no			14	7	50			
		C	Cornerstone Prep Charter	yes			34	21	61.8			
		C	Boyle Heights Continuation	no			14	5	35.7			
		C	David Starr Jordan Senior High	no			352	202	57.4			
		C	Alain Leroy Locke Senior High	no			471	322	68.4			
		C	Ramona Opportunity High	no			36	11	30.6			
		C	Joseph Pomeroy Widney High	no			13	1	7.7			
		C	City Of Angels	no			377	247	65.5			
		C	Community Harvest Charter	yes			15	5	33.3			
		C	CDS Secondary	no			98	20	20.4			
		C	Avalon Gardens Elementary	no			15	9	60			
		C	Fred E. Lull Special Education Center	no			0	0	0			
		C	Charles Leroy Lowman Special Education Center	no			0	0	0			
		C	Frances Blend Special Education Center	no			13	6	46.2			
		C	Joaquin Miller High	no			2	0	0			
		C2	Valley View Elementary	no			12	8	66.7			
		C2	Dena New Primary Center	no			8	4	50			
		C2	Los Angeles New Primary Center #5	no			9	6	66.7			
		C2	Center	no			20	9	45			
		C2	Washington New Primary Center #1	no			12	7	58.3			
		C2	Harvard Elementary	no			22	15	68.2			
		C2	Weigand Avenue Elementary	no			26	17	65.4			
		C2	South La Area New High #1	no			274	154	56.2			
		C2	Kingsley Elementary	no			26	17	65.4			

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		C2	Olympic Primary Center	no			14	7	50			
		C2	Alternative Education	no			0	0	0			
		C2	High Tech High	no			60	29	48.3			
		C2	Day	no			8	4	50			
		C2	Community Day	no			35	24	68.6			
		C2	Aggeler Community Day	no			52	17	32.7			
		C2	Johnson Community Day	no			36	22	61.1			
		C2	Middle	no			381	258	67.7			
		C2	Harbor Teacher Preparation Academy	no			36	25	69.4			
		C2	Jane Addams Continuation	no			14	0	0			
		C2	South East High	no			181	126	69.6			
		C2	Middle College High	no			55	38	69.1			
		C2	Zane Grey Continuation	no			31	10	32.3			
		C2	Harmony Elementary	no			46	28	60.9			
		C2	View Park Continuation	no			14	9	64.3			
		C2	Harold Mcalister High (Opportunity)	no			48	26	54.2			
		C2	Thomas Riley High	no			28	19	67.9			
		C2	Angel's Gate (Continuation)	no			10	6	60			
		C2	Independence Continuation	no			18	5	27.8			
		C2	Phoenix Continuation	no			15	4	26.7			
		C2	Aldama Elementary	no			37	25	67.6			
		C2	Cheviot Hills Continuation	no			9	6	66.7			
		C2	Los Angeles Academy Of Arts & Enterprise Char	yes			3	2	66.7			
		C2	Will Rogers Continuation	no			18	8	44.4			
		C2	Pio Pico Elementary	no			159	99	62.3			
		C2	Henry David Thoreau Continuation	no			9	6	66.7			
		C2	Elementary	no			36	23	63.9			
		C2	Unlimited	no			72	42	58.3			
		C2	Southeast Area New Learning Center	no			87	60	69			
		C2	South Gate New Elementary #6	no			27	17	63			
		C2	Charles Maclay Middle	no			159	109	68.6			
		C2	Robert A. Millikan Middle	no			257	158	61.5			
		C2	C. Morley Sellery Special Education Center	no			11	5	45.5			
		C2	Sven Lokrantz Special Education Center	no			26	16	61.5			
		C2	Sun Valley Middle	no			522	353	67.6			
		C2	Albert Einstein Continuation	no			12	4	33.3			
		C2	Animo South Los Angeles Charter	yes			9	6	66.7			

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		C2	Elementary	no			65	41	63.1			
		C2	South Park Elementary	no			59	34	57.6			
		C2	Thirty-Second Street Usc Performing Arts	no			154	84	54.5			
		C2	Topanga Learn-Charter Elementary	no			16	11	68.8			
		C2	Community	no			50	8	16			
		C2	Ninety-Second Street Elementary	no			49	33	67.3			
		C2	Ca Academy For Liberal Studies Early College	yes			52	24	46.2			
		C2	Camino Nuevo High School Charter	yes			49	29	59.2			
		C2	Harrison Street Elementary	no			64	29	45.3			
		C2	Charter	yes			8	5	62.5			
		C2	Elementary	no			26	18	69.2			
		C2	Southern California School Of Arts And Scienc	yes			32	21	65.6			
		C2	Community Charter Early College High	yes			65	43	66.2			
		C2	View Park Preparatory Accelerated Charter Mid	yes			0	0	0			
		C2	Our Community Charter	yes			0	0	0			
		C2	Los Angeles Leadership Academy	yes			52	28	53.8			
		C2	Lakeview Charter Academy	yes			20	5	25			
		C2	Port Of Los Angeles High	yes			34	15	44.1			
		C2	Milagro Charter	yes			7	4	57.1			
		C2	Continuation	no			13	7	53.8			
		C2	Opportunities Unlimited Charter High	yes			25	15	60			
		C2	Nevin Avenue Elementary	no			47	31	66			
		C2	#1	no			29	19	65.5			
		C2	Elementary	no			25	15	60			
		C2	Clifford Street Elementary	no			12	8	66.7			
		C2	Elementary	no			25	16	64			
		C2	Tom Bradley Environmental Science And Humanit	no			30	20	66.7			
		C2	Elizabeth Learning Center	no			144	97	67.4			
		C2	Farmdale Elementary	no			40	25	62.5			
		C2	Hillside Elementary	no			26	18	69.2			
		C2	Marvin Elementary	no			51	33	64.7			
		C2	Seventy-Fifth Street Elementary	no			80	52	65			
		C2	Elementary	no			66	46	69.7			
		C2	Martin Luther King Jr. Elementary	no			46	27	58.7			

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		C2	Elementary	no			32	22	68.8			
		C2	Washington Irving Middle	no			225	145	64.4			
		C2	Elementary	no			60	39	65			
		C2	Wilshire Crest Elementary	no			35	24	68.6			
		C2	One Hundred Twenty-Second Street Elementary	no			44	26	59.1			
		C2	Park Avenue Elementary	no			39	27	69.2			
		C2	Elementary	no			63	43	68.3			
		C2	Purche Avenue Elementary	no			32	22	68.8			
		C2	Ocean Charter School	yes			11	4	36.4			
		C2	Melrose Avenue Elementary	no			16	11	68.8			
		C2	Elementary	no			25	15	60			
		C2	Magnet	no			70	35	50			
		C2	Ann Street Elementary	no			12	6	50			
		C2	Charles Drew Middle	no			352	236	67			
	Lynwood Unified											
		A	Lugo Elementary	no			21	19	90.5			
		A	Mark Twain Elementary	no			28	25	89.3			
		B	Wilson Elementary	no			35	29	82.9			
		B	Rosa Parks Elementary	no			24	19	79.2			
	Manhattan Beach Unified											
		A	Mira Costa High	no			389	371	95.4			
		A	Manhattan Beach Middle	no			290	275	94.8			
	Monrovia Unified											
		B	Canyon Oaks High	no			30	22	73.3			
	Norwalk-La Mirada Unified											
		C	Reginald M. Benton Middle	no			26	16	61.5			
	Palos Verdes Peninsula Unified											
		B	Soleado Elementary	no			20	16	80			
	Pomona Unified											
		A	Alcott Elementary	no			47	42	89.4			
		A	Fremont Middle	no			148	127	85.8			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Decker Elementary	no			28	27	96.4			
		A	C. Joseph Barfield Elementary	no			33	32	97			
		A	Madison Elementary	no			39	37	94.9			
		A	Lexington Elementary	no			35	32	91.4			
		A	Kingsley Elementary	no			38	34	89.5			
		A	Harrison Elementary	no			28	27	96.4			
		A	Diamond Point Elementary	no			22	21	95.5			
		A	Philadelphia Elementary	no			43	41	95.3			
		A	Mendoza Elementary	no			21	19	90.5			
		B	Diamond Ranch High	no			344	289	84			
		B	Park West High (Continuation)	no			71	55	77.5			
		B	Ganesha Senior High	no			322	263	81.7			
		C	Pomona Community Day	no			0	0	0			
	San Gabriel Unified											
		C	Del Mar High	no			16	2	12.5			
	Santa Monica-Malibu Unified											
		A	Lincoln Middle	no			196	175	89.3			
		A	John Adams Middle	no			208	198	95.2			
	SBE - Animo Inglewood Charter											
		B	Animo Inglewood Charter High	yes			20	16	80			
	Sulphur Springs Union Elementary											
		A	Leona H. Cox Community Elementary	no			27	25	92.6			
		A	Valley View Elementary	no			44	42	95.5			
	Temple City Unified											
		A	Emperor Elementary	no			31	28	90.3			
		A	Oak Avenue Intermediate	no			162	150	92.6			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Temple City Alternative	no			2	0	0			
		C	Temple City Community Learning Centre (Contin	no			2	0	0			
	Torrance Unified											
		A	South High	no			349	319	91.4			
		B	Calle Mayor Middle	no			96	81	84.4			
	Westside Union Elementary											
		B	Hillview Middle	no			28	22	78.6			
	Whittier City Elementary											
		A	Daniel Phelan Elementary	no			27	25	92.6			
		B	Walter F. Dexter Middle	no			290	234	80.7			
		B	Christian Sorensen Elementary	no			28	23	82.1			
		C2	Wallen L. Andrews Elementary	no			21	13	61.9			
	Whittier Union High											
		A	La Serna High	no			391	374	95.7			
		C	Sierra Vista High (Alternative)	no			12	3	25			
	William S. Hart Union High											
		A	Sierra Vista Junior High	no			230	207	90			
		A	Canyon High	no			393	339	86.3			
	Wilsona Elementary											
		B	Wilsona Elementary	no			29	21	72.4			
	Wiseburn Elementary											
		A	Juan Cabrillo Elementary	no			22	21	95.5			
		A	Peter Burnett Elementary	no			17	16	94.1			
		A	Richard Henry Dana Middle	no			27	25	92.6			
Madera												

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Chawanakee Unified											
		C	Chawanakee Academy	no			15	10	66.7			
		C2	Cedar Continuation High	no			4	0	0			
	Chowchilla Elementary											
		A	Wilson Middle	no			25	24	96			
	Madera County Office Of Education											
		C	Discovery Secondary	no			4	0	0			
		C	Pioneer Technical Center	no			29	14	48.3			
		C2	Enterprise Secondary	no			20	6	30			
		C2	Madera County Special Education	no			120	79	65.8			
	Madera Unified											
		C	Mountain Vista High (Continuation)	no			90	22	24.4			
		C	Furman (Duane E.) High (Alternative)	no			183	76	41.5			
		C2	Ripperdan High	no			39	16	41			
		C2	Madera High North	no			659	453	68.7			
	Yosemite Joint Union High											
		C	Ahwahnee High	no			1	0	0			
		C	Raymond Granite High	no			1	0	0			
		C	Foothill High (Alternative)	no			3	0	0			
		C	Evergreen High	no			4	0	0			
		C2	Mountain View High (Continuation)	no			2	0	0			
Marin												
	Marin County Office Of Education											
		C	Phoenix Academy	no			5	2	40			
		C2	Marin County Juvenile Hall/Community	no			9	5	55.6			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
RELEASED	*Mill Valley Elementary*											
	August-06	C	Strawberry Point	no			15/19	10/19	66.7/100			
	Reed Union Elementary											
		A	Del Mar Intermediate	no			20	18	90			
	San Rafael City Elementary											
		B	Gallinas Elementary	no			45	34	75.6			
		C	James B. Davidson Middle	no			105	43	41			
		C2	San Pedro Elementary	no			18	12	66.7			
	San Rafael City High											
		B	Terra Linda High	no			180	128	71.1			
		B	San Rafael High	no			175	123	70.3			
RELEASED	*Tamalpais Union High*											
	August-06	A	San Andreas High (Continuation)	no			33/30	29/30	87.9/100			
Mariposa												
	Mariposa County Unified											
		C	Mariposa County Independent Learning	no			14	1	7.1			
		C	Coulterville High	no			10	3	30			
		C	Yosemite Park High	no			10	5	50			
Mendocino												
RELEASED	*Fort Bragg Unified*											
	August-06	C	Shelter Cove	no			1/1	0/1	0/100			
	Laytonville Unified											
		C	Laytonville Community Day	no			2	1	50			
	Mendocino County Office Of Education											
		C	West Hills Juvenile Hall Court	no			33	22	66.7			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Mendocino County Community	no			24	11	45.8			
	Round Valley Unified											
		C	Eel River Charter	yes			3	2	66.7			
	Ukiah Unified											
		A	Calpella Elementary	no			17	16	94.1			
	Willits Unified											
		C	Willits Community Day	no			6	1	16.7			
Merced												
	Delhi Unified											
		B	Delhi High	no			102	84	82.4			
		C	Shattuck Educational Park Continuation	no			9	2	22.2			
	Dos Palos Oro Loma Joint Unified											
		C	Bryant Middle	no			135	54	40			
		C	Dos Palos High	no			169	91	53.8			
		C	Westside High	no			15	7	46.7			
	Gustine Unified											
		A	Gustine High	no			93	81	87.1			
		C2	Gustine Community Day	no			0	0	0			
	Le Grand Union Elementary											
		A	Le Grand Elementary	no			20	19	95			
	Merced County Office Of Education											
		C	Valley Los Banos Community Day	no			17	6	35.3			
		C	Valley Community	no			64	25	39.1			
		C2	Valley Livingston Community Day	no			10	0	0			
		C2	Merced County Juvenile Hall/Community	no			23	2	8.7			
		C2	Valley Community Day (7-12)	no			13	4	30.8			
		C2	Valley Atwater Community Day	no			19	13	68.4			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Merced Union High School District Community D	no			0	0	0			
	Merced Union High											
		B	Livingston High	no			192	155	80.7			
		B	Golden Valley High	no			400	313	78.3			
		C	Yosemite High (Continuation)	no			35	8	22.9			
		C	Buhach Colony High	no			169	111	65.7			
	Planada Elementary											
		A	Planada Elementary	no			26	24	92.3			
Modoc												
	Surprise Valley Joint Unified											
		B	Surprise Valley High	no			17	13	76.5			
		C	Great Basin High (Continuation)	no			4	1	25			
Mono												
	Mono County Office Of Education											
		C	Mammoth Community Day	no			4	2	50			
		C	Mono County Juvenile Hall/Community	no			4	2	50			
Monterey												
	Alisal Union Elementary											
		A	Cesar Chavez Elementary	no			28	27	96.4			
		A	Dr. Martin Luther King, Jr. Elementary	no			18	17	94.4			
		A	Alisal Community	no			28	27	96.4			
		B	Frank Paul Elementary	no			26	22	84.6			
	Gonzales Unified											
		A	La Gloria Elementary	no			45	43	95.6			
		C	Somavia High	no			4	2	50			

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	Greenfield Union Elementary											
		B	Cesar Chavez Elementary	no			19	16	84.2			
		B	Oak Avenue Elementary	no			27	22	81.5			
		C	Vista Verde Middle	no			165	107	64.8			
		C2	Greenfield Elementary	no			23	16	69.6			
	King City Joint Union High											
		A	King City High	no			167	143	85.6			
		B	Greenfield High	no			155	113	72.9			
		C	Ventana High (Continuation)	no			6	1	16.7			
	King City Union Elementary											
		B	San Lorenzo Middle	no			249	178	71.5			
	Monterey County Office Of Education											
		C	Salinas Community	no			55	26	47.3			
		C2	Wellington M. Smith, Jr.	no			33	16	48.5			
	Monterey Peninsula Unified											
		A	Marina Del Mar Elementary	no			14	12	85.7			
		A	Del Rey Woods Elementary	no			24	22	91.7			
		A	Marina Vista Elementary	no			18	16	88.9			
		A	La Mesa Elementary	no			24	21	87.5			
		B	Ord Terrace Elementary	no			27	20	74.1			
		B	Seaside High	no			240	180	75			
		B	J. C. Crumpton Elementary	no			24	20	83.3			
		C	Los Arboles Middle	no			132	73	55.3			
		C	Roger S. Fitch Middle	no			139	91	65.5			
		C	Monterey High	no			229	145	63.3			
		C	Central Coast High	no			62	39	62.9			
		C2	Martin Luther King	no			138	66	47.8			
		C2	Walter Colton	no			94	57	60.6			
	North Monterey County Unified											

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Central Bay High (Continuation)	no			27	25	92.6			
		C2	North Monterey County High	no			136	9	6.6			
		C2	North Monterey County Middle	no			116	23	19.8			
	Salinas City Elementary											
		A	Los Padres Elementary	no			29	26	89.7			
		A	Laurel Wood Elementary	no			22	21	95.5			
		B	Natividad Elementary	no			29	24	82.8			
		B	Roosevelt Elementary	no			24	19	79.2			
		B	Sherwood Elementary	no			31	24	77.4			
	Salinas Union High											
		C	Washington Middle	no			0	0	0			
		C	Harden Middle	no			0	0	0			
		C	North Salinas High	no			0	0	0			
		C	La Paz Middle	no			0	0	0			
		C	Community Day	no			0	0	0			
		C	Mount Toro High	no			0	0	0			
		C	Salinas High	no			0	0	0			
		C	El Sausal Middle	no			0	0	0			
		C2	Alisal High	no			0	0	0			
		C2	Everett Alvarez High	no			0	0	0			
	Santa Rita Union Elementary											
		A	Gavilan View Middle	no			198	183	92.4			
		A	La Joya Elementary	no			20	18	90	19/19		
		B	Santa Rita Elementary	no			25	21	84	25/24		
Napa												
	Napa County Office Of Education											
		C	Napa County Community	no			40	20	50			
		C2	Napa County Juvenile Hall/Court Schools	no			14	8	57.1			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Napa Valley Unified											
		A	Valley Oak High	no			27	26	96.3			
		A	American Canyon Middle	no			31	27	87.1			
		B	New Technology High	no			30	25	83.3			
		C	Steps To Success	no			Closed					
		C2	Napa Valley Alternative	no			5	3	60			
		C2	Archways Community Day	no			0	0	0			
Nevada												
	Nevada Joint Union High											
		C	Pioneer High (Continuation)	no			1	0	0			
		C	Sierra Foothill High (Continuation)	no			38	17	44.7			
		C	Sierra Mountain High	no			19	11	57.9			
		C	Nevada Union Technical High (Continuation)	no			9	5	55.6			
		C2	Earle Jamieson High	no			13	7	53.8			
	Ready Springs Union Elementary											
		B	Vantage Point Charter	no			5	4	80			
Orange												
	Anaheim Union High											
		A	Anaheim High	no			373	319	85.5			
		A	Orangeview Junior High	no			247	236	95.5			
		A	South Junior High	no			297	255	85.9			
		B	Lexington Junior High	no			180	141	78.3			
		C	Anaheim Community Day	no			20	4	20			
		C2	Polaris High (Alternative)	no			3	0	0			
		C2	Gilbert High (Continuation)	no			198	117	59.1			
	Capistrano Unified											
		A	San Juan Elementary	no			29	28	96.6			

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		A	Marian Bergeson Elementary	no			30	29	96.7			
		A	Capistrano Valley High	no			1442	1308	90.7			
		A	Palisades Elementary	no			30	27	90			
		A	Barcelona Hills Elementary	no			31	30	96.8			
		A	Castille Elementary	no			37	35	94.6			
		A	Truman Benedict Elementary	no			36	35	97.2			
		A	Dana Hills High	no			1145	1043	91.1			
		A	Clarence Lobo Elementary	no			32	29	90.6			
		A	Richard Henry Dana Elementary	no			19	18	94.7			
		A	Viejo Elementary	no			31	30	96.8			
		A	George White Elementary	no			44	43	97.7			
		A	Elementary/Special Education	no			34	32	94.1			
		A	Aliso Viejo Middle	no			265	236	89.1			
		A	Wagon Wheel Elementary	no			49	48	98			
		A	Bernice Ayer Middle	no			185	166	89.7			
		A	Don Juan Avila Elementary	no			33	30	90.9			
		A	Ladera Ranch Middle	no			189	166	87.8			
		A	Las Flores Middle	no			290	259	89.3			
		A	Tijeras Creek Elementary	no			35	34	97.1			
		A	Vista Del Mar Middle	no			131	118	90.1			
		A	Carl H. Hankey Elementary	no			27	26	96.3			
		A	Arroyo Vista Elementary	no			80	78	97.5			
		B	Aliso Niguel High	no			604	506	83.8			
		B	Newhart Middle	no			405	312	77			
		B	Shorecliffs Middle	no			218	185	84.9			
		B	Don Juan Avila Middle	no			249	201	80.7			
		B	Marco Forster Middle	no			336	254	75.6			
		C	Junipero Serra High	no			135	7	5.2			
		C2	Bridges Community Day	no			1	0	0			
Centralia Elementary												
		A	Buena Terra Elementary	no			16	15	93.8			
		A	Glen H. Dysinger Sr. Elementary	no			20	19	95			

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Fullerton Elementary												
		A	Ladera Vista Junior High	no			248	242	97.6			
		A	Sunset Lane Elementary	no			33	31	93.9			
Fullerton Joint Union High												
		C	La Sierra High (Alternative)	no			93	52	55.9			
Garden Grove Unified												
		A	Los Amigos High	no			86	79	91.9			
		A	Santiago High	no			84	78	92.9			
		B	Stephen R. Fitz Intermediate	no			34	25	73.5			
		B	Donald S. Jordan Intermediate	no			28	22	78.6			
		B	Izaak Walton Intermediate	no			28	22	78.6			
		B	James Irvine Intermediate	no			33	28	84.8			
		B	Leroy L. Doig Intermediate	no			31	23	74.2			
		B	Sarah Mcgarvin Intermediate	no			24	18	75			
		B	Alamitos Intermediate	no			34	24	70.6			
		C	Lincoln High Continuation	no			0	0	0			
		C	Hilton D. Bell Intermediate	no			29	19	65.5			
		C	Dr. Walter C. Ralston Intermediate	no			23	16	69.6			
		C	Marie L. Hare High	no			16	9	56.3			
		C2	Jordan Secondary Learning Center	no			6	0	0			
		C2	Mark Twain Special Center	no			10	0	0			
Huntington Beach Union High												
		A	Huntington Beach High	no			441	405	91.8			
		A	Marina High	no			443	394	88.9			
		B	Valley Vista High (Continuation)	no			201	146	72.6			
		B	Coast High	no			58	43	74.1			
		C	Hbuhsd Community Day	no			33	13	39.4			
Irvine Unified												

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	South Lake Middle	no			82	77	93.9			
		C2	Alternative Education-San Joaquin	no			11	3	27.3			
	La Habra City Elementary											
		A	El Cerrito Elementary	no			28	27	96.4			
		A	Imperial Middle	no			132	114	86.4			
		A	Washington Middle	no			132	114	86.4			
	Magnolia Elementary											
		B	Jonas E. Salk Elementary	no			42	33	78.6			
	Newport-Mesa Unified											
		A	Sonora Elementary	no			24	22	91.7			
	Ocean View											
		A	Marine View Middle	no			34	33	97.1			
	Placentia-Yorba Linda Unified											
		A	Morse Avenue Elementary	no			25	24	96			
	Santa Ana Unified											
August-06		A	John F. Kennedy Elementary	no			37/36	34/36	91.9/100			
		A	Orange County High School Of The Arts	yes			203	186	91.6			
August-06		A	Thomas A. Edison Elementary	no			34/31	30/30	88.2/97			
August-06		A	Fremont Elementary	no			40/43	35/42	87.5/98			
August-06		A	Theodore Roosevelt Elementary	no			32/32	28/32	87.5/100			
August-06		A	Wilson Elementary	no			38/36	34/36	89.5/100			
August-06		A	Lydia Romero-Cruz Elementary	no			17/12	16/12	94.1/100			
		B	Sierra Intermediate	no			126	99	78.6			
		C	Nova Academy	yes			8	5	62.5			
		C	Albor Charter	yes			62	41	66.1			
		C2	Orange County Educational Arts Academy	yes			0	0	0			
		C2	Segerstrom High	no			0	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	August-06	C2	Manuel Esqueda Elementary	no			0/22	0/22	0/100			
	Tustin Unified											
		A	Columbus Tustin	no			122	112	91.8			
		A	Guin Foss Elementary	no			23	22	95.7			
		B	Hillview High (Continuation)	no			41	32	78			
Placer												
	Eureka Union											
		A	Willma Cavitt Junior High	no			113	103	91.2			
		A	Ridgeview Elementary	no			26	23	88.5			
	Placer County Office Of Education											
		C	Placer County Community Schools	no			5	1	20			
	Roseville Joint Union High											
		A	Oakmont High	no			108	98	90.7			
		A	Roseville High	no			179	174	97.2			
		C2	Independence High (Alternative)	no			179	57	31.8			
	Tahoe-Truckee Joint Unified											
		A	Tahoe Lake Elementary	no			14	12	85.7			
		A	Truckee Elementary	no			34	32	94.1			
		A	Kings Beach Elementary	no			19	17	89.5			
		C	Cold Stream Alternative	no			28	8	28.6			
		C2	Sierra High (Continuation)	no			15	10	66.7			
Plumas												
	Plumas County Office Of Education											
		B	Portola Opportunity	no			4	3	75			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Plumas County Opportunity	no			1	0	0			
	Plumas Unified											
		A	Quincy Junior-Senior High	no			72	64	88.9			
		A	Greenville Elementary	no			10	9	90			
		A	Pioneer/Quincy Elementary	no			38	36	94.7			
		A	C. Roy Carmichael Elementary	no			28	27	96.4			
		B	Chester Junior-Senior High	no			80	62	77.5			
		B	Chester Elementary	no			15	12	80			
		C	Greenville Junior-Senior High	no			53	36	67.9			
Riverside												
	Alvord Unified											
		A	La Sierra High	no			438	412	94.1			
		A	Norte Vista High	no			351	336	95.7			
		A	Loma Vista Intermediate	no			153	142	92.8			
		B	Ysmael Villegas Middle	no			189	153	81			
	Banning Unified											
		A	Central Elementary	no			31	28	90.3			
		B	Cabazon Elementary	no			13	10	76.9			
		C	Banning Independent Study	no			4	1	25			
		C2	New Horizon High	no			25	15	60			
	Beaumont Unified											
		A	Three Rings Ranch Elementary	no			35	30	85.7			
		A	Andy And Toni Chavez Elementary	no			16	15	93.8			
		A	Palm Elementary	no			27	24	88.9			
		A	Beaumont Senior High	no			47	43	91.5			
		A	Sundance Elementary	no			29	25	86.2			
		B	Mountain View Middle	no			29	22	75.9			

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		C	Laura May Stewart Performance	no			3	1	33.3			
		C2	San Andreas High	no			6	4	66.7			
	Coachella Valley Joint Unified											
		A	John Kelley Elementary	no			28	25	89.3			
		A	Valley View Elementary	no			37	32	86.5			
		A	Sea View Elementary	no			15	13	86.7			
		A	Mountain Vista Elementary	no			48	42	87.5			
		B	Oasis Elementary	no			30	23	76.7			
		B	Coachella Valley High	no			372	278	74.7			
		B	Westside Elementary	no			27	19	70.4			
		C	Cahuilla Desert Academy Junior High	no			256	142	55.5			
		C	Saul Martinez Elementary	no			43	30	69.8			
		C	Las Palmitas Elementary	no			37	24	64.9			
		C	La Familia Continuation High	no			34	20	58.8			
		C	Toro Canyon Middle	no			161	92	57.1			
		C	Desert Mirage High	no			116	81	69.8			
		C2	West Shores High	no			64	44	68.8			
		C2	Center	no			22	15	68.2			
	Corona-Norco Unified											
		C	Victress Bower School For Exceptional Studies	no		No NCLB Academic Classes						
		C2	Norco Vista High	no			8	4	50			
August-06		C2	Centennial Vista High	no			2/7	0/7	0/100			
	Desert Center Unified											
		C	Eagle Mountain Elementary	no			3	2	66.7			
	Hemet Unified											
		B	Winchester Elementary	no			23	17	73.9			
		C	Helen Hunt Jackson Alternative High	no			75	15	20			
		C2	Hemet Educational Learning Center	no			30	15	50			

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		C2	Alessandro High	no			46	10	21.7			
		C2	Ramona Elementary	no			37	24	64.9			
		C2	Jacob Wiens Elementary	no			37	15	40.5			
		C2	Dartmouth Middle	no			160	81	50.6			
		C2	Valle Vista Elementary	no			37	21	56.8			
		C2	Acacia Middle	no			123	74	60.2			
		C2	Diamond Valley Middle	no			230	119	51.7			
		C2	Hamilton	no			34	23	67.6			
		C2	Hamilton High	no			97	42	43.3			
		C2	Hemet Senior High	no			384	209	54.4			
		C2	Santa Fe Middle	no			152	48	31.6			
	Moreno Valley Unified											
		C	Moreno Valley Community Learning Center	no			20	12	60			
		C	Arnold Heights	no			33	5	15.2			
	Palm Springs Unified											
		A	Cathedral City High	no			369	327	88.6			
	Palo Verde Unified											
		A	Palo Verde High	no			143	133	93			
		B	Blythe Middle	no			117	82	70.1			
RELEASED	*Perris Elementary*											
	August-06	C	Nan Sanders Elementary	no			40/41	26/41	65/100			
	August-06	C	Park Avenue Elementary	no			29/27	20/27	69/100			
	August-06	C	Perris Elementary	no			42/38	23/37	54.8/97			
	August-06	C	Palms Elementary	no			41/35	28/35	68.3/100			
	August-06	C	Good Hope Elementary	no			35/41	23/41	65.7/100			
	Perris Union High											
		A	Perris Lake High (Continuation)	no			73	68	93.2			
		A	Perris High	no			418	374	89.5			

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		A	Paloma Valley High	no			488	455	93.2			
		C2	California Military Institute	no			35	24	68.6			
	Riverside County Office Of Education											
		C	Riverside County Juvenile Court	no			25	14	56			
		C	Riverside County Alternative/Opportunity	no			14	6	42.9			
		C	Riverside County Community	no			37	20	54.1			
		C	Riverside County Special Education	no			152	96	63.2			
	Riverside Unified											
		A	Ramona High	no			335	330	98.5			
		A	Monroe Elementary	no			31	29	93.5			
		A	John W. North High	no			435	405	93.1			
		A	Longfellow Elementary	no			36	33	91.7			
		A	Victoria Elementary	no			29	26	89.7			
		A	Benjamin Franklin Elementary	no			51	46	90.2			
		A	Martin Luther King Jr. High	no			462	442	95.7			
		B	Pachappa Elementary	no			33	28	84.8			
		B	Lake Mathews Elementary	no			26	21	80.8			
		C	Alcott Elementary	no			39	27	69.2			
		C2	Adams Elementary	no			29	20	69			
	San Jacinto Unified											
		B	North Mountain Middle	no			124	101	81.5			
		C	Monte Vista Middle	no			99	65	65.7			
	Val Verde Unified											
August-06		A	Sierra Vista Elementary	no			3/37	37/37	97.4/100			
		A	Rancho Verde High	no			474	441	93			
		A	Val Verde High	no			75	70	93.3			
		C2	Citrus Hill High	no			0	0	0			
August-06		C2	Lasselle Elementary	no			0/25	0/25	0/100			
		C2	Academy	no			0	0	0			
August-06		C2	Avalon Elementary	no			0/28	0/28	0/100			

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Sacramento												
	Center Joint Elementary											
		A	Center Joint Junior High	no			184	159	86.4			
	Center Joint Unified											
		A	Center High	no			252	221	87.7			
		B	Mcclellan High (Continuation)	no			21	15	71.4			
		C	Antelope View Charter	no			120	28	23.3			
		C	Global Youth Charter High	no			4	1	25			
	Elk Grove Unified											
		A	Florin High	no			346	303	87.6			
		A	Laguna Creek High	no			189	172	91			
		A	Elk Grove High	no			400	378	94.5			
		A	T. R. Smedberg Middle	no			186	162	87.1			
		B	Jessie Baker	no			13	10	76.9			
		B	Sierra-Enterprise Elementary	no			28	23	82.1			
		B	James Rutter Middle	no			233	193	82.8			
		B	Harriet G. Eddy Middle	no			116	89	76.7			
		C	Capital Community Day	no			2	0	0			
		C	Samuel Jackman Middle	no			227	154	67.8			
		C	Daylor (William) High (Continuation)	no			19	10	52.6			
		C	Rio Cazadero High (Continuation)	no			12	4	33.3			
		C	Transition High (Continuation)	no			13	9	69.2			
		C	Elk Grove Charter	no			23	8	34.8			
		C2	Edward Harris, Jr. Middle	no			123	75	61			
	Folsom-Cordova Unified											
		C	Walnutwood High (Alternative)	no			6	4	66.7			
		C2	Kitty Hawk	no			2	0	0			
		C2	Reymouth Special Education Center	no			0	0	0			

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	Natomas Unified											
		A	Leroy F. Greene Middle	no			167	153	91.6			
		A	Discovery High	no			36	35	97.2			
		C	Natomas High	no			218	137	62.8			
		C2	Witter Ranch Elementary	no			373	29	7.8			
	River Delta Joint Unified											
		C	Walnut Grove Elementary	no			0	0	0			
	Sacramento City Unified											
		B	Clayton B. Wire Elementary	no			28	22	78.6			
		C	California Middle	no			140	16	11.4			
		C	Will C. Wood Middle	no			164	20	12.2			
		C	Lisbon Elementary	no			21	12	57.1			
		C	Sutter Middle	no			200	25	12.5			
		C	Kit Carson Middle	no			140	18	12.9			
	August-06	C	Success Academy	no			3/3	1/3	33.3/100			
		C	Sam Brannan Middle	no			162	27	16.7			
		C	John H. Still Elementary	no			66	25	37.9			
		C	Charles M. Goethe Middle	no			177	9	5.1			
	August-06	C	Freeport Elementary	no			19/19	9/19	47.4/100			
		C	C. K. Mcclatchy High	no			531	69	13			
		C	Hiram W. Johnson High	no			370	46	12.4			
		C	Luther Burbank High	no			497	305	61.4			
		C	West Campus	no			130	38	29.2			
	August-06	C	Rosemont High	no			186	31	16.7/100			
		C	Genesis High	no			52	6	11.5			
	August-06	C	Met Sacramento Charter High	no					100			
		C	America's Choice	no			32	5	15.6			
		C	Fern Bacon Middle	no			182	17	9.3			
		C2	American Legion High (Continuation)	no			130	9	6.9			
		C2	Sacramento Charter High	yes			265	146	55.1			
	August-06	C2	Capital City	no			57	13	5			
		C2	John F. Kennedy High	no			500	78	15.6			
		C2	The Language Academy Of Sacramento	yes			12	8	66.7			
		C2	Capitol Heights Academy	yes			5	2	40			

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		C2	Martin Luther King Jr. Elementary	no			24	15	62.5			
		C2	Albert Einstein Middle	no			151	23	15.2			
	San Juan Unified											
		C	Ralph Richardson Center	no			13	7	53.8			
		C	Salk (Jonas) Middle (Alternative)	no			130	73	56.2			
		C	El Sereno Alternative Education	no			15	5	33.3			
		C	Sierra Nueva High (Continuation)	no			7	4	57.1			
		C	La Vista Center	no			9	1	11.1			
		C2	Choices Charter	no			53	30	56.6			
San Benito												
	San Benito County Office Of Education											
		C	San Benito County Alternative/Opportunity	no			6	4	66.7			
	San Benito High											
		A	San Benito High	no			454	411	90.5			
		C	San Andreas Continuation High	no			32	19	59.4			
	Tres Pinos Union Elementary											
		B	Tres Pinos Elementary	no			6	5	83.3			
San Bernardino												
	Apple Valley Unified											
		A	Vista Campana Middle	no			186	179	96.2			
		A	Apple Valley High	no			319	303	95			
	Baker Valley Unified											
		A	Baker Elementary	no			7	6	85.7			
	Bear Valley Unified											
		A	Big Bear High	no			159	144	90.6			

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	Colton Joint Unified											
		A	Jurupa Vista Elementary	no			32	30	93.8			
		A	Michael D'arcy Elementary	no			28	27	96.4			
		A	Paul Rogers Elementary	no			35	31	88.6			
		A	Terrace Hills Middle	no			208	188	90.4			
		A	Reche Canyon Elementary	no			31	29	93.5			
		B	Ruth O. Harris Middle	no			167	129	77.2			
		B	Abraham Lincoln Elementary	no			37	31	83.8			
		C	Alternative	no			88	13	14.8			
RELEASED	*Etiwanda Elementary*											
	August-06	A	Etiwanda Intermediate	no			36/90	33/90	91.7/100			
	Hesperia Unified											
		C	Summit Leadership Academy-High Desert	no			17	9	52.9			
		C2	Crosswalk: Hesperia Experiential Learning Pat	yes			0	0	0			
	Lucerne Valley Unified											
		C	Lucerne Valley Community Day	no			1	0	0			
		C	Lucerne Valley High	no			57	29	50.9			
		C	Mountain View High	no			2	0	0			
		C2	Lucerne Valley Middle	no			40	23	57.5			
		C2	Lucerne Valley Elementary	no			25	15	60			
	Morongo Unified											
		A	Yucca Valley High	no			370	331	89.5			
		A	Twentynine Palms High	no			229	221	96.5			
	Rim Of The World Unified											
		A	Rim Of The World Senior High	no			234	227	97			
	San Bernardino City Unified											
		A	Arroyo Valley High	no			564	498	88.3			
		A	San Bernardino High	no			492	438	89			
		A	Cajon High	no			564	516	91.5			

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		B	Pacific High	no			480	384	80			
		B	San Gorgonio High	no			576	480	83.3			
		B	Del Vallejo Middle	no			324	252	77.8			
		B	Curtis Middle	no			240	186	77.5			
		B	Shandin Hills Middle	no			312	252	80.8			
		C	Anderson	no			11	5	45.5			
		C	Yvonne Harmon	no			2	1	50			
		C	Carmack	no			9	5	55.6			
		C2	YWCA Academy	no			3	2	66.7			
		C2	Star At Anderson Community Day	no			3	2	66.7			
	San Bernardino County Office Of Education											
		C	School/Independent Alternative Educ	no			8	3	37.5			
		C	Desert Mountain Community Day	no			9	6	66.7			
		C	East Valley Community Day	no			18	4	22.2			
		C	West End Community Day	no			18	6	33.3			
		C2	San Bernardino County Special Education	no			55	37	67.3			
	Silver Valley Unified											
		B	Yermo Elementary	no			20	14	70			
		C2	Congressman Jerry Lewis Elementary	no			43	30	69.8			
	Yucaipa-Calimesa Joint Unified											
	August-06	A	Ridgeview Elementary	no			33/33	32/33	97/100			
	August-06	A	Valley Elementary	no			28/31	27/31	96.4/100			
		C	Community Day	no			25	15	60			
San Diego												
RELEASED	*Bonsall Union Elementary*											
		A	Bonsall Charter Academy For Learning	no			Closed					
	Carlsbad Unified											
		A	Aviara Oaks Elementary	no			39	37	94.9			

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		C2	Carlsbad Seaside Academy	no			36	24	66.7			
	Chula Vista Elementary											
		A	Hilltop Drive Elementary	no			26	24	92.3			
		A	Heritage Elementary	no			43	41	95.3			
		A	Thurgood Marshall Elementary	no			34	32	94.1			
		A	Olympic View Elementary	no			41	39	95.1			
		A	Juarez-Lincoln Accelerated	no			29	27	93.1			
		A	Parkview Elementary	no			25	22	88			
		A	Vista Square Elementary	no			33	30	90.9			
		A	Valle Lindo Elementary	no			27	25	92.6			
		A	Myrtle S. Finney Elementary	no			27	26	96.3			
		A	J. Calvin Lauderbach Elementary	no			39	37	94.9			
		A	Harborside Elementary	no			32	31	96.9			
		A	Fred H. Rohr Elementary	no			21	20	95.2			
		A	Castle Park Elementary	no			26	25	96.2			
		A	Anne And William Hedenkamp Elementary	no			48	43	89.6			
		A	Lilian J. Rice Elementary	no			35	33	94.3			
		A	Silver Wing Elementary	no			22	21	95.5			
		C2	Veterans Elementary	no			0	0	0			
RELEASED	*Del Mar Union Elementary*											
	August-06	A	Del Mar Heights Elementary	no			24/24	23/24	95.8/100			
	August-06	A	Ashley Falls Elementary	no			32/36	30/26	93.8/100			
	August-06	A	Del Mar Hills Elementary	no			22/21	21/21	95.5/100			
	August-06	A	Torrey Hills	no			40/40	39/40	97.5/100			
	August-06	B	Sage Canyon	no			38/38	32/37	84.2/97			
	Escondido Union Elementary											
		A	Hidden Valley Middle	no			271	250	92.3			
		A	Pioneer Elementary	no			44	43	97.7			

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		A	Rincon Middle	no			360	329	91.4			
		A	Rock Springs	no			38	35	92.1			
		A	Rose Elementary	no			43	42	97.7			
		A	Oak Hill Elementary	no			59	52	88.1			
		A	Central Elementary	no			44	43	97.7			
		A	Lincoln	no			42	37	88.1			
		B	North Broadway Elementary	no			42	34	81			
		C2	Nicolaysen Center (Special Education)	no			4	1	25			
	Fallbrook Union High											
		B	Fallbrook High	no			483	347	71.8			
		C	Ivy High (Continuation)	no			20	13	65			
	Grossmont Union High											
		C	Phoenix High	no			66	11	16.7			
		C	Gateway West Community Day	no			30	1	3.3			
		C	Chaparral High	no			85	55	64.7			
		C	Gateway Community Day	no			11	1	9.1			
		C2	Grossmont Union High Special Education Progra	no			65	0	0			
	Jamul-Dulzura Union Elementary											
		A	Jamul Intermediate	no			9	8	88.9			
	Julian Union High											
		C	Summit High Community Day	no			6	0	0			
		C	Eagles Peak Charter	yes			0	0	0			
	Lakeside Union Elementary											
		A	Tierra Del Sol Middle	no			128	122	95.3			
	Mountain Empire Unified											
		B	Mountain Empire High	no			93	78	83.9			
		B	Mountain Empire Junior High	no			56	45	80.4			
		C	Mountain Meadow High	no			60	19	31.7			
		C	Hillside Junior/Senior High	no			5	0	0			
		C	Cottonwood Community Day	no			26	6	23.1			

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		C2	Campo High (Continuation)	no			9	0	0			
	National Elementary											
		A	Integrity Charter	yes			7	6	85.7			
	Poway Unified											
		A	Valley Elementary	no			42	40	95.2			
		A	Pomerado Elementary	no			28	27	96.4			
		C	Abraxas Continuation High	no			33	22	66.7			
	San Diego County Office Of Education											
		C	South Region Community Day Schools	no			4	0	0			
		C2	Metro Region Community Day Schools	no			8	5	62.5			
		C2	Discovery Valley	no			0	0	0			
		C2	San Diego County Juvenile Court	no			148	96	64.9			
		C2	North Region Community Day Schools	no			1	0	0			
		C2	San Diego County Special Education	no			0	0	0			
	San Diego Unified											
		A	Point Loma Senior High	no			1013	879	86.8			
		A	Mira Mesa Senior High	no			973	873	89.7			
		A	University City High	no			973	868	89.2			
		A	La Jolla Senior High	no			587	540	92			
		A	Hoover Senior High	no			1611	1480	91.9			
		B	Rowan Elementary	no			17	14	82.4			
		B	Garfield Elementary	no			25	18	72			
		B	Longfellow Elementary	no			59	43	72.9			
		B	Correia Middle	no			321	255	79.4			
		B	Marston Middle	no			421	307	72.9			
		B	Muirlands Middle	no			367	275	74.9			
		B	Pacific Beach Middle	no			272	191	70.2			
		B	Wangenheim Middle	no			308	244	79.2			
		B	Florence Elementary	no			14	10	71.4			

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		B	San Diego Cooperative Charter	yes			18	14	77.8			
		B	Lafayette Elementary	no			23	17	73.9			
		B	Monroe Clark Middle	no			602	468	77.7			
		B	Gompers Secondary	no			475	388	81.7			
		B	Perkins Elementary	no			31	23	74.2			
		B	Kipp Adelante Preparatory Academy	yes			14	11	78.6			
		B	San Diego School Of Creative And Performing A	no			737	613	83.2			
		B	Alternative Learning For Behavior And Attitud	no			47	38	80.9			
		B	Clairemont Senior High	no			822	673	81.9			
		B	Creative, Performing, And Media Arts	no			179	129	72.1			
		B	Mission Bay Senior High	no			932	779	83.6			
		B	Madison Senior High	no			835	686	82.2			
		B	Garfield High	no			281	218	77.6			
		C	Trace	no			125	40	32			
		C	Farb Middle	no			272	174	64			
		C	Balboa Elementary	no			42	26	61.9			
		C	Barnard Elementary	no			8	5	62.5			
		C	Baker Elementary	no			27	12	44.4			
		C	Wilson Middle	no			343	165	48.1			
		C	Pershing Middle	no			383	258	67.4			
		C	Whittier/Del Sol Academy	no			9	1	11.1			
		C	Montgomery Middle	no			396	267	67.4			
		C	High Tech Middle	yes			22	15	68.2			
		C	Mann School Of Expedition	no			176	92	52.3			
		C	Kroc Middle	no			262	162	61.8			
		C	Dana Middle	no			307	206	67.1			
		C	Emerson/Bandini Elementary	no			43	26	60.5			
		C	Webster Elementary	no			26	16	61.5			
		C	New Dawn	no			6	3	50			
		C	Language Academy	no			74	51	68.9			
		C	High Tech High	yes			35	20	57.1			
		C	Carson Elementary	no			33	21	63.6			
		C2	Alcott Elementary	no			16	10	62.5			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Mann School Of Expression	no			133	80	60.2			
		C2	Scitech High	no			290	200	69			
		C2	Walter J. Porter Elementary	no			34	23	67.6			
		C2	Roosevelt Middle	no			369	230	62.3			
		C2	Johnson Elementary	no			176	92	52.3			
		C2	Audubon Elementary	no			27	12	44.4			
		C2	Audeo Charter	yes			7	2	28.6			
		C2	Mann School Of Exploration	no			130	66	50.8			
		C2	High Tech Middle Media Arts Charter	yes			20	11	55			
		C2	High Tech Media Arts	yes			13	9	69.2			
		C2	King/Chavez Athletics Academy Charter	yes			0	0	0			
		C2	Jola Community	yes			0	0	0			
		C2	High Tech International	yes			18	8	44.4			
		C2	Promise Charter	yes			6	2	33.3			
		C2	King/Chavez Charter	yes			12	4	33.3			
		C2	Charter School Of San Diego	yes			37	20	54.1			
		C2	Gompers Charter Middle	yes			51	21	41.2			
		C2	Bayshore Prep Charter	yes			0	0	0			
	San Marcos Unified											
		A	San Marcos High	no			250	246	98.4			
		A	San Marcos Middle	no			249	237	95.2			
RELEASED	*Solana Beach Elementary*											
August-06		A	Carmel Creek Elementary	no			26/27	23/28	88.5/100			
	South Bay Union Elementary											
		C	Nestor Elementary	no			45	0	0			
		C	Oneonta Elementary	no			32	0	0			
		C	West View Elementary	no			20	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Godfrey G. Berry Elementary	no			31	0	0			
		C	George Nicoloff Elementary	no			48	0	0			
		C	Teofilo Mendoza	no			57	0	0			
		C	Imperial Beach Elementary	no			32	0	0			
		C	Central Elementary	no			32	0	0			
		C	Emory Elementary	no			36	0	0			
		C2	Howard Pence Elementary	no			36	0	0			
		C2	Sunnyslope Elementary	no			34	0	0			
		C2	Bayside Elementary	no			24	0	0			
Sweetwater Union High												
		C	Alta Vista Academy	no			0	0	0			
		C	Fifth Avenue Academy	no			0	0	0			
		C2	Sweetwater Community Day	no			0	0	0			
		C2	Maac Community Charter	no			24	12	50			
		C2	Options Secondary	no			47	23	48.9			
Vista Unified												
		A	Lincoln Middle	no			249	227	91.2			
		B	Madison Middle	no			265	194	73.2			
		B	Roosevelt Middle	no			245	204	83.3			
		B	Washington Middle	no			268	220	82.1			
		B	Vista High	no			664	475	71.5			
		B	Rancho Buena Vista High	no			582	465	79.9			
		C	Palomar High	no			0	0	0			
		C	Alta Vista High (Continuation)	no			113	78	69			
		C	Vista Focus Academy	no			44	21	47.7			
		C2	Guajome Park Academy Charter	yes			0	0	0			
		C2	California Avenue Elementary	no			0	0	0			
		C2	Sierra Vista High	no			79	8	10.1			
Warner Unified												

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	Warner Junior/Senior High	no			34	24	70.6			
San Francisco												
	San Francisco County Office Of Education											
		C	San Francisco County Alternative/Opportunity	no			0	0	0			
		C	San Francisco County Community	no			0	0	0			
		C2	San Francisco County Special Education	no			0	0	0			
	San Francisco Unified											
		B	Thurgood Marshall Academic High	no			176	137	77.8			
		B	Rosa Parks Elementary	no			14	10	71.4			
		B	George Washington High	no			464	372	80.2			
		B	John A. O'connell High	no			202	151	74.8			
		B	Abraham Lincoln High	no			467	389	83.3			
		B	Galileo High	no			397	327	82.4			
		B	Rooftop Elementary	no			67	48	71.6			
		B	Balboa High	no			191	149	78			
		C	Horace Mann Middle	no			136	53	39			
		C	Francisco Middle	no			96	29	30.2			
		C	James Lick Middle	no			152	59	38.8			
		C	Marina Middle	no			175	65	37.1			
		C	Presidio Middle	no			182	113	62.1			
		C	Aptos Middle	no			146	74	50.7			
		C	Visitacion Valley Middle	no			84	38	45.2			
		C	Roosevelt Middle	no			106	67	63.2			
		C	Martin Luther King Jr. Academic Middle	no			156	96	61.5			
		C	Luther Burbank Middle	no			83	46	55.4			
		C	James Denman Middle	no			168	115	68.5			
		C	Herbert Hoover Middle	no			222	145	65.3			
		C	Enola D. Maxwell School Of Arts	no			50	32	64			
		C	Everett Middle	no			130	77	59.2			
		C	Downtown High (Continuation)	no			74	26	35.1			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Aim High Academy	no			37	16	43.2			
		C	A. P. Giannini Middle	no			199	134	67.3			
		C	Claire B. Lilienthal Elementary	no			50	29	58			
		C	Newcomer High	no			79	44	55.7			
		C	Independence High (Alternative)	no			115	5	4.3			
		C	School Of The Arts	no			170	110	64.7			
		C	Life Learning Academy Charter #140	no			0	0	0			
		C	Brown, Jr. (Willie L.) College Preparatory Ac	no			22	8	36.4			
		C	Garfield Elementary	no			12	8	66.7			
		C	George Peabody Elementary	no			10	5	50			
		C	Wells (Ida B.) High (Continuation/Alternative	no			119	71	59.7			
		C	Lawton Elementary	no			48	32	66.7			
		C	Monroe Elementary	no			25	11	44			
		C	Paul Revere Elementary	no			25	11	44			
		C	Francis Scott Key Elementary	no			26	17	65.4			
		C2	Treasure Island Elementary	no			0	0	0			
		C2	June Jordan School For Equity	no			82	30	36.6			
		C2	New Traditions Elementary	no			9	6	66.7			
	SBE - Edison Charter Academy											
		A	Edison Charter Academy	yes			23	22	95.7			
San Joaquin												
	Lammersville Elementary											
		C	Lammersville Charter	no			1	0	0			
	Lincoln Unified											
		A	Brookside	no			60	51	85			
		A	Tully C. Knoles	no			50	46	92			
		B	Village Oaks Elementary	no			24	20	83.3			
		B	Mable Barron	no			59	42	71.2			
		B	Claudia Landeen	no			54	44	81.5			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Lincoln High	no			479	308	64.3			
		C	John R. Williams	no			47	32	68.1			
		C	Sierra Middle	no			102	49	48			
		C	Larsson (Sture) High (Continuation)	no			21	7	33.3			
	Linden Unified											
		A	Waverly Elementary	no			24	22	91.7			
	Lodi Unified											
		A	Lodi High	no			390	378	96.9			
		B	Liberty High	no			35	25	71.4			
		C	Independence	no			99	45	45.5			
		C2	Christa Mcauliffe Middle	no			161	109	67.7			
		C2	University Public	yes			16	6	37.5			
		C2	River Oaks Charter	yes			17	7	41.2			
		C2	Plaza Robles Continuation High	no			45	31	68.9			
		C2	Benjamin Holt College Preparatory Academy	yes			18	6	33.3			
RELEASED	*Manteca Unified*											
	August-06	A	Sierra High	no			403/403	375/400	93.1/97			
	August-06	B	East Union High	no			232/232	195/323	84.1/100			
	August-06	B	Manteca High	no			273/273	210/268	76.9/98			
	August-06	B	Sequoia Elementary	no			92/92	68/92	73.9/100			
	August-06	C	Weston Ranch High	no			246/246	151/240	61.4/97			
	Tentatively Released	C	Manteca Community Day (7-12)	no			30/33	14/31	46.7/94			
	August-06	C	George Mcparland Elementary	no			94/94	57/92	60.6/97			
	August-06	C	Great Valley Elementary	no			112/112	78/106	69.6/95			
	August-06	C	George Y. Komure Elementary	no			107/107	72/102	67.3/95			
	New Jerusalem Elementary											
		B	Delta Charter High	no			8	6	75			
		C	New Jerusalem Charter	no			9	6	66.7			
	Stockton City Unified											
		A	Woodrow Wilson Elementary	no			19	17	89.5			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Golden Valley Secondary Community Day	no			40	0	0			
		C	James L. Urbani Language Development Institut	no			11	7	63.6			
		C2	Webster Middle	no			250	155	62			
		C2	William Harrison Elementary	no			35	24	68.6			
		C2	Institute Of Business, Management, And Law Ch	no			45	25	55.6			
		C2	Weber Institute For Applied Sciences And Tech	no			105	45	42.9			
		C2	Fremont Middle	no			260	150	57.7			
		C2	Mckinley Elementary	no			399	30	7.5			
		C2	Walton Development Center	no			0	0	0			
		C2	Golden Valley Elementary Community Day	no			2	1	50			
		C2	Dolores Huerta Elementary	no			22	14	63.6			
		C2	Cesar Chavez High	no			230	150	65.2			
		C2	Van Buren Elementary	no			22	15	68.2			
		C2	Hamilton Middle	no			310	170	54.8			
	Tracy Joint Unified											
		B	North Elementary	no			23	18	78.3			
		C	Duncan-Russell Continuation	no			24	3	12.5			
		C	Monte Vista Middle	no			41	20	48.8			
		C	South/West Park Elementary	no			55	34	61.8			
		C	Louis J. Villalovoz Elementary	no			38	17	44.7			
		C	Earle E. Williams Middle	no			50	25	50			
		C2	Art Freiler	no			46	20	43.5			
		C2	George Kelly Elementary	no			58	39	67.2			
		C2	Gladys Poet-Christian Elementary	no			34	23	67.6			
		C2	Excel High	no			0	0	0			
San Luis Obispo												
	Lucia Mar Unified											
		A	Arroyo Grande High	no			352	347	98.6			
		A	Judkins Middle	no			101	97	96			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Paso Robles Joint Unified											
		A	Bauer/Speck Elementary	no			22	20	90.9			
		C2	Phillips-Freedom Community Day	no			23	12	52.2			
		C2	Paso Robles Independent Study Center	no			176	99	56.3			
	Templeton Unified											
		A	Templeton Elementary	no			23	20	87			
		A	Templeton Middle	no			81	69	85.2			
		B	Templeton High	no			176	148	84.1			
		C2	Eagle Canyon High	no			14	6	42.9			
San Mateo												
	Ravenswood City Elementary											
		C	The Phoenix Academy/A Learning Institute	no			4	2	50			
		C2	Edison-Mcnair Academy	no			16	11	68.8			
		C2	Edison-Brentwood Academy	no			21	9	42.9			
		C2	East Palo Alto Charter	yes			18	8	44.4			
		C2	Stanford New School	yes			66	43	65.2			
	Redwood City Elementary											
		A	Fair Oaks Elementary	no			22	20	90.9			
		A	Hoover Elementary	no			56	50	89.3			
		B	Roy Cloud Elementary	no			47	36	76.6			
		B	Taft Elementary	no			24	20	83.3			
		C	Selby Lane Elementary	no			62	39	62.9			
		C	North Star Academy	no			46	31	67.4			
		C2	Newcomer Academy	no			6	3	50			
	San Mateo County Office Of Education											
		C	San Mateo County Juvenile Hall/Community	no			52	14	26.9			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	High Tech High Bayshore	yes			18	10	55.6			
	South San Francisco Unified											
		A	Alta Loma Middle	no			66	61	92.4			
		A	Parkway Heights Middle	no			38	34	89.5			
		A	South San Francisco High	no			260	233	89.6			
		A	Spruce Elementary	no			29	28	96.6			
		B	Baden High (Continuation)	no			17	13	76.5			
		B	Westborough Middle	no			58	47	81			
Santa Barbara												
	Cuyama Joint Unified											
		C	Sierra Madre High (Continuation)	no			5	0	0			
RELEASED	*Goleta Union Elementary*											
	August-06	A	Kellogg Elementary	no			21/25	19/25	90.5/100			
	August-06	A	Mountain View Elementary	no			19/22	18/22	94.7/100			
RELEASED	*Lompoc Unified*											
August-06		C	Lompoc Learning Center	no			0/4	0/4	0/100			
	Los Olivos Elementary											
		C	Olive Grove Elementary	no			24	16	66.7			
	Santa Barbara County Office Of Education											
		B	Santa Barbara County Juvenile Court	no			60	42	70			
		C	Santa Barbara County Community	no			70	36	51.4			
	Santa Barbara Elementary											
		B	Cesar Estrada Chavez Dual Language Immersion	no			10	7	70			
			Santa Barbara Charter	no			13	7	53.8			
	Santa Barbara High											

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		C	Santa Barbara Charter Middle	no			4	2	50			
		C	La Cuesta Continuation High	no			32	12	37.5			
		C	Dos Pueblos Continuation High	no			8	2	25			
		C	San Marcos Continuation High	no			8	2	25			
	Santa Maria-Bonita Elementary											
		A	Calvin C. Oakley Elementary	no			32	30	93.8			
		A	Isaac Miller Elementary	no			29	27	93.1			
		A	William Laird Adam Elementary	no			31	29	93.5			
		A	Alvin Elementary	no			28	25	89.3			
Santa Clara												
	Berryessa Union Elementary											
		B	Piedmont Middle	no			46	38	82.6			
		C	Sierramont Middle	no			30	16	53.3			
		C	Morrill Middle	no			32	22	68.8			
	Cambrian Elementary											
		A	Price Charter Middle	no			193	181	93.8			
		C	Cambrian Community	no			1	0	0			
	Campbell Union Elementary											
		B	Monroe Middle	no			162	136	84			
RELEASED	*Cupertino Union School*											
	August-06	A	Stevens Creek Elementary	no			28/28	25/28	89.3/100			
	August-06	A	William Faria Elementary	no			24/24	22/24	91.7/100			
	August-06	B	Christa Mcauliffe Elementary	no			19/21	14/22	73.7/100			
	East Side Union High											
		A	Phoenix High	no			26	23	88.5			
		C	Yerba Buena High	no			310	188	60.6			
		C	Oak Grove High	no			556	317	57			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	James Lick High	no			215	150	69.8			
		C	Andrew P. Hill High	no			395	276	69.9			
		C	Foothill High	no			65	23	35.4			
		C	Pegasus High	no			24	16	66.7			
		C	Genesis High	no			35	7	20			
		C	William C. Overfelt High	no			314	160	51			
		C	Santa Teresa High	no			481	315	65.5			
		C	Silver Creek High	no			459	290	63.2			
		C	Piedmont Hills High	no			389	255	65.6			
		C	Independence High	no			757	424	56			
		C2	Mt. Pleasant High	no			372	202	54.3			
		C2	Escuela Popular Accelerated Family Learning	yes			26	13	50			
		C2	Macsa Academia Calmecac	yes			55	0	0			
		C2	Latino College Preparatory Academy	yes			98	68	69.4			
		C2	Evergreen Valley High	no			453	282	62.3			
RELEASED	*Fremont Union High*											
	August-06	A	Cupertino High	no			250/252	245/241	98/96			
	August-06	A	Lynbrook High	no			301/330	291/321	96.7/97			
	August-06	A	Homestead High	no			315/358	304/349	96.5/97			
	Gilroy Unified											
		A	South Valley Middle	no			170	152	89.4			
		A	Brownell Middle	no			168	157	93.5			
		A	Rucker Elementary	no			25	23	92			
		A	Eliot Elementary	no			22	20	90.9			
		A	Gilroy High	no			400	381	95.3			
		A	Solorsano Middle	no			144	131	91			
		B	Luigi Aprea Elementary	no			40	33	82.5			
		B	El Roble Elementary	no			29	22	75.9			
		B	Kelley Rod Elementary	no			40	32	80			
		C2	Macsa El Portal Leadership Academy	yes			27	3	11.1			
	Los Altos Elementary											
		A	Ardis G. Egan Intermediate	no			23	20	87			
		A	Santa Rita Elementary	no			25	22	88			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Loyola Elementary	no			23	21	91.3			
		B	Georgina P. Blach Intermediate	no			19	16	84.2			
		C2	Bullis-Purissima	no			5	2	40			
Oak Grove Elementary												
		A	Glider Elementary	no			26	23	88.5			
		B	Christopher Elementary	no			23	18	78.3			
		B	Del Roble Elementary	no			24	19	79.2			
San Jose Unified												
		B	River Glen	no			53	38	71.7			
		B	Willow Glen Middle	no			164	120	73.2			
		B	Reed Elementary	no			25	19	76			
		B	Rachel Carson Elementary	no			22	16	72.7			
		C	Peter Burnett Middle	no			176	114	64.8			
		C	Leland Plus (Continuation)	no			16	0	0			
		C	Walter L. Bachrodt Elementar	no			22	12	54.5			
		C	Gunderson High	no			254	173	68.1			
		C	Lincoln Plus High	no			0	0	0			
		C	Willow Glen High	no			337	232	68.8			
		C	Broadway High	no			100	47	47			
		C2	San Jose High Academy Plus	no			18	3	16.7			
		C2	Gunderson Plus (Continuation)	no			13	7	53.8			
		C2	Pioneer Plus (Continuation)	no			13	3	23.1			
		C2	Liberty High (Alternative)	no			119	21	17.6			
		C2	Middle	no			26	8	30.8			
Santa Clara County Office Of Education												
		C	Foundry County Community Day	no			4	0	0			
		C	County Community	no			20	10	50			
		C	Santa Clara County Juvenile Hall	no			28	10	35.7			
		C	Alternative Placement Academy	no			4	1	25			
		C2	Santa Clara County Special Education	no			194	26	13.4			
		C2	Leadership Public Schools - East San Jose	yes			19	8	42.1			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Santa Clara Unified											
		B	Adrian Wilcox High	no			305	214	70.2			
		B	Santa Clara High	no			296	214	72.3			
		C	Juan Cabrillo Middle	no			159	104	65.4			
		C	New Valley Continuation High	no			44	10	22.7			
		C2	Pomeroy Elementary	no			49	0	0			
		C2	Buchser Middle	no			189	125	66.1			
		C2	C. W. Haman Elementary	no			23	14	60.9			
	Union Elementary											
		A	Lietz Elementary	no			22	21	95.5			
		A	Alta Vista Elementary	no			22	21	95.5			
Santa Cruz												
	Pajaro Valley Unified											
		A	Watsonville High	no			391	386	98.7			
		A	Amesti Elementary	no			28	26	92.9			
		A	Aptos Junior High	no			103	94	91.3			
		A	Rolling Hills Middle	no			127	123	96.9			
		A	Lakeview Middle	no			128	118	92.2			
		A	Ann Soldo Elementary	no			29	28	96.6			
		B	Watsonville Charter School Of The Arts	no			12	10	83.3			
		B	Alianza Charter	no			25	20	80			
	Santa Cruz County Office Of Education											
		C	Pacific Collegiate Charter	yes			0	0	0			
		C2	Santa Cruz County Special Education	no			0	0	0			
RELEASED	*Scotts Valley Unified*											
	August-06	A	Scotts Valley High	no			38/167	33/162	86.8/97			
Shasta												
	Anderson Union High											

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	Anderson New Technology High	no			42	31	73.8			
		C2	North Valley High	no			29	16	55.2			
	Enterprise Elementary											
		A	Alta Mesa Elementary	no			16	14	87.5			
		A	Mistletoe Elementary	no			34	32	94.1			
		A	Parsons Junior High	no			70	65	92.9			
	Fall River Joint Unified											
		C	Mountain View High (Continuation)	no			9	0	0			
		C	Soldier Mountain Continuation High	no			8	3	37.5			
		C	Fall River Elementary Community Day	no			1	0	0			
		C2	Mt. Burney Special Education Center	no			0	0	0			
	Gateway Unified											
		A	Mountain Lakes High	no			26	24	92.3			
		C	Gateway Community Day	no			1	0	0			
		C	Shasta Lake Alternative	no			3	0	0			
	Redding Elementary											
		C	Stellar Charter	no			5	3	60			
	Shasta Union High											
		C	Shasta Secondary Home	no			113	70	61.9			
		C	North State Independence High	no			50	24	48			
		C2	Redding School Of The Arts	no			0	0	0			
Sierra												
	Sierra-Plumas Joint Unified											
		C	Loyalton High	no			39	0	0			
		C2	Sierra Pass (Continuation)	no			28	0	0			
Siskiyou												

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Butte Valley Unified											
		C	Mahogany Community Day High	no			7	0	0			
		C	Picard Community Day Elementary	no			4	1	25			
		C	Butte Valley High	no			25	16	64			
		C	Cascade High	no			7	0	0			
	Dunsmuir Joint Union High											
		C	Dunsmuir Joint Union High Community Day	no			0	0	0			
	Etna Union High											
		C	Scott Valley Community Day	no			1	0	0			
		C2	Scott Valley Junior High	no			20	12	60			
	Siskiyou County Office Of Education											
		C	J. Everett Barr Court	no			2	1	50			
	Siskiyou Union High											
		C	South County Community Day	no			5	1	20			
		C	Happy Camp Community Day	no			5	2	40			
	Yreka Union High											
		C	Yreka High	no			113	24	21.2			
		C2	Discovery High	no			32	4	12.5			
Solano												
	Dixon Unified											
		A	Dixon High	no			172	162	94.2			
	Travis Unified											
		A	Scandia Elementary	no			24	23	95.8			
		A	Foxboro Elementary	no			42	40	95.2			
	Vacaville Unified											
		C	Hemlock Elementary	no			26	15	57.7			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Orchard Elementary	no			28	19	67.9			
	Vallejo City Unified											
		A	Peoples High (Continuation)	no			48	43	89.6			
		A	Franklin Middle	no			160	142	88.8			
		A	Vallejo Middle	no			144	135	93.8			
Sonoma												
	Cotati-Rohnert Park Unified											
		C	El Camino High	no			25	9	36			
		C	Community Day	no			9	3	33.3			
		C	Phoenix High (Continuation)	no			10	3	30			
	August-06	C	Evergreen Elementary	no			18/16	10/16	55.6/100			
		C2	Rancho Cotate High	no			327	195	59.6			
		C2	Creekside Middle	no			144	99	68.8			
	August-06	C2	Gold Ridge Elementary	no			18/16	12/18	66.7/100			
RELEASED	*Harmony Union Elementary*											
	August-06	C	Salmon Creek Middle	no			6/23	3/26	50/100			
	August-06	C2	Harmony Elementary	no			7/6	4/6	57.1/100			
	Healdsburg Unified											
		C	Marce Becerra Academy	no			0	0	0			
RELEASED	*Petaluma City Elementary*											
	August-06	B	Penngrove Elementary	no			17/16	14/16	82.4/100			
RELEASED	*Petaluma Joint Union High*											
	August-06	A	Petaluma Junior High	no			117/118	110/118	94/100			
	Santa Rosa High											
		B	Lawrence Cook Middle	no			110	83	75.5			
		C	Mesa High	no			0	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Grace High	no			17	0	0			
		C	Midrose High	no			15	6	40			
		C	Nueva Vista High	no			13	7	53.8			
		C2	Maria Carrillo High	no			348	222	63.8			
		C2	Charter	no			3	2	66.7			
		C2	Montgomery High	no			393	220	56			
		C2	Piner High	no			274	172	62.8			
RELEASED	*Sebastopol Union Elementary*		Ridgway High (Continuation)	no			75	49	65.3			
	August-06	B	Brook Haven Elementary	no			73/73	62/73	84.9/100			
Stanislaus												
	Ceres Unified											
		B	Argus High (Continuation)	no			52	38	73.1			
	August-06	B	Carroll Fowler Elementary	no			34/29	24/28	70.6/96			
		C	Endeavor Alternative	no			5	1	20			
		C2	Central Valley High	no			157	105	66.9			
	August-06	C2	Walter White Elementary	no			37/31	23/30	7			
		C2	Whitmore Charter High	no			19	10	52.6			
	Chatom Union Elementary											
		A	Chatom Elementary	no			24	23	95.8			
		B	Mountain View Middle	no			12	9	75			
	Keyes Union											
		A	Barbara Spratling Middle	no			36	35	97.2			
		C2	University Charter	yes			10	3	30			
	Modesto City High											
		C	Robert Elliott Alternative Education Center	no			232	134	57.8			
	Newman-Crows Landing Unified											
		C	Newman-Crows Landing Independent Study	no			13	0	0			
		C	Foothill Community Day	no			6	3	50			
	Oakdale Joint Unified											

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Oakdale Charter	no			0	0	0			
		C	Valley Oak High (Alternative)	no			0	0	0			
	Stanislaus County Office of Education											
	August-06	C	Archway Academy	no			0/8	0/8	0/100			
		C	Vocational Edcuation Academy	no			0/22	0/19	0/86			
	August-06	C	Community Middle College	no			Closed					
	Stanislaus Union Elementary											
		A	Josephine Chrysler Elementary	no			26	25	96.2			
	Turlock Unified											
	August-06	A	Osborn Elementary	no			44/44	43/44	97.7/100			
		A	Marvin A. Dutcher Elementary	no			19	17	89.5			
	August-06	A	Dennis G. Earl Elementary	no			39/39	38/39	97.4/100			
		A	John H. Pitman High	no			330	301	91.2			
	August-06	A	Crowell Elementary	no			35/47	32/47	91.4/100			
	August-06	A	Julien Elementary	no			41/41	40/41	97.6/100			
Sutter												
	East Nicolaus Joint Union High											
		A	East Nicolaus High	no			49	47	95.9			
	Sutter County Office Of Education											
		C	Sutter County Alternative/Opportunity	no			11	4	36.4			
	Sutter Union High											
		A	Sutter High	no			116	101	87.1			
RELEASED	*Yuba City Unified*											
	August-06	A	Lincrest Elementary	no			43/39	42/39	97.7/100			
		A	Yuba City Unified Alternative	no			8	7	87.5			
		A	Yuba City High	no			387	349	90.2			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Bridge Street Elementary	no			28	25	89.3			
		A	Central Gaither Elementary	no			10	9	90			
	August-06	A	Lincoln Elementary	no			39/36	37/36	94.9/100			
		B	Tierra Buena Elementary	no			55	44	80			
Tehama												
RELEASED	*Corning Union High*											
	August-06	B	Centennial Continuation High	no			6/21	5/21	83.3/100			
	August-06	B	Corning-Center Alternative Learning	no			4/8	3/8	75/100			
RELEASED	*Los Molinos Unified*											
	August-06	A	Los Molinos High	no			20/33	17/33	85/100			
RELEASED	*Mineral Elementary*											
	August-06	B	Escholar Academy	no		On-line classes only						
RELEASED	*Red Bluff Joint Union High*											
	August-06	C	Rebound	no			15/5	2/5	13.3/100			
	August-06	C	Salisbury High (Continuation)	no			20/20	10/20	50/100			
Trinity												
	Mountain Valley Unified											
		A	Hayfork Valley Elementary	no			12	11	91.7			
		B	Hayfork High	no			38	27	71.1			
		C	Valley High	no			1	0	0			
		C2	Hyampom Elementary	no			2	1	50			
	Southern Trinity Joint Unified											
		B	Southern Trinity High	no			17	14	82.4			
		C	Mt. Lassic High (Continuation)	no			1	0	0			
		C2	Southern Trinity Community Day	no			1	0	0			
	Trinity County Office Of Education											
		C	Trinity County Juvenile Hall	no			1	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Trinity County Special Education	no			6	4	66.7			
	Trinity Union High											
		C	Trinity River Community Day	no			0	0	0			
		C	Alps View High (Continuation)	no			0	0	0			
Tulare												
	Dinuba Unified											
		C	Sierra Vista High (Continuation)	no			24	13	54.2			
		C2	Ronald Reagan Academy	no			24	10	41.7			
	Lindsay Unified											
		B	John J. Cairns Continuation	no			11	8	72.7			
		C2	Lindsay Community Day	no			0	0	0			
	Strathmore Union Elementary											
		A	Strathmore Middle	no			56	50	89.3			
	Tulare County Office Of Education											
		C	Tulare County Court	no			6	3	50			
	Woodlake Union High											
		A	Woodlake High	no			110	95	86.4			
	Woodville Union Elementary											
		A	Woodville Elementary	no			42	39	92.9			
Tuolumne												
	Curtis Creek Elementary											
		A	Curtis Creek Elementary	no			59	53	89.8			
		C2	Sullivan Creek Elementary	no			13	9	69.2			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Sonora Union High											
		C	Sonora High Community Day	no			4	1	25			
		C	Theodore Bird High	no			311	78	25.1			
		C2	Dario Cassina High	no			15	10	66.7			
	Summerville Union High											
		A	Summerville High	no			110	105	95.5			
		B	Cold Springs High	no			7	5	71.4			
		B	Southfork High	no			10	8	80			
		C	Mountain High	no			10	4	40			
		C	Long Barn High	no			12	4	33.3			
		C2	Sierra Community Day	no			12	0	0			
	Tuolumne County Office Of Education											
		C	Tuolumne County Juvenile Hall/Community	no			1	0	0			
		C	Tuolumne County Alternative/Opportunity	no			1	0	0			
		C	Tuolumne County Community Day	no			1	0	0			
		C2	Tuolumne County Community Middle	no			1	0	0			
Ventura												
	Moorpark Unified											
		A	Moorpark High	no			444	439	98.9			
	Mupu Elementary											
		A	Mupu Elementary	no			9	8	88.9			
	Oak Park Unified											
		A	Red Oak Elementary	no			22	21	95.5			
		A	Oak Hills Elementary	no			22	20	90.9			
		A	Medea Creek Middle	no			157	147	93.6			
	Ojai Unified											
		A	Nordhoff High	no			213	205	96.2			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Oxnard Elementary											
		A	Driffill Elementary	no			47	44	93.6			
		A	Fremont Intermediate	no			232	208	89.7			
		A	Curren Elementary	no			35	33	94.3			
		A	Kamala Elementary	no			39	36	92.3			
		C	Nueva Vista Intermediate	no			3	2	66.7			
	Pleasant Valley											
		A	Dos Caminos Elementary	no			28	25	89.3			
		A	Tierra Linda Elementary	no			33	30	90.9			
	Ventura County Office Of Education											
		C	Gateway Community	no			40	19	47.5			
		C2	Vista Real Charter High	yes			20	8	40			
Yolo												
	Washington Unified											
		A	Bryte Elementary	no			20	17	85			
		A	River City Senior High	no			313	267	85.3			
		B	Westmore Oaks Elementary	no			25	19	76			
		B	Golden State Middle	no			206	150	72.8			
		C	Yolo High	no			38	22	57.9			
		C	Elkhorn Village Elementary	no			27	14	51.9			
		C	Westfield Village Elementary	no			28	12	42.9			
		C	Bridgeway Island Elementary	no			31	19	61.3			
		C	Merkley Youth Academy	no			Closed					
	Woodland Joint Unified											
		C	Middle Grades Community Day	no			1	0	0			
		C2	Douglass Middle	no			156	43	27.6			
		C2	Pioneer High	no			242	125	51.7			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Cache Creek High (Continuation)	no			31	15	48.4			
		C2	Grafton Elementary	no			11	7	63.6			
		C2	Lee Middle	no			130	38	29.2			
		C2	Woodland Community Day	no			1	0	0			
Yuba												
	Marysville Joint Unified											
		A	Yuba Gardens Intermediate	no			142	124	87.3			
		A	Kynoch Elementary	no			34	31	91.2			
		A	Ella Elementary	no			24	22	91.7			
		A	Cedar Lane Elementary	no			33	31	93.9			
		A	Marysville High	no			167	142	85			
		B	Arboga Elementary	no			12	10	83.3			
		B	Lindhurst High	no			238	193	81.1			
		C	North Marysville Continuation High	no			15	10	66.7			
		C	Lincoln (Abraham) (Alternative)	no			70	35	50			
		C2	Yuba Feather Elementary	no			16	10	62.5			
	Yuba County Office Of Education											
		C	Yuba County Career Preparatory Charter	no			596	320	53.7			
		C2	Yuba County Alternative/Opportunity	no			0	0	0			

General Qualification Workshop

Please add rows as needed

District Name **«distname»** «cds»	Type of School	Grade span	Title I Program (if any)
	Classes Reported Elementary		
School Name **«schlname»** «school»	Classes Reported Secondary		

Total Number of Core Academic Classes «total_n»
Total Number of NCLB Core Academic Compliant Classes «nclb_n»
Percentage of NCLB Core Academic Classes Taught by HQ Teachers «percent»

Teacher Name	Subject Taught			Appropriate State Certification					Means to Establish NCLB Compliance			
Non-compliant teachers only	One subject per line	Number of sections taught	Title I or Title II, Part A CSR Teacher	Full Credential – *indicate if intern*	Subject Matter Authorization	Supplemental Authorization	Local Teaching Assignment/Board Authorization		Exam	Coursework (secondary)	HOUSSE, Part I	HOUSSE, Part II
Sally Sample	English					*			*			

CMIS Level A, B and C Monitoring, Interventions and Sanctions

Category A

- Failure to meet AMOs for HQ for two consecutive years
- 85% or higher HQT compliance rate

CDE desk monitoring of HQT documentation to determine LEA's compliance within specific areas of NCLB HQT requirements

Step 1

- LEA completes *School District Monitoring Protocol* (due on or before November 1, 2006)

Step 2

- Each school site completes *School Site General Qualifications Worksheet* (or comparable method) and plan for each non-compliant teacher to be HQ by June, 2007 for each school site failing to meet their AMOs for HQ for two consecutive years (due on or before November 1, 2006)

Step 3

- Complete and report an accurate count of HQT compliance for 2006/2007 in October CBEDs

Step 4

- Address any concerns around the equitable distribution of experienced teachers by June of 2007

Step 5

- Optional self-study with correlating Equitable Distribution Plan (due no later than January 8, 2007)

Step 6

CDE continues desk monitoring of LEAs progress toward meeting AMOs for HQ and 100% HQT through:

- CBEDS
- PAIF

Category B

- Failure to meet AMOs for HQ for two consecutive years
- 85% or higher HQT compliance rate

CDE desk monitoring of HQT documentation to determine LEA's compliance within specific areas of NCLB HQT requirements

Step 1

- LEA completes *School District Monitoring Protocol* (due on or before November 1, 2006)

Step 2

- Each school site failing to meet their AMOs for HQ for two consecutive years must complete the *School Site General Qualifications Worksheet* (or comparable method) and plan that identifies:
  - how each non-compliant teacher will be HQ by June, 2007
  - due on or before November 1, 2006

Step 3

- Complete and report an accurate count of HQT compliance for 2006/2007 in October CBEDs

Step 4

- LEA submits self-study with a correlating plan that identifies:
  - Areas in which compliance is challenging and how these challenges will be met in the future
  - Identifying areas of concern around practices, policies, and procedures for recruiting, retention and equitable distribution of experienced HQTs
  - How the LEA will use available funds (Title 1, Part A and Title II, Part A) to assist teachers in meeting NCLB HQT requirements.
  - Due January 8, 2007

Category C

- Failure to meet AMOs for two consecutive years.
- 70% or below HQT compliance rate.

CDE desk monitoring of HQT documentation to determine LEA's compliance within specific areas of NCLB HQT requirements

Step 1

- LEA completes *School District Monitoring Protocol* (due on or before November 1, 2006)

Step 2

- Each school site failing to meet their AMOs for HQ for two consecutive must complete the *School Site General Qualifications Worksheet* (or comparable method) and plan that identifies:
  - how each non-compliant teacher will be HQ by June, 2007
  - due on or before November 1, 2006

Step 3

- Complete and report an accurate count of HQT compliance for 2006/2007 in October CBEDs

Step 4

- LEA submits self-study with a correlating plan that identifies:
  - Areas in which compliance is challenging and how these challenges will be met in the future
  - Identifying areas of concern around practices, policies, and procedures for recruiting, retention and equitable distribution of experienced HQTs
  - How the LEA will use available funds (Title 1, Part A and Title II, Part A) to assist teachers in meeting NCLB HQT requirements
  - Due January 8, 2007

Category C 2

- Failure to meet AMOs for two consecutive years.
- 70% or below HQT compliance rate, regardless of AMOs.

CDE desk monitoring of HQT documentation to determine LEA's compliance within specific areas of NCLB HQT requirements

Step 1

- LEA completes *School District Monitoring Protocol* (due on or before November 1, 2006)

Step 2

- Each school site failing to meet their AMOs for HQ for two consecutive must complete the *School Site General Qualifications Worksheet* (or comparable method) and plan that identifies:
  - how each non-compliant teacher will be HQ by June, 2007
  - due on or before November 1, 2006

Step 3

- Complete and report an accurate count of HQT compliance for 2006/2007 in October CBEDs

Step 4

- LEA submits self-study with a correlating plan that identifies:
  - Areas in which compliance is challenging and how these challenges will be met in the future
  - Identifying areas of concern around practices, policies, and procedures for recruiting, retention and equitable distribution of experienced HQTs
  - How the LEA will use available funds (Title 1, Part A and Title II, Part A) to assist teachers in meeting NCLB HQT requirements
  - Due January 8, 2007

CMIS Level A, B and C Monitoring, Interventions and Sanctions (Continued)

Category B (cont.)

Step 5
CDE continues desk monitoring of LEAs progress toward meeting AMOs for HQ and 100% HQT through:
- Periodic updates of HQTI Plan
- CBEDS
- PAIF

Category C (cont.)

Step 5
CDE continues desk monitoring of LEAs progress toward meeting AMOs for HQ and 100% HQT through:
- Periodic updates of HQTI Plan
- CBEDS
- PAIF

Category C2 (cont.)

Step 5
CDE continues desk monitoring of LEAs progress toward meeting AMOs for HQ and 100% HQT through:
- Periodic updates of HQTI Plan
- CBEDS
- PAIF

JACK O'CONNELL
State Superintendent
of Public Instruction

No Child Left Behind Act of 2001

High Quality Teacher Requirements

Compliance Monitoring, Interventions and Sanctions (CMIS) Program 2006 Training

JACK O'CONNELL
State Superintendent
of Public Instruction

One Year Extension June 2007

- May 2006
  - US Department of Education notified CDE California had been granted one year extension for HQT goal
    - Must submit plan to address key areas
      - All Teachers HQ by June 2007
      - Equitable Distribution of experienced and highly qualified teachers
      - AYP disparities in terms of HQT

JACK O'CONNELL
State Superintendent
of Public Instruction

One Year Extension June 2007

- June, July 2006
  - NCLB 2006 Summer Workshop Series hosted by PASCOE at twenty-one County Offices from Eureka to San Diego
    - Contra Costa, Sutter, Ventura, Sonoma, Orange, Bakersfield, Stanislaus, Alameda, Riverside, Tulare, San Bernardino, Placer, Eureka, Monterey, San Mateo, Glen, Madera, Fresno, San Diego, LACOE, Sacramento

JACK O'CONNELL
State Superintendent
of Public Instruction

One Year Extension June 2007

- August 15, 2006
  - CDE receives feedback on HQT Extension Plan
    - Plan had some deficiencies, especially in the areas of equitable distribution of experienced teachers and data collection
    - Re-submittal is due September 29th

JACK O'CONNELL
State Superintendent
of Public Instruction

One Year Extension June 2007

- August 21 through October 5, 2006
  - CDE launches Compliance Monitoring, Interventions and Sanctions (CMIS) Program
    - Targeted technical assistance!

JACK O'CONNELL
State Superintendent
of Public Instruction

The CMIS Way

- Compile your HQT data
- Make a plan for June 2007
- Invest in long term solutions
- Submit correct data

JACK O'CONNELL
State Superintendent
of Public Instruction

Compile your HQT Data

- Determine the NCLB HQT status for each new hire.
  - Complete Certificate of Compliance
- Finish the HOUSSE process for all "not new" teachers
  - Work with other districts to create subject matter specialist administrators to complete observations
- Have CBEDS personnel and HQT personnel attend CBEDS training
- Have all site administrators trained in CBEDS reporting
  - Site administrators need to stress to staff the importance of accurate reporting
- Have HQT personnel verify HQT data before submission

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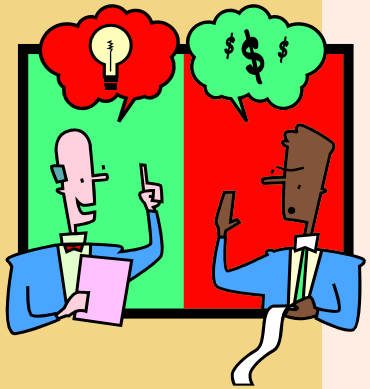
Make a plan for June 2007

- All non-HQ teachers have been identified and notified of status in writing
- The non-HQ teacher and appropriate district staff create a plan to ensure teacher will be HQ by June 2007
- Individual plan on file with district and the site administrator and teacher have a copy of agreed upon plan



- All Title II, Part A Class Size Reduction teachers are HQ
  - If not, they must be moved from the Title II, Part A Class Size Reduction classroom
- Title II, Part A Funds
  - Class size reduction is not a primary or appropriate use of Title II funds if HQT compliance is less than 95% at any site or program.

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Make a plan for June 2007 Continued

- Title I School Wide teachers are HQ
  - If not, appropriate parent notification of instruction by non-HQ teacher will be done by 20th day of instruction
- All Title I Targeted Assistance teachers are HQ
  - If not, they should be moved to a non-targeted assistance classroom
- District has utilized all appropriate funds to ensure compliance
  - Think test prep materials or classes, exam fees, content specific professional development, release time for course work…..

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Invest in Long Term Solutions

- Re-evaluate staff assignments in cases where compliance has been problematic
  - Someone who can't pass a necessary CSET, teacher on Local Teaching Option
- Redesign master schedules to maximize HQT staff
  - The English teacher who now teaches PE

- Be proactive in hiring of staff
  - Think like a Fortune 500 company, they don't wait for good people to come to them, they go get the best people
- Address the issues of retention specific to your district
  - Develop exit interview strategies, implement a self study of district retention patterns and create plan for improvement…..

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Submit Correct Data

- CBEDS and HQT personnel should attend CBEDS training together
- All site administrators should be trained to accurately complete the new CBEDS-PAIF forms
- HQT personnel should review all HQT data on CBEDS-PAIF before submission

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Compliance Monitoring, Intervention, and Sanctions (CMIS) Program

- The federal audit report included six "findings" one of which was:
  - Failure to monitor district's implementation of NCLB Teacher Quality was among the six findings
- Corrective Action Required implementation of a monitoring program – CMIS
  - Criteria for placement in CMIS
    - Failure to meet AMO for two consecutive year
    - Failure to reach at least 70% compliance by 2005
    - Post June 2007, failure to maintain adequate HQT percentages at all schools and programs

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The Program

Compliance	Ensure all HQT requirements have been met correctly and submit correct data
Monitoring	CDE will collect HQT data as part of the CBEDS-PAIF process to determine compliance
Interverions	2006 Summer Workshop Series, CMIS Trainings, Site Visits, Education Association conferences, answering e-mails and phone calls
Sanctions	As yet undetermined, will correlate to extent Good-Faith Effort has been demonstrated

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Annual Measurable Objective for High Quality Teacher (AMO-HQ)

- CDE began collecting school-level data on the percentage of core academic classes taught by NCLB compliant teachers as of October 2003
  - This data established the baseline for each school
- Schools had three years to achieve 100 percent compliance
- Each school's AMO was established at 1/3 of the difference between their 2003 baseline and 100%

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Annual Measurable Objectives HAVE NOT been met

CDE staff will provide monitored technical assistance through the Compliance Monitoring, Intervention and Sanctions (CMIS) Program

- Category A:
  - Criteria: School failed to meet AMO-HQ for two consecutive years, reporting 85% or higher HQT
- Category B:
  - Criteria: School failed to meet AMO-HQ for two consecutive years, reporting 84%-70% HQT
- Category C:
  - Criteria: School failed to meet AMO-HQ for two consecutive years, reporting 69% or less HQT
- Category C2:
  - Criteria: School may have met AMO-HQ for one year, but reporting 70% or less HQT

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Let's Get Started

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No Child Left Behind Act of 2001

High Quality Teacher Requirements

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NCLB
Key Performance Goals

- Goal 1: All students will attain proficiency in reading and mathematics by 2014.
- Goal 2: All English learners will become proficient in reading/language arts and mathematics.
- **Goal 3: All students will be taught by highly qualified teachers by the end of the 2005-06 school year.**
  - **One year extension June 2007.**
- Goal 4: All students will learn in schools that are safe and drug free.
- Goal 5: All students will graduate from high school.

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LEA Requirements for Teachers Quality

- Local Educational Agency (LEA) are responsible for meeting their annual measurable objective regarding teacher quality
  - LEAs are required to work with teachers to explain the requirements for being NCLB compliant
  - LEAs are required to develop and support a plan for the teacher to reach HQT status
  - LEAs are required to report accurate data to the CDE annually
  - LEAs are required, on an ongoing basis, to maintain acceptable levels of NCLB HQT compliance

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Funding Options to Improve Teacher Quality

- Title I Part A
  - requires that LEAs use at least 5 % of their Title I funds for professional development to ensure that teachers who are not currently highly qualified meet the requirement.
- Title II, Part A
  - Requires schools and districts to improve teacher and principal quality and ensure that all teachers are highly qualified.
- Title I, Part B, Reading First
- Title II, Part B, Mathematics and Science Partnerships
- Title II Part C, Troops-to-Teachers and Transition to Teaching
- Title II, Part D, Enhancing Education Through Technology
- Title III, Part A, English language acquisition and language enhancement
- Title V, Part A
- Title VII, Part A, Indian, Native Hawaiian and Alaska Native Education

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NCLB Teacher Requirements
Title I Teachers

- All teachers hired in **Title I School Wide Programs** must be HQ when hired - 2002.
  - If any current staff is not HQ the LEA must
    - send PARENT NOTIFICATION LETTER to all parents of students in that class notifying them their child is in a class with a teacher who is not highly qualified under NCLB.
    - not pay for that teachers' salary using Title I funds.

- All teachers hired in **Title I Targeted Assistant Programs** must meet requirements when hired - 2002.
  - Non-HQ teacher cannot be placed in targeted assistance classroom or programs until they have met all of the HQT requirements.

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NCLB Teacher Requirements
All California Teachers

- ALL California teachers have until the **end of the 2006-07 school year** to obtain HQT status
- After June 2007 LEAs must maintain at least 95% compliance at all schools and programs
  - Even if your district/school does not receive Title I or other federal funds
  - Any teacher who has not verified NCLB HQT status must be reported as non-compliant annually until they reach HQT status
    - No grace period on reporting including secondary special education an rural flexibility schools

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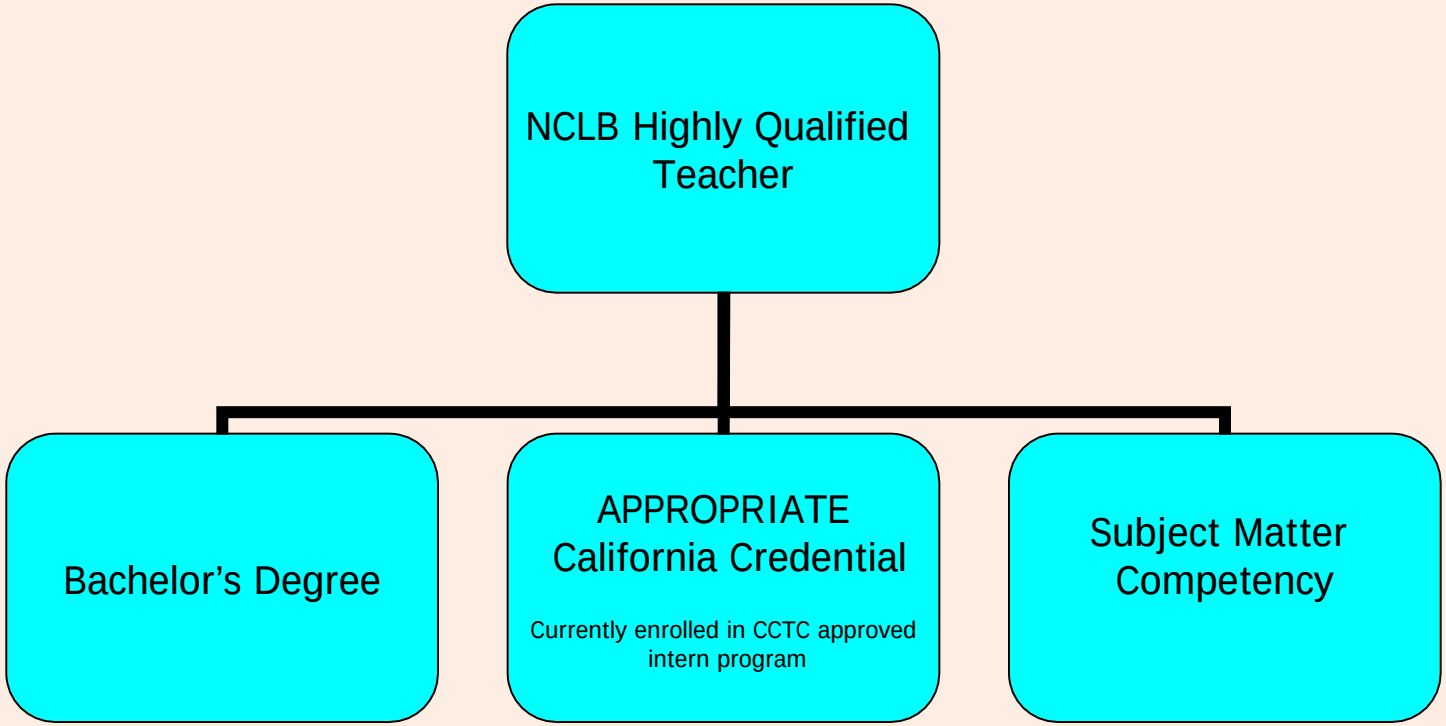
NCLB Compliance Requirements For Teachers of NCLB Core Academic Subjects



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NCLB Core Academic Subjects

- English
- Reading/Language Arts
- Mathematics
- Science
- History
- Economics
- Civics/Government
- Geography
- Foreign Languages
- Arts

How That Looks in California

- English/Language Arts/Reading
  - Includes reading intervention and CAHSEE-English classes
- Mathematics
  - Includes math intervention and CAHSEE-Math classes
- Biological Sciences
- Chemistry
- Geosciences
- Physics
- Social Science
  - history, government, economics, geography
- Foreign Languages (specific)
- Drama/Theater (English Credential)
- Visual Arts
- Music
- Dance (Physical Education Credential)

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NCLB

And the

Appropriate Credential

NCLB did not change or alter credentialing requirements!

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California Credentials

Education Code 44256

Authorization for teaching credentials shall be of four basic kinds, as defined below:

- "Single subject instruction"
  - Generally secondary – High school, Junior High and Middle School
- "Multiple subject instruction"
  - Generally elementary – elementary schools and some Middle School classes
- "Specialist instruction"
  - reading specialist, mathematics specialist, specialist in special education or early childhood education
- "Designated subjects"
  - Generally unaffected by NCLB - designated technical, trade, or vocational programs

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Supplemental Authorizations

- **Supplementary Authorization** (20 units, requires NCLB subject matter verification)
  - If attached to a multiple subject credential: good K-9
  - If attached to a single subject credential: introductory, K-9
  - If attached to a single subject credential: non introductory K-12
- **Subject Matter Authorization** (32 units, NCLB subject matter compliant)

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Local Authorization

Local Teaching Assignment

Education Code 44258.2

- Middle School
  - The holder of a single subject teaching **credential** or a standard secondary teaching **credential** may, *with his or her consent*, be assigned by action of the governing board to teach classes in grades 5 to 8, inclusive, in a middle school,
    - if he or she has a minimum of 12 semester units, or six upper division or graduate units, of coursework at an accredited institution in the subject to which he or she is assigned.

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Local Authorization

Local Teaching Assignment

Education Code 44258.3 (a)

- All Grades
  - The governing board of a school district may assign the holder of a **credential**, other than an emergency permit, to teach any subjects in departmentalized classes in kindergarten or any of grades 1 to 12, inclusive,
  - provided that the governing board verifies, prior to making the assignment, that the teacher has adequate knowledge of each subject to be taught and the teacher consents to that assignment.
  - The governing board shall adopt policies and procedures for the purpose of verifying the adequacy of subject knowledge on the part of each of those teachers.
  - The governing board shall involve subject matter specialists in the subjects commonly taught in the district in the development and implementation of the policies and procedures, and shall include in those policies and procedures both of the following:

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Introductory Science Classes
Think Middle/Junior High

- Any science credential is appropriate for 6th, 7th, 8th, and 9th grade science and 1-12 integrated science classes
  - Credential verifies NCLB Subject Matter Competency

Ed Code 44257.2. (a)

- The holder of the single subject teaching credential in science shall be qualified and authorized to teach courses in general science, introductory science, integrated science, and coordinated science in kindergarten and grades 1 to 12, inclusive.

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Secondary Reading Intervention Classes

appropriate credential for secondary reading intervention teacher

Multiple Subject, Single Subject English, General Elementary, Standard Elementary, Reading Specialist, Reading Certificate, Special Education (for special education students)

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Caught in the Middle

Is

Taking Center Stage

With NCLB HQT

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Appropriate Credential

Middle School

- **Self-Contained Classroom**
  - **Multiple Subject credential or other elementary credential**
- **Core Class (two or more subjects, for two or more periods to the same kids – by the same teacher: see slide 40 for Ed Code)**
  - **Multiple Subject, other elementary credential or Single Subject credential or supplemental/subject matter authorization in each area taught in the core**
- **Team/Village**
  - **Single Subject credential or supplemental/subject matter authorization in each area taught**
- **Departmentalized**
  - **Single Subject credential or supplemental/subject matter authorization in each area taught**

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Other Assignment Options
Middle School

- **Supplementary Authorization**
  - 20 units, requires NCLB subject matter verification
- **Subject Matter Authorization**
  - 32 units, NCLB subject matter compliant
- **Local Teaching Assignment Option (Local Board Authorization)**
  - Requires NCLB subject matter verification
- **Emergency Permits, STSPs, and PIPs**
  - Not NCLB compliant

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California Code of Regulations, Title 5, 6100(c)

Elementary, Middle/High Designation

- Elementary, Middle/High School: The local educational agency shall determine, based on **curriculum taught**, by each grade or by each course, if appropriate, whether a course is elementary, or middle/high school.
  - Designation determines appropriate path for NCLB Subject Matter Verification

Designation does not relate to credential/authorization

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Middle School
Elementary Designation

- Approved by local board and reported on California Basic Educational Data System (CBEDS)-Professional Assignment Information Form (PAIF)
  - Section (h)
    - Yes-elementary
    - Yes-secondary
- Subject Matter Competency Verification
  - "New" pass a CCTC approved subject matter examination, currently CSET-MS
  - "Not New" exam option or HOUSSE

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Middle School

Middle/High Designation

- Approved by local board and reported on CBEDS-PAIF
  - Section (h)
    - Yes-elementary
    - Yes-secondary
- Subject Matter Competency Verification
  - "New" pass a CCTC approved single subject examination or course work
  - "Not New" exam option or course work or HOUSSE

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Core Class
Middle School

Education Code 44258.1

- The holder of a **credential** authorizing instruction in a self-contained classroom may teach in any of grades 5 to 8, inclusive, in a middle school, provided that he or she teaches two or more subjects for two or more periods per day to the same group of pupils,
  - and, in addition, may teach any of the subjects he or she already is teaching to a separate group of pupils at the same grade level as those pupils he or she already is teaching for an additional period or periods, provided that the additional period or periods do not exceed one-half of the teacher's total assignment.

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CLAD Authorization

- CLAD is not required by NCLB
- CLAD is **required** by California Education Code
  - You can be HQT (appropriately authorized to teach a subject) and misassigned (not authorized to teach EL students) if you teach ELL students and do not have a CLAD authorization!

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NCLB

and

Subject Matter Competence

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NCLB Teacher Classification

"New" to the Profession

- Holds a Credential (preliminary or professional clear) or CCTC approved Intern Certificate issued on or after July 1, 2002.

"Not New" to the Profession

- Holds a credential (preliminary or professional clear) or CCTC approved Intern Certificate issued before July 1, 2002.
  - Entry Into The Profession - received a credential from another state prior to July 1, 2002, even if that credential was allowed to lapse.

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Demonstrating Subject Matter Competency for "New" Elementary Teachers

"New" elementary teachers must:

- Pass a California Commission on Teacher Credentialing (CCTC) approved subject matter examination – currently, the California Subjects Examination for Teachers (CSET) Multiple Subject
  - Previous exams included MSAT, NTE, General Knowledge, NTE Commons Examination

"Not new" elementary teachers have two options to demonstrate subject matter competency:

- Exam Option: Passing any prior or current CCTC-approved subject matter exam
- HOUSSE Option: Completing the California High Objective Uniform State Standard of Evaluation (HOUSSE)

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Demonstrating Subject Matter Competency for "New" Middle/high School Teachers

"New" middle/high school teachers have two options to demonstrate subject matter competency:

1. Exam Option: Passing a CCTC-approved subject matter examination in the core area
2. Course Work Option:
   a) CCTC-approved subject matter program in the core area, or
   b) Major in the core area, or
   c) Major equivalent in the core area (32 non remedial units), or
   d) Graduate degree in the core area

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Demonstrating Subject Matter Competency for "Not New" Middle/high School Teachers

"Not new" middle/high school teachers have four options to demonstrate subject matter competency:

1. Passing any prior or current CCTC-approved subject matter exam in the core area, or
2. Completing course work in the core area, or
3. Obtaining advanced certification in the core area, or
4. California HOUSSE in the core area

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High Objective Uniform State Standard of Evaluation

AS OF

JULY 1, 2007

- Proposed changes to HOUSSE, Part 1
  - HOUSSE–Part 1 will continue to be part of California's certification process for "not new" teachers.
    - Remove Leadership and Service to the Profession section

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High Objective Uniform State Standard of Evaluation

AS OF JULY 1, 2007

Proposed changes to HOUSSE, Part 2

- Will no longer be available as part of California's certification process except for
  - secondary multiple subject teachers who teach in Small Rural School Achievement schools;
  - secondary multiple subject special education teachers
  - teachers in some county programs.
- Will no longer contain a portfolio assessment option.
- Can not account for more than 40 of the 100 points needed.

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Special Education

Specific questions should be addressed to:

Janet Canning, Consultant, Special Education Division at jcanning@cde.ca.gov or (916) 327-4217

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Special Education Teachers:

Have the same requirements as general education elementary and middle/high school teachers, *unless* they provide only consultation or instructional support services.

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Secondary Special Education Teachers Teaching Multiple Subjects

May:

- Use same options as any other elementary, middle/high teacher who is "new" or "not new".
- If "new" and HQT in either math, language arts, or science, **when hired** and teaching middle/secondary, can use HOUSSE option of all other subjects.
  - Have two years from hire to complete – MUST report as non-compliant on CBEDS

Title 5 regulation Section 6111(b).

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NCLB

and

Alternative Programs

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Alternative Programs

Home teachers, hospital classes, necessary small high schools, continuation schools alternative schools, opportunity schools, juvenile court school, county community schools, district community day schools, Independent Study (Ed Code)

- Only one credential is needed – either the multiple subject credential or a single subject credential
  - **EC 44865**. A valid teaching credential issued by the State Board of Education or the Commission for Teacher Preparation and Licensing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments, provided that the assignment of a teacher to a position for which qualifications are prescribed by this section shall be made only with the consent of the teacher:
- Must verify/demonstrate NCLB subject matter competence in each subject assigned to teach.
  - don't confuse credential requirement with subject matter competency requirement
- Federal guidance encourages creativity and distance learning.

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- Secondary Independent Study Programs
- Necessary Small High School Schools
- Small Rural School Achievement Program (secondary flexibility)
- Secondary Special Education (secondary flexibility)
- Alternative Education Programs
- Any self-contained secondary setting

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Charter School Programs and NCLB

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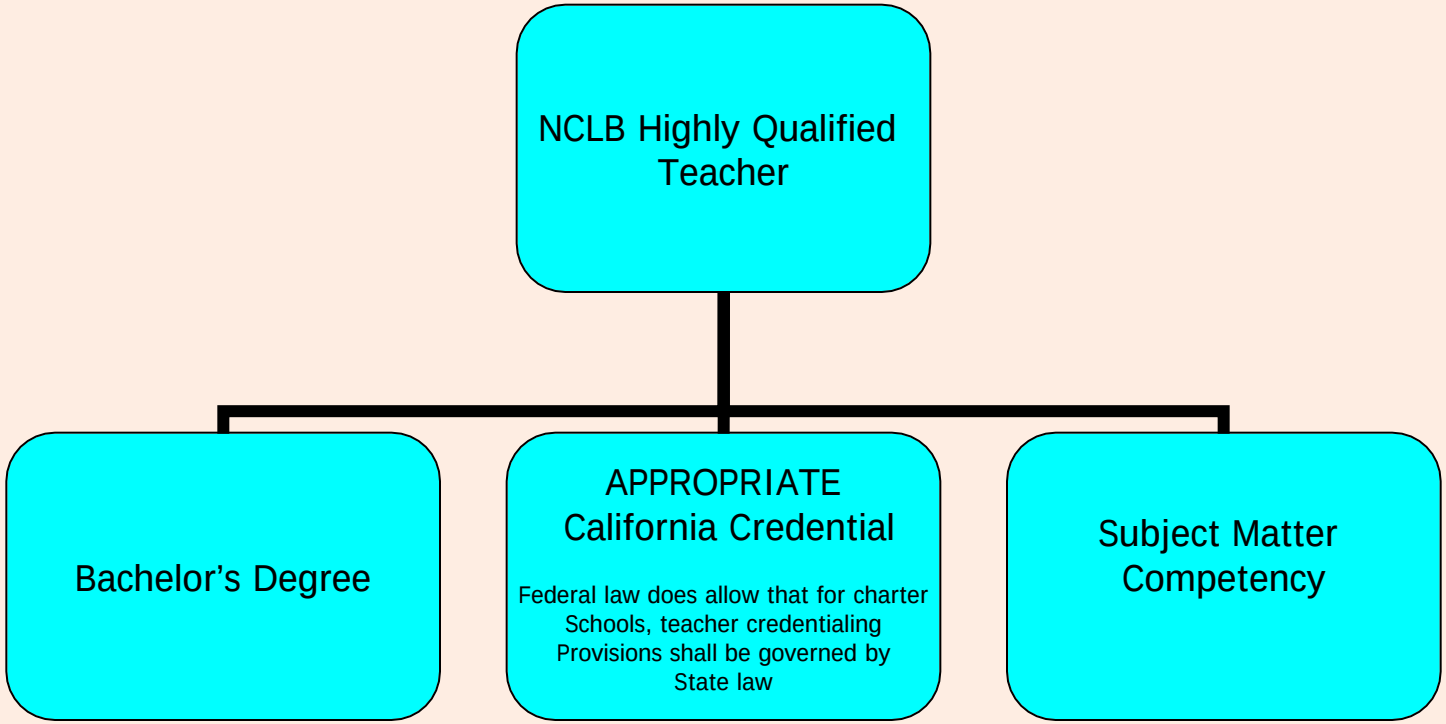
NCLB Compliance Requirements For Charter School Teachers of NCLB Core Academic Subjects



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Charter Schools

- Charter school teachers of core academic subjects **as defined in federal law** (see slide 24), must meet NCLB requirements.
  - It is the responsibility of the Authorizing LEA to ensure all Charter Programs comply with High Quality Teacher Requirements as outlined in NCLB; every time, everywhere!

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Teachers Not Generally Affected By NCLB

accept when they are

- Physical Education Teachers – think dance as a fine art

  Physical education teachers are not required to meet the NCLB teacher requirements, but must meet California credentialing laws.

- Career Technical Teachers – think alternative pathway to graduation requirements

  Career technical teachers must meet the NCLB teacher requirements only if they teach a core academic subject.

- Adult Education **and** Preschool Teachers - NEVER
  - NCLB law pertains to K-12 only.

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NCLB Paraprofessional Requirements

1. High school diploma or the equivalent
2. Two years of college (48 units) or
3. A.A. degree (or higher) or
4. Pass a local assessment of knowledge and skills in assisting in instruction

For questions please contact Title I Office

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Questions So Far?

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Getting The Data Right

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Counting NCLB Core Academic Classes and HQT
and
California Basic Educational Data System (CBEDS) and Professional Assignment Information Form (PAIF)

- Count each period that an NCLB core academic class is taught
- Count how many of those periods are taught by a HQT

Teacher	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	
Ted Coach	Algebra 1 HQT	Algebra 1 HQT	CASHEE -M HQT	Algebra 1 HQT	Prep	Calculus Not HQT	5/4
Lori Popular	Econ HQT	Govt. HQT	Wld History HQT	U.S. History HQT	Econ HQT	Prep	5/5
Stan Pain	Prep	SPE – RS	SPE math HQT	SPE English Not HQT	SPE Econ Not HQT	SPE Math HQT	4/2
Wilma Whiner	P.E.	P.E.	Prep	P.E.	Dance HQT	Reading-I Not HQT	2/1

•16 NCLB periods/12 periods taught by HQT

NCLB HQT 75% compliant

Elementary

Teachers Name	Grade/Class	HQT
George Porgie	Science (x5)	Y-exam
Tom Thumb	1st	Y-HOUSSE
Mary Lamb	Reading Resource	Exempt
Molly Muffet	3rd	Y-exam
Cole King	2nd	N CSET prep, D.O. (Sept. – Oct.) CSET-MS Oct 2006

- Count each NCLB Core Academic class (8)
- Count how many of NCLB core academic periods are taught by HQT (7)
  - 87% compliance
- Prepare professional development plan for each non-HQ teacher

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Reporting Teacher Compliance Information

- *NCLB teacher compliance data was reported as part of the Consolidated Application Part 2*
- *As of October 2006 NCLB teacher compliance data will be reported as part of your CBEDS-PAIF data submission*
  - PAIF Column 17
  - PAIF column h and i

CBEDS
California Basic Educational Data System

Professional Assignment Information Form (PAIF)

Middle School Core Class – Multiple Subject Credential

1. County-District-School Code

2. District Name

3. School Name

4. Name
Last: First: Middle Initial:

5. District Assigned Staff ID No.

Indicate if:
- ☐ Distance Learning
- ☐ Non-public Non Sectarian School Services

If you have checked either box you only need to complete boxes 1, 2, 3, and 18.

6. Name on last California teacher credential obtained if different than above name
First Name: Middle Initial: Last Name:

7. Highest Educational Level
(Select one)
- ☐ Doctorate
- ☐ Master's degree +30 or more semester units
- ☐ Master's degree
- ☐ Bachelor's degree +30 or more semester units
- ☐ Bachelor's degree
- ☐ Less than a bachelor's degree

8. Employment Status
(Select one)
- ☐ Tenured
- ☐ Probationary
- ☐ Long term substitute or temporary employee
- ☐ Other (if none of the above apply)

9. Time Base
(Select one)
- ☐ Part-time Indicate the percent a full-time position filled: _____%
- ☐ Full-time
- ☐ Teach over 100% --paid to teach extra period(s). Do not include mentor teacher, coaching, adult education, department chair, or non teaching assignments.

10. California Commission on Teacher Credentialing (CCTC) Credential/Document Number

Report the credential/document number of the last credential received from the California Commission on Teacher Credentialing. Report "N/A" if a new teacher has not yet received a credential/document number as of CBEDS Information Day.

11. Racial/Ethnic Designation
(Select one or more)
- ☐ American Indian or Alaska Native
- ☐ Chinese
- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Asian Indian
- ☐ Laotian
- ☐ Cambodian
- ☐ Other Asian
- ☐ Hawaiian
- ☐ Guamanian
- ☐ Samoan
- ☐ Other Pacific Islander
- ☐ Filipino
- ☐ Hispanic or Latino
- ☐ African American, not of Hispanic origin
- ☐ White, not of Hispanic origin

12. Gender
- ☐ Male
- ☐ Female

13. Birth Year
Indicate last 2 digits of birth year

14. Credential and Authorization
(Choose all that apply)
- ☐ Full Credential
- ☐ Pre-Internship
- ☐ University Internship
- ☐ Waiver
- ☐ District Internship
- ☐ Emergency Permit, Provisional Internship Permit, or Short Term Staff Permit

15. Total Years of Educational Services

Report the total years of educational service including this year. Include service in this district, other states, and countries. Do not include substitute teaching. First year teachers should use "01."

_____ _____ Years

16. Total Years of Educational Service in this District

Report the years of educational service in this district as a contracted professional including this year. First year teachers should use "01."

_____ _____ Years

17. Authorized Teaching Area(s)
(Select one or more)
- [*] Elementary/Self-Contained Classroom/Multiple Subject
- ☐ Secondary/Subject-Specific

(Select all that apply from the italicized areas):
- ☐ *General Secondary (all subjects)*
- ☐ *Agriculture*
- ☐ *Art*
- ☐ *Business*
- [*] *English*
- ☐ *Foreign Language*
- ☐ *Health Science*
- ☐ *Home Economics*
- ☐ *Industrial & Technology*
- ☐ *Life Science*
- [*] *Mathematics*
- ☐ *Music*
- ☐ *Physical Education*
- ☐ *Physical Science*
- [*] *Social Science*
- ☐ *Vocational*

- ☐ Special Education
- ☐ Reading Specialist/Certificate
- ☐ Primary Language Instruction (BCLAD or equivalents)
- ☐ English Language Development (ELD)
- ☐ Specially Designated Academic Instruction in English (SDAIE)
- ☐ Adult Education
- ☐ Special Designated Subjects (driver education, driver training, ROTC, basic military drill, aviation flight, or ground instruction)

18. Assignments (See CBEDS Administrative Manual *or* www.cde.ca.gov/ds/sd/cb/subjects.asp for codes and descriptions)

a. ASSIGNMENT CODE
Using the 2006 CBEDS Assignment Code list, indicate the course code corresponding to your current course, class category, or assignment. This list is available on the Internet at www.cde.ca.gov/ds/sd/cb/subjects.asp.

b. DESCRIPTION
Using the 2006 CBEDS Assignment Code list, indicate the course title corresponding to your current course, class category, or assignment. This list is available on the Internet at www.cde.ca.gov/ds/sd/cb/subjects.asp.

c. PERCENT OF TIME
Indicate the percent of time for each assignment.

d. MALE ENROLLMENT
Report the number of male students enrolled.

e. FEMALE ENROLLMENT
Report the number of female students enrolled.

f. GRADE LEVEL
Indicate the grade level of the majority of students in this class by circling: **K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, MGK-8 (multiple grades-no majority K-8), or MG9-12 (multiple grades-no majority 9-12).**

g. UC/CSU REQUIREMENTS
Indicate either "**Yes**" or "**No**" as to whether the course is certified as meeting the UC/CSU requirements for admission.

h. NCLB CORE
Indicate whether this class is a core academic class under No Child Left Behind (NCLB) by reporting: **Yes-Elementary, Yes-Secondary, or No.**

i. NCLB COMPLIANT
Indicate whether the teacher is NCLB compliant to teach the course by reporting: **Yes** on the basis of **education** and/or **testing, Yes** on the basis of High Objective Uniform State Standard Evaluation (**HOUSSE**), or **No.**

	Code (a)	Description (b)	Percent* (c)	Male Enroll (d)	Female Enroll (e)	Grade Level Circle one (f)	UC/CSU Check one (g)	NCLB Core Check one (h)	NCLB Compliant Check one (i)
1	2101	Comprehensive English - Core	40 %	11	16	K 1 2 3 4 5 6 7 **8** 9 10 11 12 MGK-8 MG9-12	No	Yes –Elementary	Yes –Education/Testing
2	2709	U.S. History - Core	40 %	11	16	K 1 2 3 4 5 6 7 **8** 9 10 11 12 MGK-8 MG9-12	No	Yes –Elementary	Yes –Education/Testing
3		Algebra	20 %	15	11	K 1 2 3 4 5 6 **7** 8 9 10 11 12 MGK-8 MG9-12	Yes	Yes –Secondary	Yes –HOUSSE
4			%			K 1 2 3 4 5 6 7 8 9 10 11 12 MGK-8 MG9-12			
5			%			K 1 2 3 4 5 6 7 8 9 10 11 12 MGK-8 MG9-12			
6			%			K 1 2 3 4 5 6 7 8 9 10 11 12 MGK-8 MG9-12			
7			%			K 1 2 3 4 5 6 7 8 9 10 11 12 MGK-8 MG9-12			
8			%			K 1 2 3 4 5 6 7 8 9 10 11 12 MGK-8 MG9-12			

* Total Percent must be 100% whether full-time or part-time, unless paid to Teach Over 100% is marked "Yes."

Total Percent: 100 %

CBEDS
California Basic Educational Data System

Professional Assignment Information Form (PAIF)

Middle School Departmentalized Class – Single Subject Credential

1. County-District-School Code

2. District Name

3. School Name

4. Name
Last: First: Middle Initial:

5. District Assigned Staff ID No.

Indicate if:
- ☐ Distance Learning
- ☐ Non-public Non Sectarian School Services

If you have checked either box you only need to complete boxes 1, 2, 3, and 18.

6. Name on last California teacher credential obtained if different than above name
First Name: Middle Initial: Last Name:

7. Highest Educational Level
(Select one)
- ☐ Doctorate
- ☐ Master's degree +30 or more semester units
- ☐ Master's degree
- ☐ Bachelor's degree +30 or more semester units
- ☐ Bachelor's degree
- ☐ Less than a bachelor's degree

8. Employment Status
(Select one)
- ☐ Tenured
- ☐ Probationary
- ☐ Long term substitute or temporary employee
- ☐ Other (if none of the above apply)

9. Time Base
(Select one)
- ☐ Part-time Indicate the percent a full-time position filled: _____%
- ☐ Full-time
- ☐ Teach over 100% --paid to teach extra period(s). Do not include mentor teacher, coaching, adult education, department chair, or non teaching assignments.

10. California Commission on Teacher Credentialing (CCTC) Credential/Document Number

Report the credential/document number of the last credential received from the California Commission on Teacher Credentialing. Report "N/A" if a new teacher has not yet received a credential/document number as of CBEDS Information Day.

11. Racial/Ethnic Designation
(Select one or more)
- ☐ American Indian or Alaska Native
- ☐ Chinese
- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Asian Indian
- ☐ Laotian
- ☐ Cambodian
- ☐ Other Asian
- ☐ Hawaiian
- ☐ Guamanian
- ☐ Samoan
- ☐ Other Pacific Islander
- ☐ Filipino
- ☐ Hispanic or Latino
- ☐ African American, not of Hispanic origin
- ☐ White, not of Hispanic origin

12. Gender
- ☐ Male
- ☐ Female

13. Birth Year
Indicate last 2 digits of birth year

14. Credential and Authorization
(Choose all that apply)
- ☐ Full Credential
- ☐ Pre-Internship
- ☐ University Internship
- ☐ Waiver
- ☐ District Internship
- ☐ Emergency Permit, Provisional Internship Permit, or Short Term Staff Permit

15. Total Years of Educational Services

Report the total years of educational service including this year. Include service in this district, other states, and countries. Do not include substitute teaching. First year teachers should use "01."

☐☐ Years

16. Total Years of Educational Service in this District

Report the years of educational service in this district as a contracted professional including this year. First year teachers should use "01."

☐☐ Years

17. Authorized Teaching Area(s)
(Select one or more)
- ☐ Elementary/Self-Contained Classroom/Multiple Subject
- ☐ Secondary/Subject-Specific
  (Select all that apply from the italicized areas):
  - ☐ *General Secondary (all subjects)*
  - ☐ *Agriculture*
  - ☐ *Art*
  - ☐ *Business*
  - ☐ *English*
  - ☐ *Foreign Language*
  - ☐ *Health Science*
  - ☐ *Home Economics*
  - ☐ *Industrial & Technology*
  - ☐ *Life Science*
  - ☐ *Mathematics*
  - ☐ *Music*
  - ☐ *Physical Education*
  - ☐ *Physical Science*
  - ☐ *Social Science*
  - ☐ *Vocational*
- ☐ Special Education
- ☐ Reading Specialist/Certificate
- ☐ Primary Language Instruction (BCLAD or equivalents)
- ☐ English Language Development (ELD)
- ☐ Specially Designated Academic Instruction in English (SDAIE)
- ☐ Adult Education
- ☐ Special Designated Subjects (driver education, driver training, ROTC, basic military drill, aviation flight, or ground instruction)

18. Assignments (See CBEDS Administrative Manual *or* www.cde.ca.gov/ds/sd/cb/subjects.asp for codes and descriptions)

a. ASSIGNMENT CODE
Using the 2006 CBEDS Assignment Code list, indicate the course code corresponding to your current course, class category, or assignment. This list is available on the Internet at www.cde.ca.gov/ds/sd/cb/subjects.asp.

b. DESCRIPTION
Using the 2006 CBEDS Assignment Code list, indicate the course title corresponding to your current course, class category, or assignment. This list is available on the Internet at www.cde.ca.gov/ds/sd/cb/subjects.asp.

c. PERCENT OF TIME
Indicate the percent of time for each assignment.

d. MALE ENROLLMENT
Report the number of male students enrolled.

e. FEMALE ENROLLMENT
Report the number of female students enrolled.

f. GRADE LEVEL
Indicate the grade level of the majority of students in this class by circling: **K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, MGK-8 (multiple grades-no majority K-8), or MG9-12 (multiple grades-no majority 9-12).**

g. UC/CSU REQUIREMENTS
Indicate either "**Yes**" or "**No**" as to whether the course is certified as meeting the UC/CSU requirements for admission.

h. NCLB CORE
Indicate whether this class is a core academic class under No Child Left Behind (NCLB) by reporting: **Yes-Elementary, Yes-Secondary, or No.**

i. NCLB COMPLIANT
Indicate whether the teacher is NCLB compliant to teach the course by reporting: **Yes** on the basis of **education** and/or **testing, Yes** on the basis of High Objective Uniform State Standard Evaluation **(HOUSSE), or No.**

	Code (a)	Description (b)	Percent* (c)	Male Enroll (d)	Female Enroll (e)	Grade Level Circle one (f)	UC/CSU Check one (g)	NCLB Core Check one (h)	NCLB Compliant Check one (i)
1	21011	Algebra	10 %	11	16	K 1 2 3 4 5 6 7 **8** 9 / 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No *	☐ Yes –Elementary ☐ Yes –Secondary * ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE * ☐ No
2	27111	Life Science	90 %	15	10	K 1 2 3 4 5 6 **7** 8 9 / 10 11 12 MGK-8 MG9-12	☐ Yes * ☐ No	☐ Yes –Elementary * ☐ Yes –Secondary ☐ No	* ☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
3			%			K 1 2 3 4 5 6 7 8 9 / 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
4			%			K 1 2 3 4 5 6 7 8 9 / 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
5			%			K 1 2 3 4 5 6 7 8 9 / 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
6			%			K 1 2 3 4 5 6 7 8 9 / 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
7			%			K 1 2 3 4 5 6 7 8 9 / 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
8			%			K 1 2 3 4 5 6 7 8 9 / 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
	* Total Percent must be 100% whether full-time or part-time, unless paid to Teach Over 100% is marked "Yes." **Total Percent:**		100 %						

CBEDS
California Basic Educational Data System

Professional Assignment Information Form (PAIF)

High School Special Day Program

1. County-District-School Code

2. District Name

3. School Name

4. Name
Last: First: Middle Initial:

5. District Assigned Staff ID No.

Indicate if:
- ☐ Distance Learning
- ☐ Non-public Non Sectarian School Services

If you have checked either box you only need to complete boxes 1, 2, 3, and 18.

6. Name on last California teacher credential obtained if different than above name
First Name: Middle Initial: Last Name:

7. Highest Educational Level
(Select one)
- ☐ Doctorate
- ☐ Master's degree +30 or more semester units
- ☐ Master's degree
- ☐ Bachelor's degree +30 or more semester units
- ☐ Bachelor's degree
- ☐ Less than a bachelor's degree

8. Employment Status
(Select one)
- ☐ Tenured
- ☐ Probationary
- ☐ Long term substitute or temporary employee
- ☐ Other (if none of the above apply)

9. Time Base
(Select one)
- ☐ Part-time Indicate the percent a full-time position filled: _____%
- ☐ Full-time
- ☐ Teach over 100% --paid to teach extra period(s). Do not include mentor teacher, coaching, adult education, department chair, or non teaching assignments.

10. California Commission on Teacher Credentialing (CCTC) Credential/Document Number

Report the credential/document number of the last credential received from the California Commission on Teacher Credentialing. Report "N/A" if a new teacher has not yet received a credential/document number as of CBEDS Information Day.

11. Racial/Ethnic Designation
(Select one or more)
- ☐ American Indian or Alaska Native
- ☐ Chinese
- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Asian Indian
- ☐ Laotian
- ☐ Cambodian
- ☐ Other Asian
- ☐ Hawaiian
- ☐ Guamanian
- ☐ Samoan
- ☐ Other Pacific Islander
- ☐ Filipino
- ☐ Hispanic or Latino
- ☐ African American, not of Hispanic origin
- ☐ White, not of Hispanic origin

12. Gender
- ☐ Male
- ☐ Female

13. Birth Year
Indicate last 2 digits of birth year

14. Credential and Authorization
(Choose all that apply)
- ☐ Full Credential
- ☐ Pre-Internship
- ☐ University Internship
- ☐ Waiver
- ☐ District Internship
- ☐ Emergency Permit, Provisional Internship Permit, or Short Term Staff Permit

15. Total Years of Educational Services

Report the total years of educational service including this year. Include service in this district, other states, and countries. Do not include substitute teaching. First year teachers should use "01."

☐☐ Years

16. Total Years of Educational Service in this District

Report the years of educational service in this district as a contracted professional including this year. First year teachers should use "01."

☐☐ Years

17. Authorized Teaching Area(s)
(Select one or more)
- ☐ Elementary/Self-Contained Classroom/Multiple Subject
- ☐ Secondary/Subject-Specific
  (Select all that apply from the italicized areas):
  - ☐ *General Secondary (all subjects)*
  - ☐ *Agriculture*
  - ☐ *Art*
  - ☐ *Business*
  - ☐ *English*
  - ☐ *Foreign Language*
  - ☐ *Health Science*
  - ☐ *Home Economics*
  - ☐ *Industrial & Technology*
  - ☐ *Life Science*
  - ☐ *Mathematics*
  - ☐ *Music*
  - ☐ *Physical Education*
  - ☐ *Physical Science*
  - ☐ *Social Science*
  - ☐ *Vocational*
- ☐ Special Education
- ☐ Reading Specialist/Certificate
- ☐ Primary Language Instruction (BCLAD or equivalents)
- ☐ English Language Development (ELD)
- ☐ Specially Designated Academic Instruction in English (SDAIE)
- ☐ Adult Education
- ☐ Special Designated Subjects (driver education, driver training, ROTC, basic military drill, aviation flight, or ground instruction)

18. Assignments (See CBEDS Administrative Manual *or* www.cde.ca.gov/ds/sd/cb/subjects.asp for codes and descriptions)

a. ASSIGNMENT CODE
Using the 2006 CBEDS Assignment Code list, indicate the course code corresponding to your current course, class category, or assignment. This list is available on the Internet at www.cde.ca.gov/ds/sd/cb/subjects.asp.

b. DESCRIPTION
Using the 2006 CBEDS Assignment Code list, indicate the course title corresponding to your current course, class category, or assignment. This list is available on the Internet at www.cde.ca.gov/ds/sd/cb/subjects.asp.

c. PERCENT OF TIME
Indicate the percent of time for each assignment.

d. MALE ENROLLMENT
Report the number of male students enrolled.

e. FEMALE ENROLLMENT
Report the number of female students enrolled.

f. GRADE LEVEL
Indicate the grade level of the majority of students in this class by circling: **K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, MGK-8 (multiple grades-no majority K-8), or MG9-12 (multiple grades-no majority 9-12).**

g. UC/CSU REQUIREMENTS
Indicate either "**Yes**" or "**No**" as to whether the course is certified as meeting the UC/CSU requirements for admission.

h. NCLB CORE
Indicate whether this class is a core academic class under No Child Left Behind (NCLB) by reporting: **Yes-Elementary, Yes-Secondary,** or **No.**

i. NCLB COMPLIANT
Indicate whether the teacher is NCLB compliant to teach the course by reporting: **Yes** on the basis of **education** and/or **testing, Yes** on the basis of High Objective Uniform State Standard Evaluation **(HOUSSE),** or **No.**

	Code (a)	Description (b)	Percent* (c)	Male Enroll (d)	Female Enroll (e)	Grade Level Circle one (f)	UC/CSU Check one (g)	NCLB Core Check one (h)	NCLB Compliant Check one (i)
1	3000	Multiple Subject – Special Day	100 %	6	7	K 1 2 3 4 5 6 7 8 9 10 11 12 MGK-8 **MG9-12**	* Yes ☐ No	* Yes –Elementary ☐ Yes –Secondary ☐ No	* Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
2			%			K 1 2 3 4 5 6 7 8 9 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
3			%			K 1 2 3 4 5 6 7 8 9 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
4			%			K 1 2 3 4 5 6 7 8 9 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
5			%			K 1 2 3 4 5 6 7 8 9 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
6			%			K 1 2 3 4 5 6 7 8 9 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
7			%			K 1 2 3 4 5 6 7 8 9 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
8			%			K 1 2 3 4 5 6 7 8 9 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
		* Total Percent must be 100% whether full-time or part-time, unless paid to Teach Over 100% is marked "Yes." **Total Percent:**	100 %						

JACK O'CONNELL
State Superintendent
of Public Instruction

Questions

On Counting HQT and Reporting?

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State Superintendent
of Public Instruction

Compliance Monitoring, Interventions and Sanctions Program

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State Superintendent
of Public Instruction

Authority to Monitor

Sec. 2141 Technical Assistance and Accountability

- (a) if a State educational agency determines, based on the reports described in section 1119(b)(1), that a local educational agency in the State has failed to make progress toward meeting the annual measurable objectives described in section 1119(a)(2), for 2 consecutive years, such a local educational agency shall develop an improvement plan that will enable the agency to meet such annual measurable objectives and that specifically address issues that prevented the agency from meeting such annual measurable objectives
- (b) Technical Assistance – During the development of the improvement plan described in subsection (a) and throughout implementation of the plan, the State educational agency shall –

  (1) provided technical assistance to the local educational agency

  (2) provided technical assistance, if applicable, to schools serviced by the local educational agency that need assistance to enable the local educational agency to meet the annual measurable objectives in section 1119(a)(2)

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Authority to Monitor

- State Board of Education Approved Program of Monitoring
  - January 2006

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CMIS Data 2005

- Got Better Data? Let's Have it!
  - If you feel any of your C or C2 schools are currently able to report at least 95% HQT you may immediately redo the data and fax the new data directly to the CMIS program (916-323-2807).
    - Must be done no later than October 10, 2006. Late submissions will not be accepted.
    - After review any school that is currently reporting at least 95% will be moved to the A category. This may prevent site monitoring.
      - Should your CBEDS data not match what you send us a site visit will be scheduled!

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of Public Instruction

Got Better Data? Let's Have it! continued

- What to send
  - Elementary: list of current teachers, grade/subject, how compliant
    - Example Mary Muffet 1st HOUSSE
  - Secondary: 2006/07master schedule, number of NCLB core academic classes on each site, number of NCLB core academic classes taught by HQT
    - Example
    - Data must be verified by superintendent or designee

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State Superintendent
of Public Instruction

Questionnaire

- Please complete the questionnaire for all schools in the district that are currently not in the CMIS program

NEVER MIND - - WE GOT IT

DUE September 18, 2006

E-mail to keaton@cde.ca.gov

or

Fax 916-323-2807

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CMIS-Group A

All schools that failed to meet their AMOs for two consecutive years, but reported 85% or higher compliance

If you have only A Schools

- LEA Must Complete
  - School District Monitoring Protocol
- Each Site Must Complete
  - School Site General Qualifications Worksheet with plan for each non-compliant teacher to be HQ by June 2007
  - Accurate count of HQT compliance for 2006/07
  - Address any concerns around the equitable distribution of experienced teachers
- Optional self-study with correlating plan
  - Plan Details See Slide 81 (Equitable Distribution…)

DUE

November 1, 2006

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CMIS-Group B

All schools that failed to meet their AMOs for two consecutive years, but reported between 84% and 70% compliance

If you have only A and B Schools

- LEA Must Complete – Due November 1, 2006
  - School District Monitoring Protocol

- LEA Must Complete – Due January 8, 2007
  - LEA Self-Study with Equitable Distribution of Experienced and Highly Qualified Teachers Plan
    - For Details See Slide 85 (Equitable Distribution…)

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CMIS-Group B

All schools that failed to meet their AMOs for two consecutive years, but reported between 84% and 70% compliance

If you have only A and B Schools

- Site Must Complete – Due November 1, 2006
  - School Site General Qualifications Worksheet with plan for each non-compliant teacher to meet NCLB requirements by June 2007
  - Accurate count of HQT compliance for 2006/07
- Site Must Complete – Due January 8, 2007
  - Self-Study
    - For Plan Details See Slide 85 (Equitable Distribution…)

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CMIS-Group C

All schools that failed to meet their AMOs for two consecutive years, or met their AMO for at least one year, but reported 69% or lower compliance, or met AMOs but are reporting 70% or lower compliance.

If you have any C or C2 Schools

STEP ONE: Due November 1, 2006

- LEA to complete
  - School District Monitoring Protocol
- Site to complete
  - School Site General Qualifications Worksheet
- LEA and Site to complete
  - Self-Study

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STEP TWO: Date To Be Determined

CDE staff will, upon receipt of the aforementioned items, visit the LEA to create working plan with district personnel.

- The district plan will:
  - identify and demonstrate how all non-compliant teacher will meet NCLB requirements by June 2007, especially Title I teachers and Title II class size reduction teachers and those teaching in high poverty, high minority schools.
  - identify how funds will be redirected to support plan
  - Develop recruitment and retention practices and procedures that will promote compliance, especially as it relates to the equitable distribution of experienced and highly qualified teachers throughout the districts
  - identify areas where compliance has been difficult and how these concerns will be met in the future

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of Public Instruction

CMIS Timelines

Recap

- September 18, 2006
  - LEA Questionnaire
- November 1, 2006
  - LEA Monitoring Protocol
  - School Site General Qualifications Worksheet
  - Accurate Count of HQT Compliance
  - Self-Study (If LEA has any C or C2 Schools)
- Due January 8, 2007
  - Self-Study with plan of actions (A and B Schools Only)

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Equitable Distribution of Experienced and Highly Qualified Teachers Plan

- Self-Study
  - Determine areas of concern around recruiting practices, policies and procedures; retaining practices, policies and procedures and other district/site level practices, policies and procedures related to equitable distribution of experienced and highly qualified teacher
- Equitable Distribution Plan – District Wide Plan
  - Plan must address each area of the self-study where weaknesses were found to exists with specific actions and timelines for implementation
  - Plan must demonstrate that no school with low AYP, high poverty, high minority students will have inexperienced and non-HQ teachers in percentages greater than schools with the highest percentage of experienced and HQ teachers.
    - If school A (low-poverty, low minority, AYP met) is 97% HQT compliant, then school B (high poverty, high minority, AYP not met) then school B must also attain 97% compliance or equalization of numbers must occur.

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Organization of Materials

- By Type of School: elementary, middle, high school and alternative
  - District protocol, Self Study (if required at this point)
  - Site qualification worksheets w/plans for non-HQ teachers, Self-Study (if required at this point)
    - » Secondary: 2006/07 master schedule, number of NCLB core academic classes on campus, number of NCLB core academic classes taught by HQT
    - » Elementary: List of teachers, grade/subject, how compliant
- Please include County, District Name, Contact Information

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State Superintendent
of Public Instruction

Contact

Lynda Nichols, Lead Consultant, NCLB Teacher Quality and CMIS
916-323-5822 * lnichols@cde.ca.gov

Kim Eaton, Analyst, NCLB Teacher Quality and CMIS
916-324-5689 * keaton@cde.ca.gov

Cyndi Olsen, Office Technician
916-323-6407 * colsen@cde.ca.gov

Jill Rice, Consultant
916-323-5472 * jrice@cde.ca.gov

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No Child Left Behind Professional Development Resource Guide

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State Superintendent
of Public Instruction

Professional Development Resource Guide

Tab 5

- Purpose:
  - Provide meaningful strategies and resources to create and maintain effective professional development, training, recruitment, and retention within your LEA and/or site
- PD Website
  - Up and running by January 2007
  - Provides COE the opportunity to post and in turn others to find professional development opportunities in their area

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of Public Instruction

Comments Welcome!

- Please use and review the PD Guide and website at your convenience and let us know what you think!
- Contacts:
  - Roxane Fidler, Consultant
    (916) 323-4861
    rfidler@cde.ca.gov

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Date of Release			Average Years of Experience for District (AYE)								
Alameda												
Alameda County Office Of Education				13.5 AYE								
		C	Alameda County Juvenile Hall/Court	no	18	17.6	81	56	69.1	Y	100%	83%
		C	Alameda County Community	no	9	18.1	42	27	64.3			
		C	Alameda County Alternative/Opportunity	no	7	9.8	25	11	44			
Berkeley Unified				12.8 AYE								
		A	John Muir Elementary	no	16	16.6	17	15	88.2	No	50.6%	46.8
		A	Malcolm X Elementary	no	23	12.5	23	21	91.3	No	53.3%	51.5
		A	Oxford Elementary	no	18	13.5	17	16	94.1	Yes	40.0%	37.7
		A	Rosa Parks Environmental Science Magnet	no			25	23	92	Yes	58.0%	56.6
		B	Berkeley Alternative High	no	12	11.5	33	26	78.8	Yes	51.4%	86.9
		B	Berkeley High	no	168	10.9	670	516	77	Yes	27.1%	43.4
		B	King Middle	no	46	12.8	166	120	72.3	Yes	38.4%	44.2
		B	Longfellow Arts And Technology Middle	no	23	12	83	62	74.7	Yes	58.4%	63.3
		B	Washington Elementary	no	18	10.8	17	13	76.5	Yes	61.4%	39.8
		B	Willard Middle	no	26	10.8	85	69	81.2	Yes	59.6%	56.5
		C	Whittier/Arts	no	23	14.3	22	14	63.6	Yes	39.0%	46.1
		C2	Leconte Elementary	no	20	16.2	20	12	60	Yes	61.6%	53.8
Castro Valley Unified				12.5 AYE								
		C	Redwood Continuation High	no	1	32	9	2	22.2			
		C2	Roy A. Johnson High	no	1	34	0	0	0			
Fremont Unified				12.6 AYE								
		A	E. M. Grimmer Elementary	no	28	11	24	21	87.5			
Hayward Unified				12.8 AYE								
		B	Bret Harte Middle	no	19	11.4	75	55	73.3			
		B	Bowman Elementary	no	28	13.7	22	16	72.7			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	Glassbrook Elementary	no	26	10.3	24	19	79.2			
		B	Harder Elementary	no	36	12.4	29	22	75.9			
		B	Highland Elementary	no	19	12.2	17	13	76.5			
		B	Lorin A. Eden Elementary	no	29	17.3	23	18	78.3			
		C	Ruus Elementary	no	37	12	32	14	43.8			
		C	Hayward Project	no	5	18	5	2	40			
		C	Tyrrell Elementary	no	16	11	13	8	61.5			
		C	Eden Gardens Elementary	no	28	12.3	23	16	69.6			
		C	Cesar Chavez Middle	no	36	8.6	155	105	67.7			
		C	Treeview Elementary	no	24	17	21	14	66.7			
		C	Shepherd Elementary	no	21	11	19	13	68.4			
		C	Schafer Park Elementary	no	30	12.7	25	17	68			
		C	Markham Elementary	no	21	14.3	17	9	52.9			
		C	Longwood Elementary	no	37	14.2	35	20	57.1			
		C	Eldridge Elementary	no	25	9.6	22	15	68.2			
		C	Strobridge Elementary	no	26	16.5	24	12	50			
		C	East Avenue Elementary	no	24	16.3	20	13	65			
		C	Park Elementary	no	31	12	26	16	61.5			
		C	Burbank Elementary	no	33	15.5	27	16	59.3			
		C	Tennyson High	no	75	11.8	244	55	22.5			
		C	Hayward High	no	84	12.5	120	68	56.7			
		C	Brenkwitz High	no	6	10.8	36	15	41.7			
		C2	Mt. Eden High	no	95	12.9	183	65	35.5			
		C2	Cherryland Elementary	no	47	12.2	37	24	64.9			
	New Haven Unified					12.6 AYE						
		B	James Logan High	no	192	13.5	1603	1228	76.6			
		B	Cesar Chavez Middle	no	51	15.1	223	171	76.7			
		B	Barnard-White Middle	no	42	13.7	161	114	70.8			
		C	Alvarado Middle	no	47	12.4	201	127	63.2			
		C2	Alternative Learning Academy At Conley-Caraba	no	6	14	3	0	0			
		C2	Core Learning Academy At Conley-Caraballo Hig	no	9	7.3	35	20	57.1			

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	Newark Unified					11 AYE						
		C	Bridgepoint High (Continuation)	no	6	16.5	59	25	42.4			
		C	Progressive Academy	no	2	2	6	0	0			
		C	Crossroads High (Alternative)	no	4	26	58	15	25.9			
		C2	Newark Junior High	no	52	10.4	212	141	66.5			
		C2	Newark Memorial High	no	102	12.3	435	267	61.4			
		C2	New Beginnings Academy	no	1	10	4	0	0			
	Oakland Unified					12.12 AYE						
		A	Burckhalter Elementary	no			7	6	85.7			
		A	Think College Now	no	12	5.5	10	9	90			
		A	Peralta Elementary	no			10	9	90			
		B	Kaiser Elementary	no			11	8	72.7			
		B	Glenview Elementary	no			18	14	77.8			
		B	Garfield Elementary	no			33	24	72.7			
		B	Emerson Elementary	no			11	8	72.7			
		B	Cleveland Elementary	no			14	11	78.6			
		B	La Escuelita Elementary	no			11	9	81.8			
		B	Carl B. Munck Elementary	no			14	11	78.6			
		B	Joaquin Miller Elementary	no			14	11	78.6			
		B	Crocker Highlands Elementary	no			16	12	75			
		B	Laurel Elementary	no			20	14	70			
		B	Lincoln Elementary	no			24	20	83.3			
		B	Markham Elementary	no			20	15	75			
		B	Maxwell Park Elementary	no			15	11	73.3			
		B	Santa Fe Elementary	no			14	11	78.6			
		B	Sequoia Elementary	no			14	11	78.6			
		B	Thornhill Elementary	no			16	13	81.3			
		B	Martin Luther King Jr. Elementary	no			16	12	75			
		B	Bella Vista Elementary	no			21	15	71.4			
		B	Grass Valley Elementary	no			8	6	75			

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		B	Hoover Elementary	no			15	11	73.3			
		B	Mandela High	no			66	49	74.2			
		B	Rudsdale Continuation	no			10	7	70			
		C	Lowell Middle	no			21	9	42.9			
		C	Paul Robeson College Preparatory School Of Vi	no			63	38	60.3			
		C	Calvin Simmons Middle	no			131	58	44.3			
		C	Frick Middle	no			121	22	18.2			
		C	Elmhurst Middle	no			139	26	18.7			
		C	Allendale Elementary	no			11	5	45.5			
		C	Bret Harte Middle	no			183	87	47.5			
		C	Westlake Middle	no			146	41	28.1			
		C	Whittier Elementary	no			24	12	50			
		C	Yes, Youth Empowerment	no	11	5	33	18	54.5			
		C	Tilden Elementary	no			0	0	0			
		C	Stonehurst Elementary	no			27	13	48.1			
		C	Sobrante Park Elementary	no			11	6	54.5			
		C	College Preparatory And Architecture Academy	no			78	31	39.7			
		C	Business And Information Technology High	no			95	34	35.8			
		C	Claremont Middle	no			122	18	14.8			
		C	Bunche	no			5	0	0			
		C	Metwest High	no			19	2	10.5			
		C	Ralph Bunche Academy	no			16	7	43.8			
		C	Kipp Bridge College Preparatory	no	11	2.2	6	2	33.3			
		C	Urban Promise Academy	no	14	6.2	48	12	25			
		C	Melrose Leadership Academy	no			29	10	34.5			
		C	International Community	no			11	7	63.6			
		C	Montera Middle	no			141	31	22			
		C	Laney Middle	no			0	0	0			
		C	Redwood Heights Elementary	no			12	8	66.7			
		C	Media College Preparatory	no			68	32	47.1			
		C	Madison Middle	no			79	15	19			
		C	Havenscourt Middle	no			120	47	39.2			
		C	Carter Middle	no			17	9	52.9			
		C	Edna Brewer Middle	no	37	6.3	139	24	17.3			

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		C	Highland Elementary	no			18	7	38.9			
		C	Ascend	no			23	11	47.8			
		C	Cole Middle	no			60	12	20			
		C	Prescott Elementary	no			18	10	55.6			
		C	Roosevelt Middle	no			184	38	20.7			
		C	Merritt Middle College High (Alternative)	no			19	1	5.3			
		C	Franklin Elementary	no			29	20	69			
		C	Life Academy	no			0	0	0			
		C	Chabot Elementary	no			22	15	68.2			
		C	Lionel Wilson College Preparatory Academy (Ch	yes	20	5.5	19	6	31.6			
		C	Hillcrest Elementary	no			19	13	68.4			
		C	Dewey Academy Senior High	no			24	3	12.5			
		C	Howard Elementary	no			11	5	45.5			
		C	Oakland Senior High	no			334	160	47.9			
		C	Oakland Technical Senior High	no			319	131	41.1			
		C	Brookfield Elementary	no			22	13	59.1			
		C	Skyline High	no			380	146	38.4			
		C	Sherman Elementary	no			10	5	50			
		C	Oakland Community Day High	no			4	0	0			
		C	Piedmont Avenue Elementary	no			16	11	68.8			
		C	East Oakland School Of The Arts	no	19	4.2	79	26	32.9			
		C	Montclair Elementary	no			14	8	57.1			
		C	East Oakland Community High	no	11	3.6	50	0	0			
		C	Encompass Academy Elementary	no	11	6.2	8	5	62.5			
		C	Leadership Preparatory High	no			100	42	42			
		C	Lockwood Elementary	no			21	10	47.6			
		C	Oakland Community Day Middle	no			0	0	0			
		C	Lakeview Elementary	no			15	10	66.7			
		C	Lafayette Elementary	no			16	10	62.5			
		C	Marshall Elementary	no			11	5	45.5			
		C	Explorer Middle	no			24	6	25			
		C	Jefferson Elementary	no			33	14	42.4			

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		C	Horace Mann Elementary	no			16	9	56.3			
		C	Manzanita Elementary	no			20	13	65			
		C2	Parker Elementary	no			13	9	69.2			
		C2	Expression, Excellence, Community, Empowermen	no			63	17	27			
		C2	Sankofa Academy	no	9	5.6	13	9	69.2			
		C2	Reach Academy	no	6	5	6	2	33.3			
		C2	Webster Academy (K-6)	no	30	4.8	23	4	17.4			
		C2	Far West	no	11	6.1	32	20	62.5			
		C2	Seed Elementary	no			8	5	62.5			
		C2	Kizmet Academy Middle	no			12	4	33.3			
		C2	Business, Entrepreneurial School Of Technolog	no			72	0	0			
		C2	Millsmont Academy	yes	13	4.9	11	5	45.5			
		C2	Lazear Elementary	no			16	11	68.8			
		C2	Leadership Public Schools Oakland	yes	5	3.6	16	8	50			
		C2	Rise Community	no			9	6	66.7			
	Piedmont City Unified											
		A	Piedmont Middle	no			113	98	86.7			
	San Leandro Unified											
		A	Garfield Elementary	no			21	18	85.7			
		A	Monroe Elementary	no			22	19	86.4			
		A	Jefferson Elementary	no			27	23	85.2			
		C2	Arroyo High	no			201	44	21.9			
		C2	San Lorenzo High	no			178	41	23			
		C2	Washington Manor Middle	no			115	12	10.4			
		C2	Royal Sunset (Continuation)	no			65	8	12.3			
		C2	Bohannon Middle	no			186	12	6.5			

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	San Lorenzo Unified											
		B	Dayton Elementary	no			22	17	77.3			
Amador												
	Amador County Unified											
		C	Independence High (Continuation)	no			18	6	33.3			
		C2	North Star Independent Study	no			31	7	22.6			
Butte												
	Biggs Unified											
		A	Biggs Elementary	no			17	16	94.1			
		B	Biggs High	no			46	39	84.8			
		B	Biggs Middle	no			24	18	75			
		C	Biggs Secondary Community Day	no			1	0	0			
		C2	Biggs Public Charter	no			12	8	66.7			
	Butte County Office Of Education											
		C	Learning Community Charter	no			181	112	61.9			
		C	Butte County Juvenile Hall/Community	no			36	21	58.3			
		C2	Butte County Special Education	no			37	13	35.1			
		C2	North County Community	no			11	6	54.5			
	Chico Unified											
		B	Fair View High (Continuation)	no			61	45	73.8			
		C	Oakdale	no			7	1	14.3			
		C	Loma Vista	no			2	1	50			
		C	Center For Alternative Learning	no			9	3	33.3			
		C2	Nord Country	yes			4	2	50			
RELEASED	*Durham Unified*											
August-06		C	Mission High	no			1/1	0/1	0/100			

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	Oroville Union High											
		A	Prospect High (Continuation)	no			24	21	87.5			
		C	Oroville High Community Day	no			7	3	42.9			
	Palermo Union Elementary											
	August-06	C	Honcut	no			2/1	1/1	50/100			
	Paradise Unified											
		C	Paradise Community Day	no			1	0	0			
		C2	Paradise Charter Network (155)	no			9	2	22.2			
Calaveras												
RELEASED	*Bret Harte Union High*											
	August-06	A	Bret Harte Union High	no			137/16:	132/161	96.4/100			
	August-06	C	Vallecito Continuation High	no			4/19	2/19	50/100			
	August-06	C	John Vierra High	no			6/5	1/5	16.7/100			
	Calaveras Unified											
		C	West Point Alternative	no			1	0	0			
		C2	Gold Strike High	no			15	0	0			
		C2	Jenny Lind High	no			1	0	0			
RELEASED	*Mark Twain Union Elementary*											
	August-06	C	Mark Twain Elementary	no			55/44	25/44	45.5/100			
Colusa												
	Colusa County Office Of Education											
		B	Colusa County Alternative/Opportunity	no			4	3	75			
		C	Juvenile Hall-Nielson	no			9	6	66.7			
		C	Colusa County Special Education	no			17	11	64.7			
		C2	Colusa County Community	no			5	2	40			

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	Maxwell Unified											
		C	Prine (Enid) High (Continuation)	no			11	4	36.4			
	Pierce Joint Unified											
		B	Pierce High	no			62	52	83.9			
		B	Lloyd G. Johnson Junior High	no			42	33	78.6			
		C2	Arbuckle Alternative High (Continuation)	no			5	3	60			
	Williams Unified											
		B	Williams Middle	no			51	42	82.4			
		C2	Mid Valley High (Continuation)	no			17	11	64.7			
Contra Costa												
	Acalanes Union High											
		C	Del Oro High (Continuation)	no			16	11	68.8			
	Antioch Unified											
		C	Learner-Centered Charter	no			10	6	60			
		C2	Prospects High (Alternative)	no			25	15	60			
		C2	Bidwell Elementary	no			7	3	42.9			
		C2	Park Middle	no			40	26	65			
		C2	Bridges	no			2	1	50			
		C2	Live Oak High (Continuation)	no			10	3	30			
	Byron Union Elementary											
		A	Discovery Bay Elementary	no			21	18	85.7			
	Contra Costa County Office Of Education											
		C	Golden Gate Community	no			8	3	37.5			
		C	Contra Costa County Court	no			14	4	28.6			
		C	East Gate Community Day	no			2	0	0			

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			Central County Special Education	no	No NCLB Core Academic Classes							
			Far East County Special Education	no	No NCLB Core Academic Classes							
		C2	Floyd Marchus	no			17	9	52.9			
			East County Special Education	no	No NCLB Core Academic Classes							
RELEASED	*Knightsen Elementary*											
	August-06	A	Knightsen Elementary	no			23/24	22/24	95.7/100			
	Lafayette Elementary											
		A	Lafayette Elementary	no			25	24	96			
	Martinez Unified											
		A	John Muir Elementary	no			23	22	95.7			
		A	Las Juntas Elementary	no			17	15	88.2			
		C	Vicente Martinez High	no			25	5	20			
		C	Briones (Alternative)	no			4	0	0			
	Mt. Diablo Unified											
		A	Pine Hollow Middle	no			124	109	87.9			
		B	Riverview Middle	no			164	134	81.7			
		B	Oak Grove Middle	no			159	125	78.6			
		C	Nueva Vista High (Continuation)	no			9	4	44.4			
		C	Sunrise (Special Education)	no			7	4	57.1			
		C2	Gateway High (Continuation)	no			8	2	25			
		C2	El Dorado Middle	no			199	137	68.8			
		C2	Eagle Peak Montessori	no			2	0	0			
	San Ramon Valley Unified											
		C	Monte Vista High	no			447	0	0			
		C	Tassajara Hills Elementary	no			32	0	0			
		C	Sycamore Valley Elementary	no			32	0	0			
		C	Golden View Elementary	no			28	16	57.1			

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		C	Greenbrook Elementary	no			29	18	62.1			
		C	Twin Creeks Elementary	no			25	13	52			
		C	Vista Grande Elementary	no			28	0	0			
		C	San Ramon Valley High	no			417	0	0			
		C2	Windemere Ranch Middle	no			77	4	5.2			
		C2	Iron Horse Middle	no			171	98	57.3			
		C2	California High	no			436	263	60.3			
		C2	Venture (Alternative)	no			16	0	0			
		C2	Coyote Creek Elementary	no			33	23	69.7			
		C2	Del Amigo High (Continuation)	no			16	6	37.5			
		C2	Charlotte Wood Middle	no			211	131	62.1			
		C2	Quail Run Elementary	no			9	5	55.6			
Walnut Creek Elementary												
		A	Walnut Creek Intermediate	no			51	49	96.1			
West Contra Costa Unified												
		A	Vista High (Alternative)	no			18	16	88.9			
		C	Delta Continuation High	no			18	3	16.7			
		C	Lovonya Dejean Middle	no			113	73	64.6			
		C	Crespi Junior High	no			119	69	58			
		C	Stewart Elementary	no			45	30	66.7			
		C	Samuel Gompers Continuation	no			45	20	44.4			
		C	Transition Learning Center	no			11	3	27.3			
		C	Kappa Continuation High	no			21	8	38.1			
		C	Middle College High	no			54	33	61.1			
		C	North Campus Continuation	no			39	18	46.2			
		C	Leadership Public Schools: Richmond	yes			51	29	56.9			
		C	Sigma Continuation High	no			19	0	0			
		C2	Omega Continuation High	no			9	3	33.3			

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		C2	Harbour Way Elem Community Day	no			3	2	66.7			
Del Norte												
	Del Norte County Office Of Education											
		C	Mccarthy Center/Community	no			18	0	0			
		C	Del Norte County Alternative/Opportunity	no			100	0	0			
		C	Del Norte County Community Day	no			1	0	0			
		C	Elk Creek	no			9	0	0			
		C	Bar O	no			36	0	0			
		C	Castle Rock Charter	no			467	0	0			
El Dorado												
	El Dorado County Office Of Education											
		C	Blue Ridge	no			8	2	25			
		C	Charter Community And Extended Day	no			178	71	39.9			
		C2	Charter Transitional Reporting Educational Ce	no			4	2	50			
		C2	Special Education	no			18	10	55.6			
	El Dorado Union High											
		A	Oak Ridge High	no			270	261	96.7			
		A	Ponderosa High	no			294	272	92.5			
		C	Edushd Community Day	no			6	3	50			
RELEASED	*Gold Trail Union Elementary*											
	August-06	C	Sutter's Mill Primary	no			0/12	0/12	0/100			
Fresno												
	Central Unified											
		A	Rio Vista Middle	no			39	35	89.7			
		A	River Bluff Elementary	no			38	37	97.4			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Teague Elementary	no			37	36	97.3			
	Clovis Unified											
		C	Enterprise Alternative	no			252	2	0.8			
		C	Gateway High (Continuation)	no			261	93	35.6			
		C2	Clovis Community Day Secondary	no			63	0	0			
		C2	Harold L. Woods Elementary	no			0	0	0			
	Coalinga-Huron Joint Unified											
		C	Chesnut High (Continuation)	no			4	1	25			
		C	Coalinga-Huron Community Day	no			4	1	25			
		C	Cambridge High	no			4	2	50			
		C2	Coalinga High	no			210	144	68.6			
		C2	Huron Middle	no			29	20	69			
	Firebaugh-Las Deltas Joint Unified											
		B	Firebaugh High	no			147	108	73.5			
		C	Arthur E. Mills Intermediate	no			16	10	62.5			
	Fresno County Office Of Education											
		B	Edison-Bethune Charter Academy	yes			33	28	84.8			
		B	Teilman Community Day	no			38	31	81.6			
		C2	Fresno County Community	no			16	4	25			
		C2	Fresno County Court	no			129	82	63.6			
	Fresno Unified											
		B	Edison High	no			373	293	78.6			
		B	Fresno High	no			442	359	81.2			
		C	Phoenix Elementary Academy Community Day	no			4	0	0			
		C	Roosevelt Continuation	no			26	1	3.8			
		C	Irwin O. Addicot Elementary	no			0	0	0			
		C	Fulton Special Education	no			13	0	0			
		C	Dewolf Continuation High	no			94	46	48.9			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	New Millenium Charter	yes			11	2	18.2			
		C	New Horizon High	no			12	0	0			
		C	Dewolf West High	no			4	0	0			
		C	Florence E. Rata	no			0	0	0			
		C2	Learning	yes			59	25	42.4			
		C2	Design Science Early College High	no			2	0	0			
		C2	Fresno Prep Academy	yes			72	47	65.3			
	Golden Plains Unified											
		C	Tranquillity High	no			19	9	47.4			
		C2	San Joaquin Elementary	no			50	30	60			
	Kings Canyon Joint Unified											
		C	Mountain View (Alternative)	no			45	8	17.8			
	Kingsburg Elementary Charter											
		A	Washington Elementary	no			28	26	92.9			
	Laton Joint Unified											
		A	Laton Elementary	no			21	19	90.5			
	Mendota Unified											
		A	Mccabe Junior High	no			15	13	86.7			
		A	Mccabe Elementary	no			32	29	90.6			
		B	Washington Elementary	no			37	31	83.8			
		C2	Crescent View West Charter	yes			56	32	57.1			
	Parlier Unified											
		B	Mathew J. Brletic Elementary	no			22	17	77.3			
		C2	Crescent View Charter High School	yes			60	32	53.3			
	Raisin City Elementary											
		C	Raisin City Elementary	no			13	9	69.2			
	Riverdale Joint Unified											

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		C	Horizon High	no			1	0	0			
	Sanger Unified											
		C	Community Day	no			39	14	35.9			
		C	Hallmark Charter	no			1117	238	21.3			
		C	Taft High	no			165	0	0			
		C2	Kings River High (Continuation)	no			25	13	52			
	Selma Unified											
		C	Selma Independent	no			7	0	0			
	Washington Union High											
		B	Washington High	no			96	74	77.1			
		C2	Easton Community Day	no			4	0	0			
		C2	Easton Continuation High	no			13	5	38.5			
Glenn												
	Glenn County Office Of Education											
		C	Glenn County Juvenile Court	no			2	1	50			
		C2	Glenn County Special Education	no			23	9	39.1			
		C2	William Finch	no			9	5	55.6			
		C2	Glenn County Alternative/Opportunity	no			5	3	60			
RELEASED	*Plaza Elementary*											
	August-06	B	Plaza Elementary	no			6/6	5/6	83.3/100			
	Princeton Joint Unified											
		A	Princeton Junior-Senior High	no			30	29	96.7			
	Stony Creek Joint Unified											
		B	Elk Creek Junior-Senior High	no			19	15	78.9			

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Humboldt												
	Eureka City Unified											
		B	Catherine L. Zane Middle	no			110	87	79.1			
		B	Winship Middle	no			92	75	81.5			
		B	Lafayette Elementary	no			18	15	83.3			
		C	Cic Program	no			5	0	0			
	Klamath-Trinity Joint Unified											
		B	Hoopa Valley High	no			72	61	84.7			
		B	Hoopa Valley Elementary	no			45	36	80			
		C	Weitchpec Elementary	no			1	0	0			
		C	Captain John Continuation	no			9	1	11.1			
RELEASED	*Northern Humboldt Union High*											
	Released	A	Northern Humboldt Community Day	no			7/6	6/6	85.7/100			
	Southern Humboldt Joint Unified											
	Released	C	Osprey Learning Center	no			3/3	0/3	0/100			
		C	Osprey Learning Center (Alternative)	no			3	0	0			
		C	South Fork Junior - Senior High	no			41	27	65.9			
Imperial												
	Brawley Union High											
		C	Renaissance	no			5	0	0			
		C	Brawley High	no			293	199	67.9			
	Calexico Unified											
		B	Calexico High	no			356	299	84			
		C	De Anza Junior High	no			316	181	57.3			
		C	William Moreno Junior High	no			292	202	69.2			
		C	Aurora High (Continuation)	no			183	60	32.8			
	Calipatria Unified											

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		C	Midway High	no			4	1	25			
		C	Calipatria High	no			70	44	62.9			
		C2	Bill E. Young Jr. Middle	no			34	22	64.7			
	Central Union High											
		B	Central High	no			282	222	78.7			
	Holtville Unified											
		B	Holtville Junior High	no			72	54	75			
		C2	Sam Webb Continuation	no			37	20	54.1			
	Imperial County Office Of Education											
		C	Imperial County Special Education	no			23	0	0			
		C2	Imperial County Juvenile Hall/Community	no			55	37	67.3			
	Meadows Union Elementary											
		C	Meadows Elementary	no			37	16	43.2			
	San Pasqual Valley Unified											
		B	San Pasqual Valley High	no			67	47	70.1			
		C	Bill M. Manes High	no			5	2	40			
Kern												
	Arvin Union Elementary											
		B	Haven Drive Middle	no			47	35	74.5			
		B	Sierra Vista Elementary	no			56	43	76.8			
	Bakersfield City											
		A	Casa Loma Elementary	no			32	28	87.5			
		A	Hort Elementary	no			38	33	86.8			
		A	Mckinley Elementary	no			38	34	89.5			
		B	Cesar E. Chavez Elementary	no			27	21	77.8			
		C2	Rafer Johnson Community Day	no			7	0	0			

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		C2	Three R's Achievement Academy	no			3	2	66.7			
		C2	Washington Middle	no			16	11	68.8			
		C2	Emerson Middle	no			26	18	69.2			
	Fairfax Elementary											
		A	Virginia Avenue Elementary	no			31	30	96.8			
	Fruitvale Elementary											
		A	Discovery Elementary	no			37	34	91.9			
		A	Endeavour Elementary	no			40	39	97.5			
		B	Fruitvale Junior High	no			38	31	81.6			
	General Shafter Elementary											
		A	General Shafter Elementary	no			11	10	90.9			
	Kern County Office Of Education											
		C	Kern County Community	no			146	83	56.8			
		C2	Kern County Special Education	no			101	61	60.4			
		C2	Valley Oaks Charter	no			43	21	48.8			
	Kern Union High											
		B	Nueva Continuation High	no			14	10	71.4			
		C	Golden Valley High	no			367	166	45.2			
		C	Vista West Continuation	no			30	14	46.7			
		C2	East Bakersfield High	no			326	194	59.5			
		C2	Foothill High	no			383	231	60.3			
		C2	North High	no			381	141	37			
		C2	Shafter High	no			212	141	66.5			
		C2	Arvin High	no			396	265	66.9			
		C2	Kern Valley High	no			100	50	50			
		C2	Summit Continuation	no			4	1	25			

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		C2	Special Services/Constellation	no			0	0	0			
		C2	Bakersfield High	no			427	270	63.2			
		C2	Ridgeview High	no			345	219	63.5			
		C2	Stockdale High	no			383	264	68.9			
		C2	West High	no			378	247	65.3			
		C2	Vista High (Continuation)	no			47	20	42.6			
		C2	South High	no			321	103	32.1			
		C2	Able Center High	no			0	0	0			
	Lost Hills Union Elementary											
		C	Lost Hills Elementary	no			16	9	56.3			
		C	A. M. Thomas Middle	no			9	4	44.4			
	Mojave Unified											
		A	California City Middle	no			59	53	89.8			
		C	Red Rock Elementary	no			1	0	0			
		C2	Joshua	no			34	19	55.9			
		C2	Mojave Senior High	no			151	105	69.5			
		C2	Red Rock Community Day	no			1	0	0			
		C2	Mojave Elementary	no			18	10	55.6			
	Richland Union Elementary											
		B	Redwood Elementary	no			34	28	82.4			
	Tehachapi Unified											
		A	Tehachapi High	no			203	198	97.5			
	Vineland Elementary											
		B	Vineland Elementary	no			25	21	84			
	Wasco Union High											
		A	Wasco High	no			278	247	88.8			

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		C	Independence High (Continuation)	no			11	6	54.5			
Kings												
	Armona Union Elementary											
		A	Armona Elementary	no			25	23	92			
		B	Parkview Middle	no			69	57	82.6			
	Corcoran Joint Unified											
		A	Bret Harte Elementary	no			28	26	92.9			
		A	John C. Fremont Elementary	no			26	23	88.5			
		A	Corcoran High	no			121	104	86			
	Hanford Elementary											
		C	Woodrow Wilson Junior High	no			124	64	51.6			
		C2	John F. Kennedy Junior High	no			120	79	65.8			
	Kings County Office Of Education											
		C	Kings County Special Education	no			70	39	55.7			
	Lemoore Union High											
		C	Jamison (Donald C.) High (Continuation)	no			15	9	60			
	Reef-Sunset Unified											
		A	Kettleman City Elementary	no			15	13	86.7			
Lake												
	Kelseyville Unified											
		C	Kelseyville Community Day	no			5	0	0			
		C2	Kelseyville High	no			108	6	5.6			
	Konocti Unified											
		A	Burns Valley Elementary	no			19	17	89.5			

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		C	Oak Hill Middle	no			95	65	68.4			
		C	Richard H. Lewis Alternative	no			0	0	0			
		C	Lower Lake High	no			119	58	48.7			
		C2	Genesis High	no			0	0	0			
		C2	Carle (William C.) High (Continuation)	no			26	18	69.2			
	Lake County Office Of Education											
		C	Renaissance Court	no			8	4	50			
		C	Redbud Community	no			16	4	25			
		C2	Clearlake Community	no			9	6	66.7			
	Middletown Unified											
		C	Loconoma Valley High	no			1	0	0			
	Upper Lake Union High											
		C	Upper Lake High	no			53	0	0			
		C	Clover Valley High (Continuation)	no			1	0	0			
			Upper Lake Community Day	no			1	0	0			
Lassen												
	Big Valley Joint Unified											
		B	Big Valley High	no			25	20	80			
		C	Gateway High (Continuation)	no			4	2	50			
	Lassen Union High											
		B	Lassen Community Day	no			25	20	80			
	Lassen Union High											
		C2	Diamond Mountain Charter High	no			12	8	66.7			
Los Angeles												
	ABC Unified											

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		C	Richard Gahr High	no			311	65	20.9			
		C	Gretchen Whitney High	no			174	38	21.8			
		C	Carmenita Middle	no			130	23	17.7			
		C	Pharis F. Fedde Middle	no			96	23	24			
		C	Pliny Fisk Haskell Middle	no			106	23	21.7			
		C	Martin B. Tetzlaff Middle	no			110	24	21.8			
		C	Tracy (Wilbur) High (Continuation)	no			80	15	18.8			
		C	Artesia High	no			290	68	23.4			
		C	Cerritos High	no			347	82	23.6			
		C	Faye Ross Middle	no			119	25	21			
	Antelope Valley Union High											
		A	Littlerock High	no			308	284	92.2			
		A	Lancaster High	no			401	373	93			
		A	Highland High	no			417	396	95			
		A	Quartz Hill High	no			429	410	95.6			
		A	Palmdale High	no			397	374	94.2			
		A	William J. 'pete' Knight High	no			223	214	96			
		A	R. Rex Parris High	no			73	63	86.3			
		A	Antelope Valley High	no			334	318	95.2			
		B	Desert Winds Continuation High	no			96	72	75			
		C	Desert Pathways	no			36	0	0			
		C2	Desert Sands Charter	yes			144	95	66			
		C2	Day	no			0	0	0			
	Baldwin Park Unified											
		A	Central Elementary	no			36	35	97.2			
		A	Vineland Elementary	no			46	43	93.5			
		A	Tracy Elementary	no			34	33	97.1			
		A	Kenmore Elementary	no			34	32	94.1			
		A	Ernest R. Geddes Elementary	no			41	40	97.6			
		A	Deanza Elementary	no			40	38	95			
		A	Foster Elementary	no			38	33	86.8			
		C	Baldwin Park Alternative	no			0	0	0			
	Bellflower Unified											
		A	Thomas Jefferson Elementary	no			34	31	91.2			

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		A	Washington Elementary	no			44	43	97.7			
		A	Bellflower Usd Intensive Learning Center	no			37	36	97.3			
		A	Ernie Pyle Elementary	no			29	27	93.1			
		A	Esther Lindstrom Elementary	no			39	38	97.4			
		A	Ramona Elementary	no			37	35	94.6			
	Beverly Hills Unified											
		A	Hawthorne Elementary	no			89	84	94.4			
		A	Beverly Hills High	no			421	409	97.1			
		C2	Moreno High (Continuation)	no			3	2	66.7			
	Bonita Unified											
		C	Vista (Alternative)	no			83	0	0			
		C2	Chaparral High (Continuation)	no			34	5	14.7			
	Castaic Union Elementary											
		A	Castaic Elementary	no			43	41	95.3			
		A	Live Oak Elementary	no			38	35	92.1			
	Claremont Unified											
		C	Community Day	no			41	9	22			
		C2	San Antonio High (Continuation)	no			44	14	31.8			
	Compton Unified											
		B	Bunche Middle	no			109	83	76.1			
		B	Mayo Elementary	no			31	23	74.2			
		B	Foster Elementary	no			34	25	73.5			
		B	Rosecrans Elementary	no			26	20	76.9			
		B	Emerson Elementary	no			35	25	71.4			
		B	Jefferson Elementary	no			29	22	75.9			
		B	Mckinley Elementary	no			23	17	73.9			
		B	Ralph Bunche Elementary	no			21	16	76.2			

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		B	Martin Luther King Elementar	no			33	27	81.8			
		B	Lincoln Elementary	no			21	16	76.2			
		B	Dickison Elementary	no			39	29	74.4			
		C	Frances Willard Elementary	no			19	12	63.2			
		C	Laurel Street Elementary	no			23	16	69.6			
		C	Roosevelt Elementary	no			55	38	69.1			
		C	Washington Elementary	no			28	16	57.1			
		C	Tibby Elementary	no			24	15	62.5			
		C	Ronald E. Mcnair Elementary	no			20	13	65			
		C	Bursch Elementary	no			22	12	54.5			
		C	Compton Community Day Middle	no			0	0	0			
		C	Thurgood Marshall	no			0	0	0			
		C	Compton Community Day High	no			0	0	0			
		C	Harriet Tubman High	no			0	0	0			
		C	Cesar Chavez Continuation High	no			147	96	65.3			
		C	Dominguez High	no			950	627	66			
		C	Compton High	no			637	438	68.8			
		C	Centennial High	no			487	297	61			
		C	Roosevelt Middle	no			156	88	56.4			
		C	Walton Middle	no			87	57	65.5			
		C	Willowbrook Middle	no			68	27	39.7			
		C	Whaley Middle	no			250	163	65.2			
		C	Caldwell Street Elementary	no			15	8	53.3			
		C	Vanguard Learning Center	no			77	29	37.7			
		C	Anderson Elementary	no			28	19	67.9			
		C2	Davis Middle	no			193	126	65.3			
Downey Unified												
		A	Warren High	no			539	502	93.1			
Duarte Unified												
		A	Beardslee Elementary	no			22	20	90.9			
Eastside Union Elementary												

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		B	Tierra Bonita North Elementary	no			31	24	77.4			
		B	Eastside Elementary	no			38	30	78.9			
	El Monte City Elementary											
	August-06	C	Byron E. Thompson Elementary	no			16/15	4/15	25/100			
		C	Durfee Elementary	no			93	48	51.6			
		C	Rio Hondo Elementary	no			104	53	51			
	August-06	C2	Thompson Elementary (Oh)	no			5/9	0/9	0/100			
	El Rancho Unified											
		B	Rio Vista Elementary	no			20	14	70			
		B	Mary E. Meller Elementary	no			25	19	76			
		C	Ruben Salazar Continuation	no			116	51	44			
		C2	Rivera Middle	no			189	121	64			
		C2	North Park Middle	no			169	87	51.5			
	Glendale Unified											
		C	College View Center	no			9	0	0			
		C	Jewel City Community Day	no			6	3	50			
	Gorman Elementary											
		B	Lifeline Education Charter	yes			8	6	75			
		C2	Gorman Elementary	no			3	0	0			
	Hawthorne Elementary											
		B	Prairie Vista Middle	no			192	150	78.1			
		C2	Hawthorne Middle	no			153	101	66			
		C2	Bud Carson Middle	no			135	90	66.7			
	La Canada Unified											
		C	Foothills (Special Education)	no			5	0	0			

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	Lancaster Elementary											
		B	Crossroads Community Day	no			4	3	75			
	Long Beach Unified											
		A	Rogers Middle	no			129	119	92.2			
		A	Hamilton Middle	no			204	186	91.2			
		A	Cubberley Elementary	no			98	93	94.9			
		A	Sutter Elementary	no			133	129	97			
		A	Wilson High	no			852	824	96.7			
		C2	Community Day	no			3	2	66.7			
	Los Angeles County Office Of Education											
		A	International Polytechnic High	no			30	28	93.3			
		C	Los Angeles County Special Education	no			325	57	17.5			
		C	Soledad Enrichment Action	no			47	25	53.2			
	Los Angeles Unified											
		A	Para Los Ninos Charter	yes			10	9	90			
		A	San Fernando Senior High	no			662	569	86			
		B	Edwin Markham Middle	no			254	194	76.4			
		B	Arco Iris Primary Center	no			12	9	75			
		B	Johnnie Cochran, Jr., Middle	no			248	191	77			
		B	Coliseum Street Elementary	no			20	14	70			
		B	Playa Del Rey Elementary	no			15	12	80			
		B	Samuel Gompers Middle	no			261	193	73.9			
		B	John A. Sutter Middle	no			223	173	77.6			
		B	Daniel Webster Middle	no			159	114	71.7			
		B	David Wark Griffith Middle	no			355	273	76.9			
		B	Phineas Banning Senior High	no			459	369	80.4			
		B	Carson Senior High	no			486	389	80			
		B	Chatsworth Senior High	no			401	332	82.8			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	Valley Alternative Magnet	no			60	42	70			
		B	Mt. Lukens Continuation	no			12	9	75			
		B	Stella Middle Charter Academy	yes			50	42	84			
		B	Grover Cleveland High	no			574	438	76.3			
		B	Magnolia Science Academy	yes			69	49	71			
		C	Foshay Learning Center	no			608	374	61.5			
		C	Community Charter Middle	yes			50	14	28			
		C	Ernest P. Willenberg Special Education Center	no			0	0	0			
		C	Marlton	no			10	0	0			
		C	Macarthur Park Primary Center	no			18	9	50			
		C	Berenece Carlson Home Hospital	no			268	54	20.1			
		C	Ellen Ochoa Learning Center	no			129	29	22.5			
		C	James J. Mcbride Special Education Center	no			0	0	0			
		C	Sophia T. Salvin Special Education Center	no			34	16	47.1			
		C	Tri-C Community Day	no			64	12	18.8			
		C	Del Rey Continuation	no			15	9	60			
		C	Evergreen Continuation	no			16	7	43.8			
		C	Susan Miller Dorsey Senior High	no			294	193	65.6			
		C	John R. Wooden High	no			16	10	62.5			
		C	Pueblo De Los Angeles Continuation	no			17	0	0			
		C	San Antonio Continuation	no			16	2	12.5			
		C	Temescal Canyon Continuation	no			10	5	50			
		C	Whitney Young Continuation	no			18	12	66.7			
		C	Monterey Continuation	no			19	7	36.8			
		C	Central Continuation	no			98	22	22.4			
		C	Benjamin Banneker Special Education Center	no			0	0	0			
		C	William Tell Aggeler Opportunity High	no			8	3	37.5			
		C	Citylife Downtown Charter School	yes			40	20	50			

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		C	Simon Rodia Continuation	no			14	0	0			
		C	Amelia Earhart Continuation	no			14	0	0			
		C	Moneta Continuation	no			12	4	33.3			
		C	Stoney Point Continuation	no			14	4	28.6			
		C	Highland Park Continuation	no			11	7	63.6			
		C	Miguel Leonis Continuation	no			10	3	30			
		C	Robert H. Lewis Continuation	no			9	6	66.7			
		C	Jack London Continuation	no			13	2	15.4			
		C	Metropolitan Continuation	no			67	22	32.8			
		C	Mission Continuation	no			15	9	60			
		C	Eagle Tree Continuation	no			15	8	53.3			
		C	George S. Patton Continuation	no			12	5	41.7			
		C	Indian Springs Continuation	no			13	5	38.5			
		C	Sojourner Truth Continuation	no			5	3	60			
		C	Kirk Douglas Continuation	no			11	7	63.6			
		C	Diane S. Leichman Special Education Center	no			47	1	2.1			
		C	Frank D. Lanterman	no			0	0	0			
		C	Whitman Continuation	no			21	9	42.9			
		C	Avalon Continuation	no			19	5	26.3			
		C	Owensmouth Continuation	no			14	7	50			
		C	Cornerstone Prep Charter	yes			34	21	61.8			
		C	Boyle Heights Continuation	no			14	5	35.7			
		C	David Starr Jordan Senior High	no			352	202	57.4			
		C	Alain Leroy Locke Senior High	no			471	322	68.4			
		C	Ramona Opportunity High	no			36	11	30.6			
		C	Joseph Pomeroy Widney High	no			13	1	7.7			
		C	City Of Angels	no			377	247	65.5			
		C	Community Harvest Charter	yes			15	5	33.3			
		C	CDS Secondary	no			98	20	20.4			

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		C	Avalon Gardens Elementary	no			15	9	60			
		C	Fred E. Lull Special Education Center	no			0	0	0			
		C	Charles Leroy Lowman Special Education Center	no			0	0	0			
		C	Frances Blend Special Education Center	no			13	6	46.2			
		C	Joaquin Miller High	no			2	0	0			
		C2	Valley View Elementary	no			12	8	66.7			
		C2	Dena New Primary Center	no			8	4	50			
		C2	Los Angeles New Primary Center #5	no			9	6	66.7			
		C2	Center	no			20	9	45			
		C2	Washington New Primary Center #1	no			12	7	58.3			
		C2	Harvard Elementary	no			22	15	68.2			
		C2	Weigand Avenue Elementary	no			26	17	65.4			
		C2	South La Area New High #1	no			274	154	56.2			
		C2	Kingsley Elementary	no			26	17	65.4			
		C2	Olympic Primary Center	no			14	7	50			
		C2	Alternative Education	no			0	0	0			
		C2	High Tech High	no			60	29	48.3			
		C2	Day	no			8	4	50			
		C2	Community Day	no			35	24	68.6			
		C2	Aggeler Community Day	no			52	17	32.7			
		C2	Johnson Community Day	no			36	22	61.1			
		C2	Middle	no			381	258	67.7			
		C2	Harbor Teacher Preparation Academy	no			36	25	69.4			
		C2	Jane Addams Continuation	no			14	0	0			
		C2	South East High	no			181	126	69.6			
		C2	Middle College High	no			55	38	69.1			
		C2	Zane Grey Continuation	no			31	10	32.3			
		C2	Harmony Elementary	no			46	28	60.9			
		C2	View Park Continuation	no			14	9	64.3			
		C2	Harold Mcalister High (Opportunity)	no			48	26	54.2			
		C2	Thomas Riley High	no			28	19	67.9			
		C2	Angel's Gate (Continuation)	no			10	6	60			
		C2	Independence Continuation	no			18	5	27.8			
		C2	Phoenix Continuation	no			15	4	26.7			
		C2	Aldama Elementary	no			37	25	67.6			
		C2	Cheviot Hills Continuation	no			9	6	66.7			

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		C2	Los Angeles Academy Of Arts & Enterprise Char	yes			3	2	66.7			
		C2	Will Rogers Continuation	no			18	8	44.4			
		C2	Pio Pico Elementary	no			159	99	62.3			
		C2	Henry David Thoreau Continuation	no			9	6	66.7			
		C2	Elementary	no			36	23	63.9			
		C2	Unlimited	no			72	42	58.3			
		C2	Southeast Area New Learning Center	no			87	60	69			
		C2	South Gate New Elementary #6	no			27	17	63			
		C2	Charles Maclay Middle	no			159	109	68.6			
		C2	Robert A. Millikan Middle	no			257	158	61.5			
		C2	C. Morley Sellery Special Education Center	no			11	5	45.5			
		C2	Sven Lokrantz Special Education Center	no			26	16	61.5			
		C2	Sun Valley Middle	no			522	353	67.6			
		C2	Albert Einstein Continuation	no			12	4	33.3			
		C2	Animo South Los Angeles Charter	yes			9	6	66.7			
		C2	Elementary	no			65	41	63.1			
		C2	South Park Elementary	no			59	34	57.6			
		C2	Thirty-Second Street Usc Performing Arts	no			154	84	54.5			
		C2	Topanga Learn-Charter Elementary	no			16	11	68.8			
		C2	Community	no			50	8	16			
		C2	Ninety-Second Street Elementary	no			49	33	67.3			
		C2	Ca Academy For Liberal Studies Early College	yes			52	24	46.2			
		C2	Camino Nuevo High School Charter	yes			49	29	59.2			
		C2	Harrison Street Elementary	no			64	29	45.3			
		C2	Charter	yes			8	5	62.5			
		C2	Elementary	no			26	18	69.2			
		C2	Southern California School Of Arts And Scienc	yes			32	21	65.6			
		C2	Community Charter Early College High	yes			65	43	66.2			
		C2	View Park Preparatory Accelerated Charter Mid	yes			0	0	0			
		C2	Our Community Charter	yes			0	0	0			
		C2	Los Angeles Leadership Academy	yes			52	28	53.8			

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		C2	Lakeview Charter Academy	yes			20	5	25			
		C2	Port Of Los Angeles High	yes			34	15	44.1			
		C2	Milagro Charter	yes			7	4	57.1			
		C2	Continuation	no			13	7	53.8			
		C2	Opportunities Unlimited Charter High	yes			25	15	60			
		C2	Nevin Avenue Elementary	no			47	31	66			
		C2	#1	no			29	19	65.5			
		C2	Elementary	no			25	15	60			
		C2	Clifford Street Elementary	no			12	8	66.7			
		C2	Elementary	no			25	16	64			
		C2	Tom Bradley Environmental Science And Humanit	no			30	20	66.7			
		C2	Elizabeth Learning Center	no			144	97	67.4			
		C2	Farmdale Elementary	no			40	25	62.5			
		C2	Hillside Elementary	no			26	18	69.2			
		C2	Marvin Elementary	no			51	33	64.7			
		C2	Seventy-Fifth Street Elementary	no			80	52	65			
		C2	Elementary	no			66	46	69.7			
		C2	Martin Luther King Jr. Elementary	no			46	27	58.7			
		C2	Elementary	no			32	22	68.8			
		C2	Washington Irving Middle	no			225	145	64.4			
		C2	Elementary	no			60	39	65			
		C2	Wilshire Crest Elementary	no			35	24	68.6			
		C2	One Hundred Twenty-Second Street Elementary	no			44	26	59.1			
		C2	Park Avenue Elementary	no			39	27	69.2			
		C2	Elementary	no			63	43	68.3			
		C2	Purche Avenue Elementary	no			32	22	68.8			
		C2	Ocean Charter School	yes			11	4	36.4			
		C2	Melrose Avenue Elementary	no			16	11	68.8			
		C2	Elementary	no			25	15	60			
		C2	Magnet	no			70	35	50			
		C2	Ann Street Elementary	no			12	6	50			
		C2	Charles Drew Middle	no			352	236	67			
	Lynwood Unified											
		A	Lugo Elementary	no			21	19	90.5			
		A	Mark Twain Elementary	no			28	25	89.3			
		B	Wilson Elementary	no			35	29	82.9			

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		B	Rosa Parks Elementary	no			24	19	79.2			
	Manhattan Beach Unified											
		A	Mira Costa High	no			389	371	95.4			
		A	Manhattan Beach Middle	no			290	275	94.8			
	Monrovia Unified											
		B	Canyon Oaks High	no			30	22	73.3			
	Norwalk-La Mirada Unified											
		C	Reginald M. Benton Middle	no			26	16	61.5			
	Palos Verdes Peninsula Unified											
		B	Soleado Elementary	no			20	16	80			
	Pomona Unified											
		A	Alcott Elementary	no			47	42	89.4			
		A	Fremont Middle	no			148	127	85.8			
		A	Decker Elementary	no			28	27	96.4			
		A	C. Joseph Barfield Elementary	no			33	32	97			
		A	Madison Elementary	no			39	37	94.9			
		A	Lexington Elementary	no			35	32	91.4			
		A	Kingsley Elementary	no			38	34	89.5			
		A	Harrison Elementary	no			28	27	96.4			
		A	Diamond Point Elementary	no			22	21	95.5			
		A	Philadelphia Elementary	no			43	41	95.3			
		A	Mendoza Elementary	no			21	19	90.5			
		B	Diamond Ranch High	no			344	289	84			
		B	Park West High (Continuation)	no			71	55	77.5			
		B	Ganesha Senior High	no			322	263	81.7			
		C	Pomona Community Day	no			0	0	0			

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	San Gabriel Unified											
		C	Del Mar High	no			16	2	12.5			
	Santa Monica-Malibu Unified											
		A	Lincoln Middle	no			196	175	89.3			
		A	John Adams Middle	no			208	198	95.2			
	SBE - Animo Inglewood Charter											
		B	Animo Inglewood Charter High	yes			20	16	80			
	Sulphur Springs Union Elementary											
		A	Leona H. Cox Community Elementary	no			27	25	92.6			
		A	Valley View Elementary	no			44	42	95.5			
	Temple City Unified											
		A	Emperor Elementary	no			31	28	90.3			
		A	Oak Avenue Intermediate	no			162	150	92.6			
		C	Temple City Alternative	no			2	0	0			
		C	Temple City Community Learning Centre (Contin	no			2	0	0			
	Torrance Unified											
		A	South High	no			349	319	91.4			
		B	Calle Mayor Middle	no			96	81	84.4			
	Westside Union Elementary											
		B	Hillview Middle	no			28	22	78.6			
	Whittier City Elementary											
		A	Daniel Phelan Elementary	no			27	25	92.6			
		B	Walter F. Dexter Middle	no			290	234	80.7			
		B	Christian Sorensen Elementary	no			28	23	82.1			
		C2	Wallen L. Andrews Elementary	no			21	13	61.9			

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	Whittier Union High											
		A	La Serna High	no			391	374	95.7			
		C	Sierra Vista High (Alternative)	no			12	3	25			
	William S. Hart Union High											
		A	Sierra Vista Junior High	no			230	207	90			
		A	Canyon High	no			393	339	86.3			
	Wilsona Elementary											
		B	Wilsona Elementary	no			29	21	72.4			
	Wiseburn Elementary											
		A	Juan Cabrillo Elementary	no			22	21	95.5			
		A	Peter Burnett Elementary	no			17	16	94.1			
		A	Richard Henry Dana Middle	no			27	25	92.6			
Madera												
	Chawanakee Unified											
		C	Chawanakee Academy	no			15	10	66.7			
		C2	Cedar Continuation High	no			4	0	0			
	Chowchilla Elementary											
		A	Wilson Middle	no			25	24	96			
	Madera County Office Of Education											
		C	Discovery Secondary	no			4	0	0			
		C	Pioneer Technical Center	no			29	14	48.3			
		C2	Enterprise Secondary	no			20	6	30			
		C2	Madera County Special Education	no			120	79	65.8			
	Madera Unified											
		C	Mountain Vista High (Continuation)	no			90	22	24.4			

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		C	Furman (Duane E.) High (Alternative)	no			183	76	41.5			
		C2	Ripperdan High	no			39	16	41			
		C2	Madera High North	no			659	453	68.7			
	Yosemite Joint Union High											
		C	Ahwahnee High	no			1	0	0			
		C	Raymond Granite High	no			1	0	0			
		C	Foothill High (Alternative)	no			3	0	0			
		C	Evergreen High	no			4	0	0			
		C2	Mountain View High (Continuation)	no			2	0	0			
Marin												
	Marin County Office Of Education											
		C	Phoenix Academy	no			5	2	40			
		C2	Marin County Juvenile Hall/Community	no			9	5	55.6			
RELEASED	*Mill Valley Elementary*											
August-06		C	Strawberry Point	no			15/19	10/19	66.7/100			
	Reed Union Elementary											
		A	Del Mar Intermediate	no			20	18	90			
	San Rafael City Elementary											
		B	Gallinas Elementary	no			45	34	75.6			
		C	James B. Davidson Middle	no			105	43	41			
		C2	San Pedro Elementary	no			18	12	66.7			
	San Rafael City High											
		B	Terra Linda High	no			180	128	71.1			
		B	San Rafael High	no			175	123	70.3			
RELEASED	*Tamalpais Union High*											
August-06		A	San Andreas High (Continuation)	no			33/30	29/30	87.9/100			

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Mariposa												
	Mariposa County Unified											
		C	Mariposa County Independent Learning	no			14	1	7.1			
		C	Coulterville High	no			10	3	30			
		C	Yosemite Park High	no			10	5	50			
Mendocino												
RELEASED	*Fort Bragg Unified*											
August-06		C	Shelter Cove	no			1/1	0/1	0/100			
	Laytonville Unified											
		C	Laytonville Community Day	no			2	1	50			
	Mendocino County Office Of Education											
		C	West Hills Juvenile Hall Court	no			33	22	66.7			
		C	Mendocino County Community	no			24	11	45.8			
	Round Valley Unified											
		C	Eel River Charter	yes			3	2	66.7			
	Ukiah Unified											
		A	Calpella Elementary	no			17	16	94.1			
	Willits Unified											
		C	Willits Community Day	no			6	1	16.7			
Merced												
	Delhi Unified											
		B	Delhi High	no			102	84	82.4			
		C	Shattuck Educational Park Continuation	no			9	2	22.2			
	Dos Palos Oro Loma Joint Unified											
		C	Bryant Middle	no			135	54	40			

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		C	Dos Palos High	no			169	91	53.8			
		C	Westside High	no			15	7	46.7			
	Gustine Unified											
		A	Gustine High	no			93	81	87.1			
		C2	Gustine Community Day	no			0	0	0			
	Le Grand Union Elementary											
		A	Le Grand Elementary	no			20	19	95			
	Merced County Office Of Education											
		C	Valley Los Banos Community Day	no			17	6	35.3			
		C	Valley Community	no			64	25	39.1			
		C2	Valley Livingston Community Day	no			10	0	0			
		C2	Merced County Juvenile Hall/Community	no			23	2	8.7			
		C2	Valley Community Day (7-12)	no			13	4	30.8			
		C2	Valley Atwater Community Day	no			19	13	68.4			
		C2	Merced Union High School District Community D	no			0	0	0			
	Merced Union High											
		B	Livingston High	no			192	155	80.7			
		B	Golden Valley High	no			400	313	78.3			
		C	Yosemite High (Continuation)	no			35	8	22.9			
		C	Buhach Colony High	no			169	111	65.7			
	Planada Elementary											
		A	Planada Elementary	no			26	24	92.3			
Modoc												
	Surprise Valley Joint Unified											
		B	Surprise Valley High	no			17	13	76.5			
		C	Great Basin High (Continuation)	no			4	1	25			

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Mono												
	Mono County Office Of Education											
		C	Mammoth Community Day	no			4	2	50			
		C	Mono County Juvenile Hall/Community	no			4	2	50			
Monterey												
	Alisal Union Elementary											
		A	Cesar Chavez Elementary	no			28	27	96.4			
		A	Dr. Martin Luther King, Jr. Elementary	no			18	17	94.4			
		A	Alisal Community	no			28	27	96.4			
		B	Frank Paul Elementary	no			26	22	84.6			
	Gonzales Unified											
		A	La Gloria Elementary	no			45	43	95.6			
		C	Somavia High	no			4	2	50			
	Greenfield Union Elementary											
		B	Cesar Chavez Elementary	no			19	16	84.2			
		B	Oak Avenue Elementary	no			27	22	81.5			
		C	Vista Verde Middle	no			165	107	64.8			
		C2	Greenfield Elementary	no			23	16	69.6			
	King City Joint Union High											
		A	King City High	no			167	143	85.6			
		B	Greenfield High	no			155	113	72.9			
		C	Ventana High (Continuation)	no			6	1	16.7			
	King City Union Elementary											
		B	San Lorenzo Middle	no			249	178	71.5			
	Monterey County Office Of Education											

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Salinas Community	no			55	26	47.3			
		C2	Wellington M. Smith, Jr.	no			33	16	48.5			
	Monterey Peninsula Unified											
		A	Marina Del Mar Elementary	no			14	12	85.7			
		A	Del Rey Woods Elementary	no			24	22	91.7			
		A	Marina Vista Elementary	no			18	16	88.9			
		A	La Mesa Elementary	no			24	21	87.5			
		B	Ord Terrace Elementary	no			27	20	74.1			
		B	Seaside High	no			240	180	75			
		B	J. C. Crumpton Elementary	no			24	20	83.3			
		C	Los Arboles Middle	no			132	73	55.3			
		C	Roger S. Fitch Middle	no			139	91	65.5			
		C	Monterey High	no			229	145	63.3			
		C	Central Coast High	no			62	39	62.9			
		C2	Martin Luther King	no			138	66	47.8			
		C2	Walter Colton	no			94	57	60.6			
	North Monterey County Unified											
		A	Central Bay High (Continuation)	no			27	25	92.6			
		C2	North Monterey County High	no			136	9	6.6			
		C2	North Monterey County Middle	no			116	23	19.8			
	Salinas City Elementary											
		A	Los Padres Elementary	no			29	26	89.7			
		A	Laurel Wood Elementary	no			22	21	95.5			
		B	Natividad Elementary	no			29	24	82.8			
		B	Roosevelt Elementary	no			24	19	79.2			
		B	Sherwood Elementary	no			31	24	77.4			
	Salinas Union High											
		C	Washington Middle	no			0	0	0			
		C	Harden Middle	no			0	0	0			

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		C	North Salinas High	no			0	0	0			
		C	La Paz Middle	no			0	0	0			
		C	Community Day	no			0	0	0			
		C	Mount Toro High	no			0	0	0			
		C	Salinas High	no			0	0	0			
		C	El Sausal Middle	no			0	0	0			
		C2	Alisal High	no			0	0	0			
		C2	Everett Alvarez High	no			0	0	0			
	Santa Rita Union Elementary											
		A	Gavilan View Middle	no			198	183	92.4			
		A	La Joya Elementary	no			20	18	90	19/19		
		B	Santa Rita Elementary	no			25	21	84	25/24		
Napa												
	Napa County Office Of Education											
		C	Napa County Community	no			40	20	50			
		C2	Napa County Juvenile Hall/Court Schools	no			14	8	57.1			
	Napa Valley Unified											
		A	Valley Oak High	no			27	26	96.3			
		A	American Canyon Middle	no			31	27	87.1			
		B	New Technology High	no			30	25	83.3			
		C	Steps To Success	no			Closed					
		C2	Napa Valley Alternative	no			5	3	60			
		C2	Archways Community Day	no			0	0	0			
Nevada												
	Nevada Joint Union High											
		C	Pioneer High (Continuation)	no			1	0	0			
		C	Sierra Foothill High (Continuation)	no			38	17	44.7			
		C	Sierra Mountain High	no			19	11	57.9			
		C	Nevada Union Technical High (Continuation)	no			9	5	55.6			

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		C2	Earle Jamieson High	no			13	7	53.8			
	Ready Springs Union Elementary											
		B	Vantage Point Charter	no			5	4	80			
Orange												
	Anaheim Union High											
		A	Anaheim High	no			373	319	85.5			
		A	Orangeview Junior High	no			247	236	95.5			
		A	South Junior High	no			297	255	85.9			
		B	Lexington Junior High	no			180	141	78.3			
		C	Anaheim Community Day	no			20	4	20			
		C2	Polaris High (Alternative)	no			3	0	0			
		C2	Gilbert High (Continuation)	no			198	117	59.1			
	Capistrano Unified											
		A	San Juan Elementary	no			29	28	96.6			
		A	Marian Bergeson Elementary	no			30	29	96.7			
		A	Capistrano Valley High	no			1442	1308	90.7			
		A	Palisades Elementary	no			30	27	90			
		A	Barcelona Hills Elementary	no			31	30	96.8			
		A	Castille Elementary	no			37	35	94.6			
		A	Truman Benedict Elementary	no			36	35	97.2			
		A	Dana Hills High	no			1145	1043	91.1			
		A	Clarence Lobo Elementary	no			32	29	90.6			
		A	Richard Henry Dana Elementary	no			19	18	94.7			
		A	Viejo Elementary	no			31	30	96.8			
		A	George White Elementary	no			44	43	97.7			
		A	Elementary/Special Education	no			34	32	94.1			
		A	Aliso Viejo Middle	no			265	236	89.1			
		A	Wagon Wheel Elementary	no			49	48	98			
		A	Bernice Ayer Middle	no			185	166	89.7			

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		A	Don Juan Avila Elementary	no			33	30	90.9			
		A	Ladera Ranch Middle	no			189	166	87.8			
		A	Las Flores Middle	no			290	259	89.3			
		A	Tijeras Creek Elementary	no			35	34	97.1			
		A	Vista Del Mar Middle	no			131	118	90.1			
		A	Carl H. Hankey Elementary	no			27	26	96.3			
		A	Arroyo Vista Elementary	no			80	78	97.5			
		B	Aliso Niguel High	no			604	506	83.8			
		B	Newhart Middle	no			405	312	77			
		B	Shorecliffs Middle	no			218	185	84.9			
		B	Don Juan Avila Middle	no			249	201	80.7			
		B	Marco Forster Middle	no			336	254	75.6			
		C	Junipero Serra High	no			135	7	5.2			
		C2	Bridges Community Day	no			1	0	0			
	Centralia Elementary											
		A	Buena Terra Elementary	no			16	15	93.8			
		A	Glen H. Dysinger Sr. Elementary	no			20	19	95			
	Fullerton Elementary											
		A	Ladera Vista Junior High	no			248	242	97.6			
		A	Sunset Lane Elementary	no			33	31	93.9			
	Fullerton Joint Union High											
		C	La Sierra High (Alternative)	no			93	52	55.9			
	Garden Grove Unified											
		A	Los Amigos High	no			86	79	91.9			
		A	Santiago High	no			84	78	92.9			
		B	Stephen R. Fitz Intermediate	no			34	25	73.5			
		B	Donald S. Jordan Intermediate	no			28	22	78.6			
		B	Izaak Walton Intermediate	no			28	22	78.6			
		B	James Irvine Intermediate	no			33	28	84.8			

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		B	Leroy L. Doig Intermediate	no			31	23	74.2			
		B	Sarah Mcgarvin Intermediate	no			24	18	75			
		B	Alamitos Intermediate	no			34	24	70.6			
		C	Lincoln High Continuation	no			0	0	0			
		C	Hilton D. Bell Intermediate	no			29	19	65.5			
		C	Dr. Walter C. Ralston Intermediate	no			23	16	69.6			
		C	Marie L. Hare High	no			16	9	56.3			
		C2	Jordan Secondary Learning Center	no			6	0	0			
		C2	Mark Twain Special Center	no			10	0	0			
	Huntington Beach Union High											
		A	Huntington Beach High	no			441	405	91.8			
		A	Marina High	no			443	394	88.9			
		B	Valley Vista High (Continuation)	no			201	146	72.6			
		B	Coast High	no			58	43	74.1			
		C	Hbuhsd Community Day	no			33	13	39.4			
	Irvine Unified											
		A	South Lake Middle	no			82	77	93.9			
		C2	Alternative Education-San Joaquin	no			11	3	27.3			
	La Habra City Elementary											
		A	El Cerrito Elementary	no			28	27	96.4			
		A	Imperial Middle	no			132	114	86.4			
		A	Washington Middle	no			132	114	86.4			
	Magnolia Elementary											
		B	Jonas E. Salk Elementary	no			42	33	78.6			
	Newport-Mesa Unified											
		A	Sonora Elementary	no			24	22	91.7			
	Ocean View											
		A	Marine View Middle	no			34	33	97.1			

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	Placentia-Yorba Linda Unified											
		A	Morse Avenue Elementary	no			25	24	96			
	Santa Ana Unified											
	August-06	A	John F. Kennedy Elementary	no			37/36	34/36	91.9/100			
		A	Orange County High School Of The Arts	yes			203	186	91.6			
	August-06	A	Thomas A. Edison Elementary	no			34/31	30/30	88.2/97			
	August-06	A	Fremont Elementary	no			40/43	35/42	87.5/98			
	August-06	A	Theodore Roosevelt Elementary	no			32/32	28/32	87.5/100			
	August-06	A	Wilson Elementary	no			38/36	34/36	89.5/100			
	August-06	A	Lydia Romero-Cruz Elementary	no			17/12	16/12	94.1/100			
		B	Sierra Intermediate	no			126	99	78.6			
		C	Nova Academy	yes			8	5	62.5			
		C	Albor Charter	yes			62	41	66.1			
		C2	Orange County Educational Arts Academy	yes			0	0	0			
		C2	Segerstrom High	no			0	0	0			
	August-06	C2	Manuel Esqueda Elementary	no			0/22	0/22	0/100			
	Tustin Unified											
		A	Columbus Tustin	no			122	112	91.8			
		A	Guin Foss Elementary	no			23	22	95.7			
		B	Hillview High (Continuation)	no			41	32	78			
Placer												
	Eureka Union											
		A	Willma Cavitt Junior High	no			113	103	91.2			
		A	Ridgeview Elementary	no			26	23	88.5			
	Placer County Office Of Education											
		C	Placer County Community Schools	no			5	1	20			

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	Roseville Joint Union High											
		A	Oakmont High	no			108	98	90.7			
		A	Roseville High	no			179	174	97.2			
		C2	Independence High (Alternative)	no			179	57	31.8			
	Tahoe-Truckee Joint Unified											
		A	Tahoe Lake Elementary	no			14	12	85.7			
		A	Truckee Elementary	no			34	32	94.1			
		A	Kings Beach Elementary	no			19	17	89.5			
		C	Cold Stream Alternative	no			28	8	28.6			
		C2	Sierra High (Continuation)	no			15	10	66.7			
Plumas												
	Plumas County Office Of Education											
		B	Portola Opportunity	no			4	3	75			
		C2	Plumas County Opportunity	no			1	0	0			
	Plumas Unified											
		A	Quincy Junior-Senior High	no			72	64	88.9			
		A	Greenville Elementary	no			10	9	90			
		A	Pioneer/Quincy Elementary	no			38	36	94.7			
		A	C. Roy Carmichael Elementary	no			28	27	96.4			
		B	Chester Junior-Senior High	no			80	62	77.5			
		B	Chester Elementary	no			15	12	80			
		C	Greenville Junior-Senior High	no			53	36	67.9			
Riverside												
	Alvord Unified											
		A	La Sierra High	no			438	412	94.1			

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		A	Norte Vista High	no			351	336	95.7			
		A	Loma Vista Intermediate	no			153	142	92.8			
		B	Ysmael Villegas Middle	no			189	153	81			
	Banning Unified											
		A	Central Elementary	no			31	28	90.3			
		B	Cabazon Elementary	no			13	10	76.9			
		C	Banning Independent Study	no			4	1	25			
		C2	New Horizon High	no			25	15	60			
	Beaumont Unified											
		A	Three Rings Ranch Elementary	no			35	30	85.7			
		A	Andy And Toni Chavez Elementary	no			16	15	93.8			
		A	Palm Elementary	no			27	24	88.9			
		A	Beaumont Senior High	no			47	43	91.5			
		A	Sundance Elementary	no			29	25	86.2			
		B	Mountain View Middle	no			29	22	75.9			
		C	Laura May Stewart Performance	no			3	1	33.3			
		C2	San Andreas High	no			6	4	66.7			
	Coachella Valley Joint Unified											
		A	John Kelley Elementary	no			28	25	89.3			
		A	Valley View Elementary	no			37	32	86.5			
		A	Sea View Elementary	no			15	13	86.7			
		A	Mountain Vista Elementary	no			48	42	87.5			
		B	Oasis Elementary	no			30	23	76.7			
		B	Coachella Valley High	no			372	278	74.7			
		B	Westside Elementary	no			27	19	70.4			
		C	Cahuilla Desert Academy Junior High	no			256	142	55.5			
		C	Saul Martinez Elementary	no			43	30	69.8			
		C	Las Palmitas Elementary	no			37	24	64.9			

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		C	La Familia Continuation High	no			34	20	58.8			
		C	Toro Canyon Middle	no			161	92	57.1			
		C	Desert Mirage High	no			116	81	69.8			
		C2	West Shores High	no			64	44	68.8			
		C2	Center	no			22	15	68.2			
	Corona-Norco Unified											
		C	Victress Bower School For Exceptional Studies	no		No NCLB Academic Classes						
		C2	Norco Vista High	no			8	4	50			
August-06		C2	Centennial Vista High	no			2/7	0/7	0/100			
	Desert Center Unified											
		C	Eagle Mountain Elementary	no			3	2	66.7			
	Hemet Unified											
		B	Winchester Elementary	no			23	17	73.9			
		C	Helen Hunt Jackson Alternative High	no			75	15	20			
		C2	Hemet Educational Learning Center	no			30	15	50			
		C2	Alessandro High	no			46	10	21.7			
		C2	Ramona Elementary	no			37	24	64.9			
		C2	Jacob Wiens Elementary	no			37	15	40.5			
		C2	Dartmouth Middle	no			160	81	50.6			
		C2	Valle Vista Elementary	no			37	21	56.8			
		C2	Acacia Middle	no			123	74	60.2			
		C2	Diamond Valley Middle	no			230	119	51.7			
		C2	Hamilton	no			34	23	67.6			
		C2	Hamilton High	no			97	42	43.3			
		C2	Hemet Senior High	no			384	209	54.4			
		C2	Santa Fe Middle	no			152	48	31.6			
	Moreno Valley Unified											
		C	Moreno Valley Community Learning Center	no			20	12	60			

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		C	Arnold Heights	no			33	5	15.2			
	Palm Springs Unified											
		A	Cathedral City High	no			369	327	88.6			
	Palo Verde Unified											
		A	Palo Verde High	no			143	133	93			
		B	Blythe Middle	no			117	82	70.1			
RELEASED	*Perris Elementary*											
	August-06	C	Nan Sanders Elementary	no			40/41	26/41	65/100			
	August-06	C	Park Avenue Elementary	no			29/27	20/27	69/100			
	August-06	C	Perris Elementary	no			42/38	23/37	54.8/97			
	August-06	C	Palms Elementary	no			41/35	28/35	68.3/100			
	August-06	C	Good Hope Elementary	no			35/41	23/41	65.7/100			
	Perris Union High											
		A	Perris Lake High (Continuation)	no			73	68	93.2			
		A	Perris High	no			418	374	89.5			
		A	Paloma Valley High	no			488	455	93.2			
		C2	California Military Institute	no			35	24	68.6			
	Riverside County Office Of Education											
		C	Riverside County Juvenile Court	no			25	14	56			
		C	Riverside County Alternative/Opportunity	no			14	6	42.9			
		C	Riverside County Community	no			37	20	54.1			
		C	Riverside County Special Education	no			152	96	63.2			
	Riverside Unified											
		A	Ramona High	no			335	330	98.5			
		A	Monroe Elementary	no			31	29	93.5			
		A	John W. North High	no			435	405	93.1			
		A	Longfellow Elementary	no			36	33	91.7			
		A	Victoria Elementary	no			29	26	89.7			
		A	Benjamin Franklin Elementary	no			51	46	90.2			

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		A	Martin Luther King Jr. High	no			462	442	95.7			
		B	Pachappa Elementary	no			33	28	84.8			
		B	Lake Mathews Elementary	no			26	21	80.8			
		C	Alcott Elementary	no			39	27	69.2			
		C2	Adams Elementary	no			29	20	69			
	San Jacinto Unified											
		B	North Mountain Middle	no			124	101	81.5			
		C	Monte Vista Middle	no			99	65	65.7			
	Val Verde Unified											
	August-06	A	Sierra Vista Elementary	no			3/37	37/37	97.4/100			
		A	Rancho Verde High	no			474	441	93			
		A	Val Verde High	no			75	70	93.3			
		C2	Citrus Hill High	no			0	0	0			
	August-06	C2	Lasselle Elementary	no			0/25	0/25	0/100			
		C2	Academy	no			0	0	0			
	August-06	C2	Avalon Elementary	no			0/28	0/28	0/100			
Sacramento												
	Center Joint Elementary											
		A	Center Joint Junior High	no			184	159	86.4			
	Center Joint Unified											
		A	Center High	no			252	221	87.7			
		B	Mcclellan High (Continuation)	no			21	15	71.4			
		C	Antelope View Charter	no			120	28	23.3			
		C	Global Youth Charter High	no			4	1	25			
	Elk Grove Unified											
		A	Florin High	no			346	303	87.6			
		A	Laguna Creek High	no			189	172	91			
		A	Elk Grove High	no			400	378	94.5			
		A	T. R. Smedberg Middle	no			186	162	87.1			
		B	Jessie Baker	no			13	10	76.9			

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		B	Sierra-Enterprise Elementary	no			28	23	82.1			
		B	James Rutter Middle	no			233	193	82.8			
		B	Harriet G. Eddy Middle	no			116	89	76.7			
		C	Capital Community Day	no			2	0	0			
		C	Samuel Jackman Middle	no			227	154	67.8			
		C	Daylor (William) High (Continuation)	no			19	10	52.6			
		C	Rio Cazadero High (Continuation)	no			12	4	33.3			
		C	Transition High (Continuation)	no			13	9	69.2			
		C	Elk Grove Charter	no			23	8	34.8			
		C2	Edward Harris, Jr. Middle	no			123	75	61			
	Folsom-Cordova Unified											
		C	Walnutwood High (Alternative)	no			6	4	66.7			
		C2	Kitty Hawk	no			2	0	0			
		C2	Reymouth Special Education Center	no			0	0	0			
	Natomas Unified											
		A	Leroy F. Greene Middle	no			167	153	91.6			
		A	Discovery High	no			36	35	97.2			
		C	Natomas High	no			218	137	62.8			
		C2	Witter Ranch Elementary	no			373	29	7.8			
	River Delta Joint Unified											
		C	Walnut Grove Elementary	no			0	0	0			
	Sacramento City Unified											
		B	Clayton B. Wire Elementary	no			28	22	78.6			
		C	California Middle	no			140	16	11.4			
		C	Will C. Wood Middle	no			164	20	12.2			
		C	Lisbon Elementary	no			21	12	57.1			
		C	Sutter Middle	no			200	25	12.5			
		C	Kit Carson Middle	no			140	18	12.9			
August-06		C	Success Academy	no			3/3	1/3	33.3/100			
		C	Sam Brannan Middle	no			162	27	16.7			
		C	John H. Still Elementary	no			66	25	37.9			

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		C	Charles M. Goethe Middle	no			177	9	5.1			
	August-06	C	Freeport Elementary	no			19/19	9/19	47.4/100			
		C	C. K. Mcclatchy High	no			531	69	13			
		C	Hiram W. Johnson High	no			370	46	12.4			
		C	Luther Burbank High	no			497	305	61.4			
		C	West Campus	no			130	38	29.2			
	August-06	C	Rosemont High	no			186	31	16.7/100			
		C	Genesis High	no			52	6	11.5			
	August-06	C	Met Sacramento Charter High	no					100			
		C	America's Choice	no			32	5	15.6			
		C	Fern Bacon Middle	no			182	17	9.3			
		C2	American Legion High (Continuation)	no			130	9	6.9			
		C2	Sacramento Charter High	yes			265	146	55.1			
	August-06	C2	Capital City	no			57	13	5			
		C2	John F. Kennedy High	no			500	78	15.6			
		C2	The Language Academy Of Sacramento	yes			12	8	66.7			
		C2	Capitol Heights Academy	yes			5	2	40			
		C2	Martin Luther King Jr. Elementary	no			24	15	62.5			
		C2	Albert Einstein Middle	no			151	23	15.2			
	San Juan Unified											
		C	Ralph Richardson Center	no			13	7	53.8			
		C	Salk (Jonas) Middle (Alternative)	no			130	73	56.2			
		C	El Sereno Alternative Education	no			15	5	33.3			
		C	Sierra Nueva High (Continuation)	no			7	4	57.1			
		C	La Vista Center	no			9	1	11.1			
		C2	Choices Charter	no			53	30	56.6			
San Benito												
	San Benito County Office Of Education											
		C	San Benito County Alternative/Opportunity	no			6	4	66.7			
	San Benito High											
		A	San Benito High	no			454	411	90.5			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	San Andreas Continuation High	no			32	19	59.4			
	Tres Pinos Union Elementary											
		B	Tres Pinos Elementary	no			6	5	83.3			
San Bernardino												
	Apple Valley Unified											
		A	Vista Campana Middle	no			186	179	96.2			
		A	Apple Valley High	no			319	303	95			
	Baker Valley Unified											
		A	Baker Elementary	no			7	6	85.7			
	Bear Valley Unified											
		A	Big Bear High	no			159	144	90.6			
	Colton Joint Unified											
		A	Jurupa Vista Elementary	no			32	30	93.8			
		A	Michael D'arcy Elementary	no			28	27	96.4			
		A	Paul Rogers Elementary	no			35	31	88.6			
		A	Terrace Hills Middle	no			208	188	90.4			
		A	Reche Canyon Elementary	no			31	29	93.5			
		B	Ruth O. Harris Middle	no			167	129	77.2			
		B	Abraham Lincoln Elementary	no			37	31	83.8			
		C	Alternative	no			88	13	14.8			
RELEASED	*Etiwanda Elementary*											
August-06		A	Etiwanda Intermediate	no			36/90	33/90	91.7/100			
	Hesperia Unified											
		C	Summit Leadership Academy-High Desert	no			17	9	52.9			
		C2	Crosswalk: Hesperia Experiential Learning Pat	yes			0	0	0			
	Lucerne Valley Unified											

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Lucerne Valley Community Day	no			1	0	0			
		C	Lucerne Valley High	no			57	29	50.9			
		C	Mountain View High	no			2	0	0			
		C2	Lucerne Valley Middle	no			40	23	57.5			
		C2	Lucerne Valley Elementary	no			25	15	60			
	Morongo Unified											
		A	Yucca Valley High	no			370	331	89.5			
		A	Twentynine Palms High	no			229	221	96.5			
	Rim Of The World Unified											
		A	Rim Of The World Senior High	no			234	227	97			
	San Bernardino City Unified											
		A	Arroyo Valley High	no			564	498	88.3			
		A	San Bernardino High	no			492	438	89			
		A	Cajon High	no			564	516	91.5			
		B	Pacific High	no			480	384	80			
		B	San Gorgonio High	no			576	480	83.3			
		B	Del Vallejo Middle	no			324	252	77.8			
		B	Curtis Middle	no			240	186	77.5			
		B	Shandin Hills Middle	no			312	252	80.8			
		C	Anderson	no			11	5	45.5			
		C	Yvonne Harmon	no			2	1	50			
		C	Carmack	no			9	5	55.6			
		C2	YWCA Academy	no			3	2	66.7			
		C2	Star At Anderson Community Day	no			3	2	66.7			
	San Bernardino County Office Of Education											
		C	School/Independent Alternative Educ	no			8	3	37.5			
		C	Desert Mountain Community Day	no			9	6	66.7			
		C	East Valley Community Day	no			18	4	22.2			
		C	West End Community Day	no			18	6	33.3			
		C2	San Bernardino County Special Education	no			55	37	67.3			
	Silver Valley Unified											

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	Yermo Elementary	no			20	14	70			
		C2	Congressman Jerry Lewis Elementary	no			43	30	69.8			
	Yucaipa-Calimesa Joint Unified											
	August-06	A	Ridgeview Elementary	no			33/33	32/33	97/100			
	August-06	A	Valley Elementary	no			28/31	27/31	96.4/100			
		C	Community Day	no			25	15	60			
San Diego												
RELEASED	*Bonsall Union Elementary*											
		A	Bonsall Charter Academy For Learning	no			Closed					
	Carlsbad Unified											
		A	Aviara Oaks Elementary	no			39	37	94.9			
		C2	Carlsbad Seaside Academy	no			36	24	66.7			
	Chula Vista Elementary											
		A	Hilltop Drive Elementary	no			26	24	92.3			
		A	Heritage Elementary	no			43	41	95.3			
		A	Thurgood Marshall Elementary	no			34	32	94.1			
		A	Olympic View Elementary	no			41	39	95.1			
		A	Juarez-Lincoln Accelerated	no			29	27	93.1			
		A	Parkview Elementary	no			25	22	88			
		A	Vista Square Elementary	no			33	30	90.9			
		A	Valle Lindo Elementary	no			27	25	92.6			
		A	Myrtle S. Finney Elementary	no			27	26	96.3			
		A	J. Calvin Lauderbach Elementary	no			39	37	94.9			
		A	Harborside Elementary	no			32	31	96.9			
		A	Fred H. Rohr Elementary	no			21	20	95.2			
		A	Castle Park Elementary	no			26	25	96.2			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Anne And William Hedenkamp Elementary	no			48	43	89.6			
		A	Lilian J. Rice Elementary	no			35	33	94.3			
		A	Silver Wing Elementary	no			22	21	95.5			
		C2	Veterans Elementary	no			0	0	0			
RELEASED	*Del Mar Union Elementary*											
	August-06	A	Del Mar Heights Elementary	no			24/24	23/24	95.8/100			
	August-06	A	Ashley Falls Elementary	no			32/36	30/26	93.8/100			
	August-06	A	Del Mar Hills Elementary	no			22/21	21/21	95.5/100			
	August-06	A	Torrey Hills	no			40/40	39/40	97.5/100			
	August-06	B	Sage Canyon	no			38/38	32/37	84.2/97			
	Escondido Union Elementary											
		A	Hidden Valley Middle	no			271	250	92.3			
		A	Pioneer Elementary	no			44	43	97.7			
		A	Rincon Middle	no			360	329	91.4			
		A	Rock Springs	no			38	35	92.1			
		A	Rose Elementary	no			43	42	97.7			
		A	Oak Hill Elementary	no			59	52	88.1			
		A	Central Elementary	no			44	43	97.7			
		A	Lincoln	no			42	37	88.1			
		B	North Broadway Elementary	no			42	34	81			
		C2	Nicolaysen Center (Special Education)	no			4	1	25			
	Fallbrook Union High											
		B	Fallbrook High	no			483	347	71.8			
		C	Ivy High (Continuation)	no			20	13	65			
	Grossmont Union High											
		C	Phoenix High	no			66	11	16.7			
		C	Gateway West Community Day	no			30	1	3.3			
		C	Chaparral High	no			85	55	64.7			
		C	Gateway Community Day	no			11	1	9.1			
		C2	Grossmont Union High Special Education Progra	no			65	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Jamul-Dulzura Union Elementary											
		A	Jamul Intermediate	no			9	8	88.9			
	Julian Union High											
		C	Summit High Community Day	no			6	0	0			
		C	Eagles Peak Charter	yes			0	0	0			
	Lakeside Union Elementary											
		A	Tierra Del Sol Middle	no			128	122	95.3			
	Mountain Empire Unified											
		B	Mountain Empire High	no			93	78	83.9			
		B	Mountain Empire Junior High	no			56	45	80.4			
		C	Mountain Meadow High	no			60	19	31.7			
		C	Hillside Junior/Senior High	no			5	0	0			
		C	Cottonwood Community Day	no			26	6	23.1			
		C2	Campo High (Continuation)	no			9	0	0			
	National Elementary											
		A	Integrity Charter	yes			7	6	85.7			
	Poway Unified											
		A	Valley Elementary	no			42	40	95.2			
		A	Pomerado Elementary	no			28	27	96.4			
		C	Abraxas Continuation High	no			33	22	66.7			
	San Diego County Office Of Education											
		C	South Region Community Day Schools	no			4	0	0			
		C2	Metro Region Community Day Schools	no			8	5	62.5			
		C2	Discovery Valley	no			0	0	0			
		C2	San Diego County Juvenile Court	no			148	96	64.9			
		C2	North Region Community Day Schools	no			1	0	0			

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		C2	San Diego County Special Education	no			0	0	0			
	San Diego Unified											
		A	Point Loma Senior High	no			1013	879	86.8			
		A	Mira Mesa Senior High	no			973	873	89.7			
		A	University City High	no			973	868	89.2			
		A	La Jolla Senior High	no			587	540	92			
		A	Hoover Senior High	no			1611	1480	91.9			
		B	Rowan Elementary	no			17	14	82.4			
		B	Garfield Elementary	no			25	18	72			
		B	Longfellow Elementary	no			59	43	72.9			
		B	Correia Middle	no			321	255	79.4			
		B	Marston Middle	no			421	307	72.9			
		B	Muirlands Middle	no			367	275	74.9			
		B	Pacific Beach Middle	no			272	191	70.2			
		B	Wangenheim Middle	no			308	244	79.2			
		B	Florence Elementary	no			14	10	71.4			
		B	San Diego Cooperative Charter	yes			18	14	77.8			
		B	Lafayette Elementary	no			23	17	73.9			
		B	Monroe Clark Middle	no			602	468	77.7			
		B	Gompers Secondary	no			475	388	81.7			
		B	Perkins Elementary	no			31	23	74.2			
		B	Kipp Adelante Preparatory Academy	yes			14	11	78.6			
		B	San Diego School Of Creative And Performing A	no			737	613	83.2			
		B	Alternative Learning For Behavior And Attitud	no			47	38	80.9			
		B	Clairemont Senior High	no			822	673	81.9			
		B	Creative, Performing, And Media Arts	no			179	129	72.1			
		B	Mission Bay Senior High	no			932	779	83.6			
		B	Madison Senior High	no			835	686	82.2			
		B	Garfield High	no			281	218	77.6			
		C	Trace	no			125	40	32			
		C	Farb Middle	no			272	174	64			
		C	Balboa Elementary	no			42	26	61.9			
		C	Barnard Elementary	no			8	5	62.5			

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		C	Baker Elementary	no			27	12	44.4			
		C	Wilson Middle	no			343	165	48.1			
		C	Pershing Middle	no			383	258	67.4			
		C	Whittier/Del Sol Academy	no			9	1	11.1			
		C	Montgomery Middle	no			396	267	67.4			
		C	High Tech Middle	yes			22	15	68.2			
		C	Mann School Of Expedition	no			176	92	52.3			
		C	Kroc Middle	no			262	162	61.8			
		C	Dana Middle	no			307	206	67.1			
		C	Emerson/Bandini Elementary	no			43	26	60.5			
		C	Webster Elementary	no			26	16	61.5			
		C	New Dawn	no			6	3	50			
		C	Language Academy	no			74	51	68.9			
		C	High Tech High	yes			35	20	57.1			
		C	Carson Elementary	no			33	21	63.6			
		C2	Alcott Elementary	no			16	10	62.5			
		C2	Mann School Of Expression	no			133	80	60.2			
		C2	Scitech High	no			290	200	69			
		C2	Walter J. Porter Elementary	no			34	23	67.6			
		C2	Roosevelt Middle	no			369	230	62.3			
		C2	Johnson Elementary	no			176	92	52.3			
		C2	Audubon Elementary	no			27	12	44.4			
		C2	Audeo Charter	yes			7	2	28.6			
		C2	Mann School Of Exploration	no			130	66	50.8			
		C2	High Tech Middle Media Arts Charter	yes			20	11	55			
		C2	High Tech Media Arts	yes			13	9	69.2			
		C2	King/Chavez Athletics Academy Charter	yes			0	0	0			
		C2	Jola Community	yes			0	0	0			
		C2	High Tech International	yes			18	8	44.4			
		C2	Promise Charter	yes			6	2	33.3			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	King/Chavez Charter	yes			12	4	33.3			
		C2	Charter School Of San Diego	yes			37	20	54.1			
		C2	Gompers Charter Middle	yes			51	21	41.2			
		C2	Bayshore Prep Charter	yes			0	0	0			
	San Marcos Unified											
		A	San Marcos High	no			250	246	98.4			
		A	San Marcos Middle	no			249	237	95.2			
RELEASED	*Solana Beach Elementary*											
	August-06	A	Carmel Creek Elementary	no			26/27	23/28	88.5/100			
	South Bay Union Elementary											
		C	Nestor Elementary	no			45	0	0			
		C	Oneonta Elementary	no			32	0	0			
		C	West View Elementary	no			20	0	0			
		C	Godfrey G. Berry Elementary	no			31	0	0			
		C	George Nicoloff Elementary	no			48	0	0			
		C	Teofilo Mendoza	no			57	0	0			
		C	Imperial Beach Elementary	no			32	0	0			
		C	Central Elementary	no			32	0	0			
		C	Emory Elementary	no			36	0	0			
		C2	Howard Pence Elementary	no			36	0	0			
		C2	Sunnyslope Elementary	no			34	0	0			
		C2	Bayside Elementary	no			24	0	0			
	Sweetwater Union High											
		C	Alta Vista Academy	no			0	0	0			
		C	Fifth Avenue Academy	no			0	0	0			
		C2	Sweetwater Community Day	no			0	0	0			
		C2	Maac Community Charter	no			24	12	50			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Options Secondary	no			47	23	48.9			
	Vista Unified											
		A	Lincoln Middle	no			249	227	91.2			
		B	Madison Middle	no			265	194	73.2			
		B	Roosevelt Middle	no			245	204	83.3			
		B	Washington Middle	no			268	220	82.1			
		B	Vista High	no			664	475	71.5			
		B	Rancho Buena Vista High	no			582	465	79.9			
		C	Palomar High	no			0	0	0			
		C	Alta Vista High (Continuation)	no			113	78	69			
		C	Vista Focus Academy	no			44	21	47.7			
		C2	Guajome Park Academy Charter	yes			0	0	0			
		C2	California Avenue Elementary	no			0	0	0			
		C2	Sierra Vista High	no			79	8	10.1			
	Warner Unified											
		B	Warner Junior/Senior High	no			34	24	70.6			
San Francisco												
	San Francisco County Office Of Education											
		C	San Francisco County Alternative/Opportunity	no			0	0	0			
		C	San Francisco County Community	no			0	0	0			
		C2	San Francisco County Special Education	no			0	0	0			
	San Francisco Unified											
		B	Thurgood Marshall Academic High	no			176	137	77.8			
		B	Rosa Parks Elementary	no			14	10	71.4			
		B	George Washington High	no			464	372	80.2			
		B	John A. O'connell High	no			202	151	74.8			
		B	Abraham Lincoln High	no			467	389	83.3			
		B	Galileo High	no			397	327	82.4			

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		B	Rooftop Elementary	no			67	48	71.6			
		B	Balboa High	no			191	149	78			
		C	Horace Mann Middle	no			136	53	39			
		C	Francisco Middle	no			96	29	30.2			
		C	James Lick Middle	no			152	59	38.8			
		C	Marina Middle	no			175	65	37.1			
		C	Presidio Middle	no			182	113	62.1			
		C	Aptos Middle	no			146	74	50.7			
		C	Visitacion Valley Middle	no			84	38	45.2			
		C	Roosevelt Middle	no			106	67	63.2			
		C	Martin Luther King Jr. Academic Middle	no			156	96	61.5			
		C	Luther Burbank Middle	no			83	46	55.4			
		C	James Denman Middle	no			168	115	68.5			
		C	Herbert Hoover Middle	no			222	145	65.3			
		C	Enola D. Maxwell School Of Arts	no			50	32	64			
		C	Everett Middle	no			130	77	59.2			
		C	Downtown High (Continuation)	no			74	26	35.1			
		C	Aim High Academy	no			37	16	43.2			
		C	A. P. Giannini Middle	no			199	134	67.3			
		C	Claire B. Lilienthal Elementary	no			50	29	58			
		C	Newcomer High	no			79	44	55.7			
		C	Independence High (Alternative)	no			115	5	4.3			
		C	School Of The Arts	no			170	110	64.7			
		C	Life Learning Academy Charter #140	no			0	0	0			
		C	Brown, Jr. (Willie L.) College Preparatory Ac	no			22	8	36.4			
		C	Garfield Elementary	no			12	8	66.7			
		C	George Peabody Elementary	no			10	5	50			
		C	Wells (Ida B.) High (Continuation/Alternative	no			119	71	59.7			
		C	Lawton Elementary	no			48	32	66.7			
		C	Monroe Elementary	no			25	11	44			
		C	Paul Revere Elementary	no			25	11	44			
		C	Francis Scott Key Elementary	no			26	17	65.4			
		C2	Treasure Island Elementary	no			0	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	June Jordan School For Equity	no			82	30	36.6			
		C2	New Traditions Elementary	no			9	6	66.7			
	SBE - Edison Charter Academy											
		A	Edison Charter Academy	yes			23	22	95.7			
San Joaquin												
	Lammersville Elementary											
		C	Lammersville Charter	no			1	0	0			
	Lincoln Unified											
		A	Brookside	no			60	51	85			
		A	Tully C. Knoles	no			50	46	92			
		B	Village Oaks Elementary	no			24	20	83.3			
		B	Mable Barron	no			59	42	71.2			
		B	Claudia Landeen	no			54	44	81.5			
		C	Lincoln High	no			479	308	64.3			
		C	John R. Williams	no			47	32	68.1			
		C	Sierra Middle	no			102	49	48			
		C	Larsson (Sture) High (Continuation)	no			21	7	33.3			
	Linden Unified											
		A	Waverly Elementary	no			24	22	91.7			
	Lodi Unified											
		A	Lodi High	no			390	378	96.9			
		B	Liberty High	no			35	25	71.4			
		C	Independence	no			99	45	45.5			
		C2	Christa Mcauliffe Middle	no			161	109	67.7			
		C2	University Public	yes			16	6	37.5			
		C2	River Oaks Charter	yes			17	7	41.2			
		C2	Plaza Robles Continuation High	no			45	31	68.9			
		C2	Benjamin Holt College Preparatory Academy	yes			18	6	33.3			
RELEASED	*Manteca Unified*											
August-06		A	Sierra High	no			403/40	375/40	93.1/97			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	August-06	B	East Union High	no			232/23	195/32	84.1/100			
	August-06	B	Manteca High	no			273/27	210/26	76.9/98			
	August-06	B	Sequoia Elementary	no			92/92	68/92	73.9/100			
	August-06	C	Weston Ranch High	no			246/24	151/24	61.4/97			
	Tentatively Released	C	Manteca Community Day (7-12)	no			30/33	14/31	46.7/94			
	August-06	C	George Mcparland Elementary	no			94/94	57/92	60.6/97			
	August-06	C	Great Valley Elementary	no			112/11	78/106	69.6/95			
	August-06	C	George Y. Komure Elementary	no			107/10	72/102	67.3/95			
New Jerusalem Elementary												
		B	Delta Charter High	no			8	6	75			
		C	New Jerusalem Charter	no			9	6	66.7			
Stockton City Unified												
		A	Woodrow Wilson Elementary	no			19	17	89.5			
		C	Golden Valley Secondary Community Day	no			40	0	0			
		C	James L. Urbani Language Development Institut	no			11	7	63.6			
		C2	Webster Middle	no			250	155	62			
		C2	William Harrison Elementary	no			35	24	68.6			
		C2	Institute Of Business, Management, And Law Ch	no			45	25	55.6			
		C2	Weber Institute For Applied Sciences And Tech	no			105	45	42.9			
		C2	Fremont Middle	no			260	150	57.7			
		C2	Mckinley Elementary	no			399	30	7.5			
		C2	Walton Development Center	no			0	0	0			
		C2	Golden Valley Elementary Community Day	no			2	1	50			
		C2	Dolores Huerta Elementary	no			22	14	63.6			
		C2	Cesar Chavez High	no			230	150	65.2			
		C2	Van Buren Elementary	no			22	15	68.2			
		C2	Hamilton Middle	no			310	170	54.8			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Tracy Joint Unified											
		B	North Elementary	no			23	18	78.3			
		C	Duncan-Russell Continuation	no			24	3	12.5			
		C	Monte Vista Middle	no			41	20	48.8			
		C	South/West Park Elementary	no			55	34	61.8			
		C	Louis J. Villalovoz Elementary	no			38	17	44.7			
		C	Earle E. Williams Middle	no			50	25	50			
		C2	Art Freiler	no			46	20	43.5			
		C2	George Kelly Elementary	no			58	39	67.2			
		C2	Gladys Poet-Christian Elementary	no			34	23	67.6			
		C2	Excel High	no			0	0	0			
San Luis Obispo												
	Lucia Mar Unified											
		A	Arroyo Grande High	no			352	347	98.6			
		A	Judkins Middle	no			101	97	96			
	Paso Robles Joint Unified											
		A	Bauer/Speck Elementary	no			22	20	90.9			
		C2	Phillips-Freedom Community Day	no			23	12	52.2			
		C2	Paso Robles Independent Study Center	no			176	99	56.3			
	Templeton Unified											
		A	Templeton Elementary	no			23	20	87			
		A	Templeton Middle	no			81	69	85.2			
		B	Templeton High	no			176	148	84.1			
		C2	Eagle Canyon High	no			14	6	42.9			
San Mateo												
	Ravenswood City Elementary											
		C	The Phoenix Academy/A Learning Institute	no			4	2	50			
		C2	Edison-Mcnair Academy	no			16	11	68.8			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Edison-Brentwood Academy	no			21	9	42.9			
		C2	East Palo Alto Charter	yes			18	8	44.4			
		C2	Stanford New School	yes			66	43	65.2			
	Redwood City Elementary											
		A	Fair Oaks Elementary	no			22	20	90.9			
		A	Hoover Elementary	no			56	50	89.3			
		B	Roy Cloud Elementary	no			47	36	76.6			
		B	Taft Elementary	no			24	20	83.3			
		C	Selby Lane Elementary	no			62	39	62.9			
		C	North Star Academy	no			46	31	67.4			
		C2	Newcomer Academy	no			6	3	50			
	San Mateo County Office Of Education											
		C	San Mateo County Juvenile Hall/Community	no			52	14	26.9			
		C2	High Tech High Bayshore	yes			18	10	55.6			
	South San Francisco Unified											
		A	Alta Loma Middle	no			66	61	92.4			
		A	Parkway Heights Middle	no			38	34	89.5			
		A	South San Francisco High	no			260	233	89.6			
		A	Spruce Elementary	no			29	28	96.6			
		B	Baden High (Continuation)	no			17	13	76.5			
		B	Westborough Middle	no			58	47	81			
Santa Barbara												
	Cuyama Joint Unified											
		C	Sierra Madre High (Continuation)	no			5	0	0			
RELEASED	*Goleta Union Elementary*											
August-06		A	Kellogg Elementary	no			21/25	19/25	90.5/100			

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	August-06	A	Mountain View Elementary	no			19/22	18/22	94.7/100			
RELEASED	*Lompoc Unified*											
August-06		C	Lompoc Learning Center	no			0/4	0/4	0/100			
	Los Olivos Elementary											
		C	Olive Grove Elementary	no			24	16	66.7			
	Santa Barbara County Office Of Education											
		B	Santa Barbara County Juvenile Court	no			60	42	70			
		C	Santa Barbara County Community	no			70	36	51.4			
	Santa Barbara Elementary											
		B	Cesar Estrada Chavez Dual Language Immersion	no			10	7	70			
			Santa Barbara Charter	no			13	7	53.8			
	Santa Barbara High											
		C	Santa Barbara Charter Middle	no			4	2	50			
		C	La Cuesta Continuation High	no			32	12	37.5			
		C	Dos Pueblos Continuation High	no			8	2	25			
		C	San Marcos Continuation High	no			8	2	25			
	Santa Maria-Bonita Elementary											
		A	Calvin C. Oakley Elementary	no			32	30	93.8			
		A	Isaac Miller Elementary	no			29	27	93.1			
		A	William Laird Adam Elementary	no			31	29	93.5			
		A	Alvin Elementary	no			28	25	89.3			
Santa Clara												
	Berryessa Union Elementary											
		B	Piedmont Middle	no			46	38	82.6			
		C	Sierramont Middle	no			30	16	53.3			
		C	Morrill Middle	no			32	22	68.8			

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	Cambrian Elementary											
		A	Price Charter Middle	no			193	181	93.8			
		C	Cambrian Community	no			1	0	0			
	Campbell Union Elementary											
		B	Monroe Middle	no			162	136	84			
RELEASED	*Cupertino Union School*											
	August-06	A	Stevens Creek Elementary	no			28/28	25/28	89.3/100			
	August-06	A	William Faria Elementary	no			24/24	22/24	91.7/100			
	August-06	B	Christa Mcauliffe Elementary	no			19/21	14/22	73.7/100			
	East Side Union High											
		A	Phoenix High	no			26	23	88.5			
		C	Yerba Buena High	no			310	188	60.6			
		C	Oak Grove High	no			556	317	57			
		C	James Lick High	no			215	150	69.8			
		C	Andrew P. Hill High	no			395	276	69.9			
		C	Foothill High	no			65	23	35.4			
		C	Pegasus High	no			24	16	66.7			
		C	Genesis High	no			35	7	20			
		C	William C. Overfelt High	no			314	160	51			
		C	Santa Teresa High	no			481	315	65.5			
		C	Silver Creek High	no			459	290	63.2			
		C	Piedmont Hills High	no			389	255	65.6			
		C	Independence High	no			757	424	56			
		C2	Mt. Pleasant High	no			372	202	54.3			
		C2	Escuela Popular Accelerated Family Learning	yes			26	13	50			
		C2	Macsa Academia Calmecac	yes			55	0	0			
		C2	Latino College Preparatory Academy	yes			98	68	69.4			
		C2	Evergreen Valley High	no			453	282	62.3			
RELEASED	*Fremont Union High*											
	August-06	A	Cupertino High	no			250/25	245/241	98/96			
	August-06	A	Lynbrook High	no			301/33	291/321	96.7/97			
	August-06	A	Homestead High	no			315/35	304/34	96.5/97			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Gilroy Unified											
		A	South Valley Middle	no			170	152	89.4			
		A	Brownell Middle	no			168	157	93.5			
		A	Rucker Elementary	no			25	23	92			
		A	Eliot Elementary	no			22	20	90.9			
		A	Gilroy High	no			400	381	95.3			
		A	Solorsano Middle	no			144	131	91			
		B	Luigi Aprea Elementary	no			40	33	82.5			
		B	El Roble Elementary	no			29	22	75.9			
		B	Kelley Rod Elementary	no			40	32	80			
		C2	Macsa El Portal Leadership Academy	yes			27	3	11.1			
	Los Altos Elementary											
		A	Ardis G. Egan Intermediate	no			23	20	87			
		A	Santa Rita Elementary	no			25	22	88			
		A	Loyola Elementary	no			23	21	91.3			
		B	Georgina P. Blach Intermediate	no			19	16	84.2			
		C2	Bullis-Purissima	no			5	2	40			
	Oak Grove Elementary											
		A	Glider Elementary	no			26	23	88.5			
		B	Christopher Elementary	no			23	18	78.3			
		B	Del Roble Elementary	no			24	19	79.2			
	San Jose Unified											
		B	River Glen	no			53	38	71.7			
		B	Willow Glen Middle	no			164	120	73.2			
		B	Reed Elementary	no			25	19	76			
		B	Rachel Carson Elementary	no			22	16	72.7			
		C	Peter Burnett Middle	no			176	114	64.8			
		C	Leland Plus (Continuation)	no			16	0	0			
		C	Walter L. Bachrodt Elementar	no			22	12	54.5			
		C	Gunderson High	no			254	173	68.1			
		C	Lincoln Plus High	no			0	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Willow Glen High	no			337	232	68.8			
		C	Broadway High	no			100	47	47			
		C2	San Jose High Academy Plus	no			18	3	16.7			
		C2	Gunderson Plus (Continuation)	no			13	7	53.8			
		C2	Pioneer Plus (Continuation)	no			13	3	23.1			
		C2	Liberty High (Alternative)	no			119	21	17.6			
		C2	Middle	no			26	8	30.8			
	Santa Clara County Office Of Education											
		C	Foundry County Community Day	no			4	0	0			
		C	County Community	no			20	10	50			
		C	Santa Clara County Juvenile Hall	no			28	10	35.7			
		C	Alternative Placement Academy	no			4	1	25			
		C2	Santa Clara County Special Education	no			194	26	13.4			
		C2	Leadership Public Schools - East San Jose	yes			19	8	42.1			
	Santa Clara Unified											
		B	Adrian Wilcox High	no			305	214	70.2			
		B	Santa Clara High	no			296	214	72.3			
		C	Juan Cabrillo Middle	no			159	104	65.4			
		C	New Valley Continuation High	no			44	10	22.7			
		C2	Pomeroy Elementary	no			49	0	0			
		C2	Buchser Middle	no			189	125	66.1			
		C2	C. W. Haman Elementary	no			23	14	60.9			
	Union Elementary											
		A	Lietz Elementary	no			22	21	95.5			
		A	Alta Vista Elementary	no			22	21	95.5			
Santa Cruz												
	Pajaro Valley Unified											
		A	Watsonville High	no			391	386	98.7			
		A	Amesti Elementary	no			28	26	92.9			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Aptos Junior High	no			103	94	91.3			
		A	Rolling Hills Middle	no			127	123	96.9			
		A	Lakeview Middle	no			128	118	92.2			
		A	Ann Soldo Elementary	no			29	28	96.6			
		B	Watsonville Charter School Of The Arts	no			12	10	83.3			
		B	Alianza Charter	no			25	20	80			
	Santa Cruz County Office Of Education											
		C	Pacific Collegiate Charter	yes			0	0	0			
		C2	Santa Cruz County Special Education	no			0	0	0			
RELEASED	*Scotts Valley Unified*											
	August-06	A	Scotts Valley High	no			38/167	33/162	86.8/97			
Shasta												
	Anderson Union High											
		B	Anderson New Technology High	no			42	31	73.8			
		C2	North Valley High	no			29	16	55.2			
	Enterprise Elementary											
		A	Alta Mesa Elementary	no			16	14	87.5			
		A	Mistletoe Elementary	no			34	32	94.1			
		A	Parsons Junior High	no			70	65	92.9			
	Fall River Joint Unified											
		C	Mountain View High (Continuation)	no			9	0	0			
		C	Soldier Mountain Continuation High	no			8	3	37.5			
		C	Fall River Elementary Community Day	no			1	0	0			
		C2	Mt. Burney Special Education Center	no			0	0	0			
	Gateway Unified											
		A	Mountain Lakes High	no			26	24	92.3			
		C	Gateway Community Day	no			1	0	0			

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		C	Shasta Lake Alternative	no			3	0	0			
	Redding Elementary											
		C	Stellar Charter	no			5	3	60			
	Shasta Union High											
		C	Shasta Secondary Home	no			113	70	61.9			
		C	North State Independence High	no			50	24	48			
		C2	Redding School Of The Arts	no			0	0	0			
Sierra												
	Sierra-Plumas Joint Unified											
		C	Loyalton High	no			39	0	0			
		C2	Sierra Pass (Continuation)	no			28	0	0			
Siskiyou												
	Butte Valley Unified											
		C	Mahogany Community Day High	no			7	0	0			
		C	Picard Community Day Elementary	no			4	1	25			
		C	Butte Valley High	no			25	16	64			
		C	Cascade High	no			7	0	0			
	Dunsmuir Joint Union High											
		C	Dunsmuir Joint Union High Community Day	no			0	0	0			
	Etna Union High											
		C	Scott Valley Community Day	no			1	0	0			
		C2	Scott Valley Junior High	no			20	12	60			
	Siskiyou County Office Of Education											
		C	J. Everett Barr Court	no			2	1	50			
	Siskiyou Union High											
		C	South County Community Day	no			5	1	20			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Happy Camp Community Day	no			5	2	40			
	Yreka Union High											
		C	Yreka High	no			113	24	21.2			
		C2	Discovery High	no			32	4	12.5			
Solano												
	Dixon Unified											
		A	Dixon High	no			172	162	94.2			
	Travis Unified											
		A	Scandia Elementary	no			24	23	95.8			
		A	Foxboro Elementary	no			42	40	95.2			
	Vacaville Unified											
		C	Hemlock Elementary	no			26	15	57.7			
		C2	Orchard Elementary	no			28	19	67.9			
	Vallejo City Unified											
		A	Peoples High (Continuation)	no			48	43	89.6			
		A	Franklin Middle	no			160	142	88.8			
		A	Vallejo Middle	no			144	135	93.8			
Sonoma												
	Cotati-Rohnert Park Unified											
		C	El Camino High	no			25	9	36			
		C	Community Day	no			9	3	33.3			
		C	Phoenix High (Continuation)	no			10	3	30			
	August-06	C	Evergreen Elementary	no			18/16	10/16	55.6/100			
		C2	Rancho Cotate High	no			327	195	59.6			
		C2	Creekside Middle	no			144	99	68.8			
	August-06	C2	Gold Ridge Elementary	no			18/16	12/18	66.7/100			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
RELEASED	*Harmony Union Elementary*											
	August-06	C	Salmon Creek Middle	no			6/23	3/26	50/100			
	August-06	C2	Harmony Elementary	no			7/6	4/6	57.1/100			
	Healdsburg Unified											
		C	Marce Becerra Academy	no			0	0	0			
RELEASED	*Petaluma City Elementary*											
	August-06	B	Penngrove Elementary	no			17/16	14/16	82.4/100			
RELEASED	*Petaluma Joint Union High*											
	August-06	A	Petaluma Junior High	no			117/118	110/118	94/100			
	Santa Rosa High											
		B	Lawrence Cook Middle	no			110	83	75.5			
		C	Mesa High	no			0	0	0			
		C	Grace High	no			17	0	0			
		C	Midrose High	no			15	6	40			
		C	Nueva Vista High	no			13	7	53.8			
		C2	Maria Carrillo High	no			348	222	63.8			
		C2	Charter	no			3	2	66.7			
		C2	Montgomery High	no			393	220	56			
		C2	Piner High	no			274	172	62.8			
			Ridgway High (Continuation)	no			75	49	65.3			
RELEASED	*Sebastopol Union Elementary*											
	August-06	B	Brook Haven Elementary	no			73/73	62/73	84.9/100			
Stanislaus												
	Ceres Unified											
		B	Argus High (Continuation)	no			52	38	73.1			
	August-06	B	Carroll Fowler Elementary	no			34/29	24/28	70.6/96			
		C	Endeavor Alternative	no			5	1	20			
		C2	Central Valley High	no			157	105	66.9			
	August-06	C2	Walter White Elementary	no			37/31	23/30	7			
		C2	Whitmore Charter High	no			19	10	52.6			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Chatom Union Elementary											
		A	Chatom Elementary	no			24	23	95.8			
		B	Mountain View Middle	no			12	9	75			
	Keyes Union											
		A	Barbara Spratling Middle	no			36	35	97.2			
		C2	University Charter	yes			10	3	30			
	Modesto City High											
		C	Robert Elliott Alternative Education Center	no			232	134	57.8			
	Newman-Crows Landing Unified											
		C	Newman-Crows Landing Independent Study	no			13	0	0			
		C	Foothill Community Day	no			6	3	50			
	Oakdale Joint Unified											
		C	Oakdale Charter	no			0	0	0			
		C	Valley Oak High (Alternative)	no			0	0	0			
	Stanislaus County Office of Education											
August-06		C	Archway Academy	no			0/8	0/8	0/100			
		C	Vocational Edcuation Academy	no			0/22	0/19	0/86			
August-06		C	Community Middle College	no			Closed					
	Stanislaus Union Elementary											
		A	Josephine Chrysler Elementary	no			26	25	96.2			
	Turlock Unified											
August-06		A	Osborn Elementary	no			44/44	43/44	97.7/100			
		A	Marvin A. Dutcher Elementary	no			19	17	89.5			
August-06		A	Dennis G. Earl Elementary	no			39/39	38/39	97.4/100			
		A	John H. Pitman High	no			330	301	91.2			
August-06		A	Crowell Elementary	no			35/47	32/47	91.4/100			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	August-06	A	Julien Elementary	no			41/41	40/41	97.6/100			
Sutter												
	East Nicolaus Joint Union High											
		A	East Nicolaus High	no			49	47	95.9			
	Sutter County Office Of Education											
		C	Sutter County Alternative/Opportunity	no			11	4	36.4			
	Sutter Union High											
		A	Sutter High	no			116	101	87.1			
RELEASED	*Yuba City Unified*											
	August-06	A	Lincrest Elementary	no			43/39	42/39	97.7/100			
		A	Yuba City Unified Alternative	no			8	7	87.5			
		A	Yuba City High	no			387	349	90.2			
		A	Bridge Street Elementary	no			28	25	89.3			
		A	Central Gaither Elementary	no			10	9	90			
	August-06	A	Lincoln Elementary	no			39/36	37/36	94.9/100			
		B	Tierra Buena Elementary	no			55	44	80			
Tehama												
RELEASED	*Corning Union High*											
	August-06	B	Centennial Continuation High	no			6/21	5/21	83.3/100			
	August-06	B	Corning-Center Alternative Learning	no			4/8	3/8	75/100			
RELEASED	*Los Molinos Unified*											
	August-06	A	Los Molinos High	no			20/33	17/33	85/100			
RELEASED	*Mineral Elementary*											
	August-06	B	Escholar Academy	no		On-line classes only						
RELEASED	*Red Bluff Joint Union High*											
	August-06	C	Rebound	no			15/5	2/5	13.3/100			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	August-06	C	Salisbury High (Continuation)	no			20/20	10/20	50/100			
Trinity												
	Mountain Valley Unified											
		A	Hayfork Valley Elementary	no			12	11	91.7			
		B	Hayfork High	no			38	27	71.1			
		C	Valley High	no			1	0	0			
		C2	Hyampom Elementary	no			2	1	50			
	Southern Trinity Joint Unified											
		B	Southern Trinity High	no			17	14	82.4			
		C	Mt. Lassic High (Continuation)	no			1	0	0			
		C2	Southern Trinity Community Day	no			1	0	0			
	Trinity County Office Of Education											
		C	Trinity County Juvenile Hall	no			1	0	0			
		C2	Trinity County Special Education	no			6	4	66.7			
	Trinity Union High											
		C	Trinity River Community Day	no			0	0	0			
		C	Alps View High (Continuation)	no			0	0	0			
Tulare												
	Dinuba Unified											
		C	Sierra Vista High (Continuation)	no			24	13	54.2			
		C2	Ronald Reagan Academy	no			24	10	41.7			
	Lindsay Unified											
		B	John J. Cairns Continuation	no			11	8	72.7			
		C2	Lindsay Community Day	no			0	0	0			
	Strathmore Union Elementary											
		A	Strathmore Middle	no			56	50	89.3			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Tulare County Office Of Education											
		C	Tulare County Court	no			6	3	50			
	Woodlake Union High											
		A	Woodlake High	no			110	95	86.4			
	Woodville Union Elementary											
		A	Woodville Elementary	no			42	39	92.9			
Tuolumne												
	Curtis Creek Elementary											
		A	Curtis Creek Elementary	no			59	53	89.8			
		C2	Sullivan Creek Elementary	no			13	9	69.2			
	Sonora Union High											
		C	Sonora High Community Day	no			4	1	25			
		C	Theodore Bird High	no			311	78	25.1			
		C2	Dario Cassina High	no			15	10	66.7			
	Summerville Union High											
		A	Summerville High	no			110	105	95.5			
		B	Cold Springs High	no			7	5	71.4			
		B	Southfork High	no			10	8	80			
		C	Mountain High	no			10	4	40			
		C	Long Barn High	no			12	4	33.3			
		C2	Sierra Community Day	no			12	0	0			
	Tuolumne County Office Of Education											
		C	Tuolumne County Juvenile Hall/Community	no			1	0	0			
		C	Tuolumne County Alternative/Opportunity	no			1	0	0			
		C	Tuolumne County Community Day	no			1	0	0			
		C2	Tuolumne County Community Middle	no			1	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
Ventura												
	Moorpark Unified											
		A	Moorpark High	no			444	439	98.9			
	Mupu Elementary											
		A	Mupu Elementary	no			9	8	88.9			
	Oak Park Unified											
		A	Red Oak Elementary	no			22	21	95.5			
		A	Oak Hills Elementary	no			22	20	90.9			
		A	Medea Creek Middle	no			157	147	93.6			
	Ojai Unified											
		A	Nordhoff High	no			213	205	96.2			
	Oxnard Elementary											
		A	Driffill Elementary	no			47	44	93.6			
		A	Fremont Intermediate	no			232	208	89.7			
		A	Curren Elementary	no			35	33	94.3			
		A	Kamala Elementary	no			39	36	92.3			
		C	Nueva Vista Intermediate	no			3	2	66.7			
	Pleasant Valley											
		A	Dos Caminos Elementary	no			28	25	89.3			
		A	Tierra Linda Elementary	no			33	30	90.9			
	Ventura County Office Of Education											
		C	Gateway Community	no			40	19	47.5			
		C2	Vista Real Charter High	yes			20	8	40			
Yolo												
	Washington Unified											

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Bryte Elementary	no			20	17	85			
		A	River City Senior High	no			313	267	85.3			
		B	Westmore Oaks Elementary	no			25	19	76			
		B	Golden State Middle	no			206	150	72.8			
		C	Yolo High	no			38	22	57.9			
		C	Elkhorn Village Elementary	no			27	14	51.9			
		C	Westfield Village Elementary	no			28	12	42.9			
		C	Bridgeway Island Elementary	no			31	19	61.3			
		C	Merkley Youth Academy	no			Closed					
	Woodland Joint Unified											
		C	Middle Grades Community Day	no			1	0	0			
		C2	Douglass Middle	no			156	43	27.6			
		C2	Pioneer High	no			242	125	51.7			
		C2	Cache Creek High (Continuation)	no			31	15	48.4			
		C2	Grafton Elementary	no			11	7	63.6			
		C2	Lee Middle	no			130	38	29.2			
		C2	Woodland Community Day	no			1	0	0			
Yuba												
	Marysville Joint Unified											
		A	Yuba Gardens Intermediate	no			142	124	87.3			
		A	Kynoch Elementary	no			34	31	91.2			
		A	Ella Elementary	no			24	22	91.7			
		A	Cedar Lane Elementary	no			33	31	93.9			
		A	Marysville High	no			167	142	85			
		B	Arboga Elementary	no			12	10	83.3			
		B	Lindhurst High	no			238	193	81.1			
		C	North Marysville Continuation High	no			15	10	66.7			
		C	Lincoln (Abraham) (Alternative)	no			70	35	50			
		C2	Yuba Feather Elementary	no			16	10	62.5			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
Yuba County Office Of Education												
		C	Yuba County Career Preparatory Charter	no			596	320	53.7			
		C2	Yuba County Alternative/Opportunity	no			0	0	0			

NCLB HIGHLY QUALIFIED TEACHERS
Monitoring, Interventions and Sanctions Program

SCHOOL DISTRICT (LEA) MONITORING PROTOCOL

District «DISTRICT»
County «COUNTY» **CDS «CD_CODE»**

Number of schools (total) **«Elem_Schls» Elementary**
«MiddleJr_Schls» Middle/Jr
«High_Schls» High
«Other_Schls» Alternative

A. Parental Notification: Circle appropriate response and attach required documentation when instructed. Each LEA Title I participating school, in accordance with **Section 1111(h)(6)**, implements the Parents Right-to-Know requirements. Please

Yes/ No Notified parents of each student attending any school that receives Title I, Part A funds that parents may request, and the LEA provides in a timely manner, information regarding the professional qualifications of the student's classroom teachers. **Section 1111(h)(6)(A)**

- *Attach a copy of the notification with indication of how distributed.*
- To be compliant the documentation must describe (1) the information parents can request, (2) the process by which parents can make requests of the LEA and (3) the process that will be followed to provide the information**.**

Yes/ No Provided each parent "timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified." **Section 1111(h)(6)(B(ii))**

- *Please attach a copy of letter*
- *Indicate on the General Qualification spreadsheet which Title I teachers have not met the NCLB Teacher Quality requirements.*
  - To be compliant the notification letter must include (1) the teacher's name, (2) indication that the teacher in questions has not met the requirements for No Child Left Behind High Quality Teacher and it is recommended that you include (3) the academic subject affected**.**

B. Use of Funds: Circle appropriate response and attach required documentation as instructed.

Yes/ No The LEA has targeted funds to school with the lowest proportion of highly qualified teachers. **Section 2122(b)(2)** *Please provide written procedures/criteria for allocating funds*

Yes/ No The LEA has targeted funds to school who are identified for school improvement under **Section 1116(b). Section 2122(b)(3)** *Please provide written procedures/criteria for allocating funds*

Yes/ No The LEA has identified and developed a plan to insure equitable distribution of highly qualified teachers. **Section 1112. (C)(L)**

C. Total district FY 2004/05 Title I, Part A allocation:

a. Circle appropriate response based on actual use of Title I, Part A funds.

Yes/ No The LEA has used not less that 5% or more that 10% of its total annual allocation of Title I, Part A funds to ensure that all teachers and paraprofessionals who are not highly qualified become highly qualified" no later that the end of the 2005-2006 school year. **Section 1119 (1)**

For Title I, Part A (5% to 10% Professional Development to move teachers to HQ requirement) provide the **FY 2004/05** expenditures for each category below

a) $_____ Professional development activities for teachers

b) $_____ Professional development activities for paraprofessionals

c) $_____ Carrying out teacher advancement initiatives that promote professional growth

d) $_____ Testing of teachers in the academic subjects they teach.

e) $_____ Other (specify) _____

D. Total district FY 2004/05 Title II, Part A allocation: **[]**

a. Circle appropriate responses based on actual use of Title II, Part A funds and attach required documentation when instructed.

Yes/ No All teachers who teach in Title II Class Size Reduction programs, whose salaries are paid in full or in part from Title II, Part A funds are "highly qualified". **Section 2123 (a)(2)**

- *Attach a copy of the Certificate of Compliance (include HOUSSE, Part I and HOUSSE Part II, if required for certification) for **ALL** Title II CSR teachers.*

Of the Title II, Part A funds, provide the **FY 2004/05** expenditures for each category below.

a. $_____ Administration/Pupil Serves Personnel, only if the LEA is making progress toward meeting their AMOs and in a manner with mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers and principals. **Section 2123(1)**

b. $_____ Professional development activities for teachers

c. $_____ Professional development activities for principals

d. $_____ Professional development activities for paraprofessionals

e. $_____ Hiring of teachers to reduce class size

f. $_____ Developing and implementing mechanisms to help schools recruit highly qualified teachers (e.g., scholarships, signing bonuses, differential pay).

g. $_____ Developing and implementing initiatives to help schools retain highly qualified teachers and principals, particularly in high-needs schools (e.g., mentoring programs, induction programs, and financial incentives).

i. $_____ Testing of teachers in the academic subjects they teach.

j. $ _____ Other (Specify) _____

School: _____ District: _____

Total Number of Teachers on Site: _____ Type of School: _____

2005/06 AYP Met Not Met

SELF-STUDY SCHOOL SITE

Total Student Population _____ Total Free and Reduced Population _____

Total number of EL students _____ Percentage of Black and Hispanic Students _____

PART I

Policies, Practices, and Procedures for Hiring Highly Qualified Staff

Looking at vacancies for the 2004/05, 2005/06 and 2006/07 school years:

1. For this site, how many vacancies did you have for
   a) 2004/05 _____
   b) 2005/06 _____
   c) 2006/07 _____

2. What percentage of non-returning teachers did not return for each of the following reasons:

2004/05		2005/06	
1. non-reelect	_____	1. non-reelect	_____
2. voluntary	_____	2. voluntary	_____
3. retirement	_____	3. retirement	_____

2. On what date for 2006/07 did the site's hiring process begin in earnest? _____

3. Where are the job openings for this site posted? Please list all locations.

_____

_____

_____

4. In the last two years has the site administrator attended any job fairs? Yes No
   If yes, please list dates and locations. Indicate how many new hires resulted from each job fair listed.

_____ _____

_____ _____

_____ _____

_____ _____

5. In the last two years has the site administrator attended any non-School of Education recruitment fair (i.e. a University School of Math, or Science, or English)? Yes No If yes, list and state number of hires resulting from each event.

_____ _____

_____ _____

_____ _____

_____ _____

6. Does your site work with a college or university teacher preparation program for the placement of student teachers on your site? Yes No If yes, in what areas and how many?

_____ _____

_____ _____

_____ _____

_____ _____

7. If you answered YES to question 8 please answer questions 9 and 10.

8. In the last two years has the site administrator participated in formal or informal observations of the student teacher for potential employment? Yes No

9. In the last two years were any student teachers, who had been placed within the LEA, hired on the site or within the district? Yes No

PART II
Policies, Practices, and Procedures for Retaining Highly Qualified Staff

1. Does your site or district conduct an exit interview for non-returning teachers? If yes, attach.

2. Looking at the 2004/05 and 2005/06 school years, what percentage of non-reelect releases were for the following reasons:

	2004/05	2005/06
a) staff reduction/ budget cuts	_____	_____
b) failure of employee to adequately perform contractual duties	_____	_____
c) other	_____	_____

3. Support for new teachers
   1. Is BTS supported and fully implemented within your district? Yes No

   2. Are new teachers on this site assigned a mentor/buddy? Yes No

   3. Is training and/or support provided for new teachers for school-wide events such as back-to-school night and open house? Yes No

4. On a separate piece of paper please identify practices and programs at the site level that encourage teachers to remain on this site (i.e. teacher appreciation day, paid professional development days, faculty retreats, etc...)

PART III
Experience of Staff

1. How many teachers on this site have between 1 and 5 years of teaching experience? _____
2. How many teachers on this site have between 6 and 10 years of teaching experience? _____
3. How many teachers on this site have more than 10 years of teaching experience? _____
4. How many teachers on this site are on a STIP,PIP or emergency permit? _____
5. How many teachers on this site have been at this school for less than 5 years? _____
6. How many teachers on this site have been at this site for more than five years, but less than ten years? ___
7. How many teachers on this site have been on this site for more than 10 years? _____

ADMINISTRATORS

8. Has the current principal been in this position for less than two years? Yes No If no, how long has the current administrator been at this site? _____
9. How many years of administrative experience does the current administrator have? _____

10. For administrators that have been site principals for *less* than five (5) years:
    - Identify the district/LEA professional development opportunities made available to the site administrator(s) in the past five (5) years; of these how many did you participate in?

    _____ _____
    _____ _____
    _____ _____
    _____ _____

11. For administrators that have been site principals for *more* than five (5) years:
    - Identify the district/LEA professional development opportunities made available to the site administrator(s) in the past five (5) years; of these how many did you participate in?

    _____ _____
    _____ _____
    _____ _____
    _____ _____

12. Does this site participate in any type of staff evaluation of its administrator(s)? If yes, attach.
    - If yes, does this feedback direct the professional development activities for that administrator?

Equitable Distribution Through Recruitment and Retention in High-Need Districts

Connections to Higher Education

During the next year California Department of Education's HQ Staff will gather data to evaluate the success of each of these programs, monitor their implementation in select LEAs and School Sites, and determine their future inclusion in HQ monitoring programs. Participation in this monitoring program is determined by the Compliance. Monitoring, Sanctions, and Interventions Program discussed in the text of the plan.

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Likely Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
CSU Chico	The Department of Professional Studies in Education at California State University, Chico provides a long-term response to the challenges of improving the preparation of personnel to serve school-aged children with mild to moderate disabilities and of meeting the staffing needs in a large region experiencing shortages of these personnel. The need for special programs addressing teacher recruitment and retention in the area of Special Education is evidenced by the fact that 50.9% of Elementary Special Education classes and 44.5% of Secondary Special Education classes are taught by non Highly Qualified Teachers.	The Department of Professional Studies in Education at California State University, Chico has received two major federal grants totaling $2.3 million to support special education teaching.	LEAs and School sites that have been identified under CMIS will be advised of this program and encouraged to have interested teachers participate as well as use this as a potential source of recruitment for Special Education teachers.	X	X		Each LEA will submit evidence of placement and retention of HQ Special Education Teachers in high-poverty rural schools from this program, using the charts in Appendix 9B. CDE will use this data to determine whether the program is effective in placing HQ teachers in these hard-to-staff districts.	Janet Canning, Consultant Phone: 916-327-4217 OR Email: JCanning@cde.ca.gov Chico Concurrent and Education Specialist Program Office 530-898-6887

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Likely Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
California Subject Matter Projects (CSMP)	The California Subject Matter Projects (CSMP), are administered by the University of California Office of the President (UCOP). CSMP assists new, under-prepared and veteran teachers to develop and master core academic content and research proven instructional methods. This program targets the teachers in the 14.3% of classes that are not being taught by HQ teachers.	In compliance with AB1734 (1998) this program is funded in part from the general state funds and portions are funded by the Regents of the University of CA.	LEAs and School sites that have been identified under CMIS will be advised of this program and encouraged to have qualifying teachers participate.			X	Success will be measured by an increase in HQTs and performance of these teachers after participation in this program. This will be reported by the each LEA or school site as reported in Appendix 10A.	Jean Treiman Phone: 510- 987-9490 Email: Jean.Treiman@ucop.edu OR http://csmp.ucop.edu/

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Likely Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
UC Irvine Extension Program	In an effort to produce more and better qualified science and math teachers nationwide, the University of California (UC) Irvine Extension is planning a series of online courses to help K-12 teachers pass the California Subject Examination for Teachers (CSET), as well as prepare teachers from California and across the U.S. meet the subject matter competency requirements of the No Child Left Behind (NCLB) Act. The need for teacher recruitment and retention in the areas of math and science is evidenced by the fact that 16.5% of Science and classes and 18% of Mathematics classes are taught by non Highly Qualified Teachers.	Funded by the Regents of the University of CA.	LEAs and School sites that have been identified under CMIS will be advised of this program and encouraged to have qualifying teachers participate.			X	Success will be measured by an increase in HQTs and performance of teachers within each LEA or school site after participation in this program. Such data will be collected by CDE using Appendix 10A.	University of California, Irvine Irvine, CA 92697 Phone: 949-824-5011

Equitable Distribution Through Recruitment and Retention in High-Need Districts

Connections to Higher Education						
Program	**Identification of LEAs or School Sites**	**Introduction of Program to LEAs or School Sites**	**CDE's Monitoring of LEA's or School Site's Program Use**	**CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals**	**CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years**	**Next Steps?**
CSU Chico						
California Subject Matter Projects (CSMP)						
UC Irvine Extension Program						

Equitable Distribution Through Recruitment and Retention in High-Need Districts

Data and Reporting Systems

The California Department of Education will Identify current inequities using current data collection systems and plan revisions to further refine and improve data collection throughout the state. While all LEAs submit such data to the state as a part of the CBEDs reporting system, special attention will be paid to those schools participating in the Compliance. Monitoring, Sanctions, and Interventions Program discussed in the text of the plan.

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Measures of Success	Program's Contact Information
		Sources of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Examination of current data	The CDE identified 372[1] LEAs required to participate in a CDE-monitored program in which the LEA, with close supervision and participation by the CDE, will develop a comprehensive recruitment and retention plan in order to achieve equitable distribution of HQTs under No Child Left Behind. Data examined include each LEA's percentage of HQTs for 2005-06, the percentage of students who characterize themselves as Black or Latino, the percentage of students living at or below the poverty line, and whether or not the sites within the LEA have met their AYPs.	Quality Education Investment Act (QEIA) (SB 1133) apportions $1.1 million to fund nine new staff to implement and monitor the efforts of schools identified by the CMIS process.	All LEAs participating in the CMIS program will submit data and have this data analyzed by CDE analysts on the CMIS staff.	X	X		Each LEA will have a detailed and comprehensive plan to attract and retain highly qualified teachers so that all sites within the LEA have a staff of experienced and highly qualified teachers. CDE, during its scheduled monitoring visits and periodic review of submissions by the LEA, will evaluate the plan, its implementation, and its effectiveness by comparing the increase in the number of HQs from year to year.	Donald A. Kairott Phone:916-323-6440 Email: DKairott@cde.ca.gov Lynda Nichols Phone:916-323-5822 Email: LNichols@cde.ca.gov

[1] Please see Attachment 6

Equitable Distribution Through Recruitment and Retention in High-Need Districts

Improving the Quality of Teachers in Hard-to-Staff Schools

California's plan to improve the quality of teachers in hard-to-staff schools has two areas of focus:

1) Build capacity within these hard-to-staff schools to improve the quality of teachers already on staff at these hard-to-staff schools
2) Add incentives in some areas to allow for movement between schools within a given LEA.

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
One Thousand Teachers, One Million Minds Initiative	Intended to increase the supply and quality of science and mathematics teachers in California by providing students the opportunity to complete a bachelor's degree and all requisite course work to be highly qualified as a secondary teacher in math or science in four years.	The 2005—2006 California State Budget allocated $750,000 to the UC to begin the "California Teach: One Thousand Teachers, One Million Minds" program.	This program targets freshmen and sophomores enrolled at UC campuses. Incentives are being developed to encourage participants to teach in high-poverty and/or high-minority schools.	X		X	CDE will collect data from each LEA or school site within the CMIS program by using Appendix 11C. Because this program is in its second year, there is no data yet available on its success. As participants graduate from the program data will be supplied by the program to the state regarding the graduation rate, credentialing rate, and placement of the participants. Currently there are 27 students, 6 instructors, 7 placement schools, and 2 mentor teachers participating in 2 of the 9 UC Campuses.	University of California, Office of the President 800-523-2048 OR Phil Lafontaine Phone: 916-323-6189 Email: PLafontaine@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
SB 1133 (Torlakson) (Pending) **Quality Education Investment Act**	Awards funds for the creation of improved working conditions and positive classroom learning environments that will "attract and retain well-qualified teachers." Each teacher would be required to participate in at least 40 hours a year of professional development provided by the LEA that relate to the academic subject taught, time to meet and work with other teachers, and improving instruction by improving pupil learning in a manner consistent with academic content standards.	Appropriates $3 million from California's General Fund for the 2007-2008 fiscal year with $450 million annually from 2008-2009 fiscal year through the 2013-2014 fiscal year.	Funding is allocated to elementary and secondary schools and charter schools that are ranked in either decile 1 or 2 on the 2005 API for use in performing various specified measure to improve academic instruction and pupil academic achievement.		X	X	Because each school site will be required to report to the state, their progress and compliance with mandatory state reviews and assistance for non compliant schools participating in this program shall provide evidence of increased actual pupil attendance and increased graduation rates (for secondary schools only).	Office of Public School Instruction: (916) 449-3160 Kathleen Seabourne Phone: (916)319-0929 Email: KSeabourne@cde.ca.gov Tom Adams, Phone:(916) 319-0663 Email: TAdams@cde.ca.gov Don Kairott, Phone:(916)323-6440 Email: dkairott@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
California Mathematics and Science Partnership Program	California Mathematics and Science Partnership (CaMSP) grants are intended to help educators improve their skills in teaching math and science. The grants are awarded to eligible partnerships or educational agencies that in turn create opportunities for teachers to receive professional development in teaching math and science. Target schools include those where at least 40 percent of students qualify for the National School Lunch Program. The need to improve the quality of science and math teachers is evidenced by the fact that 16.5% of Science classes and 18% of Mathematics classes are taught by non HQTs.	No Child Left Behind Act of 2001, Title II, Part B, sections 2201-2202	All eligible persons or organizations legally authorized to do business in the state of California may apply to provide professional development for teachers. In turn these opportunities will target teachers who are employed at high-poverty schools, defined by at least 40% of students qualifying for the National School Lunch Program. See also: http://www.cde.ca.gov/fg/fo/profile.asp?id=438			X	This program will be presented to each LEA and/or school site participating in the CMIS program. CDE will collect data from each of these LEAs or school sites as to the success of this program for their math and science teachers who are not NCLB compliant. See Appendix 10C.	Program: Jeanne Ludwig Phone : 916-323-5190 E-mail : jludwig@cde.ca.gov Fiscal: Maxine Wheeler Phone : 916-323-4746 E-mail : mwheeler@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Sources of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Mathematics and Reading Professional Development (AB 466)	Assembly Bill (AB) 466 (Chapter 737, Statutes of 2001) established state funding for the Mathematics and Reading Professional Development Program (AB 466). This is a reimbursement program that provides professional development for K—12 classroom teachers, instructional aids, and paraprofessionals. See also: http://www.cde.ca.gov/pd/ca/ma/mard05.asp	General fund of the California State Budget allocates $200,000 to the Department of Education to administer the program.	In order to provide maximum access, the institutes shall be offered through multiple university and college campuses or in a regionally accredited program offered through instructor-led, interactive online courses. Priority given to schools whose pupils' with low English language arts scores on California's standardized test, schools with high poverty levels, as determined by the percentage of pupils eligible for free or reduced price meals, and schools with a high number of beginning and non-credentialed teachers.	X		X	Critical areas of reporting by the LEAs engaging in this professional development include reports to the State Board of Education on the following: 1. the professional development was delivered by an approved provider 2. the LEA has instructional materials for each student that are aligned to state academic content standards in reading/language arts and mathematics in those grades and subject areas for which the local educational agency intends to receive payment for training teachers 3. provision of a minimum of 20 hours of professional development and 20 hours of follow-up to instructional aides and paraprofessionals	Mathematics—Program Questions and Provider Information Yvonne Evans Phone : 916-323-5252 E-mail : yevans@cde.ca.gov Reading/Language Arts—Program Questions and Provider Information Ellen Jensen Phone: 916-323-4711 Email: ejensen@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Mathematics and Reading Professional Development Senate Bill 472	Reauthorized AB 466 through June 2012. Highest priority for this program is given to secondary special education teachers and teachers who qualify for rural flexibility county office programs. Additionally, priority is given to teachers who are new to teaching, who are assigned to high-priority schools, and who are assigned to schools that are under sanctions.	$120,00 of the California State General Fund was allocated to the California Department of Education to administer this program.	In order to provide maximum access, the institutes shall be offered through multiple university and college campuses or in a regionally accredited program offered through instructor-led, interactive online courses. Priority given to schools whose pupils' with low English language arts scores on California's standardized test, schools with high poverty levels, as determined by the percentage of pupils eligible for free or reduced price meals, and schools with a high number of beginning and non-credentialed teachers.	X		X	This bill requires the California Department of Education to collect and report data regarding program effectiveness and preprogram and post-program pupil achievement, as well as retention rates of teachers, instructors, and paraprofessionals who participated in the program training. Because this bill was signed into law on August 31, 2006 no data has yet been collected under this provision.	Mathematics—Program Questions and Provider Information Yvonne Evans Phone : 916-323-5252 E-mail : yevans@cde.ca.gov Reading/Language Arts—Program Questions and Provider Information Ellen Jensen Phone: 916-323-4711 Email: ejensen@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Succe	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
National Board Certification Program	The National Board for Professional Teaching Standards (NBPTS) provides a rigorous measure for experienced teachers through sets of teaching standards that describe the accomplished level of teaching. Over the course of a school year, candidates for national certification must create a portfolio of their teaching and sit for an assessment of their content knowledge. National Board certification is available in more than 24 certificate areas, defined by a student age range and the content taught. Teachers seeking National Board Certified Teacher (NBCT) status often create small learning communities as they develop their portfolios. The National Board certification process requires teachers to examine their practice and provides the opportunity to address apparent weaknesses. The process can take up to three years for teachers who discover a weakness that must be addressed. National Board certification is the epitome of long-term, meaningful professional development. Approximately one percent of all California teachers are NBCTs.	The federally funded Candidate Subsidy Program (CSP) provides 50 percent of the candidate fees, and the state-funded NBPTS Incentive Award Program provides a $20,000 incentive award for NBCTs who work in high-priority schools. The 2006 Budget Act proposes additional state funding to increase the candidate fee support to 90 percent.	The program targets high-priority schools.			X	With approximately 50 percent of California NBCTs teaching in the bottom half of all California schools (determined by the Academic Performance Index), California is the national exception with regard to the equitable distribution of NBCTs.	http://www.nbpts.org/

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Succe	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Beginning Teacher Support and Assessment (BTSA) Program	The purposes of the Beginning Teacher Support and Assessment (BTSA) Program are to enhance the success and retention of first-year and second-year teachers by aiding the transition into teaching, improve training for new teachers; provide intensive individualized support and assistance to each participating beginning teacher; and establish an effective, coherent system of performance assessments that are based on the California Standards for the Teaching Profession	Section 44279.2(c) of the Education Code allows local education agencies (LEA) to apply for and receive state funding to support induction programs through the Beginning Teacher Support and Assessment program. For fiscal year 2005-06, BTSA Induction is funded from the AB 825 Teacher Credentialing Block Grant, and will be used to provide more than 24,000 participating teachers in 154 BTSA Induction Programs	All newly-credentialed, beginning teachers in the state of California are required to participate and it is the preferred pathway to a California Professional (Clear) Teaching Credential.		X	X	Participating Teachers are ensured a quality induction experience through an extensive annual peer program review process and on-going formal, summative peer reviews. Program stakeholders and leaders use a structured, date-based inquiry process to assess and improve the quality of their program and assure their alignment with Induction Program Standards. Each year, teams engage in a rigorous self-study and peer review of documents and evidence that leads to the development and implementation of an Annual Improvement Plan. Program accountability is further monitored through the CCTC accreditation process.	Sarah Solari, Consultant Phone:(916)324-5688 Email: ssolari@cede.ca.gov Ron Taylor, Consultant Phone:(916)323-4819 Email: rtaylor@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Succe	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Senate Bill 1209 (Scott): Certificated Staff Mentoring	Certificated Staff Mentoring established by SB 1209 provides $6,000 annual stipends to experienced teachers to teach in staff priority schools and assists teacher interns during their induction and first years of teaching.	$11.2 million from California's General Fund has been allocated to establish the Certificated Staff Mentoring (CSM) Program which will provide a $6,000 annual stipend to teachers to serve as mentors to new and intern teachers in their first years of teaching.	Stipends are awarded to mentor teachers who serve in "staff priority" schools, defined as schools in deciles 1 -3 for the API or Juvenile Court Schools.	X	X	X	This bill requires the State Superintendent of Public Instruction and the California Commission on Teacher Credentialing to review, revise, study, and report on specified aspects of teachers induction programs so as to closely monitor improvement in these programs as measured by teacher preparedness and retention.	Don Kairott Phone: (916) 323-6440 Email: dkairott@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
The California Subject Matter Projects	The California Subject Matter Projects (CSMP), are administered by the University of California Office of the President (UCOP). CSMP assists new, under-prepared, and veteran teachers to develop and master core academic content and research proven instructional methods that are linked to adopted California content standards, curriculum frameworks, and related approved instructional materials.	In compliance with AB1734 (1998) this program is funded in part from the general state funds and portions are funded by the Regents of the University of CA.	LEAs and School sites that have been identified under CMIS will be advised of this program and encouraged to have qualifying teachers participate.			X	Success will be measured by an increase in HQTs and performance of these teachers after participation in this program. This will be reported by the each LEA or school site as reported in Appendix 10A.	Jean Treiman Phone: (510) 987-9490 Email: Jean.Treiman@ucop.edu

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Sources of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Cross-cultural, Language and Academic Development (CLAD) Certificates	The Cross-cultural, Language and Academic Development (CLAD) Certificate and the Bilingual, Cross-cultural, Language and Academic Development (BCLAD) Certificate authorize teachers to provide certain types of instruction to English learners.	There is no funding allocated for this program. Teachers who received their credential before the CLAD certificate was required may apply to their LEA to use Title II funds to cover the cost of the certification process.	This certification is required for all California classroom teachers who have one or more English learners in their classroom.			X	This certification demonstrates the level of knowledge and skills required to teach English learners effectively. This is especially significant given that Hispanics constitute about 75% of all students enrolled in programs for the limited English proficient (LEP), including bilingual education and English as a second language (ESL) programs. Additionally, approximately 35% of Hispanic children live in poverty.	California Commission on Teacher Credentialing Phone: 888-921-2682 Paula Jacobs Phone: 916-319-0270 Email: pjacobs@cde.ca.gov,

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Sources of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Bilingual Teacher Training Program	Bilingual Teacher Training Program (BTTP) funds support schools and districts as regional training centers in preparing teachers, kindergarten through grade twelve, for California Commission on Teacher Credentialing authorization to provide instructional services to English learners. The training prepares teachers in the appropriate methodologies to facilitate English learners' acquisition of English and academic development.	This is a professional development opportunity for educators. LEAs may choose to apply Title II funds to cover the cost of this program for their educators.	Targeted program designed to teach populations of high-language learners, which typically indicates high-minority students.	X			The funding for each regional training center is dependent upon its pass rate, as determined by the number of participants in its training programs, compared to the pass rate of these participants on the BCLAD assessment. This program is especially significant given that Hispanics constitute about 75% of all students en-rolled in programs for the limited English proficient (LEP), including bilingual education and English as a second language (ESL) programs. Additionally, approximately 35% of Hispanic children live in poverty.	Paula Jacobs, Phone: 916-319-0270 E-mail: pjacobs@cde.ca.gov,

Equitable Distribution Through Recruitment and Retention in High-Need Districts

Improving the Quality of Teachers in Hard-to-Staff Schools						
Program	**Identification of LEAs or School Sites**	**Introduction of Program to LEAs or School Sites**	**CDE's Monitoring of LEA's or School Site's Program Use**	**CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals**	**CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years**	**Next Steps?**
One Thousand Teachers, One Million Minds Initiative						
SB 1133 Quality Education Investment Act						

Program	Identification of LEAs or School Sites	Introduction of Program to LEAs or School Sites	CDE's Monitoring of LEA's or School Site's Program Use	CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals	CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years	Next Steps?
California Mathematics and Science Partnership Program						
Mathematics and Reading Professional Development (AB 466, reauthorized under AB 472))						

Program	Identification of LEAs or School Sites	Introduction of Program to LEAs or School Sites	CDE's Monitoring of LEA's or School Site's Program Use	CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals	CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years	Next Steps?
National Board Certification Program						
Beginning Teacher Support and Assessment (BTSA) Program						

Program	Identification of LEAs or School Sites	Introduction of Program to LEAs or School Sites	CDE's Monitoring of LEA's or School Site's Program Use	CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals	CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years	Next Steps?
Senate Bill 1209 (Scott) Certificated Staff Mentoring						
The California Subject Matter Projects						

Program	Identification of LEAs or School Sites	Introduction of Program to LEAs or School Sites	CDE's Monitoring of LEA's or School Site's Program Use	CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals	CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years	Next Steps?
Cross-cultural Language and Academic Development (CLAD) Certificates						
Bilingual Teacher Training Program						

Equitable Distribution Through Recruitment and Retention in High-Need Districts

Increasing the Numbers of Highly Qualified Teachers in California

The California Department of Education will identify current inequities using current data collection systems and plan revisions to further refine and improve data collection throughout the state.

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Finding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
California Teacher Internship Programs	Alternative teacher credentialing programs provide opportunities for teacher candidates to become highly qualified through a state-approved alternative teacher credential program while working as classroom teachers.	Funding ($2,500 per capita) is available to California approved teacher preparation programs to carry out these objectives. Each January the CCTC issues a Competitive Grant Program to teacher preparation programs who want to prepare interns for California's classrooms. In 2005-06, 8,400 interns will participate in funded internship programs.	While no particular group is targeted, the purpose of the internship program is to expand the pool of qualified teachers by attracting persons into teaching who might not otherwise enter the classroom, and attract those who bring valuable attributes and experiences into teaching.	X			In the 2004-2005 school year, 4486 Internship Credential were issued by the California Commission on Teacher Credentialing. This is an enormous number of teachers to enter the profession. By linking these high-need districts to this pool of teachers CDE can identify the increase in the number of teachers who become fully credentialed and employed in hard-to-staff schools upon completion of a local or district internship program.	California Commission on Teacher Credentialing - Michael McKibbon, Administrator Email: MMcKibbin@ctc.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
California Assumption Program of Loans for Education (APLE)	The APLE is a competitive teacher incentive program designed to encourage outstanding students, district interns, and out-of-state teachers to become California teachers in subject areas in which a critical teacher shortage has been identified or in designated schools meeting specific criteria.	The APLE is a state-funded competitive teacher incentive program administered by the California Student Aid Commission.	APLE participants who agree to, and provide, the designated teaching service in the areas of **math, science, or special education** are eligible to receive an additional $1,000 per year in loan assumption benefits. Participants meeting this requirement who provide teaching service in a California public school that is ranked in the lowest 20 percentile of the Academic Performance Index are eligible to receive an additional $1,000 per year for a possible total loan assumption benefit of up to $19,000.	X			A vast majority (63.4%) of those persons receiving APLE warrants taught in low-income schools with another 11.3% teaching in Special Education. These numbers are likely to increase as the targeted school districts promote this program for potential recruits.	California Student Aid Commission (916)526-8999
Direct Loan Program: Teacher Loan Forgiveness – FFEL	Designed to attract teachers to high-poverty schools and high-need areas by offering $5,000 to $17,500 in loan forgiveness	Federal Student Aid Program	Targets high-poverty schools by offering full-time teachers who serve in these schools for five consecutive up to $5,000 loan forgiveness.	X			ED data indicate that between FY2001 and FY2003, approximately $11 million in teacher loans were forgiven. However, ED projections indicate that between FY2005 and FY2014, as more teachers become eligible, over $1.6 billion in teacher loans will be forgiven.	California Student Aid Commission (916)526-8999 OR US Department of Education – student aid studentaid.ed.gov/

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Finding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Cancellation of Perkins Loans for Teachers	Teachers may qualify for cancellation (discharge) of up to 100 percent of a federal Perkins loan if they have served full time in a public or nonprofit elementary or secondary school system as a: 1. Teacher in a school serving students from low-income families; or 2. Special education teacher; or 3. Teacher in the fields of mathematics, science, foreign languages, or bilingual education or in any other field of expertise determined by a state education agency to have a shortage of qualified teachers in that subject.	Federal Student Aid Program	Targets high-poverty schools and areas of high-need (namely Special Education, math, science, foreign languages, bilingual education, or other fields designated as teacher shortage areas)	X			No data of success of this program currently available.	California Student Aid Commission (916)526-8999 OR US Department of Education – student aid studentaid.ed.gov/
Federal SMART Grant Program	The Federal Budget Reconciliation Act recently enacted by Congress establishes a new National Science and Mathematics Access to Retain Talent (SMART) Grant program. The Act creates a new award in the amount of $4,000 for Pell Grant recipients in their junior or senior years who maintain a 3.0 GPA and who major in science, math, engineering, or a foreign language critical to national security. While not directed at teachers, the grants would be available to eligible Pell Grant recipients who participate in the UC/CSU SMI program.	Federal Student Grant Program	Targets areas of high-need and teacher shortage, namely science, math, engineering, or foreign language. While not specific to teachers it can apply to a teacher's undergraduate program expenses.	X			This grant is new, beginning July 1, 2006, so evidence of probable success is not yet available.	California Student Aid Commission (916)526-8999 OR US Department of Education – student aid studentaid.ed.gov/

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitme	Retention	Improving Teacher Quality		
International Teachers	International certificates are issued to applicants who are from a country other than the United States, who have completed at least a bachelor's degree with a major in the field of teaching, who have met all cultural/educational visa requirements. The certificate can be renewed for up to two additional years at the request of the school district if the teacher has met all certification examination requirements during the first year. The Commission on Teacher Credentialing works closely with responsible officers and foreign country representatives to provide appropriate certification and employment to international teachers.	Cost is borne by teacher seeking the California Credential.	These teachers often meet critical needs in hard-to-staff geographical and subject areas, especially special education, secondary math and sciences, and foreign languages.	X			With critical shortages in hard-to-staff sites, recruiting highly qualified teachers to serve in these areas continues to be a priority of California.	California Commission on Teacher Credentialing Phone: 888-921-2682 Or Edda Caraballo Phone: 916-319-0396 Email: ECaraballo@cde.ca.gov
Troops Teachers (TTT)	The purpose of TTT is to assist eligible military personnel to transition to a new career as public school teachers in targeted schools.	This federal program is managed by the Defense Activity for Non-Traditional Education Support (DANTES).	Research conducted by the National Center for Education Information in their publication: *Profile of Troops To Teachers* indicates that participants in the Troops To Teachers Program are far more likely to teach in high-need areas of study as well as large-city schools than the national average for teachers.	X			According to the National Center for Education Information's *Profile of Troops To Teachers* 59% of teachers who participated in the Troops to Teachers Program indicate that they would not have entered the teaching profession without this program. Number of participants in this program in districts where this was previously not used or used infrequently.	National Center for Alternative Certification www.teach-now.org OR Troops to Teachers www.ProudToServeAgain.com or 800-231-6242

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Secondary Teachers of Multiple Subjects Verification Process	This new verification process is a means of providing an opportunity for secondary teachers of multiple subjects to become highly qualified. The program is designed to offer rigorous content preparation as well as professional development opportunities that incorporate both theory and practice. This program has been developed by the Ventura County Office of Education (VCOE) and will be available by the Fall of 2007.	VCOE was awarded funding from CDE under the 2006 Budget Act, Lite Iten #66110-001-0890.	Recent studies suggest a teacher's own knowledge has a substantial impact on student learning ("Love and Math" by C. Jerald)	X			CDE's current data indicates that only 57.8% of teachers in Alternative Schools are NCLB compliant. The need for an alternative verification process of these teachers is of the utmost importance. The VCOE, along with CDE developed a highly successful CSET preparation program in 2005, with pass rates for the CSET ranging from 17% - 93% depending on ethnicity and subtest taken.	Curriculum Leadership Lynda Nichols, Lead Consultant (916) 323-5822 or LNichols@cde.ca.gov
Senate Bill 1209 (Scott): Alternative Certification Program	Alternative Certification Program: Authorizes the Commission on Teacher Credentialing to award additional funds to the provider for each teacher interns if the program offers at least 40 hours additional training in teaching English learners and provide a reduced ratio of experienced teachers to teacher interns.	California General Fund – Internship Funds	This incentive will better prepare teachers that may be teaching in high-minority schools.	X			Teachers who are better prepared to meet the needs of their students and who have a more solid foundation in the profession are more likely to stay in the profession and develop their professional commitment to the school and the profession.	California Commission on Teacher Credentialing Michael McKibbon, Administrator MMcKibbin@ctc.ca.gov Tom Lugo Phone: 916-323-6257 or Email: TLugo@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Senate Bill 1209 (Scott): Testing	Credential candidates can substitute a passing score, as established by the State Superintendent of Public Instruction, on the Graduate Record Examination General Test (GRE), the SAT, and the ACT Plus Writing Test to satisfy basic skills required in lieu of the California Basic Educational Skills Test (CBEST). This provision will remove the need to take one of the many exams teachers are required to take and speed up the process of entering a credential program after the completion of the bachelor's degree.	California General Fund	This streamlined process will speed up the process of entering the teaching profession, without sacrificing actually professional and content preparation, for all perspective teachers. This is especially helpful to teachers with limited financial resources.	X			Persons entering the teaching profession often become frustrated with what they perceive as barriers to entering the profession. By streamlining the process, more people will be encouraged to enter the profession.	California Commission on Teacher Credentialing Michael McKibbon, Administrator MMcKibbin@ctc.ca.gov OR Curriculum Leadership Lynda Nichols Phone: 916-323-5822 Email: LNichols@cde.ca.gov
AB 825: Teacher Credentialing Block Grant	School districts, county offices of education, and consortia of districts and county offices that offer approved Beginning Teacher Support and Assessment programs are eligible for Teacher Credentialing Block Grant funds. The purpose of this program to provide induction services for first-year and second-year teachers and aid them in moving from their preliminary credential to their clear credential.	California has established a series of block grants, funded by the California General Fund, that will be directed to teacher credentialing.	Available to all LEAs offering new teacher induction programs	X	X	X	CCTC collects data examining the retention rate of participants. A report published by UC Riverside is due on November 1, 2006, examining the effectiveness of this program and recommending any changes to the program to improve its effectiveness.	Professional Development Roxane Fidler, Consultant RFidler@cde.ca.gov (916) 323-4861

Equitable Distribution Through Recruitment and Retention in High-Need Districts

Increasing the Numbers of Highly Qualified Teachers in California						
Program	**Identification of LEAs or School Sites**	**Introduction of Program to LEAs or School Sites**	**CDE's Monitoring of LEA's or School Site's Program Use**	**CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals**	**CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years**	**Next Steps?**
California Teacher Internship Programs						
California Assumption Program of Loans for Education (APLE)						

Program	Identification of LEAs or School Sites	Introduction of Program to LEAs or School Sites	CDE's Monitoring of LEA's or School Site's Program Use	CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals	CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years	Next Steps?
Direct Loan Program: Teacher Loan Forgiveness						
Cancellation of Perkins Loans for Teachers						

Program	Identification of LEAs or School Sites	Introduction of Program to LEAs or School Sites	CDE's Monitoring of LEA's or School Site's Program Use	CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals	CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years	Next Steps?
Federal SMART Grant Program						
International Teachers						

Program	Identification of LEAs or School Sites	Introduction of Program to LEAs or School Sites	CDE's Monitoring of LEA's or School Site's Program Use	CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals	CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years	Next Steps?
Troops To Teachers						
Secondary Teachers of Multiple Subjects Verification Process						

Program	Identification of LEAs or School Sites	Introduction of Program to LEAs or School Sites	CDE's Monitoring of LEA's or School Site's Program Use	CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals	CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years	Next Steps?
Senate Bill 1209 (Scott): Alternative Certification Program						
Senate Bill 1209 (Scott): Testing						

Program	Identification of LEAs or School Sites	Introduction of Program to LEAs or School Sites	CDE's Monitoring of LEA's or School Site's Program Use	CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals	CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years	Next Steps?
AB 825: Teacher Credentialing Block Grant						

Equitable Distribution Through Recruitment and Retention in High-Need Districts

Recruiting and Retaining Highly-Qualified Teachers in Hard-to-Staff Schools

California's Department of Education's HQ staff will coordinate with other divisions within CDE, namely the Curriculum Frameworks & Instructions Resources Division to evaluate how districts are spending these monies to improve

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Senate Bill 1209 (Scott): PMATs	Six county offices were chosen to provide technical assistance to school districts in personnel management and recruitment and hiring processes.	California General Fund in accordance with *Education Code* Section 44740(b)(2)(B)	Six county offices will be selected so that all regions within the state are served.	X	X		Programs designed to address the recruitment and hiring practices of all schools, but especially those characterized as hard-to-staff is of fundamental importance to meeting the goal of full HQ compliance. Well-supervised and planned recruitment centers are California's best practice in assuring each LEA has adequate resources to staff its schools with experienced and highly qualified teachers.	Sarah Solari Phone: 916-324-5688 Email: SSolari@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Senate Bill 1209 (Scott): Salary Planning Grants	SB 1209 authorizes the district and teachers' bargaining unit to apply to the SPI for technical assistance and planning grants to facilitate the planning of a salary schedule for teachers based on criteria other than years of training and experience (e.g., step and column salary schedule).	Superintendent may make planning grants from funds appropriated for this purpose in the annual Budget Act or other legislation	Designed to compensate teachers for the additional responsibilities, time, and effort required to serve in challenging school settings, and reward teachers for professional growth tied to their particular assignments.		X	X	We know that half of new U.S. teachers are likely to quit within the first five years because of poor working conditions and low salaries – this attempts to address the inequity in pay and reward dedicated teachers. http://www.washingtonpost.com/wp-dyn/content/article/2006/05/08/AR2006050801344.html	Sarah Solari Phone: 916-324-5688 Email: SSolari@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
SB 1133 (Torlakson) (Pending) **Quality Education Investment Act**	Awards funds for the creation of improved working conditions and positive classroom learning environments that will "attract and retain well-qualified teachers." Each teacher would be required to participate in at least 40 hours a year of professional development provided by the LEA that relate to the academic subject taught, time to meet and work with other teachers, and improving instruction by improving pupil learning in a manner consistent with academic content standards.	Appropriates $3 million from California's General Fund for the 2007-2008 fiscal year with $450 million annually from 2008-2009 fiscal year through the 2013-2014 fiscal year.	Funding is allocated to elementary and secondary schools and charter schools that are ranked in either decile 1 or 2 on the 2005 API for use in performing various specified measure to improve academic instruction and pupil academic achievement.		X	X	Because each school site will be required to report to the state, their progress and compliance with mandatory state reviews and assistance for non compliant schools participating in this program shall provide evidence of increased actual pupil attendance and increased graduation rates (for secondary schools only).	Office of Public School Instruction: (916) 449-3160 Kathleen Seabourne Phone: (916)319-0929 Email: KSeabourne@cde.ca.gov Tom Adams Phone:(916) 319-0663 Email: TAdams@cde.ca.gov Don Kairott, Phone: (916)323-6440 Email: dkairott@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
California Teacher Recruitment Program	In an effort to help meet the critical need for teachers in California, the Sacramento County Office of Education is coordinating a recruitment effort aimed at finding highly qualified teachers for low - performing schools.	The program is authorized by Assembly Bill 146 (Laird), Budget Act of 2005, and provides up to $3 million for the program	Designed to help recruit highly qualified teachers for low performing schools and help meet a critical need. California will focus its attention on three geographic areas for its recruitment efforts for schools in deciles 1-3 on the state's Academic Performance Index: 1. Riverside and San Bernardino Counties, 2. Los Angeles County, and 3. San Joaquin and Salinas Valleys.		X		The program began August 24, 2006, and will end on January 31, 2008 so no data is yet available.	Sacramento County Office of Education Joyce E. Wright, Ed.D Assistant Superintendent Phone:(916) 228-2653 Email: jwright@scoe.net

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
SB 550 Vasconcellos (2004) Ed. Code Sec. 42127.6	Requires school districts to maintain all facilities in a working order, improve working conditions, create positive classroom learning environments and provide sufficient textbooks and instructional materials for all students.	This bill appropriated $20,200,000 from the General Fund to the State Department of Education and, of that amount $5,000,000 was appropriated for transfer to the State Instructional Materials Fund for purposes of acquiring instructional materials, as specified. $15,000,000 was appropriated for allocation to county offices of education for review and monitoring of schools, as specified, and $200,000 was appropriated for purposes of implementing this act.	Targets schools in deciles 1 -3 on the Academic Performance Indext.		X		Nearly half of new teachers leave the profession within the first five years due, in part, to poor working conditions. CDE will closely monitor the use of these funds by collecting data using the school accountability report card to report condition of buildings and facilities. Periodic reports from the Fiscal Crisis and Management Assistance Teams established to aid LEAs in facilities repair and maintenance. Evaluate the number of uniform complaints filed against each LEA for insufficient textbooks, instructional materials, or poor facility conditions.	Office of Public School Instruction: 916-449-3160 Kathleen Seabourne Phone: (916)319-0929 Email: KSeabourne@cde.ca.gov Tom Adams Phone: 916-319-0663 Email: TAdams@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Legislative Mandates under Williams: **SB 6 Alpert (2004)**	Established the School Facilities Needs Assessment Grant Program which conducted a one-time facilities needs assessments for schools in deciles 1 – 3. It also established the School Facilities Emergency Repair Account to pay for emergency facilities repairs for these same schools.	$250,000 was appropriated from the General Fund to the State Allocation Board for the administration of the School Facilities Needs Assessment Grant Program and the School Facilities Emergency Repair Account for the 2004–05 fiscal year. $30,000,000 from the General Fund, was appropriated for school districts under the School Facilities Needs Assessment Grant Program and $5,000,000 was appropriated for transfer to the School Facilities Emergency Repair Account.	This program targets schools in deciles 1 – 3 in the Academic Performance Index.		X		Nearly half of new teachers leave the profession within the first five years due, in part, to poor working conditions. CDE will closely monitor the use of these funds by collecting data through the school accountability report card to report sufficiency of textbooks and instructional materials as well as site conditions.	Office of Public School Instruction: (916) 449-3160 Kathleen Seabourne Phone: (916)319-0929 Email: KSeabourne@cde.ca.gov Tom Adams Phone:(916) 319-0663 Email: TAdams@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Sources of Funding	Distribution of Resources	Recruitmen	Retention	Improving Teacher Quality		
California Extra Credit Teacher Program	The Extra Credit Teacher Program (ECTP) is designed to make homeownership a possibility for eligible teachers, administrators, classified employees and staff members working in high-priority schools in California. The ECTP is intended to help high priority schools attract and retain education professionals by offering an incentive in the form of down payment assistance for the purchase of a home anywhere in California.	California General Fund	This program is intended for eligible teachers, administrators, classified employees and staff members in high priority schools across the state.	X	X		Teachers who are connected to their community are likely to stay in their positions. Strong community ties between teachers, parents, students, and community leaders is essential to the success of attracting and retaining highly qualified teachers.	California Finance Housing Agency - http://www.calhfa.ca.gov/homeownership/programs/ectp.htm
Transition To Teaching Grants	The program provides grants to recruit and retain highly qualified mid-career professionals and recent graduates as teachers in high-need schools. Additionally, these grants encourage the development and expansion of alternative routes to certification under state-approved programs that enable individuals to be eligible for teacher certification within a reduced period of time, relying on the experience, expertise, and academic qualifications of an individual or other factors in lieu of traditional course work in the field of education.	Federally sponsored program	This program targets high need schools and requires participants to continue in these schools for at least three years.	X	X		Programs designed to address the recruitment and hiring practices of all schools, but especially those characterized as hard-to-staff is of fundamental importance to meeting the goal of full HQ compliance. CDE will collect data to measure the increase in number of teachers recruited through this program in LEAs where this was previously not used or used infrequently.	www.ed.gov/programs/transitionteach/index.html

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Sources of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
SB 1655 Voluntary Transfers (Pending)	Senate Bill (SB) 1655 is currently awaiting the Governor's signature, this bill removes most of the barriers that prevent many school districts from placing the best qualified teachers in the lowest performing schools (in API deciles 1 -3). SB 1655 would allow principals in API decile 1 – 3 schools to reject the 'voluntary' transfer of teachers not meeting students' needs. SB 1655 will help prevent the circumstance where low-income, low-performing schools are often not notified that veteran teachers are leaving or transferring until late summer.	No funding required	Targets low-performing schools (deciles 1 – 3)		X		No data yet available.	Don Kairott, Phone: (916)323-6440 Email: dkairott@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Sources of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Teacher Recruitment and Student Support Program (TRSSP)	The Teacher Recruitment and Student Support Program (TRSSP) creates funding for schools for the following purposes: • a safe, clean school environment for teaching and learning; • providing support services for students and teachers; • small group instruction; • activities, including differential compensation, focused on the recruitment and retention of teachers who meet the NCLB definition of a highly qualified teacher; • activities, including differential compensation, focused on the recruitment and retention at those schools of highly skilled principals; • time for teachers and principals to collaborate for the purpose of improving student academic outcomes.	Budget Act of 2005, Item 6110485-0001 provides $46.5 million for improving student learning in low-performing schools (deciles 1 – 3). Each identified district is eligible to receive $23.73 per pupil	Targets low performing schools (deciles 1 -3)	X	X		Thus far, tens of millions of dollars have been awarded to qualifying schools and used to substantially improve the school sites and their instructional capabilities.	http://www.cde.ca.gov/fg/fo/r12/trssp05rfa.asp

Equitable Distribution Through Recruitment and Retention in High-Need Districts

Recruiting and Retaining Highly-Qualified Teachers in Hard-to-Staff Schools						
Program	**Identification of LEAs or School Sites**	**Introduction of Program to LEAs or School Sites**	**CDE's Monitoring of LEA's or School Site's Program Use**	**CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals**	**CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years**	**Next Steps?**
Senate Bill 1209 (Scott): PMATs						
Senate Bill 1209 (Scott): Salary Planning Grants						

Program	Identification of LEAs or School Sites	Introduction of Program to LEAs or School Sites	CDE's Monitoring of LEA's or School Site's Program Use	CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals	CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years	Next Steps?
SB 1133 (Torlakson) Quality Investment Education Act						
California Teacher Recruitment Program						

Program	Identification of LEAs or School Sites	Introduction of Program to LEAs or School Sites	CDE's Monitoring of LEA's or School Site's Program Use	CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals	CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years	Next Steps?
SB 550 (Vasconcellos)						
SB 6 (Alpert)						

Program	Identification of LEAs or School Sites	Introduction of Program to LEAs or School Sites	CDE's Monitoring of LEA's or School Site's Program Use	CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals	CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years	Next Steps?
California Extra Credit Teacher Program						
Transition To Teaching Grants						

Program	Identification of LEAs or School Sites	Introduction of Program to LEAs or School Sites	CDE's Monitoring of LEA's or School Site's Program Use	CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals	CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years	Next Steps?
SB 1655 Voluntary Transfers (Pending)						
Teacher Recruitment and Student Support Program (TRSSP)						

Monitoring, Intervention, and Sanctions for
No Child Left Behind Teacher Requirements

In contrast to previous reauthorizations of the Elementary and Secondary Education Act, the No Child Left Behind (NCLB) Act of 2001, requires that the state educational agency (SEA) and the local educational agencies (LEAs) be held jointly accountable for the goals included in the plan. As part of the plan described in Section 1111, each SEA must develop a plan to ensure that all teachers teaching in core academic subjects are highly qualified no later than the end of the 2005-06 school year.

This section describes California's plan to meet the accountability requirements for NCLB teacher requirements, which include data collection and reporting, annual review of progress, improvement plans, the LEA monitoring and the California Department of Education (CDE) interventions. Sections one and two are required of all LEAs within California. The last three sections, three, four, and five, are directed at LEAs that have been identified as non-compliant under the Highly Qualified Teacher (HQT) Monitoring, Intervention, and Sanctions (MIS) system for improving teacher quality.

General Accountability Requirements for HQTs

During the 2002-03 school year, LEAs developed their LEA Plan for utilizing federal NCLB funds and for integrating federal and state programs, where allowable, to achieve NCLB goals. To meet Goal 3 of the LEA plan, districts and county offices were required to complete a needs assessment of their teachers and to develop plans for ensuring that all teachers would be highly qualified by the end of the 2005-06 school year. Also, LEAs were required to describe how they would provide high quality professional development and support for teachers to meet NCLB teacher requirements. Title II, Part A funds are available to support all school sites in an LEA service area to meet goal 3.

The State Board of Education (SBE) in the State Consolidated Application for NCLB funding established the following performance indicators for Goal 3, HQTs:

- An annual increase in the percent of core academic subject courses taught by NCLB compliant teachers in the aggregate (e.g., state, LEA, and school) and for schools in the highest quartile of poverty and those in the lowest quartile

- An annual increase in the percent of teachers receiving high quality professional development, and

- An annual increase in the percent of paraprofessionals assisting in instruction in Title I programs who are qualified.

The SBE adopted Annual Measurable Objectives (AMO) for each LEA and school that include, at a minimum: (A) an annual increase in the percent of classes in the core

academic subject that are taught by NCLB compliant teachers at each LEA and school, to ensure that all core academic classes are taught by NLCB compliant teachers no later than the end of the 2005-06 school year; (B) an annual increase in the percentage of teachers who are receiving high quality professional development to enable such teachers to become highly qualified and successful classroom teachers; and (C) an annual increase in the number of instructional paraprofessionals working in Title I supported programs who fully meet the paraprofessional requirements, to ensure that they meet these requirements by not later than January 2006.

Monitoring progress on AMOs: Year One and beyond.

The CDE must ensure the completeness and accuracy of HQT data reported to the State by LEAs specifically related to: (a) how LEAs report to parents and the public on classes taught by non-highly qualified teachers, (b) steps taken to ensure that core academic subjects are being taught by Highly Qualified teachers in at least the same proportion in low income schools as in high income schools in each LEA, and (c) hiring only highly qualified teachers in Title II Class Size Reduction and Title I programs. Additionally, the CDE must ensure that all LEAs are collecting the data necessary to report annually on these performance indicators for each. All schools and districts, irrespective of funding sources, must report annually on their progress toward achieving the federal goals on the Consolidated Application for Categorical Funds (Con App). If necessary, LEAs must modify their plans to achieve this goal. Detailed information about teacher and paraprofessional qualifications is available in the *California NCLB Teacher Requirements Resource Guide* at http://www.cde.ca.gov/nclb/sr/tq.

LEAs reported the number of core academic classes offered in October 2003, at each school and the number of these classes taught by NCLB compliant teachers on the ConApp Part I in spring 2004. This report established the LEA baseline percent of core academic subject courses taught by NCLB compliant teachers in October 2003, at each school. For the purposes of establishing this baseline, LEAs were to consider teachers NCLB compliant if the teachers completed their *NCLB Teacher Requirements: Certificate of Compliance* based solely on their prior education and/or testing results. The LEAs did not have sufficient time to include classes taught by teachers who are or will be NCLB compliant upon completion of the High Objective Uniform State Standard of Evaluation (HOUSSE) process. The LEAs' AMOs were established at one-third of the difference between 100 percent and their baseline percent. For LEAs that failed to report on ConApp Part I, their baselines were set at zero and the AMOs at 33.3 percent. When reporting their Year One progress on the NCLB Teacher Requirement page of the ConApp Part II in fall 2004, LEAs included the classes taught by teachers who were compliant based on the completion of the California HOUSSE process. The ConApp reporting process provided immediate feedback to the LEAs if their AMOs for Year One had been achieved.

To monitor each school's progress toward achieving their AMOs, LEAs must develop mechanisms to record the NCLB compliance status of their teachers annually by core subject area classes. The objective is to move all teachers into the "Compliant Teacher"

column in every core academic subject area through careful recruitment and hiring of highly qualified teachers and the application of appropriate staff development efforts. Annually, the compiled information should be used as a mechanism to develop a professional development plan which will offer opportunities for teachers to move into the "Compliant Teacher" column and for teacher recruitment efforts.

Furthermore, the CDE has created the HQT Monitoring, Intervention, and Sanctions (MIS) Team to rigorously monitor LEAs implementation of the HQT requirements. The HQT MIS plan implements a process that identifies schools which are struggling to meet their AMOs. The plan outlines a series of steps the team will take, with escalating sanctions to ensure all LEAs comply with the HQT requirements. Additionally, the MIS team will coordinate with existing CDE monitoring and technical assistance efforts, including Categorical Program Monitoring, School Assistance and Intervention Teams, District Assistance and Intervention Teams, and the Statewide System of School Support (S4). The team also coordinates with the California Subject Matter Projects, which provide the professional development for supporting HQT in the state. The plan includes timelines and specific activities to collect HQT data, monitor LEA implementation, and impose sanctions where appropriate, to ensure statewide compliance with the HQT provisions of NCLB Section 2141(c).

LEA Non-compliance under HQT MIS Program-Level I

If an LEA has not met its AMOs by year 2 of the plan, or does not achieve a satisfactory finding during the HQT MIS process the LEA must submit a current MIS Monitoring Form to the CDE for each school that failed the MIS monitoring process and for the LEA as a whole.

- Submit a NCLB MIS Improvement Plan, using step 1 through step 3, which outlines:

    a. LEA's plan to move all of non-compliant teachers to the compliant teacher column

    b. LEA's plan to address how parents and the public are notified of classes taught by non-HQT for over four consecutive weeks

    c. LEA's plan to ensure that experienced and qualified teachers are equitably distributed among classrooms with poor and minority children as those with their peers

    d. LEA's plan to ensure only HQTs are hired to teach in Title II Class Size Reduction and Title I programs

    e. LEA's plan to increase teacher recruitment efforts in affected core areas

The MIS Improvement Plan must include the following:

- Timeline of activities designed to provide solutions
- Benchmarks for progress
- Funding sources and amount to be used

Directions for Developing LEA MIS Plan

STEP 1

The LEA should compile information about the NCLB compliance of all of their teachers by assigned core academic subject areas. (Review the *NCLB Teacher Requirements Resource Guide* and the school and district ConApp data.) The LEA should know which teachers have not completed a *NCLB Teacher Requirements: Certificate of Compliance* for the core academic subject areas to which they are assigned. Also, projected hiring needs over the next three years should be included in the review of data.

STEP 2

The LEA analyzes the data to determine the specific issues that have prevented the LEA and specific school sites from identifying individual teachers' needs to become NCLB compliant. The LEA should analyze major differences among schools overall, within specific subject area and for high and low poverty schools in terms of equitable distribution of HQTs, as well as including an analysis to show how the LEA will re-allocate and recruit the necessary qualified teachers to fill gaps in current staffing by core content areas. Analyze the process for reporting to parents and the public on classes taught by non-highly qualified teachers. Analyze the data on hiring practices in Class Size Reduction and Title I programs.

STEP 3

The LEA will develop a plan that specifically addresses the issues that have prevented each school within the LEA and/or the LEA from meeting NCLB teacher requirements. LEAs must target solutions to these issues by providing teacher and/or site support. The solutions should ensure that qualified teachers are equitably distributed across all school sites within the LEA and that all core academic subject classes are taught by highly qualified teachers.

Possible recruitment solutions:

- Provide scholarships, signing bonuses, or other financial incentives, such as differential pay, for teachers to teach:

    a. In academic subjects in which there exists a shortage of HQTs within a school or within the LEA; and

b. In schools in which there exists a shortage of HQTs.

- Incentives, including financial incentives, to promote transfer of NCLB compliant teachers to sites within the LEA which have a large number of teachers not yet NCLB compliant.

- California Subject Examinations for Teachers (CSET) preparation and reimbursement.

Possible retention and stability solutions:

- CSET preparation and reimbursement.

- Innovative professional development programs (which may be provided through partnerships with Institutions of Higher Education, including credential programs).

- Development and use of proven, effective strategies for the implementation of professional development activities, such as through the use of technology and distance learning.

- AB 466/AB 75 training.

- Site, content or learner specific professional development.

- Beginning Teacher Support and Assessment/Induction program.

LEA Non-compliance under HQT MIS Program-Level II

If an LEA has failed to meet the conditions set-forth in the MIS plan after one year, the LEA must enter into a Memorandum of Understanding (MOU) with the CDE. This MOU will ensure that the LEA will meet all NCLB teacher requirements and conditions by the end of the school year.

Memorandum of Understanding

If the CDE determines that an LEA has failed to meet the requirements set forth in the MIS plan, the LEA shall enter into a MOU with the CDE. The MOU must include the following:

- A new corrective action plan developed by the CDE staff, in collaboration with the LEA which will provide a detailed description of all staffing, recruitment, and retention strategies the LEA will use to meet its goals.

- The Corrective Action Plan must be reviewed and approved by:

    a. The LEA school board members,
    b. The Superintendent, and
    c. All relevant site administrators.

- Funding sources and projected budgets specific to each participating school site must be included with the plan.

- Assurances that the LEA will not use Title I, Part A funds to fund any new paraprofessionals, except where specified in the MOU.

- Evidence that the Title II, Part A funds are directed to specific schools that have not met their goals.

LEA Non-compliance under HQT MIS Program-Level III

A Level III for persistent noncompliant districts would most likely require withholding of funds. Further details on this process are currently under development. The following section from *The Education Department General Administrative Regulation* (*EDGAR*) Part 80.43 states as follows:

- Remedies for noncompliance. If a grantee or subgrantee materially fails to comply with any term of an award, whether stated in a Federal statute or regulation, an assurance, in a State plan or application, a notice of award, or elsewhere, the awarding agency may take one or more of the following actions, as appropriate in the circumstances:

    a. Temporarily withhold cash payments pending correction of the deficiency by the grantee or subgrantee or more severe enforcement action by the awarding agency,

    b. Disallow (that is, deny both use of funds and matching credit for) all or part of the cost of the activity or action not in compliance,

    c. Wholly or partly suspend or terminate the current award for the grantee's or subgrantee's program,

    d. Withhold further awards for the program, or

    e. Take other remedies that may be legally available.

District: _____ Type (circle one): Unified Elementary Joint High

Location (circle one): Urban Suburban Rural

Total Teacher Population _____

DISTRICT/LEA SELF-STUDY

PART 1
Policies, Practices, and Procedures for Hiring Highly Qualified Staff

1. Does your district conduct an exit interview for non-returning teachers? YES NO If yes, attach.

2. Where are job openings for positions in this LEA posted? Please list all locations.
   _____ _____
   _____ _____
   _____ _____
   _____ _____

3. Between the close of a posted position and an offer of employment, how much time typically lapses?
   Less than 30 days ___ Between 30 and 45 days ___ Between 45 and 60 days _____
   More than 60 days ___

4. In the last two years has district office personnel attended any job fairs? Yes No
   If yes, please list dates and locations. Indicate how many new hires resulted from each job fair listed.
   _____ _____
   _____ _____
   _____ _____
   _____ _____

5. In the last two years has district office personnel attended any non-School of Education recruitment fair (i.e. a University School of Math, or Science, or English)? YES NO
   If yes, please list dates and locations. Indicate how many new hires resulted from each job fair listed.
   _____ _____
   _____ _____
   _____ _____
   _____ _____

6. In the last two years has district office personnel attended any School of Education recruitment fair? YES NO
   If yes, please list dates and locations. Indicate how many new hires resulted from each job fair listed.
   _____ _____
   _____ _____
   _____ _____
   _____ _____

In the last two years has the LEA participated in any out-of-state recruitment for college graduates or credentialed teachers?

YES NO If yes, how many teachers were hired, in what subjects?

Math	_____	English	_____
Science	_____	Multiple Subject/Elementary	_____
Special Education-Elementary	_____	Special Education-Secondary	_____

7. In the last two years has the LEA or County Office of Education host a recruitment event? If yes, where were the announcements posted? YES NO

   a. How many persons attended? _____

   b. How many teaching positions were filled as a result of this event? _____

8. What interview program or techniques does your district employ? How frequently are trainings offered in this methodology? _____

PART II

Policies, Practices, and Procedures for Retaining Highly Qualified Staff

1. Does your district/LEA participate in the APLE (loan forgiveness) program? YES NO

2. Does your district provide signing bonuses for HQTs? YES NO If yes, in what areas

   Math YES NO
   Science YES NO
   English YES NO

3. Does your LEA or COE have a CCTC approved internship program? YES NO

4. On a separate piece of paper please identify practices and programs at the district level that encourage teachers to remain in the district (i.e. teacher appreciation day, paid professional development days, faculty retreats, etc...)

PART III

Policies, Practices, and Procedures for Equalization of experienced and highly qualified teachers

Please answer the following questions separately for each school in the LEA

1. For each school within the LEA with 90% or higher HQT
   - What was the school's AYP for 2005/06?
   - Average class size in NCLB Core Academic classes?
   - What is the average number of year's experience of the teaching staff?
   - What is the average number of year's in the district for the staff at this site?
   - How many teachers are on PIPS, STIPS, or emergency permits?
   - What is the average number of year's experience of the administrators?
   - What is the average number of year's experience in the district for the administrator at this site?

2. For each school within the LEA with 90% or higher HQT
   - Is the site more than 20 years old? Yes No If yes, when was the site last renovated?
   - What type of technology does each teacher have available to them on this site?
     - Computer dedicated for teacher use, with internet access Yes No
     - Laptop with internet access Yes No
     - E-mail in classroom and access at home

3. For each school within the LEA with 75% or lower HQT
   - What was the school's AYP for 2005/06?
   - Average class size in NCLB Core Academic classes?
   - What is the average number of year's experience of the teaching staff?
   - What is the average number of year's in the district for the staff at this site?
   - How many teachers are on PIPS, STIPS, or emergency permits?
   - What is the average number of year's experience of the administrators?
   - What is the average number of year's experience in the district for the administrator at this site?

4. For each school within the LEA with 75% or lower HQT
   - Is the site more than 20 years old? Yes No If yes, when was the site last renovated?
   - What type of technology does each teacher have available to them on this site?
     - Computer dedicated for teacher use, with internet access Yes No
     - Laptop with internet access Yes No
     - E-mail in classroom and access at home

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STAFF MEMORANDUM

TO: STATE BOARD OF EDUCATION MEMBERS

FROM: SBE STAFF

DATE: JANUARY 5, 2007

RE: BOARD ITEM #31 – No Child Left Behind Act of 2001: Revisions to the Highly Qualified Teacher Plan of Activities

Program

The No Child Left Behind Act (NCLB) requires that all students will be taught by highly qualified teachers in all core academic subject areas by the end of the 2005-06 school year. No state met that goal. States that were making good progress were given an additional year to meet the goal conditioned on their developing an acceptable action plan. The State Board of Education (SBE) approved California's action plan at its November 2006 meeting. In December, the U.S. Department of Education (ED) notified us that our revised plan has been accepted.

Issues

1. Whether to approve the revised State Plan of Activities that incorporates additional information required by ED.

2. Whether the State Plan of Activities should be modified to reflect the SBE's action on the proposed Subject Matter Verification Process (SMVP) in Item #32.

Recommendation

1. Approve the revised State Plan of Activities that incorporates additional information required by ED.

2a. If the board acts to deny approval of the Subject Matter Verification Process (SMVP), the State Plan of Activities should be revised to reflect that action. The revised plan must be submitted to ED for approval.

2b. If the board acts to delay approval of the SMVP, no additional action is required.

Background and Issue Description

Discussion of Agenda Items #31 and #32 will be reversed to allow the board to take action on the Subject Matter Verification Process (#32) before reviewing the request to approve the revised State Plan of Actions.

After submission of the State Action Plan on September 29, 2006, ED responded with a request that additional information be provided in five areas. CDE staff met with SBE staff to review the request and to agree on the additional information to be submitted. The Revised Plan incorporates the additional information agreed to by SBE staff. Staff is satisfied with the revisions and encourages the Board to adopt the updated Plan.

The Plan contains multiple references to a verification process that was being developed for secondary multiple subject teachers in certain instructional settings (see item #32). The Plan does not contain the specifics of the proposed verification process nor has ED approved the verification process. Should the board disapprove the verification process, the Plan should be revised accordingly and resubmitted to ED for approval.

SBE Staff Contact Person
Rebecca Parker, 916-319-0694

ITEM #32

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	
No Child Left Behind Act of 2001, Title II, Part A: Subject Matter Verification Process for Secondary Teachers in Special Settings.	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the plan of activities detailing the new innovative actions the CDE and local educational agencies (LEAs) will take to reach the Highly Qualified goal in 2006-07 and beyond.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The No Child Left Behind (NCLB) Act of 2001 signed into law by President Bush on January 8, 2002, not only reauthorized the Elementary and Secondary Education Act (ESEA) of 1965, but also required significant changes and sweeping reforms.

One of the key performance goals for the states is that **all** students will be taught by Highly Qualified Teachers (HQTs). A teacher of core academic subjects must have: (1) a bachelor's degree; (2) a state credential or have an Intern Certificate/Credential for no more than three years; and (3) demonstrated core academic subject matter competence in each core academic area taught. All elementary, middle, and high school teachers assigned to teach core academic subjects were to meet NCLB HQT requirements by June 2006. Overall, California has made good progress in meeting the goal. However, special education teachers who teach two or more core academic subjects, teachers in small rural school districts, and teachers in alternative programs face unique challenges. In April 2006, California received a one year extension to offer technical assistance to any LEA who had not yet met the NCLB HQT goal. Additionally the extension would allow states to create new processes for special groups of teachers who were the most unlikely to meet these goals.

On November 8, 2006, the SBE approved California's State Plan of Activities to Meet NCLB Teacher Quality Requirements. In that plan, a commitment was made to development a "new verification process for secondary teachers of multiple subjects" as a means to provide an opportunity for teachers in special programs to become highly qualified and teach in those teaching assignments.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION . . . (Cont.)

The 2006 Budget Act (Chapter 47, Statutes of 2006), Line Item #6110-001-0890 Schedule (1) Provision 40 provides funding authority for Improving Special Education Teacher Quality. With this funding and authority from the Legislature and the Governor, the CDE awarded Ventura County Office of Education (VCOE) a grant to research, design the process, and obtain preliminary stakeholder input on the process to establish subject matter competency under NCLB for secondary teachers teaching more than two core academic subjects in special education, alternative education as defined by California *Education Code (EC)* 44865, and Small Rural School Achievement programs.

SUMMARY OF KEY ISSUES

California's Subject Matter Verification Process for Secondary Teachers in Special Settings has been developed to provide an opportunity for teachers in special programs to acquire the subject matter competency in four core academic subjects: mathematics, science, social science, and English. This process is designed to be available over time for teachers "new" and "not new" to the profession and new to assignments in which they teach two or more core academic subjects in the specified setting. Teachers may have up to three years to complete the new verification process. Teachers in these settings must be NCLB compliant in at least one core academic subject to be eligible for this verification process.

Preliminary HQT compliance percentages for October 2005, by school level and type as of April 3, 2006, indicate that alternative education sites continue to be staffed by teachers who are not NCLB compliant. After meeting with numerous stakeholder groups and talking extensively to county office personnel, the CDE has determined that three significant issues have prevented these programs from being compliant. The first and foremost issue is that of teacher credentialing. Under *EC* Section 44865:

> …A valid teaching credential issued by the State Board of Education or the Commission for Teacher Preparation and Licensing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments...

As a result, an LEA has the flexibility to assign a teacher to teach subjects outside the scope of their credential authorization for which they have received sufficient content area or pedagogical training.

The second issue is the very nature of the programs, including all secondary special education teachers, and teachers who teach in home/hospital programs, necessary small high schools, continuation schools, alternative schools, opportunity schools, juvenile court school, county community schools, district and county community day schools, rural school achievement program schools, and independent study programs. Typically, these teachers teach two or more subjects to students in multiple grade levels and abilities; and often the environment and student challenges make these alternate

SUMMARY OF KEY ISSUES (Cont.)

programs the most difficult to staff in the same manner as a regular secondary program. The third issue is that many of these programs are in very isolated locations or are in secure facilities, making the required multiple observations by personnel with strong subject matter backgrounds, necessary for High Objective Uniform State Standard of Evaluation (HOUSSE) Part 2, very problematic. Nor does this approach ensure teachers have an understanding of the appropriate content standards or what skills are necessary for students to be successful on the California High School Exit Exam.

California's Subject Matter Verification Process for Secondary Teachers in Special Settings has been developed to address these issues and provide an opportunity for teachers in special programs to meet the NCLB requirements.

FISCAL ANALYSIS (AS APPROPRIATE)

Districts will be able to use their Title II Part A funds to pay for the professional development required for the process.

ATTACHMENT(S)

Attachment 1: Subject Matter Verification Process for Secondary Teachers in Special Settings (36 Pages)

No Child Left Behind (NCLB)

California

Subject Matter Verification Process for Secondary Teachers in Special Settings

Originally Developed by the
Ventura County Office of Education
for the
California Department of Education

Revised: November 27, 2006

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Preface

The California High School Exit Examination (CAHSEE) and the California Academic Content Standards are foundational to California's accountability system. Their purpose is to ensure that students who graduate from California high schools will have the content knowledge and skills to compete in the global economy. Students must have the opportunity to learn what is required for high school graduation regardless of the size or setting of their high school experience whether it is an opportunity class, a juvenile court school, a special education setting, or a small rural school.

The California Subject Matter Verification Process for Secondary Teachers in Special Settings recognizes the importance of the California Academic Content Standards, the California Standards Test (CST), the California High School Exit Exam, and California high school graduation requirements in its approach to verifying subject matter competency for teachers in these special settings.

The requirements for core academic subject matter competency emphasizes the specific subject matter content needed by teachers to teach their students concepts and skills from the California Academic Content Standards to be successful on the CAHSEE, demonstrate proficiency on the CSTs, and complete their high school graduation requirements. In order for teachers to demonstrate subject matter competency in more than one core academic subject at the high school level, a focus for those subjects is necessary. There is no better focus than one that enables students to successfully complete their high school graduation requirements.

Introduction

The No Child Left Behind (NCLB) Act of 2001, signed into law by President Bush on January 8, 2002, not only reauthorized the Elementary and Secondary Education Act (ESEA) of 1965, but also required significant changes and sweeping reforms to meet five performance goals:

1) All students will attain proficiency in reading and mathematics by 2014.
2) All English learners will become proficient in reading/language arts and mathematics.
3) All students will be taught by highly qualified teachers by the end of the 2005-06 school year.
4) All students will learn in schools that are safe and drug free.
5) All students will graduate from high school.

To meet the key performance goal that all students will be taught by highly qualified teachers regulations were established to delineate the teacher requirements under NCLB. A teacher of core academic subjects must have:

1) A bachelor's degree
2) A state credential or have an intern credential for no more than three years, and
3) Demonstrated core academic subject matter competency in each core academic area taught

All elementary, middle, and high school teachers assigned to teach core academic subjects were to meet NCLB teacher requirements including subject matter competency by June 2006. Overall, California has made good progress in meeting the goal. However, special education teachers who teach two or more core academic subjects, teachers in small rural school districts, and teachers in alternative programs face unique challenges. In April 2006, California received a one year extension until June 30, 2007, to implement a plan to help these teachers meet the subject matter competency requirement of NCLB.

The California Subject Matter Verification Process for Secondary Teachers in Special Settings has been developed to provide an opportunity for teachers in special programs to meet the NCLB teacher requirements. Requirements for teachers in secondary special programs reflect the unique nature of those programs, just as the requirements for teachers in elementary and regular secondary programs reflect those programs. Although the requirements are different for each, they are no less rigorous.

For all programs the goal is to ensure that teachers have the subject matter competency to ensure that students can meet the California Academic Content Standards, pass the CAHSEE achieve proficiency on the CSTs, and graduate from high school.

Subject Matter Compliance Verification Process for Secondary Teachers of Two or More Core Academic Subjects

Authorization for the Process

California's State Plan of Activities to meet NCLB Teacher Quality Requirements under the new guidelines, submitted to the United States Department of Education (ED) on July 7, 2006, made a commitment to the development of a "new verification process for secondary teachers of multiple subjects" as a means to provide an opportunity for teachers in special programs to verify subject matter competency and become highly qualified. The 2006 Budget Act (Chapter 47, Statutes of 2006), Line Item #6110-001-0890 Schedule (1) Provision 40 provides funding authority for Improving Special Education Teacher Quality. With this funding and authority from the Legislature and the Governor, the California Department of Education (CDE) was able to initiate the development of a new process. The state education agency is authorized by the NCLB to determine subject matter compliance. NCLB subject matter competency is not the same as credential status. The subject matter competency requirement defined by California Commission for Teacher Credentialing (CCTC) for a credential must not be confused with the subject matter competency requirement defined by the State Board of Education (SBE) for NCLB.

Research Rationale for the Process

The new verification process combines subject matter coursework from an accredited college or university and professional development that is intensive and focused on the subject matter content specified in the California standards, frameworks and CCTC subject matter assessments. In particular, the focus is on the California academic content standards, the high school exit examination, and the CSTs. Research strongly suggests that this approach will result in increased student achievement.

Reviews of research were conducted by Whitehurst (2002) and Darling-Hammond and Sykes (2003) to investigate the effects of subject matter knowledge on student achievement. Their findings indicate that there is an important relationship between the level of content knowledge of the teacher as indicated by a minor or major in the field and student achievement. The relationship becomes even stronger when the content is the specific content that students will be expected to learn. Recent studies in California by Cohen and Hill (2000) and by Hill and Lowenberg-Ball (2004) of focused and intensive professional development and

student achievement indicate that intensity and focus on the specific curriculum content result in increased student achievement.

The specifications for the professional development component cover content aligned to the CCTC Subject Matter Requirements (SMRs) and thus the content of the California Subject Examinations for Teachers (CSET) Single Subject Examinations, the California Core Academic Standards, the CAHSEE and the CSTs. The format is similar to that used for the CSET preparation program. Detailed descriptions of the specifications for each core subject are found in Appendix A.

The professional development incorporates theory and practice, is organized in two levels, and meets the NCLB criteria for high quality professional development. The duration of the modules is designed to meet the need for sufficient intensity of the training. Detailed descriptions of the professional development criteria for approval are found in Appendix A.

Teachers Who Qualify to Use the Process

To meet the NCLB teacher requirements a teacher must hold a bachelor's degree and a California Teaching Credential, as well as demonstrate subject matter competency in the core academic subjects taught. The California Subject Matter Verification Process for Secondary Teachers in Special Settings is designed for teachers who teach two or more core academic subjects in the following settings:

- Secondary special education settings: See glossary for definition.
  A secondary special education teacher is eligible for this process if providing primary instruction in core academic subjects to students with disabilities who are not assessed with the California Alternative Performance Assessment (CAPA), regardless of the instructional setting. A special education teacher must be NCLB-compliant in one core academic subject or elementary multiple subjects and has up to three years from date of assignment as an eligible teacher to demonstrate subject matter competence in the four core academic subjects (e.g. English, mathematics, science, and social science).

- Secondary Alternative programs: See glossary for definition.
  As specified by California *Education Code* (*EC*) Section 44865, secondary alternative programs are limited to the following: home teacher; hospital classes; necessary small high schools; continuation schools; alternative schools; opportunity schools; juvenile court schools; county community schools; and community day schools. Teachers must be NCLB compliant in either English, mathematics, science, or social science and have up to three years from date of assignment as an eligible teacher to utilize the Subject Matter Verification Process for Secondary Teachers in Special Settings.

- Secondary Small Rural School Achievement (SRSA) Programs: See glossary for definition. Teachers must be NCLB compliant in either English, mathematics, science, or social science, and have up to three years from date of assignment as an eligible teacher to utilize this verification process. The teachers in this setting have options for demonstrating core academic subject matter competence under the SRSA flexibility granted by the ED. See the description of this flexibility in the Glossary of Terms.

Independent study is an alternative instructional strategy and not an alternative curriculum. Teachers in these secondary special settings who use the independent study instructional strategy would be eligible to use the Subject Matter Verification Process.

Other Processes Teachers May Use

Refer to the NCLB Teacher Requirements Resource Guide, March 2004, (TRRG) available at http://www.cde.ca.gov/nclb/sr/tq/documents/nclbresourceguide.pdf for the options for demonstrating core academic subject competence for teachers that are considered "new" and "not new" to the profession and teaching the elementary or secondary curriculum level. The options available for demonstrating subject matter competency differ for each classification and type of teacher (See Chart 1 in the TRRG). Teachers in these special settings may choose between several options to demonstrate subject matter competence for the core academic subjects taught.

How the Process Works

To demonstrate NCLB subject matter competency with the Subject Matter Verification Process for Secondary Teachers in Special Settings the teacher must have the equivalent of a subject matter undergraduate major in English, mathematics, science and social science.

If a teacher has less than a major but the equivalent of a minor, 20 total or 10 upper division semester units (or quarter unit-equivalent) in a core academic subject, the teacher must complete a Level 2 High Quality Professional Development Course which meets the high quality professional development specifications and rubrics outlined in the TRRG, the subject matter specifications in Appendix A, and is approved by the superintendent of a district or county office.

If the teacher has less than 20 total or 10 upper division semester units (or quarter unit-equivalent) in a core subject, the teacher must complete a Level 1 High Quality Professional Development Course and a Level 2 High Quality Professional Development Course in the core subject. Both levels must meet the high quality professional development specifications and rubrics outlined in the TRRG, the

subject matter specifications in Appendix A, and are approved by the superintendent of a district or county office.

Compliance Options in the Subject Matter Verification Process

A compliance option must be completed for each core academic subject.

Core Academic Subject	CCTC Approved Subject Matter Program	Undergraduate Major	32 Non-remedial semester units semester units (or 48 quarter units)	Graduate Degree	CCTC Approved subject matter exam	At least 20 total or 10 upper division semester units **AND** LEA Supt approved Level 2 Professional Development	Less than 20 total or 10 upper division semester units **AND** LEA Supt approved Level 1 **AND** Level 2 Professional Development
English							
Mathematics							
Science							
Social Science							

The content for Level 1 and Level 2 Professional Development Courses is briefly outlined as follows:

Level 1 Professional Development

In Level 1, the teacher demonstrates an understanding of each set of Content Standards for California Public Schools as outlined in the corresponding Framework for California Public Schools: Kindergarten through Grade Twelve. It is anticipated that at least 36 hours is required to substantively address subject matter content at this level. See Appendix A for further discussion of appropriate Professional Development—Level 1.

Level 2 Professional Development

In Level 2, the teacher demonstrates a full understanding of each set of *Content Standards for California Public Schools* as outlined in the corresponding *Framework for California Public Schools: Kindergarten through Grade Twelve* from an advanced standpoint. It is anticipated that at least 36 hours is required to substantively address subject matter content at this level. See Appendix A for further discussion of appropriate Professional Development—Level 2.

Example of the Process

The teacher earned a degree in history in 1982. He or she has a minor in English. The teacher passed the CSET (mathematics) in 2003. This is what his or her form would look like as the teacher initiates the process.

Core Academic Subject	CCTC Approved Subject Matter Program	Undergraduate Major	32 non-remedial semester units semester units (or 48 quarter units)	Graduate Degree	CCTC Approved subject matter exam	At least 20 total or 10 upper division semester units **AND** LEA Supt approved Level 2 Professional Development	Less than 20 total or 10 upper division semester units **AND** LEA Supt approved Level 1 **AND** Level 2 Professional Development
English						Needs to complete within three years	
Mathematics					Completed 2003		
Science							Needs to complete within three years
Social Science		Completed 1982					

Time Line for the Process

This process is designed in such a manner to be available over time for teachers "new" and "not new" to the profession who are new to assignments in which they teach two or more core academic subjects in the specified settings. Most teachers will have up to three years to complete the new verification process. If the teacher chooses to use the Subject Matter Verification Process for Secondary Teachers in Special Settings, the teacher must complete all four areas.

Nothing in the NCLB Act requires that currently employed teachers who have not yet demonstrated that they meet the NCLB teacher requirements be fired. Teachers, who are working on their subject matter competency, will not as a result lose their jobs.

Special education teachers will have up to three years after the date of assignment to meet NCLB requirements. Special education teachers placed in a setting where the teacher provides primary core academic subject matter instruction in two or more subjects to students with disabilities who are **not** assessed with the CAPA can meet the requirements through the subject matter verification process.

"New" secondary special education teachers who teach in an assignment that does not require core academic subject matter compliance verification must be informed that in order to teach in a setting that does require it at a future time they will need to complete the subject matter verification process. They will have up to three years from the date of assignment as a secondary special education teacher to complete the process.

New alternative program teachers and teachers who move to an alternative program will have up to three years from the date of assignment to complete the subject matter verification requirements.

Feasibility of the Process

The professional development hours required for a teacher to complete the verification process can range from 36-288 hours. If summer professional development time is provided, even those who need 288 hours should be able to accomplish the process in three years.

Completion of the process is also an option for teachers completing Level II of the special education credential. Candidates, in consultation with their universities, may choose an area of specialization for their induction plan. Twenty-five percent of induction may be completed with district, county, or school based professional development.

With the passage of Senate Bill 2210 (Liu) in 2004, holders of preliminary multiple and single subject credentials may choose to clear their credentials without induction; however, Beginning Teacher Support and Assessment programs can also provide options for new teachers who need subject matter competency through the individual induction plan.

Additionally, federal funding is made available to enable districts, schools and counties to assist teachers in their efforts to meet the requirements. Title I requires that local educational agencies (LEAs) set aside not less than five percent of their Title I funds each year for professional development activities to ensure that all teachers are NCLB compliant. Additionally, NCLB Title II, Part A, funds may be used to help teachers prepare, take exams, and obtain professional development in order to meet this goal. Districts, schools and county offices can also access professional development funds from the Assembly Bill (AB) 825 (Firebaugh) (Chapter 871, Statutes of 2004), Professional Development Block grant.

How the Process is Monitored

The CDE is responsible for monitoring the implementation of the state plan of action to meet the NCLB teacher quality requirements. The Compliance,

Monitoring, Interventions and Sanctions (CMIS) Program has been established by the SBE to accomplish the monitoring task.

Professional Development Rationale and Implementation Guidelines

High Quality Professional Development

The professional development components are designed to meet the NCLB standards for High Quality Professional Development. In brief, an event meets the NCLB definition of "High Quality Professional Development" if the professional development is supported by research, is part of a sustained activity (that is to say,. NOT a one time workshop), which directly supports school and district goals, and is aligned with academic content standards. The full text from the federal legislation is found in Appendix C and the California NCLB high quality professional development specifications and rubrics are outlined in Appendix A.

Rationale for the Professional Development Requirements

The professional development requirements connect content and pedagogy. Reviews of research and practice indicate that student learning is increased when the professional development connects the teacher's mastery of curriculum aligned content to pedagogical techniques for delivering the content in the classroom (Ball and Cohen, 1996; Garet and Porter et. al., 2001; Sparks, D., 2002). The professional development instructor should therefore model effective classroom instructional strategies as he/she provides advanced content to teachers.

Professional Development Requirements

Standards-based Content

The professional development will be consistent with state-adopted academic content standards, curriculum frameworks and adopted texts, and will incorporate the Content Specifications in Appendix A. It will assess the subject matter knowledge of each participant and will address California Standards for the Teaching Profession (CSTP) 3 and 5.1, which can also be found in Appendix A. The professional development will include the language of content standards and their components, i.e., skill, concept, and context. Particular emphasis will be given to the expectations of the CAHSEE and CSTs for secondary-levels.

Assessment of Subject Matter Competency

Within the context of the professional development, the provider will include assessment methods such as presentation, work sample, oral examination and written examination, one of which will be a standards-based lesson plan, assessed against CSTP 3.1. Refer to Appendix A for a model lesson plan form. Professional development providers will include a procedure for participants to repeat portions of the assessment as needed. The professional development provider will ensure that thorough records are maintained of each teacher's performance. In fairness to each participant, demonstration of subject matter knowledge will be congruent in scope and content with specific studies in the professional development and previously-attended professional development and coursework.

Approval for Professional Development

The Superintendent of any district/county will attest that the professional development offered for Level 1 and Level 2 meets the subject matter specifications in Appendix A, the criteria for high quality professional development in Appendix C, and the California high quality professional development specifications and rubrics outlined in the NCLB Professional Development Resource Guide. The district/county will make the master list available to the public upon request.

The criteria for approval for professional development are content based, not hours based. While it is anticipated that the first level could not be substantively addressed in less than 36 hours and the second level could not be substantively addressed in less than 36 hours, there is no expectation that the total hours for all areas would exceed 288 hours.

Note: Because content standards were not in place in California until 1997, only professional development offered after that date can be approved.

THE CERTIFICATE OF SUBJECT MATTER COMPLIANCE
STEPS TO THE COMPLETION OF THE CERTIFICATE OF SUBJECT MATTER COMPLIANCE

1. Meet with the district or county office analyst designated to assist teachers with subject matter competency verification to determine which options will verify competency in each of the core academic areas. Copies of transcripts and credentials will be needed.

2. If a compliance option is fulfilled for each core academic subject complete the Certificate of Subject Matter Compliance, attach the required documentation, sign it, and submit it for superintendent approval.

3. If professional development hours are required, enroll in approved professional development. District and County offices will make the approved list of professional development providers available to schools and districts.

4. Complete the professional development hours. Be sure to save the completion document that confirms the hours in an approved program.

5. Complete the Certificate of Subject Matter Compliance, attach the required documents, sign it, and submit it for superintendent approval.

POINTS TO REMEMBER

Nothing in the NCLB Act requires that teachers who have not yet met the NCLB teacher requirements be fired. In fact, federal funding is made available to enable districts, schools, and counties to assist teachers in their efforts to meet the requirements. Title I requires that LEAs set aside not less than five percent of their Title I funds each year for professional development activities to ensure that all teachers are NCLB-compliant. Additionally, NCLB Title II, Part A and AB 825 funds may be used to help teachers to prepare for and take exams and to provide professional development in order to meet this goal.

NCLB does not require teachers to be transferred to another setting while they complete their verification process.

Teachers will have up to three years to complete this process upon assignment. Personnel actions such as transfers must be consistent with the personnel policies established by agreement with the exclusive representatives of employee organizations.

CERTIFICATE OF SUBJECT MATTER COMPLIANCE

Teacher's Name: _____

School/District: _____

Instructional Setting:

- ☐ Special Education
- ☐ Alternative Learning Environment
- ☐ Small Rural School Achievement Program

Check the option that applies for each core academic subject. A compliance option must be checked for each core academic subject.

Core Academic Subject	CCTC Approved Subject Matter Program	Undergraduate Major	32 non-remedial semester units semester units (or 48 quarter units)	Graduate Degree	CCTC Approved subject matter exam	At least 20 total or 10 upper division semester units AND LEA Supt approved Level 2 Professional Development	Less than 20 total or 10 upper division semester units (AND LEA Supt approved Level 1 AND Level 2 Professional Development
English							
Mathematics							
Science							
Social Science							

I certify that the information contained herein is accurate.

Teacher's Signature: _____Date: _____

I certify that the information contained herein is accurate.

Superintendent/designee: _____ Date: _____

- ✓ Attach appropriate documentation and evidence.
- ✓ **The teacher retains a signed copy of this form.**
- ✓ **Districts/Counties must retain a signed original of this form for NCLB data reporting purposes.**

GLOSSARY OF TERMS

Acceptable Courses for Subject Matter

To determine the acceptability a particular course, official transcripts must indicate that the institution is accredited and that the course is non-remedial; additionally, courses must be in a subject directly related to the core academic area in question. Education, education methodology classes, and courses outside the department may be counted if the district/county determines that the course furthers the understanding of the subject matter contained in the SBE approved Content Standards for California Public Schools as outlined in the appropriate Framework for California Public Schools: Kindergarten through Grade Twelve. To be acceptable, each course must be presented from an advanced standpoint and relate to secondary standards; consequently, personal enrichment-type courses are not generally acceptable. See Appendix B for further discussion of appropriate courses.

Accredited Institution

For NCLB compliance purposes, a college or university may be accredited by either a national or a regional accrediting agency. For example, the ED accepts accreditation by the Accrediting Council for Independent Colleges and Schools for purposes of granting financial aid. This being the case, the units earned at such institutions should be counted for NCLB compliance.

Alternative Programs

EC Section 44865 lists the following as alternative programs (further description can be found in the education codes in parentheses):

(a) Home teacher (*EC* 51800 and sections following)
(b) Classes organized primarily for adults (not covered under NCLB)
(c) Hospital classes (*EC* 52531)
(d) Necessary small high schools (*EC* 42280 and sections following)
(e) Continuation schools (*EC* 48430 and sections following)
(f) Alternative schools of choice (*EC* 58500 and sections following) where the primary purpose is to serve students at risk.
(g) Opportunity schools (*EC* 48640 and sections following)
(h) Juvenile court schools (*EC* 48645 and sections following)
(i) County community schools (*EC* 48660 and sections following)
(j) District community day schools (*EC* 48660 and sections following)

Approved Level 1 and Level 2 Professional Development Programs

If the teacher has less than 20 units in a core subject, the teacher must complete a Level 1 High Quality Professional Development Course **and** a Level 2 High Quality

Professional Development Course in the core subject. Both levels must meet the High Quality Professional Development Specifications and be approved by the Superintendent of the LEA.

The content for the Level 1 and Level 2 Professional Development Courses for each subject are briefly outlined as follows:

Level 1 Professional Development
In Level 1, the teacher demonstrates an understanding of each set of *Content Standards for California Public Schools* as outlined in the corresponding *Framework for California Public Schools: Kindergarten through Grade Twelve.* At least 36 hours is required to substantively address subject matter content at this level.

Level 2 Professional Development
In Level 2, the teacher demonstrates a full understanding of each set of *Content Standards for California Public Schools* as outlined in the corresponding *Framework for California Public Schools: Kindergarten through Grade Twelve* from an advanced standpoint. At least 36 hours is required to substantively address subject matter content at this level.

California Commission for Teacher Credentialing

The CCTC is the licensing agency for all teacher preparation programs in California and issues all California teaching credentials.

CCTC Subject Matter Program Standards for Single Subject Teaching Credentials

In California, candidates for Single Subject Teaching Credentials are required to demonstrate competency in the subject matter they will be authorized to teach. To satisfy the subject matter requirement for the single subject credential, candidates may complete an approved subject matter program or pass an examination. Such subject matter preparation programs must meet state preparation standards set by the CCTC, which are aligned with kindergarten through grade twelve content standards.

CCTC Subject Matter Examinations for Single Subject Teaching Credentials

In California, candidates for Single Subject Teaching Credentials are required to demonstrate competency in the subject matter they will be authorized to teach. Such subject matter preparation examinations must meet Subject Matter Requirements (SMRs) set by the CCTC which are aligned with kindergarten through content standards. A teacher may meet CCTC subject matter requirements by passing the appropriate subject matter examination(s) in lieu of completing coursework in a subject matter preparation program.

California Standards for the Teaching Profession (CSTP) 3 and 5.1

3.1 Demonstrating knowledge of subject matter content and student development

3.2 Organizing curriculum to support student understanding of subject matter

3.3 Interrelating ideas and information within and across subject matter areas

3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter

3.5 Using materials, resources, and technologies to make subject matter accessible to students

5.1 Establishing and communicating learning goals for all students

California Subject Examinations for Teachers

The California Subject Examinations for Teachers (CSET) are a series of subject matter examinations for prospective teachers who choose to meet the subject matter competency requirement for certification by taking examinations. The examinations which were developed by the CCTC are offered in most credential areas. The examinations of the CSET reflect the recently revised kindergarten through grade twelve California Student Academic Content Standards.

Compliance, Monitoring, Interventions and Sanctions (CMIS) Program

The CDE is responsible for monitoring the implementation of the state plan of action to meet the NCLB teacher quality requirements. The Compliance, Monitoring, Interventions and Sanctions (CMIS) Program has been established by the California SBE to accomplish the monitoring task.

Consultation and Instructional Assistance Services

If a special education teacher provides only consultation services to the teacher of core academic subjects, or only delivers special instructional assistance within the classroom where the core academic subject is taught, they do not have to meet the subject matter competency requirement of NCLB. These teachers may carry out activities such as adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations for students. Additionally, the instructor does not have to meet subject matter competency requirements if he or she assists students with study skills or organizational skills, and reinforces

instruction that the child students with disabilities has already received from a teacher who is NCLB compliant.

Core Academic Subjects

NCLB defines core academic subject areas as: English, reading/language arts, mathematics, science, foreign languages, civics/government, economics, arts, history, and geography. For the purposes of the Subject Matter Verification Process for Secondary Teachers in Special Settings social science encompasses civics/government, economics, history, and geography which aligns with California's single subject social science credential.

Local Educational Agency

The LEA is a district or a county office of education or a direct funded charter.

Non-remedial units

Units must be from college level courses. Non-remedial courses are those which are applicable to a bachelor's degree or a higher degree at an accredited college or university. Courses taken as a college student that make up deficiencies in preparation for college work will not count. *Please note: A grade of "C-" or higher is required in every course used to meet these requirements.*

Secondary Setting

California Code of Regulations, Title 5, 6100(c) states, "The local educational agency shall determine, based on curriculum taught, by each grade or by each course, if appropriate, whether a course is elementary, or middle/high school." If the LEA designates that course as *secondary* for purposes of NCLB, then the teacher would use the options for secondary school teachers for verifying NLCB subject matter competence. (See the *TRRG*.)

Small Rural School Achievement Programs (SRSA)

The SRSA program provides eligible LEAs with greater flexibility in using certain federal formula grant funds. It also may provide additional funds to support a wide range of activities that promote student achievement. Participation in SRSA is limited to those LEAs that meet the following criteria:

1. The district/county must have a total average daily attendance (ADA) of less than 600 students **OR** serve only schools that are located in counties that have a population density of fewer than 10 persons per square mile; **AND**

2. The district/county must serve only schools that have a school locale code of 7 or 8 assigned by the ED's National Center for Education Statistics (NCES) **OR** be located in an area of the state defined as rural by a governmental agency of the state.

Special Education Programs

For the purposes of this document, special education programs are settings in which the special education teacher teaches two or more core academic subjects on the secondary curriculum level to students with disabilities who are **not** assessed against alternate achievement standards, regardless of the instructional setting, i.e. learning center, resource specialist program, special day class, self-contained class, itinerant, or rehabilitative program. *The setting is not the defining factor. It is whether or not the teacher provides the primary core academic subject instruction.*

A special education teacher who holds an NCLB-compliant credential and is assigned to co-teach, collaborate and/or consult with a subject matter competent teacher of a specific core academic subject, is not required to demonstrate subject matter competency in a core academic subject to serve in that assignment. However, he or she may choose to demonstrate subject matter competency through the Subject Matter Verification Process for Secondary Teachers in Special Settings. With regard to Non-Public Schools, please note the passage of Assembly Bill 1858 changed California *EC* Section 56366.l (n) (1) to require non-public school staff to hold the same credentials required of public school teachers.

State Education Agency

The CDE is the state educational agency for California**.**

Undergraduate Major in a Core Academic Area

A major must be a collegiate major from an accredited college or university in a subject directly related to the core academic area.

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APPENDIX A

Subject Matter Specifications

The Level 1 and Level 2 Professional Development programs will address content aligned to the Subject Matter Content Standards, the California Core Academic Standards, the CAHSEE and the CSTs. The format will be similar to that used for the CSET preparation program and content will also be aligned with CSET Single Subject content.

Standards-based Content

The professional development will be consistent with state-adopted academic content standards, curriculum frameworks and adopted texts and will incorporate the Content Specifications in Appendix A. It will address CSTP 3 and 5.1 and will assess the subject matter knowledge of each participant. A copy of CSTP 3 and 5.1 is at the end of this Appendix. The professional development will include the language of content standards and their components, i.e., skill, concept, and context. Particular emphasis will be given to the expectations of the CAHSEE and CSTs for secondary-levels.

Criteria for Approved Professional Development

The Superintendent of each district/county will attest that the professional development offered for Level 1 and Level 2 meets the NCLB criteria for High Quality Professional Development (Appendix C: *Title IX*, Section 9101 (34) of ESEA), the subject matter specifications in Appendix A, and the California high quality professional development specifications and rubrics outlined in Appendix A.

Level 1 Professional Development

In Level 1, the teacher demonstrates an understanding of each set *of Content Standards for California Public Schools* as outlined in the corresponding *Framework for California Public Schools: Kindergarten through Grade Twelve*. Although the duration of the professional development must be sufficient for its purpose, the CDE anticipates that less than 36 hours each would be insufficient.

Level 2 Professional Development

In Level 2, the teacher demonstrates a full understanding of each set of *Content Standards for California Public Schools* as outlined in the corresponding *Framework for California Public Schools: Kindergarten through Grade Twelve* from an advanced standpoint. Although the duration of the professional development must be sufficient for its purpose, CDE anticipates that less than 36 hours each would be insufficient.

Assessment of Subject Matter Competency

Within the context of the professional development, the provider will include assessment methods such as presentation, work sample, oral examination, and written examination, one of which will be a standards-based lesson plan, assessed against CSTP 3.1. A model lesson plan form is at the end of this appendix. Professional development providers will include a procedure for participants to repeat portions of the assessment as needed. The professional development provider will ensure that thorough records are maintained of each teacher's performance. In fairness to each participant, demonstration of subject matter knowledge will be congruent in scope and content with specific studies in the professional development and previously attended professional development and coursework.

ENGLISH

Professional development in English will be aligned with and directly related to State academic content standards, student academic achievement standards, and State assessments. Through the professional development, participants will demonstrate an understanding of the *English-Language Arts Content Standards for California Public Schools (1997)* as outlined in the *Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (1999).*

To ensure a rigorous view of English/Language Arts as a core academic area participants will know and apply effective reading and writing strategies related to Linguistics, Language, and Literacy. Participants will also demonstrate understanding of Literature and Textual Analysis and Composition and Rhetoric. This breadth of knowledge represents the full range of academic content standards in English/Language Arts for grades seven through twelve. Participants in Level II professional development will demonstrate deeper conceptual knowledge of subject matter. To ensure that participants have the prerequisite knowledge, skills, and abilities necessary to succeed in Level II professional development, Level I will focus on fundamental themes. Participants will be competent readers and writers, who know and apply effective reading strategies and compose thoughtful, well-crafted responses to literary and non-literary texts.

Linguistics, Language, and Literacy: Participants will describe and explain cognitive elements of the reading processes (for example, decoding and encoding, construction of meaning, recognizing and using text conventions of different genres). They will also demonstrate a variety of metacognitive strategies for making sense of text (For example, pre-reading activities, predicting, questioning, word analysis, and concept formation). These reading skills will include but are not limited to word analysis, fluency, and systemic vocabulary development. Many California students come from a variety of linguistic and socio-cultural backgrounds; consequently, they face specific challenges in mastering the English

language. The diversity of this population requires participants to understand the principles of language acquisition and development. They must also demonstrate that they are knowledgeable about the nature of human language, language variation, language subsystems, and historical and cultural perspectives on the development of English.

Literature and Textual Analysis: Because literary analysis presumes an in-depth exploration of the relationship between form and content, the professional development should embrace representative selections from different literary traditions and major works from diverse cultures. A comprehensive study of multicultural writers as well as Shakespeare and other works from the traditional canon remain integral to the secondary school curriculum. Participants will demonstrate an ability to apply etymological and morphological knowledge to word meanings, particularly words derived from Greek and Latin roots. Participants will be able to analyze informational and literary works, focusing on such elements as character, theme, and literary elements.

Rhetoric, Composition, Conventions: Participants will analyze various text structures including but not limited to narrative, expository, response to literature, persuasive, and summary. Participants will write extended essay responses to literary and non-literary texts identifying specific themes and perspectives. These responses will establish a clear focus and maintain a consistent tone. Participants will demonstrate that they are competent writers and speakers who are able to communicate appropriately in various rhetorical contexts, using effective text structures, word choice, sentence variety, standard and advanced research methods as needed. Additionally, participants will demonstrate a command of written and oral conventions of Standard English. They will identify methods of sentence construction (for example, sentence combining with coordinators and subordinators; sentence embedding and expanding with clausal and phrasal modifiers). Participants will analyze parts of speech and their distinctive structures and functions (for example, noun phrases including count and noncount nouns and the determiner system; prepositions, adjectives, and adverbs; word transformations). They will also describe the forms and functions of the English verb system (for example, modals, verb complements, and verbal phrases). To demonstrate subject matter knowledge as well as rhetorical and linguistic facility, participants will use a variety of strategies to organize, develop, revise, and research. The *English-Language Arts Content Standards for California Public Schools (1997)* recommends such strategies as graphic organizers, outlines, notes, charts, summaries, or précis to clarify and record meaning.

SOCIAL SCIENCE

Professional development in history and social science will be aligned with and directly related to State academic content standards, student academic achievement standards, and State assessments. Through the professional development, participants will demonstrate an understanding of the subject matter

contained in the *History-Social Science Content Standards for California Public Schools (1998)* as outlined in the *History-Social Science Framework for California Public Schools (2001)* from an advanced standpoint. To ensure a rigorous view of social science, participants in Level II professional development will demonstrate deep conceptual knowledge of World History, U.S. History, Civics, Economics, and Geography. To ensure that participants have the prerequisite knowledge, skills and abilities necessary to succeed in Level II professional development, Level I will focus on fundamental themes of history and geography.

World History: Participants will analyze the geographic, political, economic, religious, and social structures of World Civilizations found in the *History-Social Science Content Standards*. This will include analyzing the impact of human interaction with the physical environment and the fundamental role geography played in human development. Participants will be able to compare and contrast the political philosophies of Eastern and Western Civilizations. They will analyze the emergence of developed economies and the influence the economy had on people, politics, and the expansion of empires. Participants will demonstrate a basic understanding of Judaism, Christianity, Islam, Buddhism, and Hinduism, and have an ability to compare and contrast the basic tenets of the five major world religions. Participants will analyze the social structures of each civilization looking at religious, political, and social hierarchies.

Civics, U.S. History: Participants will demonstrate that they have knowledge of the principles of both civics and American democracy and they can analyze how those principles are put into practice in American politics and government. Participants will describe and analyze the social, political, and economic developments of the American people. They will be able to compare and contrast the different geographic areas of the U.S. and the effect of geography on the economy, politics, and social structures. Participants will analyze primary and secondary sources of U.S. history using an awareness of multiple historical and geographical perspectives. Participants will demonstrate an understanding of the causes and consequences of significant wars, social, and religious movements.

Economics: Economic themes are intrinsic to all social science content domains. Therefore, participants will demonstrate the ability to explore issues that feature both theoretical and applied economics, and a knowledge of the principles of economics, both in relation to the United States economy and to the international economy. Participants will demonstrate that they have knowledge of methods of analysis, including the use of marginal analysis, equilibrium analysis, micro and macro analysis, and positive and normative analysis.

Geography: Participants will demonstrate that they have knowledge of the five basic themes of geography: location; place; human and environmental interaction; movement; and regions. Participants will demonstrate that they have basic map and globe skills, such as latitude/longitude, relative location, distance/direction,

scale, legend, map projections, and distortion categories to describe and analyze the world from a geographic perspective.

MATHEMATICS

Professional Development in mathematics will be aligned with and directly related to State academic content standards, student academic achievement standards, and State assessments. Through the professional development, participants will demonstrate an understanding of the subject matter contained in the *Mathematics Content Standards for California Public Schools (1997)* as outlined in the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve (1999)* from an advanced standpoint.

To ensure a rigorous view of mathematics and its underlying structures, participants will demonstrate deep conceptual knowledge of Algebra, Number Theory, Geometry, Probability, and Statistics. To ensure that participants have the prerequisite knowledge, skills, and abilities necessary to succeed in Level II professional development, Level I will focus on fundamental mathematical themes.

Algebra: Participants will demonstrate that they are skilled at symbolic reasoning and use algebraic skills and concepts to model a variety of problem-solving situations. Participants will demonstrate that they understand the power of mathematical abstraction and symbolism.

Number Theory: Participants will demonstrate that they can prove and use properties of natural numbers. Participants will demonstrate that they can formulate conjectures about the natural numbers using inductive reasoning, and verify conjectures with proofs.

Geometry: Participants will demonstrate an understanding of axiomatic systems and different forms of logical arguments. Participants will demonstrate that they understand, can apply, and can prove theorems relating to a variety of topics in two- and three-dimensional geometry, including coordinate and transformational geometry.

Probability and Statistics: Participants will demonstrate that they can solve problems and make inferences using statistics and probability distributions.

SCIENCE

Professional development in Science will be aligned with and directly related to State academic content standards, student academic achievement standards, and State assessments. Through the professional development, participants will demonstrate an understanding of the Science contained in the *Science Content Standards for California Public Schools (1998)* as outlined in the *Science*

Framework for California Public Schools: Kindergarten Through Grade Twelve (2002) from an advanced standpoint.

To ensure a rigorous view of Science participants in Level II professional development will demonstrate a deep conceptual knowledge of Astronomy, Geodynamics, Earth Resources, Ecology, Genetics and Evolution, Molecular Biology and Biochemistry, Waves, Forces and Motion, Electricity and Magnetism, Heat Transfer and Thermodynamics, the Structure and Properties of Matter. To ensure that participants have the prerequisite knowledge, skills, and abilities necessary to succeed in Level II professional development, Level I will focus on fundamental themes.

Astronomy: Participants will demonstrate an understanding of the foundations of the astronomy. Participants will demonstrate knowledge of the structure and composition of the universe including stars and galaxies and their evolution. Participants will demonstrate knowledge of how and why the moon's appearance changes during the four-week lunar cycle. Participants will demonstrate knowledge of the solar system.

Geodynamics: Participants will demonstrate knowledge of geodynamic processes and plate tectonics. Participants will demonstrate knowledge of how surficial processes and agents such as waves, wind, water, and ice are slowly modifying Earth's land surface. Participants will demonstrate knowledge of how weathering, transport, and deposition of sediment are related to this reshaping. Participants will demonstrate knowledge of rocks that allows us to understand geologic history and the evolution of life on Earth.

Earth Resources: Participants will demonstrate knowledge of solar energy and its relation to air movements that result in changing weather patterns. Participants will demonstrate knowledge of the transfer of energy through radiation and convection. Participants will demonstrate knowledge of different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable. Participants will demonstrate knowledge of the utility of energy sources as determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.

Ecology: Participants will demonstrate knowledge of how organisms in ecosystems exchange energy and nutrients among themselves and with the environment. Participants will demonstrate knowledge of the ability to identify factors that affect organisms within an ecosystem, including natural hazards and human activity.

Genetics and Evolution: Participants will demonstrate knowledge of how biological evolution accounts for the diversity of species that developed through gradual processes over many generations.

Molecular Biology and Biochemistry: Participants will demonstrate knowledge of the principles of chemistry that underlie the functioning of biological systems. Participants will demonstrate knowledge of the properties of biochemical compounds that make them essential to life. Participants will demonstrate knowledge of cell and organism biology and their underlying structures. Participants will demonstrate knowledge of important cellular processes. Participants will demonstrate that they can describe and give examples of how the anatomy and physiology of plants and animals illustrate the complementary nature of structure and function. Participants will demonstrate understanding of physical principles that underlie biological structures and functions, as well as the application of these principles to important biological systems.

Waves, Forces, Motion: Participants will demonstrate knowledge that all waves have a common set of characteristic properties. Participants will demonstrate the ability to describe and predict the behavior of waves, including light waves, sound waves, and seismic waves. Participants will demonstrate knowledge of how various lenses work. Participants will demonstrate the ability to describe the motion of an object and understand the relationships among its velocity, speed, distance, time, and acceleration. Participants will demonstrate knowledge of the relationship among force, mass, and acceleration. Participants will demonstrate knowledge of Newton's laws.

Electricity and Magnetism: Participants will demonstrate knowledge of electric and magnetic phenomena and their relationship.

Heat Transfer and Thermodynamics: Participants will demonstrate knowledge of how heat flows in a predictable manner. Participants will demonstrate knowledge of how many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents.

Structure and Properties of Matter: Participants will demonstrate knowledge of the more than 100 elements of matter that exist, each with distinct properties and a distinct atomic structure. Participants will demonstrate knowledge of macroscopic and microscopic properties of matter including intermolecular and intra-molecular forces. Participants will demonstrate knowledge of how the periodic table is constructed and the periodic trends in chemical and physical properties that can be seen in the table and the structure of atoms. Participants will demonstrate knowledge of how chemical reactions are processes that involve the rearrangement of electrons to break and form bonds with different atomic partners.

CALIFORNIA STANDARDS

FOR THE

TEACHING PROFESSION

STANDARDS 3 AND 5.1

Standard 3: Understanding and Organizing Subject Matter for Student Learning

The teacher:

3.1 demonstrates knowledge of subject matter and student development

3.2 organizes curriculum to support student understanding of subject matter

3.3 interrelates ideas and information within and across subject matter areas

3.4 develops student understanding through instructional strategies that are appropriate to the subject matter

3.5 uses materials, resources and technologies to make subject matter accessible to students

Standard 5: Assessing Student Learning

The teacher:

5.1 establishes and communicates learning goals for all students

The CDE and the CCTC, 1997. *California Standards for the Teaching Profession: A Description of Professional Practice for California Teachers.* Sacramento, CA

Lesson Plan to Demonstrate Completion

<table>
<tr><td colspan="3">District/School/County Office:</td></tr>
<tr><td colspan="3">Teacher:</td></tr>
<tr><td>Assignment:
☐ Special Education
☐ Alternative Programs
☐ Rural</td><td>Core academic area:
☐ English ☐ Math
☐ Social Science ☐ Science</td><td>Grade level/
Course:</td></tr>
<tr><td colspan="3">A Standard to be taught (If only a portion of the standard is to be taught, indicate which portion):</td></tr>
<tr><td colspan="3">B Teacher input:</td></tr>
<tr><td colspan="3">C Student work to be assigned:
(Attach, if need be)</td></tr>
</table>

Page 2: Lesson Plan to Demonstrate Completion

Criteria for Completion:
To be filled out by the professional development instructor

A Standard to be taught (If only a portion of the standard is to be taught, indicate which portion): ☐ Is the standard in A congruent with the core academic area? ☐ Is the standard in A consistent with the grade level? (CSTP 3.1)
B Teacher input: ☐ Does the teacher input in B fully address the core subject content in standard in A? (CSTP 3.1)
C Student work to be assigned: ☐ Does the Student work to be assigned in C fully address the core subject content in standard in A? (CSTP 3.1)
Signature _____Date_____

APPENDIX B

CRITERIA FOR ACCEPTABLE COURSEWORK

To determine the acceptability a particular course, official transcripts must indicate that the institution is accredited and that the course is non-remedial. Additionally, courses must be in a subject directly related to the core academic area in question. Education, education methodology classes, and courses outside the department may be counted if the district/county determines that the course furthers the understanding of the subject matter contained in the SBE approved Content Standards for California Public Schools as outlined in the appropriate *Framework for California Public Schools: Kindergarten through Grade Twelve*. To be acceptable, each course must be presented from an advanced standpoint and relate to secondary standards; consequently, personal enrichment-type courses are not generally acceptable. A course description may be required to verify content. Depending on course title and/or course description, the disciplines listed below **may** be counted toward meeting the unit requirement in the corresponding Core Academic Area.

English: If the district/county determines that a given course furthers the understanding of the subject matter contained in the *English–Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve* as outlined in the *Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve*, courses in disciplines such as the following **may** be counted: communications, critical thinking, composition, creative writing, debate, drama, forensics, grammar, humanities, journalism, language structure, linguistics, literature, mass media, poetry, public speaking, reading, speech, and theater arts.

Mathematics: If the district/county determines that a given course furthers the understanding of the subject matter contained in the SBE approved *Mathematics Content Standards for California Public Schools* as outlined in the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve* from an advanced standpoint, courses in disciplines such as the following **may** be counted: accounting, computer science, quantitative analysis, quantitative logic, and statistics.

Science: If the district/county determines that a given course furthers the understanding of the subject matter contained in the SBE approved *Science Content Standards for California Public Schools* as outlined in the appropriate *Science Framework for California Public Schools: Kindergarten Through Grade Twelve* from an advanced standpoint, courses in disciplines such as the following **may** be counted: anatomy, astronomy, biology, botany, chemistry, earth science, chemical reactions, cosmology, ecology, energy, environmental science, evolution, forestry, genetics, geoscience, geology, meteorology, mechanics, oceanography,

paleontology, physics, physical anthropology, physiology, structure and stability, thermodynamics and zoology.

Social Science: If the district/county determines that a given course furthers the understanding of the subject matter contained in the SBE approved *History-Social Science Content Standards for California Public Schools* as outlined in the *History-Social Science Framework for California Public Schools: Kindergarten Through Grade Twelve* from an advanced standpoint, courses in disciplines such as the following **may** be counted: cartography, civics, contemporary issues, cultural anthropology, current events, economics, ethnic studies, geography, government, history, law, politics, political science, and sociology.

APPENDIX C

Title IX, Section 9101(34) of ESEA.

(34) PROFESSIONAL DEVELOPMENT- The term professional development' —

(A) includes activities that —

(i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;

(ii) are an integral part of broad schoolwide and districtwide educational improvement plans;

(iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;

(iv) improve classroom management skills;

(v)(I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and

(II) are not 1-day or short-term workshops or conferences;

(vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

(vii) advance teacher understanding of effective instructional strategies that are —

(I) based on scientifically based research (except that this subclause shall not apply to activities carried out under part D of title II); and

(II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and

(viii) are aligned with and directly related to —

(I) State academic content standards, student academic achievement standards, and assessments; and

(II) the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);

(ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;

(x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

(xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
(xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
(xiii) provide instruction in methods of teaching children with special needs;
(xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and
(xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that —

(i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
(ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
(iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

NOTE: The California Department of Education's *NCLB Teacher Requirements Resource Guide* (March 1, 2004) requires that Standards-aligned professional development be aligned to the K-12 content standards and corresponding frameworks.

State of California **Department of Education**

ITEM ADDENDUM

DATE: January 9, 2007

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

FROM: GAVIN PAYNE
Chief Deputy Superintendent of Public Instruction

RE: Item No. 32

SUBJECT: No Child Left Behind Act of 2001, Title II, Part A: Subject Matter Verification Process for Secondary Teachers in Special Settings

The California Superintendents Educational Services Association and other stakeholders initiated a conversation with California Department of Education (CDE) staff to discuss the verification process.

As a result of these discussions~~,~~ and after a review of the No Child Left Behind (NCLB) regulations, CDE staff has agreed to change the stipulation that teachers first be NCLB compliant in mathematics, English, science, or social science, and allow them to be highly qualified in any NCLB core academic subject for participation in the Subject Matter Verification Process for Secondary Teachers in Special Settings. Additionally, teachers who use the Subject Matter Verification Process for Secondary Teachers in Special Settings must only complete the process in the area(s) they are assigned to teach.

Attachment 2: Subject Matter Verification Process for Secondary Teachers in Special Settings, revised version of page 6 and page 10 from Attachment 1 (2 pages)

student achievement indicate that intensity and focus on the specific curriculum content result in increased student achievement.

The specifications for the professional development component cover content aligned to the CCTC Subject Matter Requirements (SMRs) and thus the content of the California Subject Examinations for Teachers (CSET) Single Subject Examinations, the California Core Academic Standards, the CAHSEE and the CSTs. The format is similar to that used for the CSET preparation program. Detailed descriptions of the specifications for each core subject are found in Appendix A.

The professional development incorporates theory and practice, is organized in two levels, and meets the NCLB criteria for high quality professional development. The duration of the modules is designed to meet the need for sufficient intensity of the training. Detailed descriptions of the professional development criteria for approval are found in Appendix A.

Teachers Who Qualify to Use the Process

To meet the NCLB teacher requirements a teacher must hold a bachelor's degree and a California Teaching Credential, as well as demonstrate subject matter competency in the core academic subjects taught. The California Subject Matter Verification Process for Secondary Teachers in Special Settings is designed for teachers who teach **one** or more core academic subjects in the following settings:

- Secondary special education settings: See glossary for definition.
  A secondary special education teacher is eligible for this process if providing primary instruction in core academic subjects to students with disabilities who are not assessed with the California Alternative Performance Assessment (CAPA), regardless of the instructional setting. A special education teacher must be NCLB-compliant in one core academic subject or elementary multiple subjects and has up to three years from date of assignment as an eligible teacher to demonstrate subject matter competence in the four core academic subjects (e.g. English, mathematics, science, and social science).

- Secondary Alternative programs: See glossary for definition.
  As specified by California *Education Code* (*EC*) Section 44865, secondary alternative programs are limited to the following: home teacher; hospital classes; necessary small high schools; continuation schools; alternative schools; opportunity schools; juvenile court schools; county community schools; and community day schools. Teachers must be NCLB compliant in **one NCLB core academic class** and have up to three years from date of assignment as an eligible teacher to utilize the Subject Matter Verification Process for Secondary Teachers in Special Settings.

Example of the Process

The teacher earned a degree in history in 1982. He or she has a minor in English. The teacher passed the CSET (mathematics) in 2003. This is what his or her form would look like as the teacher initiates the process.

Core Academic Subject	CCTC Approved Subject Matter Program	Undergraduate Major	32 non-remedial semester units semester units (or 48 quarter units)	Graduate Degree	CCTC Approved subject matter exam	At least 20 total or 10 upper division semester units **AND** LEA Supt approved Level 2 Professional Development	Less than 20 total or 10 upper division semester units **AND** LEA Supt approved Level 1 **AND** Level 2 Professional Development
English						Needs to complete within three years	
Mathematics					Completed 2003		
Science							Needs to complete within three years
Social Science		Completed 1982					

Time Line for the Process

This process is designed in such a manner to be available over time for teachers “new” and “not new” to the profession who are new to assignments in which they teach **one** or more core academic subjects in the specified settings. **If the teacher chooses to use the Subject Matter Verification Process for Secondary Teachers in Special Settings, the teacher must only complete the process in the area(s) they are assigned to teach. Most teachers will have up to three years to complete the new verification process.**

Nothing in the NCLB Act requires that currently employed teachers who have not yet demonstrated that they meet the NCLB teacher requirements be fired. Teachers, who are working on their subject matter competency, will not as a result lose their jobs.

Special education teachers will have up to three years after the date of assignment to meet NCLB requirements. Special education teachers placed in a setting where the teacher provides primary core academic subject matter instruction in two or more subjects to students with disabilities who are **not** assessed with the CAPA can meet the requirements through the subject matter verification process.

CALIFORNIA STATE BOARD OF EDUCATION
1430 N Street, Suite 5111
Sacramento, CA 95814
Phone: (916) 319-0827
Fax: (916) 319-0175

STAFF MEMORANDUM

TO: STATE BOARD OF EDUCATION MEMBERS

FROM: SBE STAFF

DATE: JANUARY 5, 2007

RE: BOARD ITEM #32 – No Child Left Behind Act of 2001 requirement for Highly Qualified Teachers: Subject Matter Verification Process for Secondary Teachers in Special Settings

Program

The No Child Left Behind Act (NCLB) requires that all students will be taught by highly qualified teachers in all core academic subject areas by the end of the 2005-06 school year. No state met that goal. States that were making good progress were given an additional year to meet the goal conditioned on their developing an acceptable action plan. The State Board of Education (SBE) approved California's action plan at its November 2006 meeting. In December, the U.S. Department of Education (ED) notified us that our revised plan has been accepted.

The Plan contained multiple references to a verification process that was being developed for secondary multiple subject teachers in certain instructional settings. The Plan did not contain the specifics of the proposed verification process nor has ED approved the verification process. The verification process is before you for the first time now.

The definition of Highly Qualified Teacher (HQT), and criteria for demonstrating subject matter competence, were established by each state and approved by ED. California's initial definition was not deemed sufficiently rigorous by ED. The SBE, California Department of Education (CDE), and stakeholder groups met numerous times to develop a new set of criteria that were rigorous and reasonable. The criteria were formalized through the rule-making process and can be found in Title 5 Sections 6100-6112. The regulations define HQT and establish criteria for determining subject matter competency for elementary and secondary teachers. The regulations also define the High Objective Uniform State Standard of Evaluation (HOUSSE) Parts 1 and 2 which are allowed by NCLB to help veteran teachers (those who completed their initial credential requirements before July 1, 2002) demonstrate subject matter competence

through a combination of experience, academic preparation, and high quality professional development. Initially, “new” teachers who completed their initial credential on or after July 1, 2002 did not have recourse to HOUSSE. However, as described below, ED provided flexibility for new teachers in two types of settings (rural, small school and special education) to utilize the HOUSSE to complete subject matter competency within a prescribed timeframe. New teachers in all other instructional settings, including alternative education settings, must demonstrate subject matter competence through the exam or coursework options.

Secondary teachers are required to establish subject matter competency in every core academic subject they teach. In other words, a teacher of algebra, geometry and calculus needs to satisfy the mathematics requirement. However, a teacher of algebra and literature must demonstrate competency in both mathematics and English.

Understanding that teachers in certain settings would have difficulty achieving the goal, ED provided limited types of flexibility. Secondary teachers of multiple subjects in rural and small schools and in special education classes were given additional time from the date they were hired to satisfy the HQT criteria. To be eligible for the time extension, small, rural school teachers are required to be HQT in one core academic subject area they teach. Special education teachers must be HQT in English, mathematics, or science. These teachers can then use the HOUSSE to complete certification in the additional subject areas they teach. The flexibility granted by ED does not modify the criteria teachers must satisfy to be certified HQT.

Early in the dissemination of HQT information, CDE and the SBE recognized that secondary teachers who teach multiple subjects would have difficulty achieving the goal of demonstrating subject matter competence in each of the subjects taught. To help LEAs satisfy HQT requirements in rural, special education, and alternative education settings, CDE encouraged LEAs to consider alternatives in the ways they provided instruction. The idea was to ensure that students received instruction from an HQ teacher without requiring that every teacher in those settings establish HQ in every core subject. CDE suggested alternatives including team teaching, using itinerant teachers to provide instruction in some core academic subjects, and using distance and internet-based instruction.

As mentioned above, ED subsequently extended flexibility to the secondary multiple subject special education and rural, small schools teachers. ED has not extended flexibility to secondary multiple-subject teachers in alternative settings (which include community and county day schools, continuation schools, and court schools).

ED has encouraged states to develop flexible options for secondary multiple-subject teachers but always with the caveat that the process be equal in rigor to the regular competency requirements. The State of California, through the 2006 Budget Act, supported development of a flexible option by providing funding to contract with a county office to develop a verification process for special education teachers. The

verification process was expanded to include the needs of rural, small school and certain alternative education teachers.

CDE has identified a very real, and difficult, problem. Teachers in many alternative settings manage significant behavioral problems while trying to provide rigorous instruction at many grade levels. A discussion about the needs of these teachers would be informative and might lead to policy considerations.

In addition, the difficult task of achieving HQ in multiple subjects will likely impact California's compliance with the HQT goal in the near future as veteran teachers are replaced by new teachers who must satisfy HQ requirements without recourse to HOUSSE. California's HQT performance (currently about 85%) will suffer more than other states because its definition of "new" and "veteran" teachers uses a static point in time rather than a rolling time reference (e.g., date of employment). The issue might be ripe for consideration as an NCLB reauthorization recommendation.

Issue

Whether the proposed process for verifying subject matter competence satisfies NCLB and California's criteria for highly qualified teacher (HQT) certification.

Recommendation

Delay approval of the Subject Matter Verification Process for Secondary Teachers in Special Settings until we have received confirmation from ED that it will not violate NCLB requirements. If it is approved by ED, prepare regulations needed to implement the process. If it is not approved by ED, revise the HQT plan approved by SBE at the November meeting to correctly reflect teachers' options for gaining HQ certification in core academic subject areas

Background and Issue Description

At issue is the subject matter competency portion of the HQT requirements.

The Code of Federal Regulations Section 200.56 defines how a middle or high school teacher can demonstrate subject matter competency, depending on whether the teacher is new or a veteran. The federal requirements are echoed in California's Code of Regulations Section 6110-6112. These documents state that, for every core academic subject area assigned, a secondary teacher must either:

- Pass a California Commission on Teacher Credentialing (CCTC) approved subject matter exam, or complete
- a CCTC approved subject matter program,
- an undergraduate major,
- a graduate degree, or
- coursework equivalent to an undergraduate major (in California, this is 32 non-remedial, semester units).

- A veteran teacher may satisfy any of the above, earn National Board Certification or complete the HOUSSE process for every core subject they're assigned to teach.

The proposed Subject Matter Verification Process (SMVP) is intended to help secondary teachers of multiple subjects in particular settings earn HQT status only for courses they teach in the specific settings; the HQT status earned thus will not satisfy HQT requirements for teaching in comprehensive secondary settings. A teacher would still need to satisfy the requirements identified in Title 5 Sections 6110-6112 should they be assigned to teach in a comprehensive secondary setting.

An individual is eligible for the SMVP only if they are already HQ in one core academic subject area. If an individual chooses to utilize the SMVP, he or she must agree to complete the process for four subject matter areas (mathematics, English, science, and social science), whether or not they are currently assigned to teach in all of those areas. In addition, participants must complete all requirements within three years.

There are two levels of professional development available through the SMVP. A teacher with fewer than 20 credits of college work in a subject area would be required to complete Levels 1 and 2 of high quality professional development. Individuals with at least 20 credits of subject specific coursework only need to complete Level 2. The professional development does not need to be credit bearing, nor does it need to be certified by CCTC. It must meet the NCLB high quality professional development requirements (Title IX, Section 9101(34)), subject matter specifications, and be approved by the teacher's superintendent. Participants will be assessed through coursework, work sample, and a lesson plan. Completion is triggered by a participant's demonstration of sufficient content area knowledge, not by hours of participation.

Participants are expected to require at least 36 hours to complete each level (72 hours for both levels) in each subject area, but no more than 288 hours to complete the process for all four subject areas. In other words, an individual with no college coursework in a subject area could be deemed HQT after as little as 72 hours of training in a combination of subject area content and pedagogy. One semester hour of college credit reflects three hours of work per week (instruction and homework) for 15 weeks or 45 hours total. A 3-unit course represents 135 hours of work. Therefore, the college credit equivalent of completing one subject area (72 hours) through the SMVP is about 1.6 units. The college credit equivalent to the maximum number of hours required for up to four subject areas (288 hours) is 6.4 semester units. This is all someone with no college coursework in any of the four subjects would have to complete to be HQT in all subject areas. It is not a demanding standard. It is not close to the 32 units determined by the SBE to be equivalent to a college major in one subject.

An individual with at least 20 credit hours of college coursework in the subject who completed Level 2 could be deemed highly qualified with the equivalent of 3.2 additional semester credits. When combined with the 20 credit hours of college coursework, that

teacher would have the equivalent of 23.2 units vs. the SBE minimum standard of 32 units.

SBE staff is concerned that the proposed subject matter verification process may not satisfy federal HQT requirements. The process is clearly in conflict with existing state regulations, but the board has authority to change the subject matter requirements now in place. If the board agrees that the proposed process is appropriate for use in specialized settings, and if ED confirms that the process is aligned with NCLB, we can amend existing regulations. We should realize that modifying California's definition of HQT will require us to update the HQT plan approved by ED in December. These changes will expose California to another evaluation of our plan by Ed.

Please note: there is an error on page 21 of 38 of Attachment 1. The State Board of Education is the state educational agency in California, not the California Department of Education.

SBE Staff Contact Person
Rebecca Parker, 916-319-0694

ITEM #33

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	☒ Action ☒ Information ☐ Public Hearing
Quality Education Investment Act: Approve the Finding of Emergency and Proposed Emergency Regulations	

RECOMMENDATION

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

- Approve and adopt the emergency regulations to implement the Quality Education Investment Act;
- Approve the Finding of Emergency;
- Approve the Notice of Proposed Emergency Action;
- Direct staff to take action as deemed necessary and appropriate on the proposed emergency regulations.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Senate Bill (SB) 1133 (Torlakson) is a newly chaptered bill. The SBE has not yet reviewed this legislation.

SUMMARY OF KEY ISSUES

SB 1133 was chaptered on September 29, 2006, and will provide approximately $2.7 billion to California public schools over the next seven years.

In May 2007, recommendations for schools to be funded, sufficient to use all available funds, will be made to the SBE for approval. In approving the recommendations for funding, the SBE shall verify that the funded schools represent the required balance, geographic distribution, and diverse distribution of grade levels described in law.

SB 1133 states that the State Superintendent of Public Instruction (SSPI) shall specify the manner in which school districts and chartering authorities submit applications. The law further requires the SSPI and the Secretary for Education, jointly, submit their recommendations for schools to be funded to the SBE for approval.

SUMMARY OF KEY ISSUES, Continued

Regulations are necessary in order to define and clarify the submission and selection process, which are not explicitly specified in law. The submission and selection process could not occur without emergency regulations in place. Consequently, the apportionment of Quality Education Investment Act funding to the lowest performing schools in Deciles 1 and 2 would be delayed.

Existing law further states that schools may apply for funding under alternative program requirements if the district can demonstrate that the school could provide a higher level of academic achievement among pupils than if the school applied under the regular program requirements. Regulations are necessary in order to define and clarify the submission process for schools selecting the alternative option. The regulations specifically outline that the district must submit a school improvement plan that demonstrates how it will provide improved academic achievement and further outlines the criteria upon which schools will be evaluated for eligibility selection.

FISCAL ANALYSIS (AS APPROPRIATE)

The fiscal analysis will be provided as an addendum.

ATTACHMENT(S)

Attachment 1: Finding of Emergency (2 Pages)

Attachment 2: Proposed Emergency Regulations to Implement the Quality Education Investment Act (5 Pages)

Attachment 3: Notice of Proposed Emergency Action (1 Page)

FINDING OF EMERGENCY
Quality Education Improvement Act (QEIA)

The State Board of Education (SBE) finds that an emergency exists and that the emergency regulations adopted are necessary to avoid serious harm to the public peace, health, safety, or general welfare.

SPECIFIC FACTS DEMONSTRATING THE EXISTENCE OF AN EMERGENCY AND THE NEED FOR IMMEDIATE ACTION

The California Department of Education (CDE) determines that in order to effectively implement the amendment to Article 3.7 (commencing with *Education Code (EC)* Section 52055.700 of Chapter 6.1 of Part 28) it is necessary to promulgate these regulations as emergency. *EC* Section 41207.1 was added to require appropriation and allocation of funds to low performing schools in the state.

This emergency regulation package is necessary to comply with the recent statutory changes made by Senate Bill (SB) 1133. The proposed regulations will clarify the selection and review process of eligible schools as required by statute.

AUTHORITY AND REFERENCE

Authority: Section 30331, *Education Code*.

Reference: Sections 44757.5, 52052, 52055.720, 52055.730, 52055.740, 52055.750, and 52055.760, Education Code.

INFORMATIVE DIGEST

The major provisions of SB 1133 call for class size reduction, improved teacher quality, and improved counselor-to-student ratios in low-performing high schools (*EC* section 52055.740). Many of the schools eligible for Quality Education Investment Act (QEIA) funding are experiencing overcrowding in their classrooms, lower teacher quality as compared to higher performing schools in the district, and counselor ratios exceeding 300 to 1. These issues alone impact the overall health and safety and general welfare of children and creates an adverse effect on student learning. Distribution of QEIA funds according to statute would help decrease crowding, increase the opportunity for faculty members to attend much needed training, and increase the number of counselors on campus for grades 9-12, thus increasing the potential for student learning and achievement.

In addition, *EC* section 52055.730 (c) states the State Superintendent of Public Instruction (SSPI) shall specify the manner in which school districts and chartering authorities shall submit applications to receive funding for QEIA. Further, subdivision (e) mandates that the SSPI and the secretary of education review the applications and

select the schools for recommendation to the SBE within 30 days after the date the application is submitted to the SSPI.

Although the code requires the application submission process be as simple as possible, use easily available data, and include the requirements of QEIA, it does not specify criteria by which applications shall be selected for funding. The primary purpose of these regulations, then, is to define the general application process, the key elements required in the applications, and the manner in which applications for grant funds will be reviewed, ranked, and selected.

These emergency regulations are necessary to implement the QEIA. Without these emergency regulations, over 268 million dollars reserved for local assistance to Decile 1 and 2 schools in 2007 are at risk of not being allocated due to lack of clarity regarding the application selection and allocation process. If these regulations are not promulgated, schools cannot be selected from a pool of eligible applicants, and in effect delay securing necessary resources and assistance to implement QEIA. Schools must meet interim benchmarks in academic performance, teacher training, counselor-to-student ratios, and class size reduction throughout the life of the grant. Schools failing to meet these benchmarks risk termination of their funding prior to the end of the grant cycle.

These emergency regulations must go into effect as soon as possible to ensure the allocation of grant funds in a timely manner, address overcrowding issues that impact the general welfare of children and jeopardize student learning and achievement, ensure adequate training of teachers, and increase the number of counselors in high schools.

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

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

MANDATE ON LOCAL AGENCIES OR SCHOOL DISTRICTS

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

COST ESTIMATE

The emergency regulations would not place any additional costs or savings on local agencies or school districts.

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 2. Pupils

Subchapter 4. Statewide Testing of Pupils and Evaluation Procedures

Article 1.8 Quality Education Investment Act of 2006

§ 1000. Eligibility and Assignment of Random Order.

Elementary and secondary schools and charter schools that are ranked in either decile 1 or 2 on the 2005 API are eligible for funding. A school with an API with an asterisk pursuant to Education Code section 52052 (f)(1) is not eligible for funding. All eligible schools are randomly assigned a number.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 52052 and 52055.720, Education Code.

§ 1000.1. Submission of Applications Under Education Code Section 52055.740.

Districts or chartering authorities submitting applications on behalf of a school must include the following:

(a) Prioritized list indicating the district or chartering authority's preference in the order in which to fund schools;

(b) Determination of whether the school is applying under the requirements of Education Code section 52055.740 or 52055.760 and signed assurances that the district or chartering authority will comply with those requirements;

(c) Signed assurances that the district or chartering authority will comply with the requirements set forth in Education Code section 52055.750;

(d) Signed assurances that the district or chartering authority has considered the impact of program participation;

(e) Signed assurances that the district or chartering authority met and conferred about the requirements of the program with the following:

(1) County superintendent in their jurisdiction

(2) School principals and school site council chair as applicable

(3) PTA representative as applicable

(4) Other public or advisory groups as applicable

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 52055.740, 52055.750, and 52055.760, Education Code.

§ 1000.2. Submission of Applications Under Education Code Section 52055.760.

A district or chartering authority submitting applications on behalf of a school electing to apply under the requirements of Education Code section 52055.760 must submit the following:

(a) All of the information required in section 1000.1;

(b) Signed assurances that the district or chartering authority will comply with the requirements set forth in Education Code section 52055.760;

(c) A current needs assessment conducted jointly by the school site council and the district or chartering authority; or if the school does not have a schoolsite council, by a schoolwide advisory group or school support group whose members are self-selected, that conforms to the requirements of Education Code section 52012;

(d) A proposed plan for increasing academic achievement that states the reason(s) the plan is expected to be effective, describes the manner in which services will be delivered and the target group(s) for those services, and describes the manner in which the plan will be implemented;

(e) How the proposed plan addresses each of the components identified in the needs assessment; and

(f) How the supporting research of the proposed plan meets the current and confirmed standards of scientifically based practices as defined in subdivision (j) of Education Code section 44757.5.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 44757.5, 52055.740, 52055.750, and 52055.760, Education Code.

§ 1000.3. Submission of Applications for Priority Approval.

A district or chartering authority applying on behalf of a school electing to apply under the alternative program and seeking priority approval for funding pursuant to Education Code section 52055.760(d) must submit the following:

(a) All of the information required in section 1000.2; and

(b) Evidence as to why the district or chartering authority cannot meet the class size reduction requirements due to facility constraints, or by demonstrating that the program will have an adverse impact on the eligibility of the school district to secure state school facility funding.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 52055.760, Education Code.

§ 1000.4. Review of Applications.

Signed assurances submitted pursuant to sections 1000.1 - 1000.3 are reviewed for completeness. An assurance and signature page is deemed complete if all items are initialed and the page is signed by the Superintendent of the district or chartering authority. Incomplete assurances fail to qualify for funding.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 44757.5, 52055.720, 52055.730, and 52055.760, Education Code.

§ 1000.5. Selection of Schools for Funding Under Education Code Section 52055.740.

Schools randomly selected under Education Code section 52055.740 that submit complete assurances pursuant to section 1000.4 shall be funded according to their district's priority order of selection.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 52055.740, Education Code.

§ 1000.6. Selection of Schools for Funding Under *Education Code Section* 52055.760.

Schools are selected to receive funding under Education Code section 52055.760 according to the following process:

(a) Schools randomly selected that submit complete assurances as specified in section 1000.4, an approved plan pursuant to section 1000.2, but are not eligible to submit an application for priority approval of funding pursuant to Education Code section 52055.760(d), will receive funding under Education Code section 52055.760(a) through (c) according to their district or chartering authority's priority order of selection; and

(2) Schools randomly selected that submit complete assurances as specified in section 1000.4, an approved plan pursuant to section 1000.2, and documentation pursuant to section 1000.3 receive priority funding under Education Code section 52055.760(d).

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 52055.730 and 52055.760, Education Code.

§ 1000.7. Geographic Distribution by County and Distribution by Grade Span.

At least one school from every county with a school in its jurisdiction that submits an application pursuant to section 1000.1 or 1000.2 shall be funded. Schools selected will represent a balance of student enrollment among the required grade spans.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 52055.730, Education Code.

§ 1000.8. Definitions.

A "rigorous review" means a determination that a school has either:

(1) Undergone an academic audit pursuant to Education Code section 52055.650 and has demonstrated progress on areas identified for corrective action; or

(2) Undergone an academic audit pursuant to Education Code section 52055.650 but has not received the first completed progress report.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 52500.720, 52055.740, and 52055.760, Education Code.

12-19-06 [California Department of Education]

STATE OF CALIFORNIA ARNOLD SCHWARZENEGGER, *Governor*

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

January 12, 2007

NOTICE OF PROPOSED EMERGENCY ACTION
Quality Education Improvement Act (QEIA)

Pursuant to the requirements of Government Code section 11346.4(a)(1), the State Board of Education (SBE) is providing notice of proposed emergency action with regards to the above-entitled emergency regulation.

If you have any comments regarding the proposed emergency regulation, the SBE will accept written comments between **January 12, 2007 and January 18, 2007**, inclusive. All written comments must be submitted to the Regulations Coordinator via facsimile at 916-319-0155; email at **regcomments@cde.ca.gov** or mailed and received at the following address by close of business at **5:00 p.m. on January 18, 2007**, and addressed to:

Debra Strain, Regulations Coordinator
LEGAL DIVISION
California Department of Education
1430 N Street, Suite 5319
Sacramento, CA 95814

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 2. Pupils

Subchapter 4. Statewide Testing of Pupils and Evaluation Procedures

Article 1.8 Quality Education Investment Act of 2006

§ 1000. Eligibility, Assignment of Random Order, and Determination of Program Option.

(a) Elementary and secondary schools and charter schools that are ranked in either decile 1 or 2 on the 2005 API are eligible for funding. A school with an API with an asterisk pursuant to Education Code section 52052 (f)(1) is not eligible for funding.

(b) Districts must indicate whether the school is applying under the requirements of Education Code Sections 52055.740 or 52055.760. A school may not apply pursuant to both code sections.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 52052, 52055.720, 52055.740, and 52055.760, Education Code.

§ 1000.1. Submission of Applications Under Education Code Section 52055.740.

Districts or chartering authorities submitting applications on behalf of a school must include the following:

(a) Prioritized list indicating the district or chartering authority's preference in the order in which to fund schools;

(b) Signed assurances that the district or chartering authority will comply with the requirements set forth in Education Code Sections 52055.740 and 52055.750;

(c) Signed assurances that the district or chartering authority has considered the impact of program participation; and

(d) Signed assurances that the district or chartering authority met and conferred about the requirements of the program with the following:

(1) County superintendent in their jurisdiction

(2) School principal and school site council chair as applicable

(3) PTA representative as applicable

(4) Other public or advisory groups as applicable

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 52055.740 and 52055.750, Education Code.

§ 1000.2. Submission of Applications Under Education Code Section 52055.760.

A district or chartering authority submitting an application on behalf of a school electing to apply under the requirements of Education Code section 52055.760 must submit the following:

(a) All of the information required in sections 1000 and 1000.1 except subdivision 1000.1(b);

(b) Signed assurances that the district or chartering authority will comply with the requirements set forth in Education Code Sections 52055.750 and 52055.760;

(c) A current needs assessment conducted jointly by the school site council and the district or chartering authority; or if the school does not have a schoolsite council, by a schoolwide advisory group or school support group whose members are self-selected, that conforms to the requirements of Education Code section 52852;

(d) A proposed plan for increasing academic achievement that states the reason(s) the plan is expected to be effective, describes the manner in which services will be delivered and the target group(s) for those services, and describes the manner in which the plan will be implemented;

(e) How the proposed plan addresses each of the components identified in the needs assessment; and

(f) How the supporting research of the proposed plan meets the current and confirmed standards of scientifically based practices as defined in subdivision (j) of Education Code section 44757.5.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 44757.5, 52055.740, 52055.750, and 52055.760, Education Code.

§ 1000.3. Submission of Applications for Priority Approval.

A district or chartering authority applying on behalf of a school electing to apply under Education Code Section 52055.760 and seeking priority approval for funding pursuant to Education Code section 52055.760(d) must submit the following:

(a) All of the information required in section 1000.2; and

(b) Evidence as to why the school cannot meet the class size reduction requirements due to facility constraints, or by demonstrating that the program will have an adverse impact on the eligibility of the school district to secure state school facility funding.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 52055.740 and 52055.760, Education Code.

§ 1000.4. Review of Applications.

Signed assurances submitted pursuant to sections 1000.1 - 1000.3 shall be reviewed for completeness by the Department of Education. A list identifying all schools for which complete applications have been submitted shall be prepared and delivered to the superintendent, Secretary for Education, and State Board of Education. No application is complete unless the superintendent of the school district or chartering authority submitting the application has initialed all items on the assurance and signature page and signed the page. Incomplete assurances fail to qualify for funding.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 44757.5, 52055.720, 52055.730, 52055.740, 52055.750, and 52055.760, Education Code.

§ 1000.5. Selection of Schools for Funding.

(a) The superintendent and Secretary for Education shall jointly conduct a random drawing of all eligible schools for which completed applications have been submitted. Schools randomly selected under Education Code Sections 52055.740 and 52055.760 that submit complete assurances pursuant to section 1000.4 shall be funded according to their district or chartering authority's priority order of selection, after allowing for funding of schools pursuant to 1000.3 or 1000.7.

(b) Using the per pupil amounts prescribed for each grade segment in Education Code Section 52055.770, annual program funds shall be reserved for apportionment to

schools eligible for funding pursuant to subdivision (a) until all annual funding has been reserved. If program funding is insufficient to provide for all eligible schools, only those schools for which funding is reserved will be funded.

(c) The superintendent and secretary shall jointly submit their recommendations for schools to be funded to the state board for approval.

(d) Total program funding shall be apportioned among the three grade segments identified in (b) so that the percentage calculated by dividing the number of pupils served in the program in a grade segment by the number of pupils served in the program in all three grade segments is approximate to the percentage calculated by dividing the number of pupils enrolled in that grade segment in decile 1 and 2 schools statewide by the number of pupils enrolled in all three grade segments in decile 1 and 2 schools statewide.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 52055.730, 52055.740, 52055.760, and 52055.770, Education Code.

§ 1000.6. Geographic Distribution by County and Distribution by Grade Span.

At least one school from every county with a school in its jurisdiction that submits an application pursuant to section 1000.1 or 1000.2 shall be funded. Schools selected will represent a balance of student enrollment among the required grade spans.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 52055.730, Education Code.

§ 1000.7. Definitions.

A “rigorous review” means a determination that a school has either:

(1) Undergone an academic audit pursuant to Education Code section 52055.650 and has demonstrated progress on areas identified for corrective action; or

(2) Undergone an academic audit pursuant to Education Code section 52055.650 but has not received the first completed progress report.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 52055.650, 52500.720, 52055.740, and 52055.760, Education Code.

1

2 1/9/07 [California Department of Education]

State of California **Department of Education**

ITEM ADDENDUM

DATE: December 22, 2006

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

FROM: GAVIN PAYNE
Chief Deputy Superintendent of Public Instruction

RE: Item No. 33

SUBJECT: Quality Education Investment Act: Approve the Finding of Emergency and Proposed Emergency Regulations

Attachment 4 is the Economic and Fiscal Impact Statement and a Summary of the Fiscal Impact Analysis. The summary concludes that there is no impact on these proposed regulations.

Attachment 4: Economic and Fiscal Impact Statement (5 Pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.)

State of California **Department of Education**

ITEM ADDENDUM

DATE: January 9, 2007

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

FROM: GAVIN PAYNE
Chief Deputy Superintendent of Public Instruction

RE: Item No. 33

SUBJECT: Quality Education Investment Act: Approve the Finding of Emergency and Proposed Emergency Regulations

The Proposed Emergency Regulations have been modified to provide greater detail and clarity. Modification at *California Code of Regulations* (*CCR*) Section 1000 clarifies that a school may apply under either the regular or alternative program option, not both. Additionally, details regarding selection and funding distribution procedures have been included throughout the Proposed Emergency Regulations.

Attachment 5: Proposed Emergency Regulations to Implement the Quality Education Investment Act (5 Pages)

CALIFORNIA STATE BOARD OF EDUCATION
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STAFF MEMORANDUM

TO: STATE BOARD OF EDUCATION MEMBERS

FROM: SBE STAFF

DATE: JANUARY 5, 2007

RE: BOARD ITEM #33 – Emergency Regulations for the Quality Education Investment Act (SB 1133)

Program
The Quality Education Investment Act (QEIA) embodies the settlement of a misunderstanding between the Governor and the education community about how much money should be allocated for Proposition 98 to support K-12 and community colleges. During the seven years from 2007-08 to 2013-14, QEIA will provide $2.68 billion for K-12 and $320 million for community colleges. K-12 funding is targeted at schools in deciles 1 and 2 of the API. About 1,430 schools inhabit deciles 1 and 2, but the design of the program will allow only about 80 high schools and 470 elementary or middle schools to participate. Funds will be allocated in the amount of $500 per pupil in grades K-3, $900 per pupil in 4-8, and $1,000 per pupil in 9-12. As each school is chosen to participate, an amount of program funding will be reserved for that school based on the grades levels offered by that school and the number of pupils enrolled. Schools with larger enrollments will put more money in reserve. When all program funds have been reserved, selection of schools will cease.

Schools that enroll 85% of the pupils funded will be required to reduce class size, hire more counselors, provide professional development for teachers, ensure that average teacher experience is comparable to similar district schools, and achieve API growth targets to remain eligible for funding. Schools enrolling a maximum of 15% of the pupils funded may operate with alternative requirements if they present a school improvement plan that offers promise of increasing academic achievement more than the regular QEIA requirements could.

QEIA legislation directs the Superintendent of Public Instruction to specify the manner in which school districts and chartering authorities will apply for funding on behalf of eligible schools. The SPI and Secretary for Education will review the applications and submit their recommendations for funding to the State Board for approval. The purpose of the emergency regulations is to clarify eligibility requirements, establish the

application process, and provide for selection of schools. The emergency regulations are based on a consensus developed among stakeholders during meetings convened by CDE's able chief deputy.

Issue

How will schools be chosen to participate in QEIA? After much thoughtful deliberation over whether to have a purely random selection of schools or a random selection that allows for local priorities, a proposal to have districts identity the order of priority in which their schools will be funded, followed by a random selection of schools by the state, received the most support. This mechanism combines a measure of local control with an objective method of designating schools. Here is how it would work. Assume that a district has four elementary schools applying for QEIA money—ABC elementary, JKL elementary, OPQ elementary, and XYZ elementary—and that the district's priority order for funding the schools is XYZ, ABC, OPQ, and LMN. If the first district school selected in the random drawing is OPQ, the first district school actually funded will be XYZ because that is the district's first priority. If the second school chosen in ABC, it will be funded because ABC is the second priority. If the third school drawn is LMN, the third district school actually funded in OPQ because that is the district's third priority. All schools in the eligibility pot are low-performing. The objective of the selection process is to rely on local knowledge of local conditions to direct QEIA funds to the schools that can make the best use of it.

Recommendation

Approve the selection process developed by consensus with stakeholder groups.

Issue

The distribution of enrollment in decile 1 and 2 schools differs by grade span:

31.8% in K-3 41.6% in 4-8 26.6% in 9-12.

QEIA funding differs by grade span:

$500/pupil for K-3 $900/pupil for 4-8 $1,000/pupil for 9-12.

Should QEIA money be distributed so that each grade span has its proportionate share of pupils funded, e.g., 31.8% of the pupils funded will be in grades K-3? Or, should QEIA money be distributed so that each grade span receives its proportionate share of total funds, e.g., 31.8% of the annual funding would go to grades K-3? This is not an inconsequential issue. If a proportionate distribution of money is used, grades K-3 will receive $128 million (31.8% of total funds) and serve 256,000 pupils (46.7% of pupils served). If a proportionate distribution of pupils funded is used, grades K-3 will receive $80 million (19.9% of total funds) and serve 160,000 pupils (31.8% if pupils served).

Proportional distribution by:	K-3	4-8	9-12
Dollars			
Money received	$128 mil	$167.3 mil	$106.7 mil
Pupils served	256,000	185,900	106,700

Pupils			
Money received	$80 mil	$188.3 mil	$133.7 mil
Pupils served	160,000	209,200	133,700

The consensus of stakeholders appeared to support a proportionate distribution of QEIA funds by pupils served. That allocation of funds will put more money into high schools and middle schools, a less into elementary schools. Grades K-3 have already benefited from an infusion of class-size reduction funding. Proportionate distribution by pupils served will enable more pupils in grades 4-12 to study in smaller classes.

Recommendation
A proportionate distribution of QEIA funding based on the number of pupils served is a reasonable and responsible method for allocating program funds. It had support from a majority of the stakeholders gathered to discuss the issue. That said, a case can also be made for proportionate distribution by money received. In politics and public policy, there are seldom simple solutions. The best we can hope for are intelligent choices.

Issue
Do the emergency regulations clearly and comprehensively provide for application, selection, and funding of QEIA schools? Although a great deal of time and effort has been devoted to this task, there remain some details that are not adequately elucidated in the proposed emergency regulations. For example, the actual time, place, person, and process by which selection of schools will occur is not completely clarified. Also, the method of proportionate funding should be explained a bit more.

Recommendation
If late amendments to the emergency regulations that articulate essential program components are not available for the board meeting, the proposed regulations should be put over until the special meeting on February 14. Use the January meeting to confirm consensus on the important elements of the regulations. This will permit refinement of the finished product and will still offer enough time to receive and review applications for schools that will be funded for 2007-08.

SBE Staff Contact Person
Roger Magyar (916) 319-0699

ITEM #34

CALIFORNIA STATE BOARD OF EDUCATION

January 2007 AGENDA

SUBJECT	☒ Action ☒ Information ☐ Public Hearing
Educational Interpreters for Pupils Who are Deaf or Hard of Hearing - Approve Amendments to California Code of Regulations, Title 5, Section 3051.16 and Section 3065.	

RECOMMENDATION

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

- Approve the proposed regulations to the *California Code of Regulations*, Title 5, Sections 3051.16 and 3065, relating to qualification standards for educational interpreters for pupils who are deaf or hard of hearing, both in public schools and in nonpublic schools and agencies; or
- Direct the proposed amendments be circulated for a 15-day public comment period in accordance with the Administrative Procedure Act;
- If no comments to the revisions are received during the 15-day public comment period, the CDE shall complete the rulemaking package and submit the amended regulations to the Office of Administrative Law for approval;
- If any comments to the revisions are received during the 15-day public comment period, the CDE shall place the amended regulations on the SBE's March 2007 agenda for action following consideration of the comments received.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At the November 2006 SBE meeting, the Board approved commencement of the rulemaking process. The public comment period began on November 18, 2006, and will end at 5:00 p.m. on January 3, 2007. A public hearing on the proposed regulations will be conducted on January 3, 2007. An item addendum will be provided that will include a summary of the comments received during the public comment period and the public hearing. If changes are to be made to the regulations, based on the public input, an addendum will be sent to the Board prior to its meeting on January 10 and January 11, 2007.

SUMMARY OF KEY ISSUES

The proposed regulations clarify existing regulations to ensure that all deaf and hard of hearing children receive comparable and acceptable levels of access to classroom instruction. The current requirement that educational interpreters be Registry of Interpreters for the Deaf (RID) certified "or equivalent" requires clarification and specificity. In addition, the requirement that Cued Speech transliterators be certified by "any certifying body recognized by the National Cued Speech Association (NCSA)" requires clarification and specificity.

The proposed regulations address concerns from the field that, despite having five years to prepare for the implementation of the regulatory standard, there are not enough qualified interpreters in California to meet the needs of our State's students who are deaf or hard of hearing.

The proposed regulations also add a definition of "educational interpreting."

FISCAL ANALYSIS (AS APPROPRIATE)

The CDE reviewed the proposed amendments and determined that there are no additional costs associated with them.

ATTACHMENT(S)

A Final Statement of Reasons will be provided in an item addendum following the public comment period. If necessary, proposed amendments based on public comment will also be submitted as an item addendum.

Attachment 1: California Code of Regulations, Title 5, sections 3051.16 and 3065

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 3. Handicapped Children

Subchapter 1. Special Education

Article 5. Implementation (Program Components)

§ 3051.16. Specialized Services for Low-Incidence Disabilities.

(a) Specialized Services for low-incidence disabilities may include:

(1) Specially designed instruction related to the unique needs of pupils with low-incidence disabilities provided by teachers credentialed pursuant to Education Code section 44265.

(2) Specialized services related to the unique needs of pupils with low-incidence disabilities provided by qualified individuals such as interpreters, notetakers, readers, transcribers, and other individuals who provide specialized materials and equipment.

(b) Certification requirements for educational interpreters for deaf and hard of hearing pupils.

(1) ~~Any educational interpreter for deaf and hard of hearing pupils employed as of January 1, 2007, must be certified by the Registry of Interpreters for the Deaf (RID) or equivalent, or if providing cued speech interpreting services, by any certifying body recognized by the National Cued Speech Association (NCSA).~~ By July 1, 2007, an educational interpreter shall be certified by the national Registry of Interpreters for the Deaf (RID); have achieved a score of 3.0 or above on the Educational Interpreter Performance Assessment (EIPA), the Educational Sign Skills Evaluation-Interpreter (ESSE-I), or the National Association of the Deaf/American Consortium of Certified Interpreters (NAD/ACCI) assessment; or have met comparable requirements. If providing Cued Language transliteration, a transliterator shall possess Testing/Evaluation and Certification Unit (TECUnit) certification, or have achieved a score of 3.0 or above on the EIPA – Cued Speech or have met comparable requirements.

(2) By July 1, 2008, an educational interpreter shall be certified by the national RID; have achieved a score of 3.5 or above on the EIPA, the ESSE-I, or the NAD/ACCI assessment or have met comparable requirements. If providing Cued Language transliteration, a transliterator shall possess TECUnit certification, or have achieved a

score of 3.5 or above on the EIPA – Cued Speech or have met comparable requirements.

(3) By July 1, 2009, an educational interpreter shall be certified by the national RID; have achieved a score of 4.0 or above on the EIPA, the ESSE-I, or the NAD/ACCI assessment or have met comparable requirements. If providing Cued Language transliteration, a transliterator shall possess TECUnit certification, or have achieved a score of 4.0 or above on the EIPA – Cued Speech or have met comparable requirements.

(c) An "educational interpreter" provides communication facilitation between students who are deaf or hard of hearing, and others, in the general education classroom and for other school related activities, including extracurricular activities, as designated in a student's Individualized Educational Program (IEP).

NOTE: Authority cited: Section 56100(a) and (i), Education Code. Reference: Section 56363, Education Code; and Section ~~300.23~~ 300.34 and 300.156 (b)(1), Title 34, Code of Federal Regulations.

Article 6. Nonpublic, Nonsectarian School and Agency Services

Amend section 3065 and renumber subdivisions (h) – (w) to read:

§ 3065. Staff Qualifications - Related Services including Designated Instruction and Services.

…

(h)~~(t)~~ ~~Specialized~~ An "educational ~~interpreting~~ interpreter" ~~or transcribing services for pupils with low incidence disabilities~~ provides communication facilitation between students who are deaf or hard of hearing, and others, in the general education classroom and for other school related activities, including extracurricular activities, as designated in a student's IEP. ~~shall be provided only by the following personnel:~~

(1) Interpreters for deaf and hard of hearing pupils shall ~~possess certification issued by the Registry of Interpreters for the Deaf or equivalent, or if providing cued speech services, by any certifying body recognized by the National Cued Speech Association; and~~ meet the following qualification standards:

(A) By July 1, 2007, an educational interpreter shall be certified by the national RID; have achieved a score of 3.0 or above on the EIPA, the ESSE-I, or the NAD/ACCI

assessment or have met comparable requirements. If providing Cued Language transliteration, a transliterator shall possess TECUnit certification, or have achieved a score of 3.0 or above on the EIPA – Cued Speech or have met comparable requirements.

(B) By July 1, 2008, an educational interpreter shall be certified by the national RID; have achieved a score of 3.5 or above on the EIPA, the ESSE-I, or the NAD/ACCI assessment or have met comparable requirements. If providing Cued Language transliteration, a transliterator shall possess TECUnit certification, or have achieved a score of 3.5 or above on the EIPA – Cued Speech or have met comparable requirements.

(C) By July 1, 2009, an educational interpreter shall be certified by the national RID; have achieved a score of 4.0 or above on the EIPA, the ESSE-I, or the NAD/ACCI assessment or have met comparable requirements. If providing Cued Language transliteration, a transliterator shall possess TECUnit certification, or have achieved a score of 4.0 or above on the EIPA – Cued Speech or have met comparable requirements; ~~and~~

(i)~~(h)~~(1) "Health and nursing services" means: …

(j)~~(i)~~(1) "Home and hospital services" means…

(k)~~(j)~~(1) "Language and speech development and remediation" means…

(l)~~(k)~~(1) "Occupational therapy" means…

(m)~~(l)~~(1) "Orientation and mobility instruction" means…

(n)~~(m)~~(1) "Parent counseling and training" means…

(o)~~(n)~~(1) "Physical therapy" means…

(p)~~(o)~~(1) "Psychological services" means…

(q)~~(p)~~(1) "Recreation services" means…

(r)~~(q)~~(1) "Social worker services" means…

(s)~~(r)~~(1) "Specialized driver training instruction" means…

(t)~~(s)~~(1) "Specially designed vocational education and career development" means…

(u)(1) "Specialized services for low-incidence disabilities" means…

(v)~~(2)~~ Transcribers for visually impaired pupils shall have a certificate issued by the Library of Congress as a Braille Transcriber.

(w)~~(v)~~(1) "Vision services" means…

(x)~~(w)~~ Other designated instruction and services not identified in this section shall only be provided by staff who possess a license issued by a licensing agency with the Department of Consumer Affairs authorizing the licensee to provide the specific service or possess a credential authorizing the service or is qualified to provide the service.

NOTE: Authority cited: Sections 33031, 56100 and 56366(e), Education Code. Reference: Section 17505.2, Business and Professions Code; Section 56366.1, Education Code; and Sections ~~300.136 and 300.23~~ 300.34 and 300.156 (b)(1), Title 34, Code of Federal Regulations.

11-28-06 [California Department of Education]

State of California **Department of Education**

ITEM ADDENDUM

DATE: January 8, 2007

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

FROM: William Ellerbee, Deputy Superintendent
School and District Operations Branch

RE: Item No. 34

SUBJECT: Educational Interpreters for Pupils Who are Deaf or Hard of Hearing – Approve Amendments to *California Code of Regulations*, Title 5, Section 3051.16 and Section 3065

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the proposed regulations to the *California Code of Regulations*, Title 5, sections 3051.16 and 3065, relating to qualification standards for educational interpreters for pupils who are deaf or hard of hearing, both in public schools and in nonpublic schools and agencies.

The public comment period for the proposed regulations ended on January 3, 2007. A summary of the public comment is included in the attached Final Statement of Reasons.

Attachment 1: Final Statement of Reasons (5 Pages)

FINAL STATEMENT OF REASONS
Educational Interpreters

SECTION 3051.16. Specialized Services for Low-Incidence Disabilities
SECTION 3065. Staff Qualifications – Related Services including Designated Instruction and Services

UPDATE OF INITIAL STATEMENT OF REASONS

The proposed regulations clarify existing regulations (Sections 3051.16 and 3065), by clearly defining the assessments the California Department of Education (CDE) considers acceptable to determine qualification standards for educational interpreters.

The proposed regulations also implement the qualification standards for educational interpreters over a three year time. There is considerable and understandable opposition to this "phasing in" of the qualification standard amongst the Deaf community. CDE agrees with the Deaf community that children who are deaf or hard of hearing deserve fully qualified interpreters now. However, we are faced with evidence from the interpreter testing agencies that there are not enough interpreters who have met the standard to serve our state's students. CDE asks the State Board of Education to approve the proposed regulations.

A public hearing was held on January 3, 2007. A total of 49 comments were received during the public comment period.

SUMMARY AND RESPONSE TO COMMENTS RECEIVED DURING THE INITIAL NOTICE PERIOD OF NOVEMBER 17, 2006 THROUGH JANUARY 3, 2007

Comment: The following people commented in support of the proposed regulations:

1. David Zawolkow, SEE Center (Comment #3)
2. Alex Gomez (Comment #5)
3. Dolores Duran-Flores, California School Employees Association (Comment #6)
4. Cathy Wilson (Comment #13)
5. Gabrielle Anicette (Comment #15)
6. Esther Zawolkow, SEE Center (Comment #18)
7. Connie Musacchio (Comment #25)
8. Carol Rodgers (Comment #26)
9. Chris Egger, Communique Interpreting (Comment #46)
10. John Cunnion, Woodland Joint Unified School District (Comment #47)

Reasons for supporting the proposed regulations include the following:

1. Not enough interpreters have become fully qualified to implement the standard this year.
2. Many educational interpreters have worked hard towards meeting the qualification standard, but need more time and training.

3. Some educational interpreters were not aware of the requirement to meet the qualification standard.
4. The interpreter testing agencies have been overwhelmed by the number of requests for assessments, and interpreters are waiting for six months or more to receive test results.
5. Students who are deaf may be left without interpreters if the regulations are not approved.
6. The language of the proposed regulations was approved by consensus of CDEs Interpreter Workgroup.

Comment: The following people commented in opposition to the three-year phase in of the qualification standard for educational interpreters, asking the State Board of Education to allow the current regulations to stand:

1. Dr. David Smith, California Educators of the Deaf (Comment #1)
2. Sheri Farinha Mutti, NorCal Center on Deafness (Comment #2)
3. Lena Serrano (Comment #4)
4. Julie Bowman (Comment #7)
5. Ava Barker (Comment #8)
6. Ella Mae Lentz, California Association of the Deaf (Comment #9)
7. Rosemary Diaz, California Coalition of Agencies Serving the Deaf and Hard of Hearing (Comment # 10)
8. Pearline Theriot (Comment #11)
9. Judy Gough (Comment #12)
10. Andrew Greenman (Comment #16)
11. Mona Jean (Comment #20)
12. Helen Porter (Comment #21)
13. Carol Hodges (Comment #28)
14. Donald L. Rosenkjar (Comment #29)
15. Nancy Carroll (Comment #30)
16. B. Diana Harron (Comment #31)
17. Tina Jo Breindel (Comment #32)
18. Joe5McL@aol.com (Comment #33)
19. Sandra Ammons (Comment #34)
20. Harvey Bradley (Comment #35)
21. Linda McLaughlin (Comment #36)
22. Alfredo Sierra (Comment #37)
23. Maureen Thompson (Comment #38)
24. Stacy Eilbert Gough (Comment #39)
25. Matthew Ellis (Comment #40)
26. Jason Hicks (Comment #41)
27. Doug Sampson (Comment #42)
28. James Wade (Comment #43)
29. Clark Brooke (Comment #44)
30. Joey Baer (Comment #45)
31. Ron Rhodes (Late comment)

Reasons for opposing the three-year phase in of the requirement included the following:

1. Interpreters and school districts have had ample time (five years) and opportunity to meet the standard.
2. For many deaf children who have hearing parents, the interpreter may be the only language model the child sees. Therefore, it is critically important that the interpreter be fully qualified.
3. Deaf children have waited long enough for qualified interpreters. To delay the full implementation of the qualification standard sends a message to deaf children that they are not a priority.
4. Two Deaf adults commented on their past struggles in public school with unskilled interpreters.

Response: CDE agrees that children who are deaf or hard of hearing deserve and need fully qualified interpreters. CDE asked the State Board of Education to approve qualification standards for educational interpreters in 2002, and the State Board of Education did so. CDE provided funding, through a grant process, to local educational agencies to provide training to interpreters. However, the data CDE has received from the interpreter testing agencies shows that not enough interpreters have met the standard. CDE proposes the three-year phase in of the qualification standard to address the issue of the shortage of qualified interpreters.

Comment: The following people commented that school districts must recognize interpreters as professionals, rather than as teaching assistants, and compensate them accordingly:

1. Dr. David Smith, California Educators of the Deaf (Comment #1)
2. Alex Gomez (Comment #5)
3. Ava Barker (Comment #8)
4. Chris Egger, Communique Interpreting (Comment #46)

Response: The comments do not address the regulations put forth for a 45-day comment period. In addition, CDE has no authority over local job descriptions and salary schedules.

Comment: Wayne Banker (Comment #23) and Patricia Banker (Comment #24) commented that qualification standards for educational interpreters should be determined at the district level, not by the State.

Response: The comments do not address the regulations put forth for a 45-day comment period. In addition, the Individuals with Disabilities Education Act (IDEA) requires states to determine eligibility requirements for educational interpreters.

Comment: Wayne Banker (Comment #23) and Patricia Banker (Comment #24) commented that educational interpreters with an A.A. degree and five years of experience should be waived from the requirement.

Response: The comments do not address the regulations put forth for a 45-day comment period. In addition, the IDEA does not allow for waivers to personnel qualifications.

Comment: Wayne Banker (Comment #23) and Patricia Banker (Comment #24) commented that the SBE can waive the qualification requirements for educational interpreters.

Response: The comments do not address the regulations put forth for a 45-day comment period.

Comment: Sherry Skelly Griffith, Association of California School Administrators, (Comment #27) opposes the proposed regulations, making the following comments:

- The proposed regulations will not accomplish the goals stated in the Initial Statement of Reasons
- She disagrees that there is not a state mandate and comments that salaries for interpreters will go up while the pool of qualified interpreters will remain the same
- The implementation of the standards should be postponed to 2008
- What authority the State has to set passing scores on the interpreter assessments
- How will the “cut off” scores effect hiring at the local level

Response: The proposed regulations do not impose a state mandated cost, as CDE is required by the federal Individuals with Disabilities Education Act to set qualification standards for educational interpreters.

The IDEA requires that States set qualification standards for educational interpreters. California would be out of compliance with federal law if it postponed setting a standard until 2008. In addition, postponing the requirement would be a grave disservice to our state’s children who are deaf or hard of hearing.

The agencies that administer the Educational Interpreter Performance Assessment and the Educational Sign Skills Evaluation do not set passing scores, but leave it to individual states to determine passing scores. At the local level, school districts will be expected to hire interpreters who have met the regulatory qualification standard.

Comment: Sheri Farinha Mutti (Comment #2), Rosemary Diaz (Comment #10), and Judy Gough (Comment #12) comment that children who are deaf are most appropriately served through regionalized programs and services, as defined by the 1999 Superintendent’s Deaf and Hard of Hearing Task Force.

Response: The comments do not address the regulations put forth for a 45-day comment period.

Comment: Lena Serrano (Comment #4) suggests that interpreters who are not fully qualified be given provisional certification.

Response: The comments do not address the regulations put forth for a 45-day comment period. In addition, the IDEA does not allow for provisional certification of special education personnel.

Comment: Chris Eggers (Comment # 46) comments that the term “or comparable requirements” may provide a loophole for local districts to set up their own qualification standards that are not in reality comparable to the standards set by the State Board of Education. She requests that the term be removed from the proposed regulations.

Response: CDEs fiscal analyst determined that the term “or other comparable requirements” prevented the proposed regulations from becoming more prescriptive than the current regulations, which require interpreters to be certified by the Registry of Interpreters for the Deaf, or equivalent. If the proposed regulations were more prescriptive than the current regulations, they would have imposed a state mandated cost. If a local school district establishes its own qualification standards, CDE can ask for evidence that the local standards are comparable (that is, as valid and reliable) to the standards in the regulations.

Comment: Lena Serrano (Comment #4) and Ava Barker (Comment #8) comment that the regulations should require interpreters to pursue continuing education.

Response: Again, since the current regulations do not require continuing education for educational interpreters, to add this requirement to the proposed regulations would impose a state mandated cost.

Comment: Cindy Farnham (Comment # 14) provided information for the State Board of Education about the three assessments that are available to educational interpreters.

Response: The comments do not address the regulations put forth for a 45-day comment period.

ALTERNATIVES DETERMINATION

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

LOCAL MANDATE DETERMINATION

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

1-08-07 [California Department of Education]

ITEM #35

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

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

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) receive an oral update on the SBE-approved charter schools and take action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Currently, eight individual charter schools are operating under the SBE's authorization as summarized on the table below.

Charter School Name	Approval Date	Opening Date	Renewal Date
Ridgecrest Charter School (Kern County)	Dec 2000	Sep 2001	Mar 2009
Edison Charter Academy (San Francisco)[1]	Jul 2001	Aug 2001	Jun 2011
New West Charter Middle School (Los Angeles)[2]	Dec 2001	Sep 2003	Jun 2007
Animo Inglewood Charter High School	Dec 2001	Sep 2002	Jun 2010
School of Arts and Enterprise (Pomona)	Sep 2002	Sep 2003	Jun 2011
Livermore Valley Charter School	Nov 2004	Sep 2005	Jun 2008
Leadership Public Schools-Hayward	Mar 2005	Sep 2005	Mar 2008
High Tech High-Bayshore[3]	Jan 2006	Sep 2005	Jun 2011

[1] Approved by the San Francisco Unified School District, but the SBE became the authorizer at the time of first renewal.
[2] Initially scheduled to open in September 2002, but granted two one-year extensions.
[3] Approved by San Mateo County Office of Education for one year only. The SBE renewed the charter and assumed oversight effective July 1, 2006.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION (Cont.)

Since January 1994, the SBE and the State Superintendent of Public Instruction (SSPI) have jointly approved eight all-charter districts that include a total of 15 schools, as summarized on the table below.

District Name (County)	Approval Date	Renewal Date
Pioneer Union Elementary School District (Kings)	Jan 1994	May 2009
Kingsburg Union Elementary School District (Fresno)	May 1996	Jun 2011
Delta View Joint Union Elementary School District (Kings)	Jun 1999	May 2009
Hickman Community Charter District (Stanislaus)	Jul 1994	Jan 2010
Alvina Elementary Charter School District (Fresno)	Jul 2000	May 2010
Island Union Elementary School District (Kings)	Oct 2000	May 2010
Kings River-Hardwick School District (Kings)	May 2001	May 2009
Jacoby Creek Charter School District (Humboldt)	Jun 2002	Jan 2009

In January 2006, the SBE approved the first statewide benefit charter school which plans to begin operating two schools in 2007 and may include as many as ten schools by 2012.

Statewide Benefit Charter School Name	Approval Date	Opening Date	Renewal Date
High Tech High	Jan 2006	Sep 2007	Jun 2012

SUMMARY OF KEY ISSUES

Pursuant to *Education Code* (*EC*) Section 47605(j), a charter school petition (in most cases) must first be denied by both a local school district and a county office of education before it may be presented to the SBE on appeal.

EC Section 47605.8 allows a charter school petitioner to submit a petition directly to the SBE for the operation of a statewide benefit charter school that may operate at multiple sites throughout the state. The SBE may not approve the petition for a statewide benefit charter school unless it finds that the charter school will provide instructional services of statewide benefit that cannot be provided by a charter school operating in only one school district or only one county.

As the charter authorizer, the SBE has monitoring responsibilities for its charter schools. The CDE Charter Schools Division staff monitors the charter schools on the SBE's behalf and provides periodic reports on the charter schools. As a result of the passage of Assembly Bill (AB) 1137 (Chapter 892, Statutes of 2003), the oversight responsibilities of authorizing entities, including the SBE, have been more clearly defined (*EC* Section 47604.32). All authorizing entities are required to identify a contact person, visit the charter school annually, ensure compliance with all reporting requirements, monitor the fiscal condition, and provide notification regarding renewal, revocation, or ceasing of operations.

SUMMARY OF KEY ISSUES (Cont.)

AB 1137 also amended *EC* Section 47607 pertaining to the renewal or revocation of charters including the addition of performance criteria to be met prior to receiving a charter renewal. The law provides that the cost of performing these duties shall be funded with supervisory oversight fees collected pursuant to *EC* Section 47613 (an amount not to exceed one percent of the school's general purpose and categorical program revenue in most cases).

There are currently two staff in the Charter Schools Division assigned to oversee the eight SBE-approved charter schools currently operating, the eight all-charter districts, and the one statewide benefit charter. Assigned staff make periodic site visits to the SBE-authorized charter schools and all-charter districts.

For charter schools authorized by the SBE on appeal, *EC* Section 47605(k)(1) currently provides that the SBE may, by mutual agreement, designate its supervisory and oversight responsibilities to any local educational agency in the county in which the charter school is located or to the governing board of the school district that first denied the petition (although this has never been done). Similarly, for statewide benefit charters, *EC* Section 47605.8(c) provides, as a condition of approval, that the SBE may enter into an agreement with a third party, at the expense of the charter school, to oversee, monitor, and report on the operations of the charter school.

With regard to all-charter districts (which are established by joint approval of the SBE and the SSPI), county offices of education currently provide a significant amount of assistance and oversight under AB 1200 (Chapter 1213, Statutes of 1991). Unlike the two types of SBE-approved charters, there is no specific provision for contracting or designating by agreement the oversight responsibility for all-charter districts.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no specific action requested under this item, so no fiscal impact can be identified.

ATTACHMENT(S)

None

ITEM #36

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	☒ Action
Petition by Aspire Public Schools to establish a Statewide Benefit Charter School under the oversight of the State Board of Education: Hold Public Hearing, Make Finding, and Approve	☒ Information
	☒ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) hold a public hearing regarding the petition by Aspire Public Schools (Aspire) to establish a statewide benefit charter and then take the following actions:

1. Pursuant to *Education Code (EC)* Section 47605.8(b), make a finding that the proposed charter school will provide instructional services of statewide benefit that cannot be provided by a charter school operating in only one school district, or only in one county.

2. Approve the Aspire petition to establish a statewide benefit charter for a five-year period from July 1, 2007, to June 30, 2012, subject to both of the following:

   - Aspire complies with the conditions for the opening and operation of school sites as set forth in Attachment 1, which ensure that these school sites will be located in areas critically in need of academic improvement. The conditions are the same as those applied by the SBE to the first approved statewide benefit charter petition (High Tech High).

   - The Aspire petition is modified to incorporate the additions and changes proposed by the CDE and the Advisory Commission on Charter Schools (ACCS).

3. Assign the Aspire petition charter number ___. [The charter number will be identified at the SBE meeting consistent with the SBE's actions on other items involving charter numbering.]

4. Direct that, if the first two schools authorized under the petition (to be located in the Stockton Unified School District and the Los Angeles Unified School District) do not open on or before September 30, 2007, approval of the Aspire statewide benefit charter is terminated on October 1, 2007.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Assembly Bill (AB) 1994 (Chapter 1058, Statutes of 2002) added *EC* Section 47605.8 providing for the creation of statewide benefit charter schools to operate at multiple sites throughout the state. Statewide benefit charter petitions are submitted directly to the SBE, in contrast to individual charter petitions that come to the SBE from time to time because the petitions have been denied (for initial approval or renewal) at the local level.

In November 2004, the SBE adopted the Title 5 regulations called for in AB 1994 to implement *EC* Section 47605.8, and the regulations took effect (following approval by the Office of Administrative Law) in June 2005.

SUMMARY OF KEY ISSUES

Aspire is the nonprofit public benefit corporation established to develop and operate charter schools. Aspire currently operates 17 elementary, middle, and high schools that are chartered by local educational agencies, three of which opened in fall 2006. Aspire schools are located in Alameda, Los Angeles, Sacramento, San Joaquin, San Mateo, and Stanislaus Counties. Aspire schools have established a reasonably strong record of academic success.

The following tables provide key demographic and academic achievement data for the 14 Aspire schools that operated in 2005-06.

School Name (Year Opened)	Grade Levels	2005 API Rankings	2006 API Increase	2006 Growth API	% Proficient and Advanced – English**	% Proficient and Advanced – Math**	2006 Adequate Yearly Progress (AYP)	2005-06 Enrollment*	% African American*	% Asian*	% Hispanic/Latino*	% White*	% Socioeconomically Disadvantaged**	% English Learners**	%Special Education**
Alameda County															
Monarch (2000)	K-5	2/4	+62	713	29%	51%	Yes	353	8%	0	91%	0	94%	91%	8%
Millsmont (2005)	K-8	N/A	N/A	642	16%	30%	No	271	65%	0	31%	<1%	48%	30%	2%
Lionel Wilson (2002)	6-12	2/2	+51	665	21%	21%	Yes	476	18%	0	82%	0	84%	83%	3%
Berkley Maynard (2005)	K-5	N/A	N/A	645	23%	28%	No	202	91%	1%	8%	0	95%	9%	6%
California College Prep (2005)	6-7	N/A	N/A	650	23%	22%	Yes	82	38%	5%	11%	46%	90%	21%	6%

* October 2005 California Basic Educational Data System (CBEDS)

** Based on spring 2006 participation in the Statewide Testing and Reporting (STAR) Program. Percent proficient and advanced is the weighted average of all grades tested.

SUMMARY OF KEY ISSUES (cont)

School Name (Year Opened)	Grade Levels	2005 API Rankings	2006 API Increase	2006 Growth API	% Proficient and Advanced – English**	% Proficient and Advanced – Math**	2006 Adequate Yearly Progress (AYP)	2005-06 Enrollment*	% African American*	% Asian*	% Hispanic/Latino*	% White*	% Socioeconomically Disadvantaged**	% English Learners**	%Special Education**
Los Angeles County															
Antonio Maria Lugo (2005)	K-5	N/A	N/A	724	34%	50%	Yes	159	0	0	100%	0	84%	64%	4%
Sacramento County															
Capitol Heights (2003)	K-8	1/NA	+68	675	16%	30%	Yes	153	47%	1%	39%	10%	76%	20%	4%
San Joaquin County															
University Public (1999)	K-5	9/6	+24	868	70%	77%	Yes	352	7%	7%	18%	66%	16%	13%	9%
River Oaks (2001)	K-5	6/7	+51	821	50%	74%	Yes	351	9%	10%	37%	35%	34%	27%	11%
Benjamin Holt (2003)	6-11	7/3	+73	824	59%	51%	Yes	451	9%	13%	33%	43%	32%	19%	3%
Rosa Parks (2005)	K-5	N/A	N/A	649	32%	27%	No	173	48%	1%	36%	5%	83%	21%	9%
San Mateo County															
East Palo Alto (2003)	K-8	7/10	+46	823	45%	82%	Yes	405	15%	0	82%	0	100%	82%	7%
Stanislaus County															
University Charter (1999)	K-6	9/10	+4	884	73%	78%	Yes	227	7%	11%	15%	60%	10%	0	6%
Summit Charter (2001)	K-8	5/2	+48	781	47%	57%	Yes	356	8%	2%	28%	58%	39%	14%	10%

* October 2005 California Basic Educational Data System (CBEDS)
** Based on spring 2006 participation in the Statewide Testing and Reporting (STAR) Program. Percent proficient and advanced is the weighted average of all grades tested.

Aspire submitted its statewide benefit petition in November 2005. It was reviewed by the Advisory Commission on Charter Schools (ACCS) on November 29, 2005. The CDE staff review of the petition found it reasonably comprehensive, though concerns were raised on several matters. The CDE staff review is included as Attachment 2.

The Aspire petition identifies a statewide benefit that has four components:

- **Component One: Systematic and rigorous pursuit of the vision and specific provisions of the federal No Child left Behind Act of 2001.**

SUMMARY OF KEY ISSUES (cont)

- **Component Two: Targeted instruction and support services to accelerate academic growth among students traditionally under-prepared for high school success, and (as a consequence) underrepresented among high school graduates, college goers and college graduates. Increase the number of underrepresented students in the UC/CSU systems.**

- **Component Three: The creation of alternative credentialing pathways and professional development activities (for credentialed teachers) that focus on the skills and knowledge necessary to work effectively with diverse students.**

- **Component Four: Effective integration of data collection, organization, review and analysis in all phases of instruction and assessment.**

The ACCS considered the Aspire petition and the record that Aspire schools have compiled. By unanimous vote of the members present, the ACCS recommended that the SBE approve the Aspire statewide benefit petition, subject to the conditions prior to the opening and operation of school sites as indicated in Attachment 1. The ACCS also recommended incorporation of the minor changes proposed by CDE staff; Aspire has agreed to modify the petition accordingly.

Since Aspire's statewide benefit charter was recommended for approval by the ACCS, three important developments have occurred that enhance the components of the statewide benefit.

- ***Open Court* Implementation**. Aspire has completed an organization-wide implementation of the *SRA/Open Court Reading* in kindergarten through grade six.

- **Teacher Induction Authorization**. Beginning in 2006-07, Aspire has been authorized to grant clear credentials through its own teacher induction programs approved by the California Commission on Teacher Credentialing and the CDE. Aspire is the first charter school to have been so authorized.

- **Delivery of Special Education**. Aspire has become a local educational agency (LEA) member of the El Dorado County Office of Education Special Education Local Plan Area (SELPA). In 2006-07, students in three of Aspire's schools are served through this formal relationship. Subject to approval by the El Dorado County SELPA, Aspire intends to serve the special education students in its statewide benefit charter school sites in the same manner.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of a statewide benefit charter per se has little (if any) effect on the total amount of state local assistance funding to public schools. To the extent students attend

FISCAL ANALYSIS (cont)

schools operated under the proposed statewide benefit charter, the funding to support those schools is merely redirected from other public schools. State costs overall are essentially the same.

There are currently two full-time equivalent CDE staff positions assigned to oversee the SBE-approved charter schools, including the one statewide benefit charter school, and the eight all-charter districts (which are jointly approved by the SBE and the State Superintendent of Public Instruction), as well as to provide some essential business functions that support these schools and districts. The addition of another statewide benefit charter school would increase workload, but the CDE would be entitled to recover the actual costs of oversight up to one percent of the general purpose and categorical block grant revenues generated by the school.

ATTACHMENT(S)

Attachment 1: Aspire Public Schools Statewide Benefit Charter: Proposed Conditions Prior to Opening and Operation (4 pages)

Attachment 2: Statewide Benefit Charter School Petition Review Form 2005-06 (21 pages)

Attachment 3: Aspire Statewide Benefit Charter School Petition (58 pages)

Attachment 4: Aspire Financial Projections (3 Pages)

Aspire Public Schools Statewide Benefit Charter:
Proposed Conditions Prior to Opening and Operation

California Department of Education (CDE) staff and the Advisory Commission on Charter Schools (ACCS) recommend approval of Aspire Public Schools (Aspire) statewide benefit charter petition with the following conditions prior to the opening and operation of school sites. These conditions are to be incorporated in a memorandum of understanding (MOU) between Aspire and the CDE. Specifically, the proposed conditions are:

1. The CDE be provided information by the statewide benefit charter school sufficient to update the SBE periodically (and prior to the opening of any schools under the charter) on the organization's progress in implementing the charter and the MOU. It is the intent of the CDE, unless circumstances otherwise dictate, to include this information in the standing item for updates on SBE-chartered schools.

2. As a condition for the opening of additional school sites, each of the first two school sites opened under the statewide benefit petition shall demonstrate student academic achievement on the Academic Performance Index (API) of either:

    - A statewide API ranking of 7 or better and a similar schools ranking of 6 or better; or

    - A statewide API ranking of 6 or better and a similar schools ranking of 7 or better.

3. The statewide benefit charter school shall present a specific plan for the opening of the first two school sites in the districts specified in the petition, i.e., the Stockton Unified School District and the Los Angeles Unified School District. The plan shall be considered to be part of the statewide benefit charter, and any material revision of it shall require the SBE's approval. The plan shall have the following elements:

    - The first two sites shall be located in areas of the districts where neighboring public schools serving the same grade levels are in Program Improvement.

    - After the first two sites have operated for two years, and provided the first two sites achieve at least the API rankings specified above, no more than two sites may be opened each year. Each additional site shall be located in areas where neighboring public schools serving the same grade levels are in Program Improvement and shall be opened only with prior approval of the CDE, which shall notify the SBE of the location of the additional site(s). In addition, each existing school site operated under the statewide benefit petition must meet or exceed its API growth targets both schoolwide and for all subgroups and maintain:

- A statewide API ranking of 7 or better and a similar schools ranking of 6 or better; or

- A statewide API ranking of 6 or better and a similar schools ranking of 7 or better.

- Each site shall initially open between July 1 and September 30.

- The specific location of each site (within the districts indicated in the charter) shall be identified to the CDE in the January immediately preceding its opening.

4. Through legal review, the CDE and SBE staff shall ensure that the first two school sites to be opened under the statewide benefit charter are not currently authorized by a school district or county office of education.

5. All CDE final findings and recommendations must be addressed in the specified time lines and to the satisfaction of the CDE and SBE before the statewide benefit charter school is authorized by the CDE to open any individual school site under the charter.

6. Prior to the opening of any school sites, a memorandum of understanding (MOU) shall be developed between the statewide benefit charter school and the CDE that covers essential elements of the school sites' operation that are pertinent to effective state oversight and that are not incorporated in the charter itself.

7. In the annual report the statewide benefit charter school submits to the SBE, the statewide benefit charter school will provide detailed information regarding student achievement at each school site, with particular emphasis on core subjects, as may be specified by the CDE and SBE staff.

8. The SBE may assign an SBE member or designee to the statewide benefit charter school's governing board.

9. The MOU between the statewide benefit charter school and the CDE shall address at a minimum:

    - Insurance Coverage. Not later than [DATE TO BE DETERMINED (TBD)] (or such earlier time as statewide benefit charter school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings.

    - Oversight Agreement. Not later than TBD, either (a) accept an agreement with the SBE, administered through the CDE, to be the direct oversight entity for the statewide benefit charter school, specifying the scope of oversight and reporting activities, including, but not limited to, adequacy and safety of facilities; or (b) enter into an appropriate agreement between the statewide benefit charter school, the SBE (as represented by the Executive Director of the SBE), and an oversight entity, pursuant to *Education Code* (*EC*) Section

47605(k)(1), regarding the scope of oversight and reporting activities, including, but not limited to, adequacy and safety of facilities.

- SELPA Membership. Not later than TBD, submit written verification of having applied to a special education local plan area (SELPA) for membership as a local educational agency and, not later than TBD, submit either written verification that the statewide benefit charter school is (or will be at the time students are being served) participating in the SELPA, or an agreement between a SELPA, a school district that is a member of the SELPA, and the school that describes the roles and responsibilities of each party and that explicitly states that the SELPA and the district consider the school's students to be students of the school district in which the school is physically located for purposes of special education programs and services (which is the equivalent of participation in the SELPA). Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of CDE staff based on a review of either the school's written plan for membership in the SELPA, including any proposed contracts with service providers or the agreement between a SELPA, a school district, and the school, including any proposed contracts with service providers.

- Educational Program. Not later than TBD, submit a description of the curriculum development process the statewide benefit charter school will use and the scope and sequence for the grades envisioned by the school; and, not later than TBD, submit the complete educational program for students to be served in the first year including, but not limited to, a description of the curriculum and identification of the basic instructional materials to be used, plans for professional development of instructional personnel to deliver the curriculum and use the instructional materials, identification of specific assessments that will be used in addition to the results of the Standardized Testing and Reporting (STAR) program in evaluating student progress. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of CDE staff.

- Student Attendance Accounting. Not later than TBD, submit for approval the specific means to be used for student attendance accounting and reporting that will be satisfactory to support state average daily attendance claims and satisfy any audits related to attendance that may be conducted. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Fiscal Services Division.

- Facilities Agreements. Not later than TBD, present written agreements (e.g., a lease or similar document) indicating the statewide benefit charter school's right to use the principal school sites and any ancillary facilities identified by the petitioners for at least the first year of each school's operation and evidence that the facilities will be adequate for the school's needs. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Facilities Planning Division.

- Zoning and Occupancy. Not less than 30 days prior to the school's opening, present evidence that each school site facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities. For good cause, the Executive Director of the SBE may reduce this requirement to fewer than 30 days, but may not reduce the requirement to fewer than 10 days. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Facilities Planning Division.

- Final Charter. Not later than TBD, present a final statewide benefit charter that includes all provisions and/or modifications of provisions address all concerns identified by CDE staff, and that includes a specification that the statewide benefit charter school will not operate satellite schools, campuses, sites, resource centers or meeting spaces not identified in the charter without the prior written approval of the Executive Director of the SBE based primarily on the advice of the Charter Schools Division staff.

- Legal Issues. In the final statewide benefit charter, resolve any legal issues that may be identified by the SBE's Chief Counsel or the CDE's General Counsel.

- Processing of Employment Contributions. Prior to the employment of any individuals by the statewide benefit charter school, present evidence that the school has made appropriate arrangements for the processing of the employees' retirement contributions to the Public Employees' Retirement System (PERS) and the State Teachers' Retirement System (STRS).

- Operational Date. If any deadline specified in these conditions is not met, approval of the statewide benefit charter is terminated, unless the SBE deletes or extends the deadline not met. If the school is not in operation within one year of the charter petition's approval by the SBE, approval of the charter is terminated.

California Department of Education
STATEWIDE BENEFIT CHARTER SCHOOL PETITION REVIEW FORM 2005-06

School Name: **Aspire Public Schools**

Deborah Connelly
Print name of person completing form

This form is designed as a tool to evaluate a statewide benefit charter school petition submitted to the State Board of Education in order to insure that the charter meets all the requirements and standards intended by State law. After evaluating the charter petition, please respond to each of the questions below and provide additional comments, as needed.

REQUIREMENTS FOR SUBMISSION OF A PETITION

COPY OF THE CHARTER PETITION -*Title 5, California Code of Regulations* Section 11967.6		
• Complete copy of the charter petition is provided	**Yes**	
• Petition contains the number of signatures required by *Education Code (EC) Section* 47605 (a)	**Yes**	
Comments: None		

CERTIFICATION OF COMPLIANCE - *Title 5, California Code of Regulations* Section 11967 (b)(3)		
• A signed certification of compliance with applicable law is provided.	**Yes**	
Comments: None		

EVALUATION OF THE CHARTER PETITION

CDE STAFF OVERALL RECOMMENDATION:

CDE staff recommends that this petition be approved by the SBE with the standard conditions recommended by CDE staff on charter appeals, and the development of a contract for oversight. Further, based on the review and discussion of this petition by the ACCS and continuing discussion with and guidance from representatives of the ACCS and SBE on the first statewide benefit petition (High Tech

High), which was approved by the State Board at its January 2006 meeting, the CDE recommends the following conditions be imposed if the SBE chooses to approve the Aspire statewide benefit charter petition:

1. As a condition for the opening of additional schools, each of the first two schools opened under the statewide benefit petition shall demonstrate student academic achievement on the Academic Performance Index (API) of either:

   - A school wide API ranking of 7 or better and a similar schools ranking of 6 or better; or

   - A school wide API ranking of 6 or better and a similar schools ranking of 7 or better.

2. Aspire shall present a plan for the opening of school sites. The plan shall be considered part of the statewide benefit charter, and any material revision of it shall require the SBE's approval. The plan shall have the following elements:

   - The first two sites shall be located in different school districts and/or different counties and shall be located in areas where most neighboring public schools serving the same grade levels are in Program Improvement.

   - After the first two sites have operated for two years, and provided the first two sites achieve the API rankings specified above, one or more sites may be opened each year. Each additional site shall be located in areas where most neighboring public schools serving the same grade levels are in Program Improvement.

   - The SBE will consider accelerating by one year the schedule for opening additional sites (as a material revision to the plan) upon a showing by Aspire of outstanding student achievement at the first two sites.

   - Each site shall initially open between July 1 and September 30.

   - The specific location of each site shall be identified to the CDE in the January immediately preceding its opening.

3. Through legal review, the CDE and SBE staff shall ensure that the first two Aspire schools to be opened under the statewide benefit charter are not currently authorized by a school district or county office of education.

4. All CDE final findings and recommendations must be addressed in the specified time lines and to the satisfaction of the CDE and SBE before Aspire is authorized by the CDE to open any individual school under the statewide benefit charter.

5. For each school opened under the Aspire statewide benefit charter, a target of at least 40 percent shall be established for the portion of the school's student body who are socioeconomically disadvantaged students (for API purposes). Each school site shall implement student recruitment efforts and establish admission preferences, as permitted by law, to achieve the target.

6. Prior to the opening of any schools, a memorandum of understanding shall be developed between Aspire and the CDE that covers essential elements of the schools' operation that are pertinent to effective state oversight that are not incorporated in the charter itself. It is the intent of the SBE that such a memorandum of understanding be established with all future charters authorized or renewed by the SBE.

7. In the annual report Aspire submits to the SBE on the statewide benefit charter, Aspire will provide detailed information regarding student achievement at each school site, with particular emphasis on core subjects, as may be specified by the CDE and SBE staff.

In addition to the foregoing conditions, the CDE recommends that all the standard conditions of approval for individual charter petition appeals (as Attached) be applied to the Aspire statewide benefit charter with appropriate modifications both:

- To address matters covered in the foregoing conditions; and

- To properly reflect the broader nature of a statewide benefit charter.

The petitioners have reasonably described a statewide benefit that cannot accrue if Aspire was operating in only one district or county. Aspire is proposing to open two schools that will serve grades K-8, each in separate districts and counties (Los Angeles and Stanislaus) in the fall of 2006. They are proposing to bring a total of 5 schools online by 2010 in various districts and counties in the state.

The petitioners have demonstrated moderate success in improving student academic performance in their other schools previously approved within the state. The curriculum and instructional methodologies proposed are generally the same ones that have been used in Aspire's 11 other existing schools. API scores for some of the existing schools have been consistently high and others, while not receiving the highest API rankings, have demonstrated consistent growth over time.

Aspire appears to have built the organizational and administrative structure, and the capacity to operate schools in a fiscally sound and prudent manner as demonstrated through the successful opening and operation of the organization's 11 existing schools. They have previously successfully secured facilities and special education services for its existing schools.

The petitioners have requested that the term of the charter be for a five-year period. Although the SBE has consistently taken action to limit charters on appeal to three year terms, CDE staff recommends a five-year initial term for this charter petition. It is difficult to establish solid academic performance within a three-year period because of the timing of the availability of STAR test data and the long lead time for petition renewals. This

new statewide benefit charter school option demands developers that have a proven track record of operating high quality charter schools resulting in API statewide and similar schools rankings of eight or higher.

Last, although CDE staff has worked extensively with the petitioners, there are still minor, technical changes that need to be made to the language of the petition, if the SBE approves it.

***Education Code* §47605.8(b)**

INSTRUCTIONAL SERVICES OF A STATEWIDE BENEFIT	
Evaluation Criteria The State Board of Education may not approve a petition for the operation of a statewide benefit charter school unless the State Board of Education finds that the proposed statewide benefit charter school will provide instructional services of statewide benefit that cannot be provided by a charter school operating in only one school district, or only one county. Instructional services of a statewide benefit include, but are not limited to:	
(1) Unique factors and circumstances related to the statewide benefit charter school's educational program that can only be accomplished as a statewide benefit charter and not as a single district- or single county-authorized charter, including specific benefits to the following: (A) The pupils who would attend the statewide benefit charter school. (B) The communities (including the school districts and the counties) in which the individual schools would be located. (C) The state, to the extent applicable. (D) The statewide benefit charter school itself.	
Charter petition proposes to provide instructional services of a statewide benefit. The SBE may not approve a petition unless it finds that the charter school will provide instructional services of a statewide benefit that cannot be provided by a charter school operating in only one district or only one county. (Indicate "No" if denial is recommended for this reason).	**Recommend Approval With Modifications**

Comments:
The petition addresses most of the unique factors and circumstances that it states would benefit pupils, communities, the state, and the school itself in a reasonably comprehensive manner. The petition proposes a model that would attempt to close the achievement gap of students in various locations in the state, while at the same time would improve achievement by all students. The petition proposes to do this through four strategies:

- Systematic and rigorous pursuit of the vision and specific provisions of NCLB by locating in areas of highest need, thereby providing parents with alternatives to failing schools, and by providing examples of successful practices that improve the academic performance of the targeted population.

- Targeted instruction and support services to accelerate academic growth among students traditionally unprepared for high school success and underrepresented among high school and college graduates. Aspire would do this through beginning the preparation of students for high school and college success very early in grades K-8 by maintaining rigorous academic standards and inculcating the idea of going to college in very young students.

- Creation of alternative credentialing pathways and professional development activities to focus on the skills and knowledge necessary to work effectively with diverse students. Aspire will operate a teacher credentialing program with CSU, Stanislaus, become a Beginning Teacher Support provider, and conduct an administrative credentialing program in conjunction with CSU, San Jose.

- Integration of data collection, organization, review, and analysis in all phases of instruction and assessment. Aspire has created a data driven model to refine the instructional program which allows schools to modify instruction and target specific students for additional support.

The weakest link in this four-pronged approach to a unique statewide benefit is the second strategy of targeting instruction and support to underserved students. The petition does not adequately describe how these schools will target instruction and support services. The petition focuses on increasing the number of underrepresented students in the UC/CSU systems, but does not identify strategies for ensuring that K-8 grade students are well prepared for success in high school that will lead to more underrepresented students attending colleges and universities.

A second concern with the petition is that the teacher preparation program appears to be geared to high school level teaching in that teachers graduating from the program will have secondary single subject credentials. Although Aspire has long range plans to add high schools to the statewide benefit petition, the more immediate benefit would be to prepare teachers to work with K-8 student populations.

CDE staff recommends the petition be revised to provide additional information regarding Aspire's approach to targeting support to underserved kindergarten through eighth grade students and how the teacher preparation program will benefit kindergarten through eighth grade students.

***Education Code* §47605(b)(1)**

UNSOUND EDUCATIONAL PRACTICE	
Evaluation Criteria For purposes of Education Code §47605(b)(1), a charter petition shall be "an unsound educational program" if it is either of the following: (1) A program that involves activities that the State Board of Education determines would present the likelihood of physical, educational, or psychological harm to the affected pupils. (2) A program that the State Board of Education determines not to be likely to be of educational benefit to the pupils who attend.	
Charter petition is "an unsound educational program". (Indicate "Yes" if denial is recommended for this reason.)	**No** **Recommend Approval**
Comments: The education program proposed by Aspire appears to be sound and based on the track record of its existing schools, it will likely result in increased academic performance by students. CDE staff believes this model is worthy of replication. CDE staff does have a few specific comments about some aspects of the education program as described in the charter petition. These comments are provided under each of the required elements below.	

II. *Education Code* §47605(b)(2)

DEMONSTRABLY UNLIKELY TO IMPLEMENT THE PROGRAM	
Evaluation Criteria The State Board of Education shall take the following factors into consideration in determining whether charter petitioners are "demonstrably unlikely to successfully implement the program."	
(1) If the petitioners have a past history of involvement in charter schools or other education agencies (public or private), the history is one that the State Board of Education regards as unsuccessful, e.g., the petitioners have been associated with a charter school of which the charter has been revoked or a private school that has ceased operation for reasons within the petitioners' control. (2) The petitioners are unfamiliar in the State Board of Education's judgment with the content of the petition or the requirements of law that would apply to the proposed charter school. (3) The petitioners have presented an unrealistic financial and operational plan for the proposed charter school. (See details: *Title 5, California Code of Regulations* §11967.5.1. (c)(3) (A-D)) (4) The petitioners personally lack the necessary background in the following areas critical to the charter school's success, and the petitioners do not have plan to secure the services of individuals who have the necessary background in these areas: A. Curriculum, instruction, and assessment. B. Finance and business management.	
Petitioners are "demonstrably unlikely to successfully implement the program". (Indicate "Yes" if denial is recommended for this reason.)	**No** **Recommend Approval**

Comments: The petitioners appear to have a good grasp of the requirements of the law and have a background in the financial and legal aspects of operating charter schools. Aspire has a past history of operating successful charter schools and the organization has expertise in curriculum and instruction as well as finance and business management. The budget documents include cash flow information for each of the proposed schools.

CDE staff notes that the petitioners have identified the San Joaquin County Office of Education as the agency they would like to establish accounts in the county treasury on Aspire's behalf in accordance with Title 5 regulations (Section 11967.8). It is unclear if the petitions have entered into discussions with the county office.

III. *Education Code* §47605 (b)(4)

Affirmation of each of the conditions described in subdivision (d) of Education Code §47605	
Evaluation Criteria A charter petition that "does not contain an affirmation of each of the conditions described in subdivision (d)" of *Education Code* Section 47605 shall be a petition that fails to include a clear, unequivocal affirmation of each such condition. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in *Education Code* Section 47605(d).	
Education Code §47605(d) (1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state, except that any existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (2) (A) A charter school shall admit all pupils who wish to attend the school. (B) However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law. (C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand.	
Charter petition contains an affirmation of each of the conditions described in subdivision (d) of *Education Code* §47605. (Yes or No.)	**Yes, all affirmations included**
Comments: None	

IV. *Education Code* §47605 (b)(5)

REASONABLY COMPREHENSIVE DESCRIPTION OF THE SPECIFIED ELEMENTS		
There are 16 Required Elements (A-P). Please indicate whether or not the information provided for each element overall meets the requirement for being "reasonably comprehensive" by circling the appropriate response at the end of each of the 16 sections. **"Reasonably comprehensive,"** as used herein, means that the given information: (1) Is substantive and is not, for example, a listing of topics with little elaboration; (2) For elements that have multiple aspects, addresses essentially all aspects of the elements, not just selected aspects; and (3) is specific to the charter petition being proposed, not to charter schools or charter petitions generally.		
Required Element **1. Educational Program - *EC* §47605(b)(5)(A)**		
Evaluation Criteria	**Yes**	**No**
(A) Indicates the proposed charter school's target student population, including, at a minimum, grade levels, approximate numbers of pupils, and specific educational interests, backgrounds, or challenges.	**X**	
(B) Specifies a clear, concise school mission statement with which all elements and programs of the school are in alignment and which conveys the petitioners' definition of an "educated person in the 21st century, belief of how learning best occurs, and goals consistent with enabling pupils to become or remain self-motivated, competent, and lifelong learners.	**X**	
(C) Includes a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population.	**X**	
(D) Indicates the basic learning environment or environments (e.g., site-based matriculation, independent study, community-based education, technology-based education).	**X**	
(E) Indicates the instructional approach or approaches the charter school will utilize, including, but not limited to, the curriculum and teaching methods (or a process for developing the curriculum and teaching methods) that will enable the school's pupils to master the content standards for the four core curriculum areas adopted by the State Board of Education pursuant to Education Code section 60605 and to achieve the objectives specified in the charter.	**X**	
(F) Indicates how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels.	**X**	
(G) Indicates how the charter school will meet the needs of students with disabilities, English learners, students achieving substantially above or below grade level expectations, and other special student populations	**X**	
(H) Specifies the charter school's special education plan, including, but not limited to, the means by which the charter school will comply with the provisions of Education Code section 47641, the process to be used to identify students who qualify for special education programs and services, how the school will provide or access special education programs and services, the school's understanding of its responsibilities under law for special education pupils, and how the school intends to meet those responsibilities.		**X**

Required Element **1. Educational Program - *EC* §47605(b)(5)(A) - *CONTINUED***		
Evaluation Criteria	**Yes**	**No**
Note: If serving high school students, describes how district/charter school informs parents about: • transferability of courses to other public high schools • eligibility of courses to meet college entrance requirements (Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable and courses approved by the University of California (UC) or the California State University (CSU)as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements.)	**n/a**	
Comments on element as a whole: The petition as a whole is reasonably comprehensive and provides detailed descriptions of each of the evaluation criteria. However, there is one area that CDE staff recommends be amended if the SBE approves the charter petition. It is as follows: **Plan for Special Education** – CDE staff recommends that Aspire provide additional information regarding how it intends to secure the resources typically needed by students with disabilities. For example, will it hire staff for each school or contract out for services? If Aspire is contracting for services, with whom is it contracting? Which entity will be responsible for compliance monitoring? Who will be responsible for reporting data to the state? The petition is vague as to how special education services will be provided, especially to the school that is proposed to be established in Los Angeles. Aspire has stated that their existing locally approved Los Angeles and Stockton schools are considered schools of the districts for purposes of special education. Aspire states that it intends to become an LEA in the Lodi SELPA, but it is not clear if Aspire is relying on the proposed pilot charter SELPA or if the SELPA will approve Aspire to become an LEA in the SELPA regardless of what transpires with the pilot project. CDE's Special Education Division has indicated that the Lodi SELPA director has not been contacted by Aspire regarding the schools proposed in this statewide benefit charter. Petitioners have been in contact with the San Joaquin County Office of Education on this issue.		
***Overall* this element describes a program that is "consistent with sound educational practice" (Yes or No)**		**Yes**

Required Element **2. Measurable Pupil Outcomes - *EC* §47605(b)(5)(B)**		
Evaluation Criteria	**Yes**	**No**
(A) Specify skills, knowledge, and attitudes that reflect the school's educational objectives and can be assessed, at a minimum, by objective means that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress. It is intended that the frequency of objective means of measuring pupil outcomes vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources. To be sufficiently detailed, objective means of measuring pupil outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and for groups of students.		**X**
(B) Include the school's Academic Performance Index growth target, if applicable.	**N/A**	**N/A**
Comments on element as a whole: The petition contains many student outcomes that are quantifiable. However, the student outcomes described in the petition do not quantify at what levels students are expected to perform on the tests or over what period of time. CDE staff recommends that the Charter Schools Division work with Aspire over the next year to develop quantifiable and measurable student outcomes that will become part of the MOU between Aspire and the SBE, if the charter is approved.		
***Overall* this element meets the criteria for "reasonably comprehensive" (Yes or No)**		**No**

Required Element **3. Method by Which Pupil Progress in Meeting the Pupil Outcomes Will Be Measured – *EC* §47605(b)(5)(C)**		
Evaluation Criteria	**Yes**	**No**
(A) Utilizes a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at minimum, tools that employ objective means of assessment consistent with the Measurable Pupil Outcomes.	**X**	
(B) Includes the annual assessment results from the Statewide Testing and Reporting (STAR) program.	**X**	
(C) Outlines a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to pupils' parents and guardians, and for utilizing the data continuously to monitor and improve the charter school's educational program.	**X**	
Comments on element as a whole: Petition is reasonably comprehensive in addressing this element.		
***Overall* this element meets the criteria for "reasonably comprehensive" (circle one)**	**Yes**	

Required Element **4. Governance Structure of School Including, But Not Limited to, Parental Involvement – *EC* §47605(b)(5)(D**		
Evaluation Criteria	**Yes**	**No**
(A) Includes evidence of the charter school's incorporation as a non-profit public benefit corporation, if applicable.	**X**	
(B) Includes evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that: 1. The charter school will become and remain a viable enterprise. 2. There will be active and effective representation of interested parties, including, but not limited to parents (guardians). 3. The educational program will be successful.	**X**	
Comments on element as a whole: The petition states that each school will have an Advisory School Council consisting of parents and school representatives. These bodies will make policy recommendations to the Aspire governing board, but appear to have no decision-making authority. In addition, there are a number of activities listed that parents may become involved in, such as exhibition panels, analysis of student progress, advocacy, and classroom volunteering, etc. The petitioners should be aware that if the schools will receive federal funding under NCLB or the Perkins Vocational Education Act, there must be a formal parent involvement policy that reflects parents as being actively involved in the planning and implementation of the programs and activities funded with these federal funds.		
***Overall* this element meets the criteria for "reasonably comprehensive" (circle one)**	**Yes**	

Required Element **5. Qualifications to be Met by Individuals to be Employed by The School – *EC* §47605(b)(5)(E)**		
Evaluation Criteria	**Yes**	**No**
(A) Identify general qualifications for the various categories of employees the school anticipates (e.g., administrative, instructional, instructional support, non-instructional support). The qualifications shall be sufficient to ensure the health, and safety of the school's faculty, staff, and pupils.	**X**	
(B) Identify those positions that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions.	**X**	
(C) Specify that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials as necessary.	**X**	
Comments on element as a whole: The description for this element is reasonably comprehensive.		
***Overall* this element meets the criteria for "reasonably comprehensive" (Yes or No)**	**Yes**	

Required Element 6. Health and Safety Procedures – *EC* §47605(b)(5)(F)		
Evaluation Criteria	**Yes**	**No**
(A) Require that each employee of the school furnish the school with a criminal record summary as described in Education Code section 44237.	**X**	
(B) Include the examination of faculty and staff for tuberculosis as described in Education Code section 49406.		**X**
(C) Require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.	**X**	
(D) Provide for the screening of pupils' vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.	**X**	
Comments on element as a whole: The petition states that Aspire will develop a comprehensive school safety plan, but nothing is included with the petition. Further, CDE staff recommends that the petition, if approved, be amended to state that all new employees be required to furnish criminal records summaries. Employees with credentials should not be exempt from this requirement.		
***Overall* this element meets the criteria for "reasonably comprehensive" (Yes or No)**		**No**

Required Element **7. Means to Achieve a Reflective Racial and Ethnic Balance – *EC* §47605(b)(5)(G)**		
Evaluation Criteria	**Yes**	**No**
Recognizing the limitations on admissions to charter schools imposed by Education Code section 47605(d), describe the means by which the school (s) will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district.	**X**	
Comments on element as a whole: The petition is reasonably comprehensive in addressing this element.		
***Overall* this element meets the criteria for "reasonably comprehensive" (Yes or No)**	**Yes**	

Required Element **8. Admissions Requirements – *EC* §47605(b)(5)(H)**		
Evaluation Criteria	**Yes**	**No**
A description of admission requirements in compliance with the requirements of Education Code section 47605(d) and any other applicable provision of law.	**X**	
Comments on element as a whole: The petition is reasonably comprehensive in addressing this element.		
***Overall* this element meets the criteria for "reasonably comprehensive" (Yes or No)**	**Yes**	

Required Element **9. Financial Audit – *EC* §47605(b)(5)(I)**		
Evaluation Criteria	**Yes**	**No**
Describe the manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.		
(A) Specify who is responsible for contracting and overseeing the independent audit.	**X**	
(B) Specify that the auditor will have experience in education finance.	**X**	
(C) Outline the process of providing audit reports to the State Board of Education, California Department of Education, or other agency as the State Board of Education may direct, and specifying the timeline in which audit exceptions will typically be addressed.	**X**	
(D) Indicate the process that the charter school(s) will follow to address any audit findings and/or resolve any audit exceptions.	**X**	
Comments on element as a whole: The petition is reasonably comprehensive in addressing this element. However, CDE staff recommends that Aspire be directed to employ an audit firm listed on the State Controller's Office list of approved auditors if this petition is approved.		
***Overall* this element meets the criteria for "reasonably comprehensive" (Yes or No)**	**Yes**	

Required Element **10. Pupil Suspension and Expulsion Procedures– *EC* §47605(b)(5)(J)**		
Evaluation Criteria	**Yes**	**No**
(A) Identify a preliminary list, subject to later revision pursuant to subparagraph (E), of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) *be* suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools.	**X**	
(B) Identify the procedures by which pupils can be suspended or expelled.	**X**	
(C) Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.	**X**	
(D) Provide evidence that in preparing the lists of offenses specified in subparagraph (A) and the procedures specified in subparagraphs (B) and (C), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).	**X**	
(E) If not otherwise covered under subparagraphs (A), (B), (C), and (D): 1. Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion. 2. Outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion.	**X**	
Comments on element as a whole: The petition is very comprehensive in addressing this element.		
***Overall* this element meets the criteria for "reasonably comprehensive" (Yes or No)**	**Yes**	

Required Element **11. Staff Retirement System – *EC* §47605(b)(5)(K)**		
Evaluation Criteria	**Yes**	**No**
Describes the manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security, at a minimum, specifies the positions to be covered under each system and the staff who will be responsible for ensuring that appropriate arrangements for that coverage have been made.	**X**	
Comments on element as a whole: The petition is reasonably comprehensive in addressing this element.		
***Overall* this element meets the criteria for "reasonably comprehensive" (Yes or No)**	**Yes**	

Required Element **12. Attendance Alternatives – *EC* §47605(b)(5)(L)**		
Evaluation Criteria	**Yes**	**No**
Describes the public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools, at a minimum, specify that the parent or guardian of each pupil enrolled in the charter school shall be informed that the pupils has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.	**X**	
Comments on element as a whole: The petition is reasonably comprehensive in addressing this element.		
***Overall* this element meets the criteria for "reasonably comprehensive" (Yes or No)**	**Yes**	

Required Element **13. Description of Employee Rights – *EC* §47605(b)(5)(M)**		
Evaluation Criteria	**Yes**	**No**
The description of the rights of any employees of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school, at a minimum, specifies that an employee of the charter school shall have the following rights:		
(A) Any rights upon leaving the employment of a local education agency to work in the charter school that the local education agency may specify.	**X**	
(B) Any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify.	**X**	

(C) Any other rights upon leaving employment to work in the charter school and any rights to return to a previous employer after working in the charter school that the State Board of Education determines to be reasonable and not in conflict with any provisions of law that apply to the charter school or to the employer from which the employee comes to the charter school or to which the employee returns from the charter school.	**X**	
Comments on element as a whole: The petition is reasonably comprehensive in addressing this element.		
***Overall* this element meets the criteria for "reasonably comprehensive" (Yes or No)**	**Yes**	

Required Element **14. Dispute Resolution Process – *EC* §47605(b)(5)(N)**		
Evaluation Criteria	**Yes**	**No**
Describes the procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter, at a minimum:		
(A) Include any specific provisions relating to dispute resolution that the State Board of Education determines necessary and appropriate in recognition of the fact that the State Board of Education is not a local education agency. (CCR 11967.5.1)	**N/A**	
(B) Describe how the costs of the dispute resolution process, if needed, would be funded.	**X**	
(C) Recognize that, because it is not a local education agency, the State Board of Education may choose resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the State Board of Education intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.	**X**	
(D) Recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with *EC* Section 47604.5, the matter will be addressed at the State Board of Education's discretion in accordance with that provision of law and any regulations pertaining thereto.	**X**	
Comments on element as a whole: CDE staff recommends that the reference to Education Code Section 47605.5 in this element be changed to Education Code Sections 47604.5 and 47607, which are the correct citations. Further, the petition describes a plan for arbitration of disputes that may be useful in some cases. The petition also expressly recognizes that "because the SBE is not a local education agency, it may choose to resolve a dispute directly instead of pursuing the dispute resolution process." The only limitation placed on the SBE's excise of direct dispute resolution is that "it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute." Given that all SBE meetings are public meetings (with very limited exceptions for closed sessions within the public meetings), the public hearing requirement would create little additional work for the SBE. The existence of the dispute resolution provisions does not impair the statutory authority to make reasonable requests for information or to revoke the charter for major deficiencies, such as gross financial mismanagement, illegal or substantially improper use of funds, or substantial and sustained departure from measurably successful practices related to educational development.		

***Overall* this element meets the criteria for "reasonably comprehensive" (Yes or No)**	**Yes**	

Required Element **15. Labor Relations – *EC* §47605(b)(5)(O)**		
Evaluation Criteria	**Yes**	**No**
Contains a declaration of whether or not the district shall be deemed the exclusive public school employer of the employees of the charter school(s) for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code), recognizes that the State Board of Education is not an exclusive public school employer and that, therefore, the district must be the exclusive public school employer of the employees of the charter school(s) for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).	**X**	
Comments on element as a whole: The petition is reasonably comprehensive in addressing this element.		
***Overall* this element meets the criteria for "reasonably comprehensive" (Yes or No)**	**Yes**	

Required Element **16. Closure of Charter School – *EC* §47605(b)(5)(P)**		
Evaluation Criteria	**Yes**	**No**
Describes the procedures to be followed if the charter school closes.		
(A) The process for conducting a final audit of the charter school/district that includes specific plans for disposition of any net assets, and	**X**	
(B) The process for notifying parents/guardians and for the maintenance and transfer of pupil records.	**X**	
Comments on element as a whole: The petition is reasonably comprehensive in addressing this element.		
***Overall* this element meets the criteria for "reasonably comprehensive" (Yes of No)**	**Yes**	

V. *EDUCATION CODE* §47605 (c)

REQUIREMENTS SET FORTH IN *EC* §47605 (c)		
Specific evidence, procedures and/or assurance (check appropriate box for each)	**Yes**	**No**
Evaluation Criteria (1) Meets all statewide standards and conducts pupil assessments required pursuant to *EC* §60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Statement of assurance and list of pupil assessments included in petition.	**X**	
(2) Consults on a regular basis with parents and teachers regarding the school's educational programs. Describes parental and teacher participation regarding the educational program.	**X**	
Comments: The petition is reasonably comprehensive in addressing this element.		
This criterion has been met (Yes or No).	**Yes**	

VI. *EDUCATION CODE* §47605 (d)

REQUIREMENTS SET FORTH IN *EC* §47605 (d)		
Specific evidence, procedures and/or assurance (check appropriate box for each)	**Yes**	**No**
Evaluation Criteria (1) Statements of assurance are provided stating that district and/or charter school(s) shall be nonsectarian in its programs, admission policies, employment practices, and all other operations; shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability. Also that admission to the district and/or charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state. (Note: Any existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.)	**X**	

(2) (A) A charter school shall admit all pupils who wish to attend the school. (B) If the number of pupils who wish to attend a charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. (Note: Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in *EC* §47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.) Describes how public random drawing will be conducted. Clearly describes admissions requirements, including any preferences (must be consistent with the law). (C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand.	**X**	
Comments: The petition is reasonably comprehensive in addressing this element.		
This criterion has been met (Yes or No).	**Yes**	

VII. *EDUCATION CODE* §47605 (e)

REQUIREMENTS SET FORTH IN *EDUCATION CODE* §47605 (e)		
Specific evidence, procedures and/or assurance (check appropriate box)	**Yes**	**No**
Evaluation Criteria No governing board of a school district shall require any employee of the school district to be employed in a charter school. Statement of assurance included in petition.	**X**	
Comments: The criterion has been met**.**		
This criterion has been met (circle one).	**Yes**	

VIII. *EDUCATION CODE* §47605 (f)

REQUIREMENTS SET FORTH IN *EDUCATION CODE* §47605 (f)		
Specific evidence, procedures and/or assurance (check appropriate box)	**Yes**	**No**
Evaluation Criteria No governing board of a school district shall require any pupil enrolled in the school district to attend a charter school. Statement of assurance included in petition.	**X**	
Comments: The criterion has been met.		
This criterion has been met (Yes or No).	**Yes**	

IX. *EDUCATION CODE* §47605 (g)

REQUIREMENTS SET FORTH IN *EDUCATION CODE* §47605 (f)		
Specific evidence, procedures and/or assurance (check appropriate box)	**Yes**	**No**
Evaluation Criteria The petitioner or petitioners shall provide information regarding the proposed operation and potential effects of the school including, but not limited to:		
1) Facilities to be used by the school including where the school intends to locate	**X**	
2) Manner in which administrative services of the school are to be provided	**X**	
3) Potential civil liability effects, if any, upon the school and upon the school district	**X**	
4) First-year operational budget, including startup costs		**X**
5) Cash flow and financial projections for the first three years of operation		**X**

Comments:
Tentative sites have been identified for both the Stockton and Huntington Park schools proposed to open in 2006. CDE fiscal staff notes that there are no detailed assumptions included with the budget and cash flow documents, therefore it is difficult to assess the reasonableness of salaries and many operating expenditures. There are additional problems with the budgets: (1) the budgets assume unspecified donations in the amounts of $100,000 for the first year and $50,000 for the second year, without which the schools' budgets will be in deficit; (2) the budgets and cash flow documents also assume that the schools will receive $405,000 in Public Charter School Grant Funding in the first year of operation. However, the grants are not disbursed in one lump sum, therefore this is an unrealistic assumption; (3) the budgets for class size reduction budget appears higher than it is projected to be. Fiscal staff project the 2006-7 amount to be approximately $161,000 compared the the Aspire projections of $237,000; and (4) lottery revenues are projected to be received in the first year of operation on the cash flow documents. New schools do not receive lottery revenues until year two.

If the SBE approves the Aspire statewide benefit petition, CDE staff recommends the budgets for the two schools proposed for 2006-07 be revised to provide detailed assumptions about revenues and expenditures and correct deficiencies identified by staff.

This criterion has been met (Yes or No).		**No**

STATEWIDE BENEFIT CHARTER SCHOOL

CHARTER PETITION

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INTRODUCTION

California's future economy rests on an educated workforce. Currently there are approximately 6 million students in California public schools. If past trends hold true in the future, students living in families at or below the poverty level have less than a 4% opportunity of leaving high school prepared to enter the University of California ("UC") and the California State University ("CSU") systems, (see http://www.ucaccord.org).

This is particularly true in our urban communities. Reversing this trend must begin at an early age. Pre-school programs, robust elementary experiences and a sense of efficacy about college by the time the youngster is attending middle school are all essential. These supports are readily present in many California communities but absent in a significant number of urban neighborhoods. It is clear that there are two very distinct ways of looking at college as an option. In many elementary schools and homes, the question asked is not "if" one goes to college, but "where". In many homes and neighborhoods where families live at or below the poverty line, however, the aspiration to college is never considered.

In 1998 the California legislature passed AB 544 by a vote of 89-7 and Governor Wilson enthusiastically signed that legislation two weeks later. The new law enacted public policy to promote vigorous competition within the public school system, to increase student achievement, and to provide additional opportunities for students who were identified as academically low achieving. Aspire Public Schools ("Aspire" or "School") was founded 4 months later to specifically address the purposes of AB544, to serve the needs of children and families living in overcrowded and underperforming neighborhoods, and to triple the numbers of students in those neighborhoods who both attend post-secondary education and graduate.

Against this backdrop, Aspire respectfully submits this petition for a statewide benefit charter to the California State Board of Education ("SBE"). Aspire Public Schools seeks a statewide benefit charter for schools that serve students and families in grades Kindergarten through grade 8 with a potential expansion to grades 9 through 12 as readiness is demonstrated. By this petition, Aspire seeks a statewide charter for the commencement of instruction at two schools, both of which shall be in different school districts and in different counties:

- A K-8 school in Los Angeles Unified School District which shall serve the diverse pupil population of Huntington Park, California, with an approximate initial enrollment of 244 kindergarten through eighth grade pupils, to be opened in fall 2007.

- A K-8 school in the Stockton Unified School District on the campus of CSU Stanislaus which shall serve Stockton's diverse pupil population, with an approximate initial enrollment of 244 kindergarten through eighth grade pupils, to be opened in fall 2007.

Since 1998, Aspire has designed and developed 14 schools. These schools begin in the elementary grades and grow to address grades kindergarten through grade 12. The organization is committed to a consistent model and continuous improvement. The results are both commendable and realistic: Aspire has met growth targets over time and has been the subject of annual financial audits with no uncorrected audit findings or exceptions. Aspire's current inventory of schools consists of the following:

- University Public School ("UPS"). The UPS charter was granted by the Lodi Unified School District ("LUSD") on January 19, 1999. The LUSD granted the charter renewal on May 12, 2004. UPS is a K-5 school currently providing instruction to 351 students.

- Monarch Academy ("Monarch"). The Monarch charter was granted by the Oakland Unified School District ("OUSD") on March 26, 1999. The OUSD granted the charter renewal on August 11, 2004. Monarch is a K-5 school currently providing instruction to 354 students.

- University Charter School ("UCS"). The UCS charter was granted by the Keyes Union Elementary School District ("KUESD") on May 9, 2000. The KUESD granted a material revision on December 10, 2002. UCS is a K-6 school currently providing instruction to 244 students.

- River Oaks Charter School ("ROCS"). The ROCS charter was granted by the LUSD on August 15, 2000. ROCS is a K-5 school currently providing instruction to 353 students.

- Summit Charter School ("Summit"). The Summit charter was granted by the KUESD on October 9, 2001. Summit is a K-8 school currently providing instruction to 390 students.

- Lionel Wilson College Preparatory Academy ("Wilson Prep"). The Wilson Prep charter was granted by the OUSD on March 27, 2002. Wilson Prep is a 6-12 school currently providing instruction to 468 students.

- The Benjamin Holt College Preparatory Academy ("Ben Holt"). The Ben Holt charter was granted by the LUSD on March 4, 2003. Ben Holt is a 6-10 school currently providing instruction to 510 students.

- East Palo Alto Charter School ("EPACS"). The EPACS charter was granted by the Ravenswood City School District ("RCSD") on April 24, 1997. The RCSD granted the charter renewal on May 9, 2002. Aspire began operating EPACS pursuant to a management contract on July 1, 2003. Aspire and the non-profit corporate entity to which the charter was granted, East Palo Alto Learning Foundation ("EPALF"), was finalized on June 27, 2005. EPACS is a K-8 school currently providing instruction to 420 students.

- Capitol Heights Academy ("CHA"). The CHA charter was granted by the Sacramento City Unified School District ("SCUSD") on July 21, 2003. CHA is a K-8 school currently providing instruction to 201 students.

- Millsmont Academy ("MMA"). The MMA charter was granted by the OUSD on October 27, 2004. MMA is a K-8 school currently providing instruction to 260 students.

- Rosa Parks Academy ("Rosa Parks"). The Rosa Parks charter was granted by the Stockton Unified School District ("SUSD") on April 23, 2003. Rosa Parks is a K-5 school currently providing instruction to 176 students.

- Antonio Maria Lugo Academy ("ALMA"). The ALMA charter was granted by the Los Angeles Unified School District ("LAUSD") on June 13, 2003. ALMA is a K-3 school currently providing instruction to 140 students.

- Antonio Maria Lugo Academy, St. Martha's ("St. Martha's"). The St. Martha's school operates under the charter granted to ALMA by the LAUSD on June 13, 2003. St. Martha's is a K-3 school currently providing instruction to 160 students.

- Berkley-Maynard Academy ("BMA"). The BMA charter was granted by the OUSD on November 17, 2004. BMA is a K-5 school currently providing instruction to 306 students.

- California College Preparatory Academy ("Cal Prep"). The Cal Prep charter was granted by the OUSD on November 17, 2004. Cal Prep is a 6-12 school currently providing instruction to 140 students.

- Aspire LA Secondary ("Aspire LA"). The Aspire LA charter was granted by the LAUSD on June 13, 2003. Aspire LA is a 4-6 school currently providing instruction to 406 students.

- CSU Stanislaus/Aspire ("CSU"). CSU is currently operating under the charter granted to Rosa Parks by the SUSD on April 23, 2004. CSU is a 5-6 school currently providing instruction to 120 students.

In this context, Aspire is petitioning the SBE for a statewide benefit charter for K-8 schools. This is done in order to capitalize on Aspire's consistent pattern of performance at these grade levels and to set a standard for school performance that must be achieved before requesting growth through the secondary grades. After proving our success at educating students in grade 9-12 in our other schools, Aspire intends to apply for a material revision of this charter to K-12.

Aspire currently operates 3 secondary schools including one Early College High School with the University of California at Berkeley. Students, prior to graduation from high school, will complete a minimum of 30 college credits. This will propel the students' achievement, their efficacy, and increase their college graduation rates at costs that are

more affordable because of the early college model. Aspire envisions a series of Early College High Schools serving grades K through 12 that have formal relationships with the UC and CSU systems. As stated, Aspire is currently working with the University of California at Berkeley, while one of the two schools to open under this statewide benefit charter is with CSU Stanislaus.

All Californians desire to see more students qualify for college and earn college degrees. College ready high school graduates are also better prepared for certification programs in jobs and professions that will enable them to earn a family sustaining income. The goal is clear: You graduate from high school college ready and college prepared. The more California youth with that standard of preparation, the greater the quality of life will be for them and for all Californians. Students from families with little college matriculation must aspire to college and see themselves as college prepared. They must experience the college milieu and enter college without the hardship of remedial level work when they enter. Only then is systemic change possible. A profound and sustainable difference is made when a neighborhood has more adult college graduates. Studies suggest that crime decreases, property values increase, and volunteerism and community engagement take root. All Californians will then be the beneficiaries.

STATEWIDE BENEFIT

Aspire respectfully seeks this statewide charter to facilitate the provision of instruction in a multi-county and multi-site setting. Through this statewide benefit charter Aspire Public Schools proposes a unique model that demonstrates how to effectively close the achievement gap among diverse students in different parts of the state, while, at the same time, ensuring that the achievement of all participating students improves. This unique model incorporates four essential components (each of which is explored in more detail below):

- Systematic and rigorous pursuit of the vision and the specific provisions of the federal No Child left Behind Act of 2001.

- Targeted instruction and support services to accelerate growth among students traditionally under-prepared for high school success, and (as a consequence) underrepresented among high school graduates, college goers and college graduates.

- Creation of alternative credentialing pathways and professional development activities (for credentialed teachers) that focus on the skills and knowledge necessary to work effectively with diverse students.

- Effective integration of data collection, organization, review and analysis in all phases of instruction and assessment.

Beginning with two schools in different counties and limited to kindergarten through grade eight, Aspire Public Schools proposes to:

- First, compile an exemplary record of academic achievement at the initial two sites for two consecutive years.

- Then, replicate the model gradually and strategically around the state to provide real-world examples of closing the achievement gap among diverse students for other public schools to study and emulate; and

- Return to the State Board of Education for approval to phase-in grades nine through twelve in the statewide benefit schools, on a site-by-site basis, as each demonstrates the necessary academic and organizational readiness and facility-related capability to implement and sustain a secondary program.

Component One: Systematic and rigorous pursuit of the vision and specific provisions of the federal No Child left Behind Act of 2001

The State of California and the United States Federal government are holding schools up to high standards through the No Child Left Behind Act and the Public Schools Accountability Act. These initiatives have given many schools the resources and information to better serve students. Unfortunately, not all of the identified schools have been able to dramatically improve or reduce the gap between students. Aspire can help California in continuing their improvement efforts by providing alternatives to the families in these neighborhoods, where performance has been chronically low and choice relatively non-existent.

Aspire's growth through a statewide benefit charter would be in areas with high levels of students in failing schools as identified by the State of California. *Not only does this serve the students and families, it assists the State of California in implementing and complying with the No Child Left Behind Act.* By providing schools where achievement meets and exceeds state and federal expectations through a statewide charter, Aspire can provide both an alternative school choice required for parents under the No Child Left Behind Act and a local example of practices that can be examined by other public schools serving similar students.

Throughout Aspire's 7-year history, the organization has been advised by the work of the Education Trust. The Education Trust's research and reports describe how staff assignments and transfers have provided the most underserved students with the least prepared staff. The Education Trust also reports the fact that less prepared and newer staff also reduce the per pupil expenditure. Aspire's policies allow and encourage the most capable teachers to educate at-risk youngsters and the funds generated by the students remain in the program for each specific school. This in turn increases the likelihood that achievement targets will be met or exceeded, (see http://www2.edtrust.org/NR/rdonlyres/0279CB4F-B729-4260-AB6E-359FD3C374A7/0/k16_summer98.pdf).

To meet the expectations of No Child Left Behind and provide a statewide benefit Aspire Public Schools is consistent and persistent in the implementation of the following beliefs and systems that have be recognized in the recent EdSource research project, "Similar Students, Different Results: Why Do Some Schools Do Better?"(www.edsource.org). Student achievement is the highest priority at our schools. Meeting AYP and API subgroup targets are and explicit expectation and demanding targets are established annually. Aspire has a value-add system of performance compensation that considers both school-wide and individual staff member accomplishments related to academic performance of students. Assessment data is used to evaluate the principal based upon student achievement. The implementation of a coherent, aligned and integrated Standards-based system is the expectation of every member of Aspire Public Schools. Instructional materials that have assessments and a monitoring system matched to Standards, weekly joint planning by teachers of the same age level students, the use of frequent assessments and the principal's personal use of assessment data to identify struggling students in order to make instructional and

support system adjustments are part of the culture at every school. Rigorous attention to these practices will enable Aspire Public Schools to meet the NCLB requirements, close the achievement gap and offer opportunities for other professionals to consider these systems for their local schools.

In addition to benefiting the state in meeting NCLB, a statewide benefit charter also has the effect of invigorating local communities in the area of jobs and the economy. Aspire has constructed 3 new school facilities at a cost of over $30 million dollars. These projects have energized their communities. For example, the Lionel Wilson College Preparatory Academy has helped to transform the Sobrante Park neighborhood of East Oakland. Wilson Prep is the first newly constructed high school in Oakland in 42 years. Neighbors are employed; the school hosts community events and adult education programs. As neighbor Evelyn Markham stated to Council member Larry Reid: "This school is revitalizing the neighborhood."

Finally, Aspire Public Schools is currently using state funds from Propositions 47 and 55 to construct 3 additional schools at costs of approximately $50 million dollars. One of these projects is in South Stockton where a joint project between Aspire and ACLC, a low cost housing developer, is creating a village where a new school will be built on 4 acres with the adjacent 4 acres providing 40 single family low cost houses. These facilities will increase property values and community aspirations. The Aspire school will provide the tools and choice for the families to meet those aspirations.

Component Two: Targeted instruction and support services to accelerate academic growth among students traditionally under-prepared for high school success, and (as a consequence) underrepresented among high school graduates, college goers and college graduates. Increase the number of underrepresented students in the UC/CSU systems.

Despite numerous outreach programs by the UC and CSU systems, enrollment of minority students, particularly African-American and Hispanic students, is much lower than their white and Asian American counterparts. The statistics are even lower when one looks at the college graduation rates of these underrepresented students. By closing the achievement gap and creating a pipeline for college bound and college ready students, Aspire can help the State of California solve this very important challenge.

Preparation for college begins in kindergarten. Students must learn to read by grade three so they can read to learn when the content becomes more rigorous. Students and their families must have a sense of efficacy about college. This also begins in kindergarten. Aspire Public Schools designs and implements a K-12 grade programs. The students who begin on a small elementary school campus are the same students who succeed in an upper school through grade 12. This allows students to be well-known and creates a sense of collective responsibility across the school. It allows expectations to remain high in every grade.

Aspire's K-8 East Palo Alto Campus currently exemplifies Aspire's successful K-8 school. This campus exhibits high achievement as a 10 similar schools, consistently uses data through Edusoft software and Open Court reading assessments and has high parent and teacher satisfaction. Students leave the school well-prepared for a secondary education.

Ideally, these students would continue onto a high quality Early College High School like Aspire's CAL Prep. The school (CAL Prep) was designed in a partnership with the University of California at Berkeley. It opened with 90 6th and 7th grade students and resides on the same campus as Berkley Maynard Academy, a kindergarten through grade 5 program of 200 students. Early College High Schools are small secondary schools in which students graduate with not only a high school diploma, but with up to two years of college credit toward a Bachelor's degree. The students leaving these high schools are not only college bound, but with the experiences of college classes, they are college ready. This occurs due to the size of the school and the fact that the study skills, habits of mind and recognition that problem solving and memorization skills are developed consistently across content areas beginning in the primary grades.

In a K-12, Early College High School students receive college credit by taking A-G approved classes through a community college, on-line or through a four-year university. Students are motivated to take college courses and to have that opportunity, they must pass pre-requisite assessments. In these settings the work and struggle of the transition into college are undertaken with supportive adults the students have known for years. This support and the earned credits increase students' chances of attending and succeeding in college. In this way, students also experience the rigor a college course. They understand the culture, expectations, and responsibilities of a post-secondary class while in the supportive environment of a small high school. Students not only learn more, but the experience gives students exposure to the demands of college. The kindergarten through grade 12 design at Aspire is developed around the research of Dr. David Conley at the University of Oregon. Dr. Conley's seminal work, *College Knowledge,* describes the backward mapping of both content standards as well as personal and academic habits required of college ready students. The high school provides the opportunity and support for the students academically, as well as financially. Therefore the important secondary benefit of having the burden of paying for college dramatically reduced as two years of college are already financed is also evident.

The model also allows students to choose from a wider variety of topics within a given subject. For instance, students can meet the "F" requirement in the arts through a much wider selection of courses than can be offered on the small high school campus. Students also have a larger selection of advanced courses in math and science, as well as a large selection of foreign languages. These opportunities for students to make choices about their classes make their educational experience more relevant and engaging. Early College High Schools have a longer history on the east coast. Brooklyn College Vice Chancellor Roberta Matthews describes the way middle school and high school students develop from their first day on the Brooklyn College campus:

"The first day they arrive they are scared to move and about a month later they own the place."

This Early College High School model could be replicated on a statewide basis through relationships already established with the University of California and the California State University. The UC relationship is already strong in Berkeley and is continuing at UC Davis. Similarly, Aspire is working with CSU Stanislaus for the development of a school on its Stockton campus. This is especially relevant in California's Central Valley where matriculation rates of underrepresented students are much lower than desired.

Therefore, this statewide charter would help California solve the low enrollment rate of underrepresented students. It would also make the success of these students higher by providing them with college level experiences in a familiar and sheltered environment. To make this a reality for more students, the commitment and collective responsibility must begin in kindergarten. The seamless kindergarten through UC/CSU design with university professors formally joining Aspire educators will establish a model that can be replicated by other schools and school districts.

Component Three: The creation of alternative credentialing pathways and professional development activities (for credentialed teachers) that focus on the skills and knowledge necessary to work effectively with diverse students.

California is in a staffing crisis. The California Commission on Teacher Credentialing ("CCTC") suggests that California will need more than 250,000 teachers during the next decade. If all of California's current teacher training institutions filled every seat, that number would still not be achieved. The current pattern of credentialing is adequate but not sufficient. The preparation is more general than specific and those current successful focused programs like UCLA's Center X are few in number. When an organization is focused upon the needs of urban at-risk youngsters and the teacher and administrative preparation programs are equally focused, then greater success is likely. In addition, when the preparation program has a "teaching hospital" philosophy and candidates are seamlessly supported by instructional coaches who serve as both their credential candidate instructors and supporters when they begin their official roles as teachers, then the likelihood for student success increases more so. A simple example is that when teacher preparation programs develop skills in the same aligned instructional system that the hiring organization uses, then many of the first year teacher challenges are reduced.

Aspire addresses this problem directly and offers solutions. *Aspire will operate three programs which would take an interested educator through teacher credentialing, Beginning Teacher Support and, if desired, onto an administrative credential.* All of these programs have the effect of providing an increased pipeline of high quality individuals to educate our children statewide.

First, the Aspire-CSU/Stanislaus Secondary Teacher Education Intern Program is designed to alleviate the teacher shortage on a statewide level throughout the State

of California. Graduates of this program will receive secondary single subject credentials which will then be utilized in various geographic settings. The program is one-year in duration and includes course work, field practicum, and observational components. This program was designed in conjunction with requirements issued by the CCTC and course work will be done via the Internet as well as by direct classroom instruction. Approximately fifteen students have enrolled in the cohort and it is anticipated that all fifteen will have secondary single subject credentials by Summer 2006 which can then be utilized in the field.

Next, Aspire is applying to become a statewide Beginning Teacher Support provider. Through a partnership with the Sacramento County Office of Education's BTSA program, Aspire is learning about the best practices of a support organization. In January 2006, Aspire will apply to become its own provider.

Finally, in conjunction with San Jose State University, Aspire initiated an Educational Leadership Cohort which will infuse California's educational system with new leaders for the 21st Century. The San Jose State Educational Leadership Cohort is a master's program for Aspire employees who are interested in achieving the role of principal. This two-year program will provide the candidate with skills, strategies, and the accomplishments that they need in order to earn an administrative credential and a master's degree. The program is based on five "understandings" all of which are essential in order to provide quality educational leadership: Role of Schooling in a Democratic Society; Building Equity in Diverse Communities; Facilitating Collaborative Change; Leadership Concepts & Management Strategies; and, Inquiry, Research, Learning & Reflective Practice.

An educator who chooses to pursue education as a profession could join Aspire as a teacher credentialing candidate, become an Aspire teacher, receive ongoing support as a new teacher and ultimately move onto becoming a principal within any of our chartered schools. This cohesive and seamless program not only improves the quality of our candidates by assuring complete and consistent instruction; it also increases the number of teachers and principals available for all of California's schools. This benefit will clearly help the students currently being taught by uncredentialed and unqualified adults throughout the State of California.

In sum, creating a deliberate and predictable pattern of schools will enable interested teacher and school leader candidates, whether from Troops to Teachers, other professions and new professionals, to participate in a residence credential program that develops their preparation in strategies that specifically address the needs of underserved students and provides them with employment in many areas across the state. This third element allows Aspire to uniquely provide the talent and expertise to deliver the program necessary to close the achievement gap.

Component Four: Effective integration of data collection, organization, review and analysis in all phases of instruction and assessment.

In the current state and federal accountability climate, it is essential for teachers to be able to effectively analyze a range of student achievement data in order to identify their students' skill gaps and the degree to which the students are mastering the state's content standards. While teacher education programs focus on how to teach students content area skills, *few focus on how to effectively analyze data to drive instruction in California's state and federal accountability context*. As a result, Aspire has created a model for using data to drive and refine its instructional program, most of which could serve as model for the rest of the state.

Aspire's data analysis model incorporates state mandated (e.g. STAR and CELDT), internal (e.g. Developmental Reading Assessment and Aspire's standards-based assessments), and classroom assessments. Aspire has developed data tools and processes, analysis frameworks and reflection prompts, and training and coaching support to ensure that its staff effectively interpret their assessment results. This allows staff to modify their instruction and to target specific students for additional academic supports.

With the STAR for example, Aspire has developed a PowerPoint based STAR Data Analysis Product for each of its schools. This product summarizes the school's California Standards Test (CST) results within an analytical frame that reflects California's state and federal accountability context. The analysis summarizes the school's API and AYP growth, how much the school grew on the CSTs, which key student groups grew, if the school has any achievement gaps, and which strand areas students struggled with at each grade. In addition, the product contains analysis for each individual teacher on the CST proficiency level changes and CA content strand results for their classrooms. Finally, the product contains teacher rosters displaying their student's proficiency level change and strand results along with prompts to guide them through analyzing and reflecting on their data. This analysis and related coaching has helped the organization, schools, and individual teachers identify curricular areas and skills that need to be emphasized as well as specific students who need their learning accelerated.

At the classroom level, Aspire's schools engage in two week Cycles of Inquiry where all teachers at a grade level teach a key standard, assess the results using Edusoft software, analyze the results, and modify their instruction accordingly. During their grade level meetings, teachers discuss their students' achievement results, share effective instructional strategies grounded in their student's achievement results, identify skills they need to learn, and develop shared accountability for student achievement. Standards are often chosen based on areas where students didn't do well on either externally mandated or internal assessments and Aspire provides professional development and coaching to strengthen the skill deficits identified.

Given the numbers of California students with below grade level skills and the increasing Adequate Yearly Progress achievement demands, the state would benefit by

having a model of how districts can provide their principals and teachers with the data and training they need in order to improve their instruction and increase student achievement. A sample of the data packet is attached and incorporated herein by reference.

SUMMARY OF STATEWIDE BENEFITS

It should be noted that while this chart describes each statewide benefit in a separate column, the benefits are to be considered as benefits of one unique model.

Element	Implement No Child Left Behind and the Public Schools Accountability Act	Increase Access to and Graduation Rates of Underrepresented Students in the UC/CSU Systems	Create Alternative Credentialing Pathways	Provide an Integrated Model for Effective Use of Data for Teachers and Principals
State of California	By establishing accountable public schools in neighborhoods where current schools have not met the requirements of these two acts, the state of California is better able to comply with the requirements of the laws as well as operational zing the AB544 strategy as a model for others to follow.	The state of California's higher education system has a mandate to serve all students. Formal Early College High Schools with higher education partners will increase the number of underrepresented students who will graduate from the UC/CSU systems.	California will require 250,000 teachers and principals in the next decade. Aspire's partnerships with CSU San Jose and CSU Stanislaus will provide "residence programs" where the emphasis will be devoted to preparing teachers and leaders to address the needs of urban students and English Language Learners	The effective use of data is an important function to address student achievement. As a statewide benefit charter the CDE staff and the State Board of Education can work with aspire Public Schools to directly develop school level data models that implement CSIS and have these serve as demonstration sites.
The local communities	High performing schools invigorate communities. The prices of homes increase, jobs are added, the school serves as a community center for adult education and when new construction or modernization is undertaken the economy is more robust.	Increased college graduates help revitalize local neighborhoods. Housing prices increases, community involvement goes up and crime is reduced. In addition, the economy is enriched as a result of the increased earned income of increased college graduates.	Many teachers leave the profession before their fourth year. Teachers leave urban schools because their personal needs and desires change as they mature. Professionals who have the opportunity to work in the same organization and serve urban learners, as they relocate to a place where they can own a home will assist these communities. More talent will remain when a multi-geographic option is available.	As communities continue to become involved with student performance, effective data systems can be helpful and, to the extent allowed by law, informative to school volunteers/tutors, approved after school providers under NCLB and city sponsored recreation programs

Element	Implement No Child Left Behind and the Public Schools Accountability Act	Increase Access to and Graduation Rates of Underrepresented Students in the UC/CSU Systems	Create Alternative Credentialing Pathways	Provide an Integrated Model for Effective Use of Data for Teachers and Principals
The students and their families	Student performance will increase as well as aspiration for a college degree.	Students will earn at least 24 units of college credit while still in high school. This will increase their college going rates, cost less money to continue their education and see themselves as college graduates.	EdTrust describes the impact on student learning of students who have excellent teachers for 3 straight years as opposed to 3 poor teachers for 3 years. Highly trained teachers and leaders who work with collective responsibility in a specific system will enrich students.	Students and families can benefit greatly when data systems can provide deep insight about youngsters' academic strengths in all core content areas as well as focus families on supports that can be provided at home.

With a statewide benefit charter, Aspire is in the unique position to assist the state in increasing the levels of all students' achievement. These four elements combine to be a robust program that can be replicated throughout the state and help students, families and communities realize their aspirations.

PETITION ELEMENTS

Title 5, California Code of Regulations, Section 11967.6(a)(11) states that all charter elements specified in Education Code Section 47605 shall be set forth "all charter elements specified in Education Code Section 47605 adapted appropriately for application at the statewide level". These sections of law and the required descriptions are discussed below.

Element A: Educational Program

A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners…If the proposed school will serve high school pupils, a description of how the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements.
- California Education Code Section 47605(b)(5)(A)(i) and (ii)

Educational Mission

The School's mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. The School seeks to achieve this mission by offering students a rigorous core curriculum, an outstanding staff, high standards and expectations, extended instructional hours, and personalized learning opportunities. The School will strive to ensure that students are prepared for college and for the 21st Century world and workplace by enabling them to learn to learn.

Population to be Served by the School

Aspire's educational program is based on the instructional needs of our target student profile. Aspire targets the following students:

- Students who are not currently successful in their current core academic subjects
- Students whose academic or English learning needs necessitate a small school environment with personalized attention;
- Students whose academic or English language learning needs are not being met in a traditional school environment; and
- Students whose diversity represents their respective communities.

In education, one size does not fit all and Aspire is dedicated to providing students and families throughout the State of California with a small school option that can meet their unique needs.

Education Program

Aspire's education program is designed to give students the content knowledge and habits of mind necessary to face the challenges of the 21st century. The California content standards drive the instruction of Aspire by providing the road map of what students need to know. Students will have the skills and habits of mind to graduate with the A-G approved coursework in order to gain admission to a postsecondary school of their choice. Aspire hopes to provide the secondary program after proving their success with the K-8 program. Although the charter is only for grades kindergarten through eighth grade, descriptors about grades 9th through 12th grade are included to show the consistency and high expectations of the K-12 program.

In order to succeed in college, Aspire's educational program has drawn on the Center for Educational Policy Research's study *Standards For Success*. This research gathered information about the required skills to succeed in college from more than 400 staff and faculty members at research universities. They believe college students need "critical thinking, analytic thinking and problem solving; an inquisitive nature and interest in taking advantage of what a research university has to offer; the willingness to accept critical feedback and to adjust based on such feedback; openness to possible failures from time to time; and the ability and desire to cope with frustrating and ambiguous learning tasks." Aspire has interwoven these habits into their core curriculum.

Additionally, Aspire has built a College For Certain® culture. Beginning in kindergarten, students are informed and inspired to succeed in high school and attend college. Classrooms are named after universities with the year the class will graduate from college above the door. Teachers and principals proudly share their college going experiences, diplomas and challenges. Through Aspire's K-8 charter schools, students are given the will, the skills and the habits of mind to attend high school, continue onto college and succeed.

Community

Aspire schools are small with a maximum of 60 students per grade level. They are broken into divisions and small classes to create a community where each student is known personally.

- *Small Schools:* Students are more likely to succeed in small schools, where teachers and the principal know each family well. Students and their needs are not lost in the crowd. The initial two K-8 schools will grow to 396 student in grades kindergarten through eighth grade.

- *Small Class Sizes:* In smaller classes, teachers can give each individual student the time and individual attention necessary to realize his or her personal academic goals. Aspire maintains a 20:1 student-teacher ratio in kindergarten through third grade and a 29:1 ratio in grades four through eight. Also, students in the 6th through 8th grade will spend part of each day in seminars with a student-teacher ratio of 17:1.

- *Looped Grouping:* In grade K-5, teachers will teach the same group of students for two years. This longer time with one teacher, allows students to develop a deep relationship with one individual. The teacher saves instructional time during the second year of instruction as she/he knows the individual students' strengths and weaknesses on the first day of school. Instruction can begin as soon as the school year does. Students will remain with the same teacher for kindergarten and first grade; second grade and third grade; and fourth and fifth grade.

- *Advisory Groups:* Beginning in the 6th grade, each student is assigned to an advisory group of no more than 17 students that meets daily with an adult advisor. The advisor acts as a bridge between the school and the students' other communities (e.g. family, work, clubs, social service agencies). The same group stays together through graduation, and provides a support structure for students.

Learning Time

Aspire provides 15% more learning time for students, and uses time more effectively during the year and day to maximize in-depth learning.

- *Longer School Day:* Students learn more when they are given more time to learn each day. With more time, teachers can create more effective projects to build

higher order thinking skills. Aspire schools have, on average, a seven-and-a-half hour school day for grades 1-8, and 5-hour school day for kindergarten. In other words, Aspire students receive about one hour more instruction each day than students in traditional public schools.

- *Longer School Year:* Aspire schools provide 190 days of instruction, ten days more than traditional public schools. Some of these additional days are on Saturday, when parents can attend class with their children.

- *Modified Traditional Calendar:* After its first year of operation, the school will use a modified traditional calendar (trimesters with shorter summer recess) to decrease the loss of learning during extended recesses.

- *Block Scheduling:* The daily schedule at grade 6th through 8th will be organized around blocks of 90-120 minutes. Students can delve more deeply into subjects with these extended periods of time, and teachers work together to integrate the curriculum more seamlessly.

Teaching Methods

All educators at Aspire Public Schools use a variety of pedagogical strategies to ensure all students learn and grow continuously. Strategies are selected based on the teacher's knowledge of how students best learn different topics, and are usually used in combination. Aspire has created Instructional Guidelines in math, language arts and humanities, (copies are attached hereto and are incorporated herein by reference) that spell out the frequency and purpose for each type of instruction. These guidelines, as well as the purchased curriculum materials, such as Open Court Reading textbooks and Harcourt Brace math books, provide the structure for a standards-based curriculum. Aspire educators are also trained to adapt these methods in ways that maximize personalized experiences each child receives. The major strategies used include:

- *Explicit Instruction:* in this traditional form of teaching, the teacher presents the lesson, which includes: a purpose; specific instructions; modeling; guided practice; and checking for understanding. At the conclusion, students individually demonstrate their new skills or knowledge.

- *Massed and Distributed Practice:* this retention strategy provides students with many opportunities to practice new skills upon initial learning. Practice is then distributed over the course of many months to increase the retention of previously learned skills and knowledge.

- *Problem Solving:* this method provides students with a step-by-step process for determining the solution.

- *Inquiry:* in this process, students are presented with a problem or question, and formulate and test theories to work towards a solution.

- *Project-based Instruction:* In this approach, students apply learning to complex problems, and are required to conduct extended research, analyze and synthesize information across subject areas, and develop written and oral end products. Projects are also ideal for developing the "habits of mind" necessary for success in college and the world beyond, such as perseverance, responsibility, and time management. Projects are linked with students' real world experiences, making learning relevant. Many projects are community service oriented.

- *Apprenticeship:* If the school grows to 9th through 12th grade, students will spend part of their time in the community and local businesses, applying their learning by doing real work alongside professionals in the field. These may take place in the summer, after school or during the day. Current Aspire students have held internships at non-profits, schools and community agencies.

- *Distance Learning:* If students are served in grades 11th and 12th grade, they may elect to take some specialized coursework on-line, through colleges and universities. This is contingent on state board approval of those grade levels.

Curriculum

Aspire uses a combination of adopted programs and curriculum developed in-house to meet Aspire standards and build basic skills, higher-order thinking skills, and life-skills. The curriculum is clearly articulated as a K-8 system and based on the California state standards. All elements of the curriculum are research-based and have been proven effective in schools.

- *Language Arts:* Students will communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. This may be through oral reports and debates, written letters and essays. Through the examination of various texts, students will demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate ideas. Students will write extensively in both expository and creative forms.

  When students are learning to read, instruction will focus on phonemic awareness, phonics instruction, fluency, and text comprehension. Writing will be integrated into the learning process. Due to the outstanding achievement of Aspire's East Palo Alto Charter School while using Open Court Reading, all of schools sponsored by this charter will use it as its curriculum materials for grades K-6. Writing will be supplemented with vocabulary and instruction based on the Six Traits of Writing.

- *Social Science:* Aspire's history and social studies curriculum ensures that students are historically literate (including culture, geography, politics, economics, and ethics) and become active, informed citizens (including U.S. policy and effective research techniques). Students will be able to apply

historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Students will learn to apply chronological, thematic and integrative thinking, develop and test hypotheses about cause and effect, gather evidence to support conclusions, use methods of historiography, conduct in-depth and relevant research, critically examine sources, and synthesize ideas. Materials at both the elementary and secondary level include primary sources, historical literature, History Alive!, Interact and a variety of non-fiction texts.

Throughout the K-12 instructional program, social science and language arts are interwoven. The stories and facts in history are the vehicles for instructing students to read and write.

- *Mathematics:* Students will apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students will demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students will be expected to be competent in symbolic reasoning and in constructing logical arguments.

  A balanced approach will provide both the conceptual understanding of math and the skills to solve problems. By providing extensive math time in elementary classrooms and a double block of math in secondary schools, our state adopted math materials in Harcourt Brace can be interwoven with Marilyn Burns, Prentice Hall, College Preparatory Mathematics, and Saxon math materials. The state standards provide a clear guide for instruction and assessment.

  A key tool in mathematics instruction is the standards-based software program Edusoft. Edusoft creates scores and reports standards-based assessments. These reports in all subjects inform the teacher on whether the students have mastered a standard or need further instruction.

  The attached sample report (copy attached hereto and are incorporated herein by reference) shows the results of a standards-based assessment given in 5th grade. This report allows the teacher to identify which students have mastered the standards, Number Sense 1.2 and Number Sense 2.3, and which ones need remediation. Teachers use this data on a daily cycle. Grade level teams, principals and subject level teams look at this assessment data every two weeks.

- *Science:* Students will demonstrate understanding of scientific concepts and ideas through real-world applications. Students will utilize scientific research and inquiry methods to conduct investigations and problem-solve. They will apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines. Aspire uses a variety of curriculum materials and the state adopted Prentice Hall and Harcourt

Brace textbooks are supplemented with AIMS, FOSS, and local scientific resources such as guest speakers, field trips, and presentations.

- *Spanish/Second Language:* Students will work with the fundamentals of language structure, pronunciations, grammar, vocabulary, idioms and phrases in Spanish to develop competency in oral and written Spanish. Students will work with Spanish texts to develop an understanding and appreciation of the various Spanish-speaking cultures. Although Aspire will only offer Spanish as a foreign language. Other Aspire schools encourage 9th through 12th grade students to take advantage of courses on-line or at local colleges to receive instruction in other languages.

- *Early College High School*: Although the charter does not extend to grade 9th through 12th, Aspire students are thoughtfully prepared to attend Early College High Schools. The schools select various courses offered at the school site, on-line, at local community colleges, and at four year universities. The goal is for every student to graduate with up to sixty credits of college credit through these classes. This allows students a college-going experience, a reduced financial college burden, and more academic choices.

Other subjects essential to a healthy and balanced life are also covered in a variety of ways:

- *Visual and Performing Arts:* Appreciation and participation in the arts are essential to each student's development. At the elementary level, arts are integrated into thematic units to inspire students, help ideas come to life by using multiple intelligences, and ensure cultural literacy. Visiting artists and parent docents also provide special programs in the arts. Aspire secondary schools offer some on-campus electives in visual and performing arts and establish partnerships with local arts organizations and colleges to provide additional programs for students.

- *Health:* Students will develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, collaborations with local health agencies, and thematic units. Health instruction follows the California Health Framework. Data from the California Healthy Kids survey will inform additional needed interventions.

- *Physical Education:* Students will receive regular physical education instruction. Emphasis is placed on activities that students are likely to engage in throughout their lives (e.g. running, dancing).

Assessment

At Aspire Public Schools, assessment is a critical tool for observing individual student progress, determining the efficacy of individual teachers, and evaluating the

success of the program as a whole. Multiple assessments are used because no single assessment provides sufficient information on students' learning regarding all three outcomes. Aspire students are assessed through:

- All standardized tests required for traditional public schools that are mandated in the California Education Code (including CAT/6, CST, CELDT and Physical Fitness Test)[1];

- Other nationally recognized norm-referenced and/or developmentally based tests (e.g. Developmental Reading Assessment; Silicon Valley Math Problem Solving Assessment, the Algebra)

- Specialized assessments developed by Aspire Public Schools for all areas of the academic core (e.g. ; project rubrics);

- Day-to-day assessments related to specific content or skills (running record for language arts; Open Court reading assessments, Edusoft assessments; math computation quizzes, unit tests);

- Qualitative observations of the process of learning (teachers' anecdotal notes, a child's reflection log, internship mentor reports); and

- Examination of final products (a final draft of a paper, an interdisciplinary final project, 5th and 8th grade Rites of Passage (ROPES) project) based on criteria and standards clearly communicated at the beginning of the project

Technology as a Tool

At Aspire, technology is used as a tool for research, communication, and production—just as it is in everyday life. Each classroom in grades K-8 has 3 to 5 computers with Internet access, additionally students and teachers have access to banks of laptop computers. Students exercise their higher-order thinking skills through simulations and presentations, their communication and production skills through electronic mail and publishing, and their research skills through use of electronic references, including the Internet.

Support for English Language Learners

To meet the needs of English Language Learners, Aspire has added a number of bilingual teaching strategies to its core program, including: building on students' culture, language and experiences; using dual-language strategies; teaching the second

[1] The growing emphasis on norm-reference tests is much debated. Educationally, standardized tests are only a single indicator of mastery in basic skills; however, they are regarded by employers and policymakers as broadly meaningful. Aspire Public Schools believes that students should be prepared to be successful on the tests that they are held accountable for; these tests are often the key to future opportunity.

language through content; practicing English cooperative problem-solving groups; and allowing community language; norms in informal learning situations; and using computers and peer tutors to enhance language.

All of the English Language Development standards have been mapped to the Instructional Guidelines, so teachers can integrate the specialized needs of English language learners into the everyday program. Additionally, teachers use a consistent map which aligns the language arts content standards with the ELD standards.

Early Intervention for Student Success

Through a variety of assessment measures including the CST, benchmark exams, and classroom assessments, struggling students will be identified as requiring additional instruction. These students will be provided with before, during or after school tutoring at the school site.

Highly Qualified Teachers

At the center of the educational program are the teachers. The faculty will consist of well-prepared and certified teachers. All core teachers and paraprofessionals will meet the requirements of the No Child Left Behind Act. Teachers will be encouraged to pursue National Board Certification within their first five years at Aspire. Professional development and teacher collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, Aspire will ensure collaborative planning time for teachers to design student focused curriculum, pedagogy and assessment through which students can make connections, deepen their understanding of concepts and achieve at high levels.

Special Education

In accordance with state and federal law, each student eligible under IDEA (Individuals with Disabilities Education Act) will be provided a free appropriate education in the least restrictive environment. The decisions regarding the specific services each student will receive are the responsibility of the Individualized Education Team. The Team includes the involvement of parents and the decisions are formulated in a written plan (referred to as an IEP).

The identification process for students who would be eligible for special education services begins when students have been accepted and enrolled in any Aspire Public School. All incoming students participate in a series of diagnostic assessments in Language Arts and mathematics. In addition students are also eligible through the “child find” process which is an ongoing aspect of the instructional program at all schools. Through an extensive use of the Student Study Team process and comprehensive professional development about the characteristics of special education

handicapping conditions and the referral process, parents and students have extensive opportunities to be served.

Aspire Public Schools is a LEA in the LASER SELPA

Schools founded under the Aspire Public Schools Statewide Benefit Charter shall participate as a member of the Aspire Public Schools LEA in the LASER (Lodi Area Special Education Region) SELPA. All schools in the Aspire Public Schools LEA make the following assurances:

- Free Appropriate Public Education - Schools founded under the Aspire Public Schools Statewide Benefit Charter will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.

- Child Find - Schools founded under the Aspire Public Schools Statewide Benefit Charter will assure that all students with disabilities are identified.

- Full Educational Opportunity - Schools founded under the Aspire Public Schools Statewide Benefit Charter will assure that all students with disabilities have access to the full range of programs available to non-disabled students.

- Least Restrictive Environment - Schools founded under the Aspire Public Schools Statewide Benefit Charter will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids and services in the general education environment.

- Individualized Education Program - Schools founded under the Aspire Public Schools Statewide Benefit Charter will assure that an Individualized Education Plan is developed, reviewed and revised for each child who is eligible.

- Assessments - Schools founded under the Aspire Public Schools Statewide Benefit Charter will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition a reassessment shall be conducted at least once every three years, and more often if conditions warrant or requested by the student's parents or teacher.

- Confidentiality and Procedural Safeguards - Schools founded under the Aspire Public Schools Statewide Benefit Charter will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification evaluation and placement process and provisions for a free appropriate public education.

- Personnel Standards - Schools founded under the Aspire Public Schools Statewide Benefit Charter will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities.

- State Assessments - Schools founded under the Aspire Public Schools Statewide Benefit Charter will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

In addition, each school chartered under the statewide benefit charter shall comply with the LASER Local Master Plan (a copy attached and incorporated herein by reference) and perform all corrective actions deemed necessary by Aspire Public Schools and/or the LASER SELPA. The Director of Special Education at Aspire Public Schools will work with each school to develop an annual budget, hire necessary staff, contract for appropriate services and document the qualifications and competency of school leadership to meet the special education compliance and quality requirements.

The Director of Special Education, the Program Specialist and other team members will work with the LASER leadership to provide monthly professional development that builds the capacity of the special education staff in the areas of promising instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data. In addition, all staff members will be provided annual professional development about practices that support the needs of special education students in the least restrictive environment. To assist the professional development of the professional team at Aspire Public Schools the organization will maintain an annual membership to CARS Plus.

<u>Informing Parents about the Transferability of Courses to Other Public High Schools and the Eligibility of Courses to Meet College Entrance Requirements</u>

If in the future Aspire is allowed to serve students of grades 9-12 through this charter, parents will receive a letter at the beginning of each school year that describes the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. The School's current plans and expectations regarding course transferability and eligibility for college entrance requirements are described below.

Additionally, if the charter is revised to include grades 9-12, the School will seek to earn accreditation by the Western Association of Schools and Colleges (WASC) and to ensure that every student has the opportunity to graduate with University of California/California State University (UC/CSU) approved coursework. With WASC accreditation and UC/CSU course approval, students' coursework is recognized by other schools and out of state universities and colleges and by the admissions committees of the UC/CSU system.

To earn WASC accreditation the School will apply for accreditation by WASC in the fall of the School's second year. This is the earliest date that WASC recommends new schools to apply. To apply for WASC accreditation, the School will fill out the "Request for WASC Affiliation" form – a form requiring only basic information (e.g., name, address, etc.). Once the "Request for WASC Affiliation" form is received by WASC, they will then send the School an "Initial Visit Application." The School will then fill out this "Initial Visit Application" form. It is a form that requires the school to report on largely the same things that this charter details (e.g., purpose of school, population and goals of school, governance and funding structures, etc.).

By the late winter of the school's second year WASC will send a team to do a one day visit at the School. After their visit (and typically within two months) WASC will notify the School of its status. The School anticipates receiving the highest approval rating for two reasons. First, much of the criteria that WASC seeks is criteria the School must meet in order to be granted a charter. Second, statistically, over one third of the schools that apply earn Interim Accreditation (the school has met all criteria and will conduct a self study the following year to gain full accreditation) and well over half earn Candidacy Status (the school is progressing and promises to meet all criteria and will conduct a self study in two years).

On such a timeline the School is likely to earn WASC accreditation with Interim Accreditation by the end of its third year and WASC Accreditation with Candidacy Status by the end of its fourth year.

The secondary portion of the curriculum will develop both a foundation of basic skills and cultivate higher-order thinking skills; it will be simultaneously rigorous and relevant to students. The educational program emphasizes interdisciplinary thinking among subject areas. Upon completion of the graduation requirements, students will have met the University of California system A-G subject requirements.

Graduation Requirements

- Complete course requirements (See below).
- Pass portfolio and exhibition reviews (See below).
- Passing of the California High School Exit Exam

Course Requirements

Students may fulfill course requirements through coursework at the School or through approved on-line coursework or approved coursework at a local college or community college. Students will earn credits that fulfill the University of California and California State University (UC/CSU) system A-G requirements:

A. Social Science	2 years
B. Language Arts	4 years
C. Mathematics	3 years
D. Lab Science	2 years

E. Non-English Language	2 years
F. College Preparatory Electives	2 years
G. Visual and Performing Arts	1 year

Portfolio and Exhibition Requirements

In grades 9-12, students will be expected to demonstrate mastery through portfolios (a collection of student work) in the four core subject areas and in selected elective courses. These portfolios will include research papers, scientific experiments, essays and other products of students' inquiries. They may also include tests, teacher or employer/internship evaluations, or other assessments of student work. Students will also be expected to present and defend a number of their portfolios before a panel of judges including teachers and outside assessors.

Acceptance to a Four-Year University

Throughout students educational experience at Aspire, they will receive support and counseling about getting into four year universities. The College Handbook (a copy is attached hereto is incorporated herein by reference), one-on-one counseling, parent workshops and a culture of college aspirations will allow every student to leave Aspire and attend a four year university. These services begin in sixth grade. If Aspire is allowed to serve students in higher grades, acceptance at one of these institutes of higher education is a graduation requirement. By creating a College for Certain® culture, providing the necessary skills and coursework and supporting students through the process, Aspire is preparing the students for a successful postsecondary experience.

Element B: Measurable Pupil Outcomes

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.
- California Education Code Section 47605(b)(5)(B)

An Aspire education provides students with access to opportunities for success in future endeavors – in higher education, work, and citizenship. Through personalized learning experiences, students master *basic skills,* acquire the *thinking skills* needed for the rigorous work of the real world, and develop productive *life skills*. The School's educational program is designed to help all of its students to develop the following measurable pupil outcomes:

To establish a foundation for success, Aspire students will:

- *Basic Skills:* Master at least grade level competency in the four core subjects: mathematics, science, social studies, and language arts (including reading, writing, listening and speaking);

- *Thinking Skills:* Be able to apply classroom learning to their real world experiences in a relevant and valuable way, using higher-order thinking skills (including critical thinking, creativity, decision-making, problem solving, reasoning, knowing how to learn); and

- *Life Skills:* Have developed personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.[2]

Aspire sets high standards for all students, based on California State Content Standards, Newmann's Standards for Authentic Instruction and Assessment, and the Secretary's Commission on Achieving Necessary Skills (SCANS). In addition, each student has a Personal Learning Plan (PLP), developed in collaboration with his/her teacher and parent(s), that outlines the student's specific learning goals each semester.

Element C: Methods to Assess Pupil Progress Toward Meeting Outcomes

The method by which pupil progress in meeting those pupil outcomes is to be measured.
- California Education Code Section 47605(b)(5)(C)

Aspire's academic program is standards-based and data driven. The California state content and performance standards and multiple sources of data form the basis of the School's teachings. Performance assessments will be evaluated with the use of common benchmarks and rubrics and will be analyzed on a regular basis to help drive the School's educational program. The rubrics will be used to inform students and parents about the standards for student work. Both teachers and students will use the rubric to score the work and make improvements. Rubrics used throughout the year will show growth over time.

The data collected from the assessments below is used to evaluate student progress, to identify ways to improve learning, and to measure pupil progress in meeting the desired pupil outcomes in terms of their basic skills, thinking skills, and life skills.

- *Basic Skills*: In order to demonstrate basic skills, students will be assessed in each of the core subjects by classroom assessments and the tests utilized in California's Standardized Testing and Reporting (STAR) Program. Pupil progress in developing basic skills will be measured by:
  - 100% students passing core academic classes; and
  - An increase of 10% each year of students scoring proficient or advanced proficient based on STAR

[2] Based on important workplace skills as determined by the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS), *Learning a Living: A Blueprint for High Performance*. April, 1992.

- *Thinking Skills*: Students will demonstrate thinking skills in the four core subject areas and in selected elective courses through interdisciplinary projects. Pupil progress in applying thinking skills will be measured by:
  - 100% of students meeting interdisciplinary project requirements. Rubrics based on Newmann's standards (a copy is attached and is incorporated herein by reference) for rigor will be used to assess the final projects and
  - 100% of students passing ROPE(s) exhibition;

- *Life Skills*: Students will demonstrate life skills through regular attendance at School, participating in co-/extra-curricular activities, and continuing/graduating from the School. Pupil progress in developing life skills will be measured by:
  - the School's 95% or higher attendance rate;
  - 90% of students participating in co-/extra-curricular activities; and
  - the School's 100% promotion rate; and
  - the School's 100% 4 year college acceptance rate (9-12, if charter is revised)

Schoolwide Performance Goals

The School expects to achieve the following school wide performance goals. The School will aim to meet or exceed its school wide annual Academic Performance Index ("API") growth targets. The School will aim to have its numerically significant subgroups demonstrate comparable improvement in meeting or exceeding their annual API growth targets.

All Aspire schools have demonstrated significant academic achievement and student growth, as measured by exceeding the state's API growth targets, and/or achieving an 8 or above on the state's similar school ranking:

- University Public School: Over the 5 years since UPS's founding, the school has grown 225 points on the API, compared to the cumulative 19 points targeted by the state – a multiple of almost 12x. In fact, each year UPS's API growth has exceeded the state target. UPS is also a California Distinguished School, and was awarded the honor in the first year it was eligible.

- Monarch: Since its founding in 2000-2001, Monarch has grown 197 points on the API, compared to the cumulative 45 points targeted by the state – a multiple of over 4x. (Note that for the 2005 STAR, Monarch students were combined with students from Millsmont, a new Aspire school in Oakland.)

- University Charter School: UCS has grown a total of 78 points on the API over a three year period, despite already being above an 800. UCS was also an 8 on the Similar School Ranking in 2004.

- River Oaks Charter School: ROCS has grown 70 points on the API over the three years since its founding, compared to the cumulative 14 points targeted by the state – a multiple of 5x.

- Summit: Summit has grown 39 points on the API over the three years since its founding, compared to the cumulative 17 points targeted by the state – a multiple of more than 2x.

- Wilson Prep: Wilson Prep has grown 74 points on the API over the two years since its founding, compared to the cumulative 27 points targeted by the state – a multiple of 2.7x. In addition, in 2005, 100% of Wilson Prep's first class of graduating seniors were accepted into at least one 4-year college.

- Ben Holt: Ben Holt grew 26 points from its baseline year in 2004 to 2005 – a multiple of 6.5x.

- EPACS: Over the 6 years since EPACS's founding, the school has grown 240 points on the API, compared to the cumulative 49 points targeted by the state – a multiple of almost 5x. EPACS has been a Similar Schools Rank of 10 since 2001, and at all times since becoming an Aspire school.

- Capitol Heights Academy: CHA grew 68 points from its baseline year in 2004 to 2005 – that's 5.7x over the state target of 12 points.

- MMA: Not applicable. The school was founded in Fall 2004, and therefore the 2005 STAR results, which were blended into Monarch's, serve as the school's baseline.

- South Stockton: Not applicable. The 2005-2006 school year is the first year of instruction at South Stockton.

- LA Elementary: Not applicable. The 2005-2006 school year is the first year of instruction at LA Elementary.

- BMA: Not applicable. The 2005-2006 school year is the first year of instruction at BMA.

- Cal Prep: Not applicable. The 2005-2006 school year is the first year of instruction at Cal Prep.

A detailed chart setting forth Aspire's performance is attached. A copy is attached hereto and is incorporated herein by reference.

Collecting, Analyzing, and Reporting Data

Aspire will collect and analyze data on student achievement on a regular basis and will provide student achievement data to staff, parents and guardians, and the State Board of Education:

- Staff will receive data on student achievement during staff meetings and will use this data to help monitor and improve Aspire's education program;

- Parents and guardians will receive data on student achievement when they meet with their child's teacher to develop, modify, or review their child's PLP; and

- The State Board of Education will receive data on student achievement through School reports and/or presentations.

Aspire uses the State Testing and Assessment Reports to assist in identifying strengths and weaknesses at a student, classroom, grade level, school and organization. Additionally, the SABE/2 and the California Physical Fitness test will be administered and used to inform the school program. Every summer the School will have a staff retreat where the data will be analyzed. School wide plans for professional development will be based on these plans.

The School will use many in-house assessments which inform daily instruction. Three Aspire assessments provide the best benchmarks of a student's progress towards reaching the state standards.

Annually, the status of the school is reported internally through a balanced scorecard (a copy is attached hereto and is incorporated herein by reference). This tool allows an evaluation of the school on more then one facet. Specifically, the scorecard measures:

- Student achievement: Academic Performance Index, math problem solving and reading level;
- Teacher satisfaction and effectiveness: results on the staff survey, teacher evaluation, and teacher retention; and
- Community satisfaction: parent survey results, school waitlist, reenrollment rate of students.

<u>Reading Assessment</u>

In grades K-8, the Developmental Reading Assessment (DRA) is used to benchmark students reading achievement at least three times a year. This assessment tool measures a students' independent reading level and instructional path to help teachers guide students to the next reading level. It not only allows a teacher to listen for decoding, fluency and strategies, it also allows a teacher to measure comprehension. The DRA levels span from 1 to 44 to show incremental reading growth. Aspire has set benchmarks for every grade level. Teachers turn in the scores three times a year. Each teacher has similar weekly assessments that she/he uses in the classroom for instruction.

When students begin to read beyond the 6th grade level, teachers will switch the assessment to the Basic Reading Inventory. This tool allows a broader diagnosis of

students reading at grade levels 1st through 12th. It includes a variety of comprehension questions. Theses scores are collected and analyzed three times a year. (A copy is attached and is incorporated herein by reference).

Aspire Writing Assessment

Three times a year every student in the school takes a writing assessment. The prompts change and are aligned with the genres specific to the grade level standards. The papers are scored with other Aspire staff including teachers and instructional coaches to insure validity of scores. The rubric for scoring (a copy is attached and is incorporated herein by reference) is aligned with the writing rubric used by the state. Benchmarks are set for every grade level. These scores are analyzed three times a year.

Aspire Math Assessment

Every student takes an Aspire math assessment based on the specific grade level standards. The papers include both computation and a problem solving section. The computation is scored with Edusoft software. The problem solving is scored with Aspire teachers and instructional coaches. A task analysis is done of every paper, so that teachers can identify standards that need to be re-taught. After every administration of the benchmark exams, the student data is analyzed at several levels – classroom, grade level, school and Aspirewide.

If any student is not making sufficient progress to meet the benchmarks created by Aspire, teachers, parents or administrators begin a Student Success Team. From this meeting an action plan is created to support the student.

Element D: Governance Structure of School

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.
- California Education Code Section 47605(b)(5)(D)

The School will be an independent charter school governed by the Aspire Board of Directors. The current members of the Aspire Board of Directors are:

- Tom Changnon, Superintendent
  Keyes Union Elementary School District

- Beth Hunkapiller
  San Carlos, California

- Dr. Linda Darling-Hammond
  Stanford University

- Bill Huyett, Superintendent
  Lodi Unified School District

- Marie Washington
  San Francisco, California

- Melvin Kaplan, CEO
  Wellington Financial Group

- Steven Merrill
  Grass Valley, California

- Steve Poizner
  Monte Sereno, California

- Don Shalvey, Ed.D., CEO
  Aspire Public Schools

- Bill Hughson (Leave of Absence)
  San Rafael, CA 94901

- Emily Rummo/Ron Yu (Sitting in for Sareena Ghulati)
  New Schools Venture Fund

- Dick Spalding
  Thomas Weisel Healthcare Venture Partners

Aspire is governed by the Board of Directors in accordance with California's Charter Schools Act and the Nonprofit Public Benefit Corporation Law. The School will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws, (copies of articles of incorporation and by-laws are attached and are incorporated herein by reference).

Aspire is non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student or employee on the basis of race, ethnicity, national origin, gender, sexual orientation or disability. Aspire complies with all applicable federal, state and local laws applicable to its operation. It will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, property, workers' compensation and unemployment insurance policies.

The Aspire Board of Directors currently consists of a maximum of 11 regular members plus one seat for every previously-identified sponsoring district. At its option, the SBE may therefore designate a board designee to sit on the Aspire Board of Directors. The Board of Directors is responsible for establishing broad policies that affect all Aspire schools. For example, the Board of Directors and its Executive

Committee may set policies related to staff hiring, benefits and compensation, conditions for student suspension or expulsion, controversial issues that affect more than one school site and teacher, and principal and staff compensation criteria. Members of the Board may also participate in raising funds and increasing public awareness of Aspire's work.

Parent and Community Involvement

Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, the School plans to give local control to an Advisory School Council ("ASC"), consisting of parent and school representatives. Each school's ASC will participate in developing school policies and share in efforts to engage the support of the community. The ASC may make recommendations about issues related to the school and participate in reviewing parental and community concerns. The ASC will consist of representatives of the following parties: the principal, teachers, and parents. The principal is responsible for communicating all ASC policy recommendations to the Aspire Board of Directors. In short, Aspire's governing board oversees issues related to Aspire schools in general, while the ASC's focus on the day-to-day concerns of each respective Aspire school.

Additional Opportunities for Parent Involvement

- Parents, students and teachers meet at least twice a year to plan and assess the students' learning progress and determine goal

- Exhibition panels – parents may sit on panels to judge student work

- School and staff evaluations – parents fill out a survey each year evaluating the strengths and weaknesses they identify with the program at the School

- Student-led conferences – students will lead conferences on their work during the year to keep parents informed

- Volunteer Opportunities – various opportunities will arise for parents to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on parent committees

- Fundraising – parents and community members may work with the school to raise additional resources to support students and the school program

- Advocacy – parents and community members communicate the school design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources

Addressing Parent Concerns and Complaints

Aspire is committed to working with parents to address parental concerns and complaints. Parents will be encouraged to share their ideas and concerns with the School and Aspire throughout the school year. In addition, an Ombudsman will serve as an objective, third party resource for parents or community members who wish to express a grievance to Aspire about the School. The Ombudsman, a respected community leader from the School's local community, will use his/her discretion to ameliorate specific parental concerns and may choose to discuss the problem with Aspire's Board of Directors in serious cases. Also, Aspire has established a formal complaint process to address any parent complaints about the employees or employment practices of the organization and has issued Community Complaint Procedures and a Community Complaint Form. Finally, Aspire is committed to providing a safe, discrimination-free and harassment-free education to its students. To help achieve this important end, Aspire has established a formal Discrimination/Harassment Policy and Complaint Procedure.

Element E: Employee Qualifications

The qualifications to be met by individuals to be employed by the school.
- California Education Code Section 47605(b)(5)(E)

Aspire will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. Aspire believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. The School will conduct background checks on employee candidates to provide for the health and safety of the School's faculty, staff, and pupils and the academic success of the pupils. Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at the School will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in the Charter Schools Act.

Principal Qualifications

Principals are the instructional leaders at the Schools and will be responsible for helping the Schools and students achieve the outcomes outlined in this charter petition. The Principal will have the following qualifications:

Required knowledge, skills, and abilities:

- Superb communication and community-building skills
- Deep knowledge of curriculum development and program design
- A record of success in developing teachers
- Entrepreneurial passion

Required educational level:

- Bachelors degree
- Graduate coursework in educational administration

Required experience:

- 5 plus years teaching and administrative experience
- Experience in performance assessment

Office Manager Qualifications

The Office Managers are responsible for overall front office activities, will report to the Principal, and will work with students, parents, and outside parties. The Office Manager will have the following qualifications:

Required knowledge, skills, and abilities:

- Strong organizational, time management, and multi-tasking skills
- Strong interpersonal and communication skills
- Expedience in office management capacity
- Ability to work independently as well as with a team

Required educational level:

- A.A. degree or equivalent work experience

Required experience:

- 3 plus years in fast-paced administrative support position
- Experience in school front office preferable
- Proficiency with Microsoft Office

Teacher Qualifications

Criteria for the selection of teachers are adapted from the five standards used for certification from the National Board for Professional Teaching Standards. During the hiring process, candidates are evaluated using these standards:

1. Committed to students and learning
2. Knowledgeable about their subject matter
3. Skilled in management of learning
4. Reflective in their practice
5. Community-oriented

In addition, teachers of core, college preparatory courses at the School will be required to hold a CCTC certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Teachers who are hired to teach a specific subject (e.g. math) will be required to hold a subject-specific credential or permit from the CCTC.

Teacher Hiring

As a public charter school organization with a clearly defined focus, Aspire tends to attract educators interested in working in more accountable, innovative, collaborative environments—teachers and principals who are themselves educational entrepreneurs. A rigorous and sound process for selecting from the pool of teacher candidates is essential. Aspire's multiple-stage approach includes: a resume screen; interview with a site hiring committee (discussed below); demonstration lesson with students; and reference checks.

The principal will be in charge of School hiring decisions and may have the opportunity to work with other staff and community members in making these decisions. The School may utilize a hiring team that includes some or all of the following individuals:

- *Principal:* Chairs the hiring committee and makes all final decisions on hiring for the School.

- *Office Manager:* Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; collecting score sheets; coordinating with current staff or participating students for demonstration lessons; and sending decline candidates' paperwork to Aspire.

- *Teachers:* Actively participate in evaluating candidates through interview and demonstration lesson observation.

- *Parents:* Actively participate in evaluating candidates through the interview process, observe demonstration lessons and provide input.

Professional Development

Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in 3 weeks of summer training to become fluent in the Aspire education program; four days on literacy instruction, three days on math instruction; two days on rigorous interdisciplinary instruction; two days of multiage instruction; one day on parent engagement and three days with other team members examining student data. Each subject training includes professional development about assessing student achievement, classroom management and differentiating instruction.

In addition, Aspire conducts several school-year workshops in specific areas. The School Principal, in his/her capacity as instructional leader, provides on-site coaching. Teachers are organized into teams, led by an experienced "lead teacher" who has the skills to mentor others. Teachers are then able to collaborate and support each other to reach the Schools' and individual students' learning goals. Aspire also has instructional coaches who provide additional support, provide one-on-one consultation, conduct experience-based group sessions (e.g. New Teacher Support

Program), and guide educators in their application for certification from the National Board for Professional Teaching Standards. Teachers are evaluated by their School Principal at least twice a year according to criteria that are based on National Board Certification.

Element F: Health and Safety Procedures

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.
- *California Education Code Section 47605(b)(5)(F)*

The School will comply with the provision of Education Code Section 44237: Fingerprints and Criminal Records Summary. Each new employee having contact with minor students and not possessing a valid California State teaching credential must submit two sets of fingerprints to the Department of Justice for the purpose of obtaining a criminal record summary. Faculty and staff will also be examined for tuberculosis as described in Education Code Section 44237. The above requirements constitute conditions of employment.

All new students will be required to show proof of necessary immunizations as a condition of School admittance to the same extent as would apply if pupils attended non-charter public schools. The School will provide screening of students' vision and hearing and the screening of students for scoliosis to the same extent as would be required if students attended a non-charter public school. Records of staff and student immunizations will be maintained.

Aspire is committed to providing a safe school environment and the School will develop a comprehensive school safety plan that is specific to the School site. This plan will address conceivable emergency situations, e.g., earthquakes, floods, shootings, and electricity loss.

Additionally, the School will develop plans for OSHA mandated policies, safe school plans, illness and injury prevention plan and hazardous materials communication plans.

Element G: Means to Achieve Racial/Ethnic Balance

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population...
- *California Education Code Section 47605(b)(5)(G)*

Aspire will strive to ensure that the student population at the School will be reflective of the general population residing within Aspire's stated target areas. Aspire will monitor the racial and ethnic balance among its students on an annual basis and will engage in a variety of means and strategies to try to achieve a racially and ethnically diverse student population. These strategies will include enrollment timeline and

process that allows for a broad-based recruiting and application process, outreach efforts via neighborhood groups, community organizations, churches, and other leadership organizations, and marketing brochures and/or TV/radio public service announcements targeted towards diverse populations, and when needed, in various languages.

Element H: Admission Requirements

Admission requirements, if applicable.
- *California Education Code Section 47605(b)(5)(H)*

The School will actively recruit a diverse student population from throughout the State of California who understand and value the School's mission and are committed to the School's instructional and operational philosophy.

The School identifies the following admission requirements:

- Students will be considered for admission without regard to race, ethnicity, national origin, gender, disability, achievement level, or any other prohibited classification. The school is open to *all* California students;
- Admission to the School shall not be determined according to the student's place of residence, or that of his or her parent or guardian, within the state of California;
- Admission preference shall first be given to students with siblings admitted to the School;
- If the number of students interested in attending the School exceeds the School's capacity, a public random lottery will be held;
- Based on the lottery (or lotteries), a wait list will be kept at the School, and as openings become available, preference will be given to those in order of the wait list;
- Based on research that shows the impact of parental involvement on student achievement, the School will strongly encourage and support parental involvement in their child's education; and
- Admission tests will not be required; however, assessments will be administered to determine individual instructional programs once students are admitted. These tests will serve as diagnostics of students' reading, writing and math skills.

Element I: Financial Audit

The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit

exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.
- *California Education Code Section 47605(b)(5)(I)*

An annual fiscal audit, required under the Charter Schools Act, will be conducted by an auditor with experience in education finance and will use generally accepted accounting principles. That audit will cover each of Aspire's schools including those under the statewide charter umbrella. Because Aspire has only one legal entity, only one set of audited financial statements will be produced for Aspire, but those financial statements will include supplementary information showing site-by-site results.

Aspire's Audit Committee, in conjunction with Aspire's Chief Financial Officer, is responsible for contracting with the independent auditor**.** Aspire's Chief Financial Officer is responsible for overseeing the independent audit. Aspire will share the results with the State Board of Education or designated staff and any other entities (such as the California Department of Education, the County Office of Education, or any other agency as the State Board of Education may direct) as required by law. The Executive Committee of the Aspire Board of Directors will resolve audit exceptions and deficiencies in a timely fashion.

Aspire will comply with the Public Records Act (Government Code Section 6250) and the Brown Act (Government Code Section 54950).

Aspire has been receiving funding pursuant to provisions of the California Education Code as it has opted to be direct-funded.

Aspire shall promptly respond to all reasonable inquiries.

Element J: Pupil Suspension and Expulsion

The procedures by which pupils can be suspended or expelled.
- *California Education Code Section 47605(b)(5)(J)*

The procedures for suspension and expulsion of the School's students will comply as closely as feasible with the procedures identified in the California Education Code. The policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary. The School will provide notification of any expulsions. The School will account for suspended or expelled students in its average daily attendance accounting as provided by law.

In addition, Aspire will comply with all federal laws regarding student discipline for children with disabilities and will stay apprised of any developments in the IDEA legislation. If a student with disabilities has an Individual Education Program ("IEP") that includes disciplinary guidelines, that student will be disciplined according to these guidelines. Students whose IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policies listed above.

The following are grounds for suspension and expulsion:

- *Physical Injury:* Caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or Willfully used force or violence upon the person of another, except in self-defense. (Ed. Code 48900(a)(2)) Notification to police required for students in grades K-12.

- *Weapons, Explosives, Dangerous Objects:* Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (Ed.Code 48900(b)) Notification to police required for students in grades K-12.

- *Controlled Substances/Alcohol:* Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Ed.Code 48900(c)) Notification to police required for students in grades K-12.

- *Substances in Lieu of Controlled Substances:* Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Ed.Code 48900(d)) Notification to police required for students in grades K-12.

- *Robbery or Extortion:* Committed or attempted to commit robbery or extortion. (Ed.Code 48900(e)) Notification to police required for students in grades K-12.

- *Damage to Property:* Caused or attempted to cause damage to school property or private property. (Ed. Code 48900(f)) Notification to police required for students in grades K-12.

- *Theft of Property:* Stole or attempted to steal school property or private property. (Ed. Code 48900(g)) Notification to police required for students in grades 4-12.

- *Tobacco:* Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (Ed.Code 48900(h))

- *Obscenity/Profanity:* Committed an obscene act or engaged in habitual profanity or vulgarity. (Ed.Code 48900(i))

- *Drug Paraphernalia:* Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Ed.Code 48900(j)) Notification to police required for students in grades K-12.

- *Disruption/Defiance:* Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties. (Ed.Code 48900(k)) Notification to police required for students in grades K-12.

- *Received Stolen Property:* Knowingly received stolen school property or private property. (Ed.Code 48900(l)) Notification to police required for students in grades 4-12.

- *Imitation Firearm:* Possessed an imitation firearm. (Ed. Code 48900(m)) Notification to police required for students in grades 4-12. (The definition of "Imitation Firearm" is a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm. (Ed.Code 48900(m)).

- *Sexual Assault/Sexual Battery:* Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (Ed.Code 48900(n)) Notification to police required for students in grades 4-12. (The definition of sexual assault includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289.) The definition of sexual battery is the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code 243.4)).

- *Harassment of Witness:* Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Ed.Code 48900(o))

- *Sexual Harassment:* Committed sexual harassment. (Ed.Code 48900.2) (The definition of sexual harassment is an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact on one's academic performance or to create an intimidating, hostile or offensive educational environment. Notification to police required for students in grades 4-12. The limitations are that the sexual harassment must be unwelcomed by the recipient in order to constitute a violation of Education Code 48900.2, and only students in grades 4-12 are subject to suspension for sexual harassment.

- *Hate Violence:* Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Ed.Code 48900.3) Notification to police required for students in grades K-12. (The definition of hate violence is the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual's "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.")

- *Intentional Harassment:* Created a hostile educational environment (Ed.Code 48900.4) (The definition of intentional harassment is the engaging in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, and invading the rights of the students or group of students by creating an intimidating or hostile educational environment).

- *Terrorist Threats Against School Officials and/or Property:* Committed a terrorist threat against school officials, school property or both (Ed.Code 48900.7) (The definition of a terrorist threat includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in: death; great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000.00), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for: his or her own safety, his or her immediate family's safety, the protection of school property, and/or the personal property of the person threatened or of his or her immediate family.

- *Electronic Signaling Device:* Possessed electronic signaling device, including cell phones and pagers while on school grounds while attending school sponsored activities or while under the supervision and control of school employees (Ed. Code 48901.5)

- *Hazing:* Engaged in hazing activities or any act that causes or is likely to cause personal humiliation or disgrace (Ed.Code 32050-32052)

- *Vandalism/Malicious Mischief:* Defaced, damaged or destroyed any school property including, books, supplies of all kinds, equipment, buildings and grounds. Note: Parents can be held financially liable for damages up to $10,000 and shall also be liable for the amount of any reward not exceeding $10,000 pursuant to Section 53069.5 of the Government Code (Ed.Code 48904).

The following are the procedures in cases where suspension may result:

Step One: The school site administrator or teacher investigates the incident and determines whether or not it merits suspension. *Searches:* In order to investigate an incident, or where there is reasonable suspicion, a student's attire, personal property, vehicle or school property, including books, desks, and school lockers, may be searched by a principal/principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances that may be injurious to the student or others. *Illegally possessed items shall be confiscated and turned over to the police.*

Step Two: The school site administrator determines the appropriate length of the suspension (up to five school days). *Note:* A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.

Step Three: Unless a student poses a danger to the life, safety, or health of students or school personnel, a suspension will be preceded by an informal conference between the principal and student, in which the student shall be informed of the reason for the suspension, the evidence against him, and be given the opportunity to present his or her defense. At the time of suspension, a school employee will make a reasonable effort to contact the student's parents in person or by telephone. In the event that a teacher suspends a student, the teacher shall ask the parent to attend a parent-teacher conference regarding the suspension as soon as possible.

Step Four: School site administrator fills out a Notice of Suspension Form. The parent will be given written notice of the suspension using this form. A copy of this form is also sent to the Aspire home office and placed in the student's cumulative file at the school site.

Step Five: School site administrator determines whether the offense warrants a police report. State law requires that Aspire report certain offenses to law enforcement authorities (Ed. Code 48902). If so, the police are called as soon as possible. In addition to the offenses listed under "Grounds for Suspension and Expulsion" that require a police report, school personnel are required, by law, to file a report to the police or a legal agency as follows:

- Prior to suspending a student from school for an assault upon any person with a deadly weapon or by force likely to produce great bodily injury. (Ed. Code 48902)
- A non-accidentally inflicted physical injury upon a minor student by another student which requires medical attention beyond the level of school-applied first aid. (Penal Code 11166)
- A non-accidentally inflicted physical injury by any person upon any minor which requires any medical attention. A report must be made to police or a child protection agency. (Penal Code 11166)
- Actual or suspected sexual abuse or physical abuse of any minor child. A report must be made to a child protection agency. (Penal Code 11166)
- An attack or assault on, or the menacing of, any school employee by a student. (Ed. Code 44014)

- A directly communicated threat by a student or any person to inflict unlawful injury upon the person or property of a school employee to keep the employee from fulfilling any official duty or for having fulfilled any official duty.
- Possession of any controlled substance, drug paraphernalia, alcoholic beverages or intoxicants, including glue containing toluene. Possession of such materials is illegal, and upon confiscation, cannot be retained by school personnel. (Ed. Code 48900(c))
- Acts of school misconduct in violation of court imposed conditions on probation. (Ed. Code 48267)
- Truancy of any student under court ordered mandatory attendance.

Step Six: The school site administrator informs teachers of each student who has engaged in, or been suspected to have been engaged in, any misconduct for which the student can be suspended other than for use and possession of tobacco products. The information must be maintained in confidence and transmitted to teachers and supervisory personnel in confidence for a period of three years after receiving such notification or from the time the student returns to the school (Ed. Code 49079).

Step Seven: The school administrator may require the student and his/her parent or guardian to sign a contract that states the conditions that the student is expected to meet while at the school. Copies of the signed contract are kept by the school site, the student and parent or guardian and the Aspire home office.

Appeals Process: A student or the student's parents/guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her school related offenses. Appeals must be made first in writing at the school level, and should be directed to the principal. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days. After appeal at the school level, if further appeal is desired, the appeal should be made to Aspire and should be directed to the Chief Executive Officer or the Chief Executive Officer's designee for resolution with a written response within fifteen (15) school days. After appeal at the Aspire administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive Committee for resolution with a written response within 20 school days. If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

The following are the procedures in cases regarding expulsion:

Definition: Expulsion is the involuntary removal of a student from all schools and programs of Aspire for an extended period of time for acts of specified misconduct. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students. Final action is only taken by vote of the Aspire Board of Directors – Executive Committee.

In the event that a student is recommended for expulsion from Aspire, he or she is entitled to a hearing and, among other things, advance written notice of the rights and responsibilities enumerated in Education Code section 48918. Written notice of these due process rights shall be provided at least 10 days in advance of the date set for the hearing. (Ed. Code 48918)

Expulsion proceedings for a currently identified Special Education student require additional due process procedures. Aspire will follow all due process procedures for Special Education students included in this document and in the Education Code.

The Aspire Executive Committee, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Aspire Executive Committee's determination as to whether the pupil has satisfactorily completed the rehabilitation program. (Ed. Code 48917)

Expellable Offenses include:

Category I – Mandatory Expulsion: Under the mandatory provisions of Education Code 48915(c), a student who has committed one or more of the following acts must be recommended for expulsion and the Aspire Executive Committee must expel the student.

- Possessing, selling or otherwise furnishing a firearm when an APS employee verified firearm possession,
- Brandishing a knife at another person,
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, or
- Committing or attempting to commit a sexual assault or committing sexual battery

Category II – Mandatory Recommendation for Expulsion: Under the Under the mandatory provision of Education Code 48915(a), a student who has committed one of the following acts of misconduct must be recommended for expulsion unless particular circumstances render it inappropriate.

- Causing serious physical injury to another person, except in self-defense;
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the student;
- Unlawful possession of any controlled substance listed in Chapter 2 (Commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis;
- Robbery or extortion;
- Assault or battery upon a school employee.

Category III – Expulsion May Be Recommended: In accordance with Education Code 48915 and by direction of the California Board of Education, a student may be considered for expulsion for committing any act not listed in Category I or II and enumerated in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

Note: The Aspire Executive Committee's decision to expel a student for violations included in Categories II and III must be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about the proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others. (Ed. Code 48915(b) and 48915(e).)

Note: If the Discipline Review Board chooses not to recommend the expulsion of the student, Aspire may, at its discretion, impose a lesser form of disciplinary action which may include assigning the student to another school or program. Such transferred students will not be permitted to re-enroll in their former school of assignment. (Ed. Code 48918(e))

Procedures in Cases Requiring the Extension of Suspension and/or Expulsion:

Step One: School site administrator investigates an incident and determines whether the offense results in a suspension. If so, the administrator follows the procedures to suspend the student outlined above.

Step Two: A meeting is held within five school days of the student's suspension to extend the suspension. The student and his/her parent or guardian are invited to attend this meeting with the Chief Executive Officer ("CEO") of Aspire or the CEO's designee. School site administrators or teachers may also be present. At this meeting the offense and repercussions are discussed. An extension of the suspension may be granted only if the CEO or the CEO's designee has determined that the presence of the student at the school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process. If the student has committed an offense that requires a mandatory expulsion recommendation, this is discussed and understood by all parties.

Step Three: A letter from Aspire is sent to the student and parent or guardian regarding the expulsion hearing. This letter notifies the student and parent or guardian when and where the expulsion hearing will take place and the rights of the student with respect to the hearing as provided under Ed. Code 48918. The expulsion hearing must occur within thirty days of the offense, unless the student and parent or guardian request a postponement.

Step Four: The school site administrator files papers that are available for review by the student and his/her parent or guardian. These papers may include, but are not limited

to, the following: A record of student attendance and grades; a record of previous infractions; a statement of the facts surrounding the case made by a site administrator; a statement of the facts surrounding the case made by a witness.

Step Five: The student and his/her advocate prepare their presentation to the expulsion hearing board and, if necessary, subpoena witnesses. The student's advocate is any person (attorney or non-attorney) of the student's choice who is willing and able to represent the student at the expulsion hearing.

Step Six: An expulsion hearing is held. The hearing will follow the procedures identified in Ed. Code 48918. This hearing cannot be held within less than ten days from when the letter in Step Three is mailed in order to give the student and his/her advocate time to prepare for the hearing unless the student and family/guardian waive their rights to ten days' notice. Instead of conducting the expulsion hearing itself, the Aspire Executive Committee may appoint a Discipline Review Board consisting of three or more certificated persons, none of whom is a member of the Aspire Board of Directors or employed on the staff of the school in which the pupil is enrolled, to hear the case or the Aspire Executive Committee may contract with the county hearing officer to hear the case. A record of the hearing will be made and, if necessary, a translator will be present at the expulsion hearing.

Step Seven: Within three schooldays after the hearing, the county hearing officer or Discipline Review Board shall determine whether to recommend the expulsion of the pupil to the Aspire Executive Committee. If the county hearing officer or Discipline Review Board decides not to recommend expulsion, the expulsion proceedings shall be terminated and the pupil immediately shall be reinstated and permitted to return to a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs. The decision not to recommend expulsion shall be final.

Step Eight: If the county hearing officer or Discipline Review Board recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the Aspire Executive Committee. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing.

Step Nine: The Aspire Executive Committee meets and decides whether or not to approve the county hearing officer or Discipline Review Board's recommendations. If the Aspire Executive Committee accepts the recommendation calling for expulsion, acceptance shall be based either upon a review of the findings of fact and recommendations submitted by the county hearing officer or Discipline Review Board or upon the results of any supplementary hearing conducted pursuant to Ed. Code 48918 that the Aspire Executive Committee may order. The decision of the Aspire Executive Committee to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. An alternative school placement for the student will be arranged if the student is expelled for any length of time.

Step Ten: The county hearing officer, Discipline Review Board, or Aspire Executive Committee may require the student and his/her parent or guardian to sign a contract that states the conditions that the student must meet in order to remain or be re-admitted to the school. Copies of the signed contract are kept by the school site, the student and parent or guardian and the Aspire home office. The student's compliance with the contract is reviewed periodically by a school administrator.

Steps to Appeal: All decisions to expel are final, but may be appealed to the County Board of Education. The appeal process is enumerated in Education Code Section 48919 and a statement of rights is given in writing to parents for students that have been expelled.

Element K: Retirement System

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.
- *California Education Code Section 47605(b)(5)(K)*

All employees of Aspire who qualify for membership in STRS or PERS shall be covered under the appropriate system. Employees will contribute at the rate established by STRS or PERS. The Payroll/Benefits Manager of Aspire will ensure that appropriate arrangements for the coverage have been made. Aspire will make all employer contributions as required. Aspire will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

Element L: Attendance Alternatives

The public school attendance alternatives for pupils...
- *California Education Code Section 47605(b)(5)(L)*

Students who opt not to attend the School may attend other public schools in accordance with existing enrollment and transfer policies of their county of residence. The parent or guardian of each student enrolled in the charter school shall have no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrollment in the School, except to the extent that such a right is extended by the local educational agency.

Element M: Description of Employee Rights

A description of the rights of any employee… and of any rights of return… after employment at a charter school.
- *California Education Code Section 47605(b)(5)(M)*

The rights of any employees to take employment at the School, as well as the right to return, shall include: Any rights upon leaving the employment of a local education agency to work in the School that the local education agency may specify; any rights of return to employment in a local education agency after employment in the School as the local education agency may allow; and, any other rights upon leaving employment to work in the School and any rights to return to a previous employer after working in the School that the State Board of Education determines to be reasonable and not in conflict with any provisions of law that apply to the School or to the employer from which the employee comes to the School or to which the employee returns from the School.

Element N: Dispute Resolution Procedures

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.
- *California Education Code Section 47605(b)(5)(N)*

Aspire agrees to any specific provisions relating to dispute resolution that the State Board of Education determines necessary and appropriate in recognition of the fact that the State Board of Education is not a local educational agency. In further recognition of the fact that the State Board of Education is not a local educational agency, Aspire acknowledges that the State Board of Education may choose to resolve a dispute directly instead of pursuing any given dispute resolution process, provided that if the State Board of Education intends to resolve a dispute directly instead of pursuing any given dispute resolution process, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing any given dispute resolution process. Aspire further recognizes that if the substance of a dispute is a matter that could result in the taking of appropriate action, including but not limited to, revocation of the charter in accordance with Education Code section 47605.5, the matter will be addressed at the State Board of Education's discretion in accordance with that provision of law and any regulations pertaining thereto. Finally, Aspire represents that it is committed to working with the State Board of Education in a spirit of cooperation, and Aspire will agree to have matters unable to be resolved may be referred to a mutually agreed upon legally licensed mediator at standard cost and that any costs and fees other than attorney's fees associated with the mediation shall be shared equally by the parties.

Element O: Exclusive Public School Employer Declaration

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code).
- *California Education Code Section 47605(b)(5)(O)*

For the purposes of the Educational Employment Relations Act, Aspire is deemed the exclusive public school employer of the employees of the School.

Element P: Process for Charter School Closure

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.
- *California Education Code Section 47604(b)(5)(P)*

In the event that the School closes and does not continue operating under this charter or a different charter, the following procedures, which are adapted from the procedures recommended by the California Department of Education ("CDE"), shall be utilized to ensure a final audit of the School to determine the disposition of all assets and liabilities of the School, including plans for disposing any net assets and for the maintenance and transfer of pupil records.

Documentation of Closure Action

The decision to close the School for any reason will be documented by an official action. The action will identify the reason for the School's closure (i.e. whether the charter was revoked, not renewed or closed voluntarily) and the effective date of the closure.

Notification to the California Department of Education

Notification will be given to the Charter Schools Unit at the CDE. The notification will include the following information:

a. School name, charter number, and CDS code;
b. Date of closure action;
c. Effective date of the closure, if different; and
d. Reason for the closure. (Note: If the charter is revoked pursuant to Education Code Section 47604.5 or revoked or not renewed pursuant to Education Code Section 47607, the notice should clearly state that the charter has been revoked or not renewed, as appropriate. If it is being closed for other reasons, the notice should specify the reason(s) and clarify that the charter school is being closed, but not revoked).

Notification to Parents and Students

Parents and students of the School will be notified as soon as possible when it appears that school closure is imminent. The notification will include information on assistance in transferring the student to another appropriate school and a process for the transfer of all student records.

Parents will also be provided with a certified packet of student information that may include the closure notice, grade reports, discipline records, immunization records, and other appropriate information. For students in grades 9-12 (ultimately), the

information will include specific information on completed courses and credits that meet graduation requirements and college entrance requirements.

Other Notifications

The School will notify other entities responsible for providing education services so that they may assist in facilitating student transfers.

Student and School Records Retention and Transfer

The School will facilitate the timely transfer of student records to the entity to which the student will transfer. The School will assist parents in the transfer of their students to other appropriate schools. In the event that the School is unable to transfer student records for any reason, the School will maintain them in a safe and secure location and will provide authorized employees with access to these records. The School will maintain all school records, including financial and attendance records, for a reasonable period after the School closure.

Financial Close-Out

Aspire will have an independent audit of the School completed within 6 months after the closure of the School. This may coincide with the regular annual audit of Aspire. The purpose of the audit is to determine the net assets or net liabilities of the School. The audit will include an accounting of all School assets, including cash and accounts receivable and an inventory of property, equipment, and supplies. The audit will also include an accounting of all School liabilities, including any accounts receivable, loans, and unpaid staff compensation. It may also include any reductions in apportionments as a result of audit findings or other investigations. The audit will also assess the disposition of any restricted funds received by or due to the School. The cost of the audit will be considered a liability of the School. In addition to this final audit, the School will also submit any required year-end financial reports to the CDE in the form and time frame required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

Dissolution of Assets

Upon completion of the final audit, Aspire will develop a plan for the repayment of any liabilities, or the disbursement of any remaining assets of the School. To the extent feasible, any assets of the School will be liquidated to pay off any outstanding liabilities and any remaining restricted assets, such as grant funds and restricted categorical funds, will be returned to their source. This plan will be forwarded to the CDE as soon as possible. If Aspire is not operating and does not plan to continue operating this School or any other schools, the corporation will be dissolved and its net assets will be transferred according to its articles of incorporation and bylaws.

OTHER CHARTER RELATED ISSUES

Term of Charter Petition

Aspire respectfully requests that the State Board of Education approve a term of this charter that shall begin for a five-year period, from July 1, 2006 to June 30, 2011. Aspire may present a petition to renew or materially amend the Charter as specified in the Education Code.

Interpreting the Charter

Aspire offers that all terms of this charter be interpreted as within the intent of the California Education Code and should be interpreted in such a manner. Aspire further offers that the terms of this charter are severable, that in the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, and that Aspire agrees to meet to discuss and resolve any issues relating to invalidated provisions in a timely, good faith fashion.

Revoking the Charter

A charter may be revoked by the authority that granted the charter under this chapter if the authority finds that the charter school did any of the following: (1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter. (2) Failed to meet or pursue any of the pupil outcomes identified in the charter. (3) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement. (4) Violated any provision of law.

Aspire respectfully requests that the State Board of Education agree to act in good faith to notify the School in writing of any violation that may result in the revocation of the Charter and, if the violation does not constitute a severe and imminent threat to the health or safety of the pupils, to provide a reasonable opportunity to cure such a violation.

Facilities

Aspire seeks to obtain and retain facilities via numerous mechanisms, including but not limited to, leases, bond measures, and local facilities. All facilities have the “look and feel” of an Aspire Public School. This includes using school colors and the naming of classrooms after local and national universities. Concerning the sites subject to this petition, the facility for the school in Los Angeles shall be a leased facility from a local church organization with possible expansion and/or relocation at a later date, while the facility for the school on the campus of CSUC/Stanislaus shall be an existing structure currently located on the campus as potentially augmented with portables if necessary.

Administrative Services

Given that Aspire's first charter was granted by the LUSD, and given the long history of working together in a positive and collaborative spirit, Aspire's preferred county office for location of business records and operations is San Joaquin County. Aspire has an experienced administrative staff that handles a variety of "back office" services like payroll, accounting, and purchasing. Aspire will be responsible for all of its own personnel salary and benefit plans, provisions and costs.

Financials

Copies of the financials that are subject to this petition are attached and are incorporated herein by reference.

Potential Civil Liability Effects

To the fullest extent permitted by law, Aspire shall indemnify, defend and hold harmless the State Board of Education, any successor entity thereto, and their respective trustees, officers, directors, members, employees, agents, affiliates, and representatives, past and present, from and against any and all liabilities, losses, penalties, damages and expenses, including costs and attorney's fees, arising out of all claims, liens, demands, suits, liabilities, injuries (personal or bodily), property of every kind, nature and character arising or resulting from or occasioned by or in connection with (i) the possession, occupancy or use of the property by the School, its faculty, students, patrons, employees, guests, or agents (ii) any act or omission to act, whether negligent, willful, wrongful, or otherwise by the School, its faculty, students, patrons, employees, guests or agents (iii) a violation of any laws, statutes, codes, ordinances or regulations by the School, it faculty, students, patrons, employees, guests or agents, and/or (iv) any breach, defaults, violation, or nonperformance by the School or any term, covenant, condition, duty, or obligations agreed to by Aspire. This indemnification, defense and hold harmless obligation shall survive the termination of the charter. The Board shall have the right, at its own expense, to participate in the defense of any suit, without relieving the School of any of its obligations hereunder. The Board retains final approval of any and all settlements or legal strategies or contracts which involve the Board.

Aspire acknowledges that the School is not operating as the agent, under the direction and control, of the Board, and that the Board assumes no liability for any loss or injury resulting from: (1) the acts and omissions of the School, its directors, trustees, agents or employees; (2) the use and occupancy of the building or buildings occupied by the School, or any matter in connection with the condition of such building or buildings; or (3) any debt or contractual obligation incurred by the School.

In order to mitigate both the potential legal and fiscal liabilities of the School, Aspire will have in force at all times prepaid liability insurance with the California Charter School Association Insurance JPA. The State Board of Education will be named as an "additional insured."

The School acknowledges that it is without authority to, and will not, extend the faith and credit of the Board.

Description of Distinction between Centralized and Individual School Level Responsibilities

As the organization grows and evolves, Aspire will shift towards a matrix organization with both regional and functional dimensions to balance the need for both consistency and local control. Under the new structure, the Home Office will set strategy and design core systems and processes, as well as provide some services that are best managed centrally. In this matrix organization, the Home Office will have primary responsibility for daily management, guidance, staff development and performance management, while local school sites will implement on local levels.

This matrix organization will enable the organization to capitalize on the expertise that individuals have already developed, and pass on institutional knowledge in a more methodical way. It will also provide the opportunity to work through the natural challenges of dual reporting relationships. Pragmatically, it is also necessary because individual geographic regions will take time to build to full scale, and having the Home Office share personnel will be more cost-effective.

Simultaneously, as Aspire develops over time and centralizes “back office” processes, autonomy and power is disbursed to local levels so as to concentrate on local needs at the local levels. Each individual Aspire school is responsible for setting and maintaining its own budget. Each individual Aspire principal is concerned with day-to-day hiring and staffing. Reflecting the values of charter legislation at the State level, each individual Aspire school is granted this power and autonomy in exchange for accountability and results, which to date have been positive.

Description of Local Community Input

Aspire Public Schools currently operates schools in both of the proposed areas of Los Angeles (Huntington Park) and Stockton. In each community there either have been community and staff meetings or community/staff meetings already held. The purposes of the meetings are to accept suggestions and information regarding the proposed school, academic program and role of parents and community members in the educational program. This also includes the areas of mentoring for students and potential “wrap-around” programs that include before/after school and summer opportunities.

The chart below reflects the schedule of meetings and the approximate attendance for meetings previously held. It is important to note that other planning meetings have taken place such as the program design meetings with the President of CSU Stanislaus and Aspire’s CEO. A complete list of previous meetings can be provided:

Community	Meeting Date	Meeting Date	Meeting Date
Stockton	October 28, 2005 10 potential staff members and 8 faculty from CSU Stanislaus	January 2006	March 2006
Los Angeles (Huntington Park)	October 18, 2005 55 families in attendance as well as 6 potential staff members and Mayor Ofelia Hernandez	November 7, 2005 135 families in attendance, Mayor Hernandez, and Councilwomen Elba Romo	February 2006

ASSURANCES

I hereby certify that the information submitted in this petition for a Statewide Benefit Charter School for Aspire Public Schools is true to the best of my knowledge and belief, that this petition does not constitute the conversion of a private school to the status of a public charter school, and that if awarded a charter, each of the sites of the Aspire Statewide Charter School:

1. Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools;
2. Shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act;
3. Shall be nonsectarian in its programs, admissions, policies, employment practices, and all other operations;
4. Shall not charge tuition;
5. Shall admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case, subject to legal priority, each applicant will be given equal chance of admission through a random lottery process;
6. Shall not discriminate against any student on the basis of ethnic background, national origin, gender or disability;
7. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it;
8. Shall meet all requirements for employment set forth in applicable provisions of law, including but not limited to credentials, as necessary;
9. Shall ensure that teachers in the school hold a CCTC certificate, permit, or other document equivalent to that which teachers in other public schools are

required to hold, and flexibility will be given to non-core, non-college preparatory teachers;

10. Shall at all times maintain all necessary and appropriate insurance coverage;
11. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the school;
12. Shall provide an annual report to the SBE reflecting student achievement data, performance benchmarks, and other pertinent data supporting state charter goals;
13. Shall notify the CDE within 60 days of commencement of instruction at each site;
14. Shall notify the school districts and county superintendents where each school is located at least 120 days prior to commencement of instruction; and
15. Shall assure that the instructional services for similar student populations described in this charter will be essentially similar at each school and, thus, that each pupil's educational experience will be reasonably the same with regard to instructional methods, instructional materials, staffing configuration, personnel requirements course offerings, and class schedules.

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DON SHALVEY
CEO, Aspire Public Schools

ASPIRE FINANCIAL PROJECTIONS: CSU-Stanislaus Partnership (Estimated Monthly Cash Flow)

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Funds from Operating Activities													
Net Income	(45,567)	78,259	(4,292)	(4,292)	(4,292)	(4,292)	(6,292)	(4,292)	(6,292)	(4,292)	(4,292)	34,983	25,050
Adjustments													
Depreciation	4,986	4,986	4,986	4,986	4,986	4,986	4,986	4,986	4,986	4,986	4,986	4,986	59,833
(Increase)/Decrease in Current Assets	--	--	--	--	--	--	--	--	--	--	--	--	--
Increase/(Decrease) in Current Liabilities	--	--	--	--	--	--	--	--	--	--	--	--	--
Net Cash from Operating Activities	(40,581)	83,245	694	694	694	(1,306)	694	694	(1,306)	694	694	39,970	84,833
Funds from Investing Activities													
Purchase of Property & equipment	(6,250)	(6,250)	(6,250)	(6,250)	(6,250)	(6,250)	(6,250)	(6,250)	(6,250)	(6,250)	(6,250)	(6,250)	(75,000)
Net Cash from Financing Activities	(6,250)	(6,250)	(6,250)	(6,250)	(6,250)	(6,250)	(6,250)	(6,250)	(6,250)	(6,250)	(6,250)	(6,250)	(75,000)
Funds from Financing Activities	--	--	--	--	--	--	--	--	--	--	--	--	--
	--	--	--	--	--	--	--	--	--	--	--	--	--
Net Change in Cash Balances	(46,831)	76,995	(5,556)	(5,556)	(5,556)	(7,556)	(5,556)	(5,556)	(7,556)	(5,556)	(5,556)	33,720	9,883
Beginning Cash Balance	41,016	(5,815)	71,180	65,624	60,068	54,513	46,957	41,401	35,846	28,290	22,735	17,179	41,016
Other Bond Activity (Draws)	--	--	--	--	--	--	--	--	--	--	--	--	--
Ending Cash Balance	(5,815)	71,180	65,624	60,068	54,513	46,957	41,401	35,846	28,290	22,735	17,179	50,899	50,899

ASPIRE FINANCIAL PROJECTIONS
Statewide Charter
3 YEAR PRO FORMA INCOME STATEMENT

		Year 0 Startup	Year 1	Year 2	Year 3
REVENUES					
State Aid Per Pupil Revenue			858,826	1,036,857	1,229,344
Federal Income			122,760	145,795	175,478
CDE Grant		405,000	-	-	-
Class Size Reduction			227,090	210,444	210,444
Categorical Block Grant			106,974	127,539	149,241
Lottery			48,565	58,548	69,087
Donations			150,000	150,000	100,000
In Lieu of Property tax			858,826	1,036,857	1,229,344
Interfund Transfer In			-	-	-
	TOTAL REVENUES	**405,000**	**2,373,041**	**2,766,040**	**3,162,938**
EXPENSES					
Personnel					
	Certificated	60,000	1,000,300	1,188,250	1,306,992
	Classified	10,000	153,000	207,590	258,818
	Benefits	13,000	304,834	380,181	434,288
	Total Personnel	**83,000**	**1,458,134**	**1,776,021**	**2,000,097**
Books & Supplies					
Books		75,000	22,000	27,819	30,894
Materials/Supplies		27,000	43,664	49,470	55,082
	Tot Books/Supplies	**102,000**	**65,664**	**77,289**	**85,976**
Services & Other Operating Expenses					
Travel and Conference		10,000	11,140	12,829	14,610
Dues & Subscriptions			1,000	1,000	1,000
Insurance			13,728	16,550	19,529
PG&E			24,288	29,281	34,551
Other Utilities			8,096	9,760	11,517
Rent			272,040	319,931	373,953
Rent - Furn/Equip			9,000	9,270	9,548
Repairs & Maint			6,000	6,180	6,365
Educ Consultant			158,400	190,962	225,335
Facilities Contractor			17,600	21,218	25,037
Other Consultants		10,000	4,224	5,092	6,009
Printing/Reprod			15,488	18,672	22,033
Depreciation		-	36,667	44,000	51,333
Internet Connect			5,400	5,562	5,729
Phone, Fax			3,600	3,708	3,819
Postage/Delivery			2,260	2,328	2,398
	Tot Services	**20,000**	**588,931**	**696,343**	**812,767**
Other Expenses					
Corp Admin(7%)			146,483	172,270	201,359
Dist Admin (1%)			18,246	22,013	26,079
Reserve (3%)			62,779	11,052	12,467
	Tot Other Activity	**-**	**227,508**	**205,335**	**239,905**

ASPIRE FINANCIAL PROJECTIONS
Statewide Charter
3 YEAR PRO FORMA INCOME STATEMENT

TOTAL EXPENSES	**205,000**	**2,340,236**	**2,754,988**	**3,138,745**
NET PROFIT (LOSS)	**200,000**	**32,804**	**11,052**	**24,193**

CASH ADJUSTMENT				
Net Profit (Loss)	200,000	32,804	11,052	24,193
Accumulated Depreciation	-	36,667	44,000	51,333
Beginning Cash Balance	-	-	19,471	29,523
Site Improvements (Capitalized)	(75,000)	(20,000)	(15,000)	(15,000)
Computer (Capitalized)	(60,000)	(10,000)	(10,000)	(10,000)
Furniture (Capitalized)	(40,000)	(10,000)	(10,000)	(10,000)
Equipment (Capitalized)	(25,000)	(10,000)	(10,000)	(10,000)
Ending Cash Balance	**-**	**19,471**	**29,523**	**60,049**

ENROLMENT BY GRADE				
	K	60	60	60
	1	60	60	60
	2	60	60	60
	3	60	60	60
	4	56	56	56
	5	56	56	56
	6	-	60	60
	7	-	-	60
	8	-	-	-
	9	-	-	-
	10	-	-	-
	11	-	-	-
	12	-	-	-
	Total	**352**	**412**	**472**
Average Dailey Attendance (95%)		**334**	**391**	**448**
Teachers		**16**	**18**	**20**

ITEM #37

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	☒ Action
Charter School Closure Procedures: Adopt Proposed Title 5 Regulations	☒ Information
	☐ Public Hearing

RECOMMENDATION

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

1. Approve the proposed regulations; or

2. Direct that the proposed regulations be circulated for a 15-day public comment period in accordance with the Administrative Procedures Act, if necessary.

    - If no comments to the revisions are received during the 15-day public comment period, the CDE shall complete the rulemaking package and submit the amended regulations to the Office of Administrative Law for approval; and

    - If any comments to the revisions are received during the 15-day public comment period, the CDE shall place the amended regulations on the SBE's March 2007 agenda for action following consideration of the comments received.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At the November 2006 SBE meeting, the SBE approved commencement of the rulemaking process. The public comment period began on November 17, 2006, and ends at 5:00 p.m. on January 4, 2007. The public hearing is scheduled for 9:00 a.m. on January 4, 2007.

SUMMARY OF KEY ISSUES

Existing law (*Education Code [EC]* Sections 47605 and 47605.6) authorizes the establishment of a charter school upon approval of a charter petition that meets

SUMMARY OF KEY ISSUES (Cont.)

specified requirements of law, which includes the provision of a reasonably comprehensive description of 16 required elements. Among the required elements of a charter petition is a requirement for a reasonably comprehensive description of the procedures to be used if the charter school closes (*EC* Sections 47605(b)(5)(P) and 47605.6(b)(5)(Q)). Other than to require that these procedures ensure a final audit of the school to determine the disposition of school assets and liabilities, and for the maintenance and transfer of pupil records, further guidance is lacking with respect to what should appropriately be included in a "reasonably comprehensive" description of closure procedures.

Recent closures of charter schools with inadequate planning and preparation for possible school closures, and a lack of identified funding to pay for close-out activities have resulted in chaotic conditions for staff and students. These closures have often resulted in the loss of pupil records and transcripts, loss of personnel records, failure to pay teachers and/or make payments to staff retirement programs such as the State Teachers Retirement System and the Public Employees Retirement System, etc. As a result of the experience gained during these closures, CDE is proposing to adopt regulations.

FISCAL ANALYSIS (AS APPROPRIATE)

CDE reviewed the proposed regulations and determined that there are no additional costs associated with them.

ATTACHMENT(S)

Attachment 1: Title 5, California Code of Regulations
Division 1. California Department of Education
Subchapter 19. Charter Schools
Article 1.2. Closure Procedures (3 pages)

An item addendum will be provided that will include a summary of the comments received during the public comment period and the public hearing. If necessary, the item addendum will also include revised regulations based on public comment.

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 11. Special Programs

Subchapter 19. Charter Schools

Article 1.2. Closure Procedures

§ 11962. Definition of procedures for school closure.

As used in Education Code sections 47605(b)(5)(P) and 47605.6(b)(5)(Q), "procedures" means, at a minimum, each of the following:

(a) Designation of a responsible entity to conduct closure-related activities.

(b) Notification of the closure of the charter school to parents (guardians) of pupils, the authorizing entity, the county office of education (unless the county board of education is the authorizing entity), the special education local plan area in which the school participates, the retirement systems in which the school's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education, providing at least the following:

(1) The effective date of the closure;

(2) The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure;

(3) The pupils' school districts of residence; and

(4) The manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

(c) Provision of a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, to the responsible entity designated in subdivision (a).

(d) Transfer and maintenance of all pupil records, all state assessment results, and any special education records to the custody of the responsible entity designated in subdivision (a), except for records and/or assessment results that the charter may require to be transferred to a different entity.

(e) Transfer and maintenance of personnel records in accordance with applicable law.

(f) Completion of an independent final audit within six months after the closure of the school that may function as the annual audit, and that includes at least the following:

(1) An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment, and supplies.

(2) An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.

(3) An assessment of the disposition of any restricted funds received by or due to the charter school.

(g) Disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed, including but not limited to, the following:

(1) The return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports.

(2) The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

(h) Completion and filing of any annual reports required pursuant to Education Code section 47604.33.

(i) Identification of funding for the activities identified in subdivisions (a) through (h), which may be (or may be included within) any reserve the school normally maintains for contingencies and emergencies.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 47607, Education Code.

§ 11962.1. Definitions Related to the Duties of a Chartering Authority.

(a) “Notification” as used in Education Code section 47604.32(e) means the transmission to the California Department of Education of at least the following:

(1) A description of the circumstances of the closure;

(2) The effective date of the closure; and

(3) The location of pupil records and personnel records.

(b) "Personnel records" as used in subdivision (a) means any records the charter school has relevant to its employees, including, but not limited to, records related to performance and grievance as specified in Labor Code section 1198.5.

(c) "Pupil records" as used in subdivision (a) has the same meaning as per Education Code section 49061(b).

(d) "Timely" as used in Education Code section 47604.32(d) means receipt of the evidence transmitted pursuant to subdivision (a) within ten calendar days of the official action taken by the chartering authority.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 47604.32 and 47607, Education Code.

9-27-06 [California Department of Education]

ITEM #38

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	☒ Action
Petition by Green Dot Public Schools to establish a Statewide Benefit Charter School under the oversight of the State Board of Education: Make Finding and Approve	☒ Information
	☒ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) take the following actions regarding the petition by Green Dot Public Schools (Green Dot) to establish a statewide benefit charter:

1. Pursuant to *Education Code (EC)* Section 47605.8(b), make a finding that the proposed charter school will provide instructional services of statewide benefit that cannot be provided by a charter school operating in only one school district, or only in one county.

2. Approve the Green Dot petition to establish a statewide benefit charter for a five-year period from July 1, 2008, to June 30, 2013, subject to both of the following:

   - Green Dot complies with the conditions for the opening and operation of school sites as set forth in Attachment 1, which ensure that these school sites will be located in areas critically in need of academic improvement. The conditions are the same as those applied by the SBE to the first approved statewide benefit charter petition (High Tech High).

   - The Green Dot petition is modified to incorporate the additions and changes proposed by the CDE and the Advisory Commission on Charter Schools (ACCS).

3. Assign the Green Dot petition charter number ___. [The charter number will be identified at the SBE meeting consistent with the SBE's actions on other items involving charter numbering.]

4. Direct that, if the first two schools authorized under the petition (to be located in the Los Angeles Unified School District and the Inglewood Unified School District) do not open on or before September 30, 2008, approval of the Green Dot statewide benefit charter is terminated on October 1, 2008.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION (cont)

Assembly Bill (AB) 1994 (Chapter 1058, Statutes of 2002) added *EC* Section 47605.8 providing for the creation of statewide benefit charter schools to operate at multiple sites throughout the state. Statewide benefit charter petitions are submitted directly to the SBE, in contrast to individual charter petitions that come to the SBE on appeal from time to time because the petitions have been denied (for initial approval or renewal) at the local level.

In November 2004, the SBE adopted the Title 5 regulations called for in AB 1994 to implement *EC* Section 47605.8, and the regulations took effect (following approval by the Office of Administrative Law) in June 2005.

In January 2006, the SBE approved a statewide benefit charter petition submitted by High Tech High. The first two schools operated under that petition are scheduled to open on or before September 30, 2007.

In July 2006, the SBE held a public hearing on the Green Dot Public Schools petition to establish a statewide benefit charter as required by regulation. By consensus, the SBE members requested that further consideration of the petition be placed on the agenda of a future meeting, and the petitioner agreed. A second public hearing is not required.

SUMMARY OF KEY ISSUES

Green Dot is the nonprofit public benefit corporation established to develop and operate charter schools. Green Dot currently operates ten high schools most of which are chartered by local educational agencies. Five of the high schools have been in operation since at least fall 2004, and the other five opened in fall 2006. All ten high schools are located in Los Angeles County, eight being chartered by the Los Angeles Unified School District, one by the Lennox Elementary School District, and one (Ánimo Inglewood Charter High School) by the SBE.

Green Dot submitted its final statewide benefit petition in early May 2006, reflecting some of the suggestions made by CDE staff in response to an initial draft submitted in late February 2006. The petition was reviewed by the Advisory Commission on Charter Schools (ACCS) on May 22, 2006. The CDE staff review of the petition found it reasonably comprehensive, though concerns were raised on several matters. The staff review is included as Attachment 2.

The ACCS considered the Green Dot petition and the record that the existing Green Dot schools had compiled to that time. By a vote of 6-1, the ACCS recommended that the SBE take the following actions:

- Make the statutorily required finding that the petition presents a statewide benefit that cannot be provided by a charter school operating in only one school district, or only in one county.

SUMMARY OF KEY ISSUES (cont)

- Approve the Green Dot statewide benefit petition, subject to certain conditions with respect to opening and operation as presented in Attachment 1.

- Direct that the charter be modified to incorporate the changes to the petition proposed by CDE staff and expanded and refined during the discussion before the ACCS. The Green Dot petitioners have agreed to modify the petition accordingly.

The following table provides key enrollment and academic achievement data for the five Green Dot high schools that were operating in 2005-06.

School Name (Year Opened)	2005 API Rankings	2006 API Increase	2006 Growth API	2006 Adequate Yearly Progress (AYP)	2005-06 Enrollment*	% African American*	% Hispanic/Latino*	% Other Ethnicities	% Socioeconomically Disadvantaged**	% English Learners**	%Special Education**
Ánimo Leadership (2000)	3/7	+24	662	Yes	511	<1%	100%	0	93%	79%	4%
Ánimo Inglewood (2002)	5/10	+53	739	Yes	523	35%	61%	4%	75%	15%	3%
Ánimo Oscar De La Hoya (2003)	6/10	+11	708	Yes	411	0	100%	0	98%	89%	8%
Ánimo Venice (2004)	5/10	+9	700	No	280	15%	77%	8%	87%	39%	14%
Ánimo South Los Angeles (2004)	3/9	+66	711	No	268	57%	43%	0	82%	23%	4%

* October 2005 California Basic Educational Data System (CBEDS)
** Based on spring 2006 participation in the Statewide Testing and Reporting (STAR) Program

The petition identifies the statewide benefit as Green Dot's unique combination of five factors that will enable the organization "to be a change agent for California." These factors are:

- **Dramatic improvement in the academic achievement of students.**

- **Narrowing the academic achievement gap among students from historically underserved populations.**

- **Model union contracts that empower teachers to be strong advocates for children.**

- **A funding model that is sustainable (after start-up) based exclusively upon revenues earned from average daily attendance.**

SUMMARY OF KEY ISSUES (cont)

- **Engagement of the community, including parents, teachers, students, school district officials, and other community leaders in a process to transform the existing public school systems.**

In addition, a member of the ACCS also identified a statewide benefit in the "catalyst for change" that the proposal embodies, which is targeted at geographic areas where improvement in student academic achievement is greatly needed. Another ACCS member identified Green Dot's proposed "governance model, low overhead, site and organization-wide accountability" as statewide benefits.
The ACCS member who voted against the recommendation expressed the view that the SBE-adopted regulations pertaining to statewide benefit charters should be narrowly construed, and that the Green Dot petition clearly did not satisfy all of the regulatory tests.

Please note that, because of the passage of time between the ACCS consideration of Green Dot's statewide benefit petition and the SBE's consideration, as well as changes in Green Dot's expansion planning process, the organization has incorporated two amendments in the statewide benefit petition:

- The opening of the first two school sites has been postponed to 2008 (i.e., between July 1 and September 30, 2008), and the effective dates of the statewide benefit charter have been correspondingly amended.

- One of the first two school sites is now to be opened in the Inglewood Unified School District instead of the Delano Joint Union High School District. The other continues to be opened in the Los Angeles Unified School District. Even though both of the first two school sites are now to be located in Los Angeles County, they would be in different school districts, and the proposed statewide benefit charter thus continues to be in compliance with the regulation regarding location of the initial sites.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of a statewide benefit charter per se has little (if any) effect on the total amount of state local assistance funding to public schools. To the extent students attend schools operated under the proposed statewide benefit charter, the funding to support those schools is merely redirected from other public schools. State costs overall are essentially the same.

There are currently two full-time equivalent CDE staff positions assigned to oversee the SBE-approved charter schools, including the one statewide benefit charter school, and the eight all-charter districts (which are jointly approved by the SBE and the State Superintendent of Public Instruction), as well as to provide some essential business functions that support these schools and districts. The addition of another statewide

FISCAL ANALYSIS (AS APPROPRIATE) (cont)

benefit charter school would increase workload, but the CDE would be entitled to recover the actual costs of oversight up to one percent of the general purpose and categorical block grant revenues generated by the school.

ATTACHMENT(S)

Attachment 1: Green Dot Public Schools Statewide Benefit Charter: Proposed Conditions Prior to Opening and Operation (5 pages)

Attachment 2: Green Dot Public Schools: Statewide Benefit Charter School Petition Review Form 2005-06 (30 pages)

Attachment 3: Green Dot Public Schools Statewide Benefit Charter School Petition (63 pages)

Attachment 4: Five-Year Financial Model for Green Dot Public Schools Statewide Benefit Charter (18 Pages)

Attachment 5: Year 1 Cash Flow Statement: Green Dot Public Schools Statewide Benefit Charter (6 pages)

Attachment 6: Year 2 Cash Flow Statement: Green Dot Public Schools Statewide Benefit Charter (6 pages)

Attachment 7: Year 3 Cash Flow Statement: Green Dot Public Schools Statewide Benefit Charter (6 pages)

Green Dot Public Schools Statewide Benefit Charter:
Proposed Conditions Prior to Opening and Operation

California Department of Education (CDE) staff and the Advisory Commission on Charter Schools (ACCS) recommend approval of Green Dot Public Schools (Green Dot) statewide benefit charter petition with the following conditions prior to the opening and operation of school sites. These conditions are to be incorporated in a memorandum of understanding (MOU) between Green Dot and the CDE. Specifically, the proposed conditions are:

1. The CDE be provided information by the statewide benefit charter school sufficient to update the SBE periodically (and prior to the opening of any schools under the charter) on the organization's progress in implementing the charter and the MOU. It is the intent of the CDE, unless circumstances otherwise dictate, to include this information in the standing item for updates on SBE-chartered schools.

2. As a condition for the opening of additional school sites, each of the first two school sites opened under the statewide benefit petition shall demonstrate student academic achievement on the Academic Performance Index (API) of either:

   - A statewide API ranking of 7 or better and a similar schools ranking of 6 or better; or

   - A statewide API ranking of 6 or better and a similar schools ranking of 7 or better.

3. The statewide benefit charter school shall present a specific plan for the opening of the first two school sites in the districts specified in the petition. The plan shall be considered part of the statewide benefit charter, and any material revision of it shall require the SBE's approval. The plan shall have the following elements:

   - The first two sites shall be located in areas of the districts where neighboring public schools serving the same grade levels are in Program Improvement.

   - After the first two sites have operated for two years, and provided the first two sites achieve at least the API rankings specified above, no more than two sites may be opened each year. Each additional site shall be located in areas where neighboring public schools serving the same grade levels are in Program Improvement and shall be opened only with prior approval of the CDE, which shall notify the SBE of the location of the additional site(s). In addition, each existing school site operated under the statewide benefit petition must meet or exceed its API growth targets both schoolwide and for all subgroups and maintain:

**Green Dot Public Schools Statewide Benefit Charter:
Proposed Conditions Prior to Opening and Operation**

- A statewide API ranking of 7 or better and a similar schools ranking of 6 or better; or
- A statewide API ranking of 6 or better and a similar schools ranking of 7 or better.

- Each site shall initially open between July 1 and September 30.
- The specific location of each site (within the districts indicated in the charter) shall be identified to the CDE in the January immediately preceding its opening.

4. Through legal review, the CDE and SBE staff shall ensure that the first two school sites to be opened under the statewide benefit charter are not currently authorized by a school district or county office of education.

5. All CDE final findings and recommendations must be addressed in the specified time lines and to the satisfaction of the CDE and SBE before the statewide benefit charter school is authorized by the CDE to open any individual school site under the charter.

6. Prior to the opening of any school sites, a memorandum of understanding (MOU) shall be developed between the statewide benefit charter school and the CDE that covers essential elements of the school sites' operation that are pertinent to effective state oversight and that are not incorporated in the charter itself.

7. In the annual report the statewide benefit charter school submits to the SBE, the statewide benefit charter school will provide detailed information regarding student achievement at each school site, with particular emphasis on core subjects, as may be specified by the CDE and SBE staff.

8. The SBE may assign an SBE member or designee to the statewide benefit charter school's governing board.

9. The MOU between the statewide benefit charter school and the CDE shall address at a minimum:

   - Insurance Coverage. Not later than [DATE TO BE DETERMINED (TBD)] (or such earlier time as statewide benefit charter school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings.

Green Dot Public Schools Statewide Benefit Charter:
Proposed Conditions Prior to Opening and Operation

- Oversight Agreement. Not later than TBD, either (a) accept an agreement with the SBE, administered through the CDE, to be the direct oversight entity for the statewide benefit charter school, specifying the scope of oversight and reporting activities, including, but not limited to, adequacy and safety of facilities; or (b) enter into an appropriate agreement between the statewide benefit charter school, the SBE (as represented by the Executive Director of the SBE), and an oversight entity, pursuant to *Education Code* (*EC*) Section 47605(k)(1), regarding the scope of oversight and reporting activities, including, but not limited to, adequacy and safety of facilities.

- SELPA Membership. Not later than TBD, submit written verification of having applied to a special education local plan area (SELPA) for membership as a local educational agency and, not later than TBD, submit either written verification that the statewide benefit charter school is (or will be at the time students are being served) participating in the SELPA, or an agreement between a SELPA, a school district that is a member of the SELPA, and the school that describes the roles and responsibilities of each party and that explicitly states that the SELPA and the district consider the school's students to be students of the school district in which the school is physically located for purposes of special education programs and services (which is the equivalent of participation in the SELPA). Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of CDE staff based on a review of either the school's written plan for membership in the SELPA, including any proposed contracts with service providers or the agreement between a SELPA, a school district, and the school, including any proposed contracts with service providers.

- Educational Program. Not later than TBD, submit a description of the curriculum development process the statewide benefit charter school will use and the scope and sequence for the grades envisioned by the school; and, not later than TBD, submit the complete educational program for students to be served in the first year including, but not limited to, a description of the curriculum and identification of the basic instructional materials to be used, plans for professional development of instructional personnel to deliver the curriculum and use the instructional materials, identification of specific assessments that will be used in addition to the results of the Standardized Testing and Reporting (STAR) program in evaluating student progress. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of CDE staff.

- Student Attendance Accounting. Not later than TBD, submit for approval the specific means to be used for student attendance accounting and reporting

**Green Dot Public Schools Statewide Benefit Charter:
Proposed Conditions Prior to Opening and Operation**

that will be satisfactory to support state average daily attendance claims and satisfy any audits related to attendance that may be conducted. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Fiscal Services Division.

- Facilities Agreements. Not later than TBD, present written agreements (e.g., a lease or similar document) indicating the statewide benefit charter school's right to use the principal school sites and any ancillary facilities identified by the petitioners for at least the first year of each school's operation and evidence that the facilities will be adequate for the school's needs. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Facilities Planning Division.

- Zoning and Occupancy. Not less than 30 days prior to the school's opening, present evidence that each school site facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities. For good cause, the Executive Director of the SBE may reduce this requirement to fewer than 30 days, but may not reduce the requirement to fewer than 10 days. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Facilities Planning Division.

- Final Charter. Not later than TBD, present a final statewide benefit charter that includes all provisions and/or modifications of provisions address all concerns identified by CDE staff, and that includes a specification that the statewide benefit charter school will not operate satellite schools, campuses, sites, resource centers or meeting spaces not identified in the charter without the prior written approval of the Executive Director of the SBE based primarily on the advice of the Charter Schools Division staff.

- Legal Issues. In the final statewide benefit charter, resolve any legal issues that may be identified by the SBE's Chief Counsel or the CDE's General Counsel.

- Processing of Employment Contributions. Prior to the employment of any individuals by the statewide benefit charter school, present evidence that the school has made appropriate arrangements for the processing of the employees' retirement contributions to the Public Employees' Retirement System (PERS) and the State Teachers' Retirement System (STRS).

Green Dot Public Schools Statewide Benefit Charter:
Proposed Conditions Prior to Opening and Operation

- Operational Date. If any deadline specified in these conditions is not met, approval of the statewide benefit charter is terminated, unless the SBE deletes or extends the deadline not met. If the school is not in operation within one year of the charter petition's approval by the SBE, approval of the charter is terminated.

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STATEWIDE BENEFIT CHARTER SCHOOL PETITION REVIEW FORM 2005-06

Petitioner
Green Dot Public Schools

This form is specialized tool to evaluate a statewide benefit charter school petition. It is designed to ensure that the charter petition meets the requirements of statute and regulation.	Evaluator Greg Geeting

OVERALL CALIFORNIA DEPARTMENT OF EDUCATION (CDE) EVALUATION

Four of Green Dot's high schools have strong track records of 9 or 10 on the 2005 API similar schools rankings, although one has a similar schools rank of 7. In addition, statewide API rankings are generally higher than surrounding high schools. Overall, Green Dot's petition appears to be a good candidate for approval as a statewide benefit charter.

Some modifications of the charter language would help strengthen the tie to standards-based instruction. Also, some modifications are needed to address technical and legal concerns. Finally, a firm agreement needs to be made with respect to the degree of flexibility Green Dot would have to "adjust" proposed locations, sequencing, and timelines without returning for a material revision of the charter.

CDE staff recommend approval of Green Dot's statewide benefit charter petition with the changes discussed herein and with a similar set of "conditions prior to opening and operation" that were attached to the SBE's approval of the High Tech High statewide benefit charter, to be encompassed in a memorandum of understanding (MOU) between Green Dot and the CDE. Specifically:

- The CDE be provided information by Green Dot sufficient to update the SBE periodically (and prior to the opening of any school sites under the charter) on the organization's progress in implementing the charter and the MOU. It is the intent of the CDE, unless circumstances otherwise dictate, to include this information in the standing item for updates on SBE-chartered schools.

- As a condition for the opening of additional school sites, each of the first two sites opened under the statewide benefit petition shall demonstrate student academic achievement on the Academic Performance Index (API) of either:
    - A statewide API ranking of 7 or better and a similar schools ranking of 6 or better; or
    - A statewide API ranking of 6 or better and a similar schools ranking of 7 or better.

- Green Dot shall present a specific plan for the opening of the first two school sites in the Delano Joint Union High School District (amended to be the Inglewood Unified School District) and the Los Angeles Unified School District, respectively. The plan shall be considered part of the statewide benefit charter, and any material revision of it shall require the SBE's approval. The plan shall have the following elements:

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Petitioner
Green Dot Public Schools

OVERALL CALIFORNIA DEPARTMENT OF EDUCATION (CDE) EVALUATION

- The first two sites shall be located in areas where neighboring public schools serving the same grade levels are in Program Improvement.
    - After the first two sites have operated for two years, and provided the first two sites achieve at least the API rankings specified above, no more than two sites may be opened each year. Each additional site shall be located in areas where neighboring public schools serving the same grade levels are in Program Improvement and shall be opened only with prior approval of the CDE, which shall notify the SBE of the location of the additional site(s). In addition, each existing Green Dot statewide benefit school must meet or exceed its API growth targets both schoolwide and for all subgroups and maintain:
        - A statewide API ranking of 7 or better and a similar schools ranking of 6 or better; or
        - A statewide API ranking of 6 or better and a similar schools ranking of 7 or better.
- Each site shall initially open between July 1 and September 30.
- The specific location of each site shall be identified to the CDE in the January immediately preceding its opening.

- Through legal review, the CDE and SBE staff shall ensure that the first two school sites to be opened under Green Dot's statewide benefit charter are not currently authorized by a school district or county office of education.
- All CDE final findings and recommendations must be addressed in the specified time lines and to the satisfaction of the CDE and SBE before Green Dot is authorized by the CDE to open any individual school under the statewide benefit charter.
- Prior to the opening of any schools, a memorandum of understanding (MOU) shall be developed between Green Dot and the CDE that covers essential elements of the schools' operation that are pertinent to effective state oversight and that are not incorporated in the charter itself.
- In the annual report Green Dot submits to the SBE on the statewide benefit charter, Green Dot will provide detailed information regarding student achievement at each school site, with particular emphasis on core subjects, as may be specified by the CDE and SBE staff.
- The SBE may assign a SBE member or designee to the Green Dot governing board.

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OVERALL CALIFORNIA DEPARTMENT OF EDUCATION (CDE) EVALUATION

- The MOU between Green Dot and the CDE shall address at a minimum:
    - Insurance Coverage. Not later than [DATE TO BE DETERMINED (TBD)] (or such earlier time as school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings.
    - Oversight Agreement. Not later than TBD, either (a) accept an agreement with the SBE, administered through the CDE, to be the direct oversight entity for the school, specifying the scope of oversight and reporting activities, including, but not limited to, adequacy and safety of facilities; or (b) enter into an appropriate agreement between the charter school, the SBE (as represented by the Executive Director of the SBE), and an oversight entity, pursuant to *Education Code* (*EC*) Section 47605(k)(1), regarding the scope of oversight and reporting activities, including, but not limited to, adequacy and safety of facilities.
    - SELPA Membership. Not later than TBD, submit written verification of having applied to a special education local plan area (SELPA) for membership as a local educational agency and, not later than TBD, submit either written verification that the school is (or will be at the time students are being served) participating in the SELPA, or an agreement between a SELPA, a school district that is a member of the SELPA, and the school that describes the roles and responsibilities of each party and that explicitly states that the SELPA and the district consider the school's students to be students of the school district in which the school is physically located for purposes of special education programs and services (which is the equivalent of participation in the SELPA). Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of CDE staff based on a review of either the school's written plan for membership in the SELPA, including any proposed contracts with service providers or the agreement between a SELPA, a school district, and the school, including any proposed contracts with service providers.
    - Educational Program. Not later than TBD, submit a description of the curriculum development process the school will use and the scope and sequence for the grades envisioned by the school; and, not later than TBD, submit the complete educational program for students to be served in the first year including, but not limited to, a description of the curriculum and identification of the basic instructional materials to be used, plans for professional development of instructional personnel to deliver the curriculum and use the instructional materials, identification of specific assessments that will be used in addition to the results of the Standardized Testing and Reporting (STAR) program in evaluating student progress. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of CDE staff.
    - Student Attendance Accounting. Not later than TBD, submit for approval the specific means to be used for student attendance

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accounting and reporting that will be satisfactory to support state average daily attendance claims and satisfy any audits related to attendance that may be conducted. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Fiscal Services Division.

- Facilities Agreements. Not later than TBD, present written agreements (e.g., a lease or similar document) indicating the school's right to use the principal school sites and any ancillary facilities identified by the petitioners for at least the first year of each school's operation and evidence that the facilities will be adequate for the school's needs. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Facilities Planning Division.
- Zoning and Occupancy. Not less than 30 days prior to the school's opening, present evidence that each school's facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities. For good cause, the Executive Director of the SBE may reduce this requirement to fewer than 30 days, but may not reduce the requirement to fewer than 10 days. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Facilities Planning Division.
- Final Charter. Not later than TBD, present a final charter that includes all provisions and/or modifications of provisions that reflect appropriately the SBE as the chartering authority and otherwise address all concerns identified by CDE staff, and that includes a specification that the school will not operate satellite schools, campuses, sites, resource centers or meeting spaces not identified in the charter without the prior written approval of the Executive Director of the SBE based primarily on the advice of the Charter Schools Division staff.
- Legal Issues. In the final charter, resolve any legal issues that may be identified by the SBE's Chief Counsel or the CDE's General Counsel.
- Processing of Employment Contributions. Prior to the employment of any individuals by the school, present evidence that the school has made appropriate arrangements for the processing of the employees' retirement contributions to the Public Employees' Retirement System (PERS) and the State Teachers' Retirement System (STRS).
- Operational Date. If any deadline specified in these conditions is not met, approval of the charter is terminated, unless the SBE deletes or extends the deadline not met. If the school is not in operation within one year of the charter petition's approval by the SBE, approval of the charter is terminated.

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Petitioner
Green Dot Public Schools

SPECIFIC CRITERIA RELATED TO STATEWIDE BENEFIT CHARTER PETITIONS

COMPLIANCE WITH ALL STATUTORY REQUIREMENTS	***EC* Section 47605.8** ***CCR, Title 5,* Section 11967.6(a)(1)**
Evaluation Criteria A petition to establish a statewide benefit charter school…shall…comply with all statutory requirements otherwise applicable to charter schools, except those relating to geographic and site limitations.	
Does the petition comply with all statutory requirements?	**Generally**
Comments: Some specific provisions may need additional documentation to ensure compliance.	

INDEPENDENT STUDY	***EC* Section 47605.8** ***CCR, Title 5,* Section 11967.6(a)(2)**
Evaluation Criteria A petition to establish a statewide benefit charter school…shall…comply with all requirements of law relative to the provision of independent study (if applicable). A charter that does not expressly provide for independent study shall not be interpreted as allowing independent study beyond that which is incidental and required to address the temporary needs of particular students.	
Does the petition comply with independent study requirements?	**N/A**
Comments: Green Dot does not propose to use independent study which is more than incidental and required to address the temporary needs of particular students.	

ANNUAL AUDIT	***EC* Section 47605.8** ***CCR, Title 5,* Section 11967.6(a)(3)**
Evaluation Criteria A petition to establish a statewide benefit charter school…shall…describe how an annual independent audit…will be conducted in keeping with applicable statute and regulation and indicate how the individual school sites will be appropriately included in the audit process.	

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Petitioner
Green Dot Public Schools

ANNUAL AUDIT	***EC* Section 47605.8** ***CCR, Title 5,* Section 11967.6(a)(3)**
Does the petition satisfy this requirement?	**Yes. Technical changes needed.**
Comments: The petition provides for the annual audit and indicates that each site will be separately audited (see pp. 48-49). Several minor, technical amendments are needed in this section.	

INITIAL COMMENCEMENT OF INSTRUCTION	***EC* Section 47605.8** ***CCR, Title 5,* Section 11967.6(a)(4)**
Evaluation Criteria A petition to establish a statewide benefit charter school…shall…incorporate a plan for initial commencement of instruction in at least two schools…in at least two different school districts or two different counties.	
Does the petition incorporate the required plan for initial commencement of instruction in at least two schools?	**Yes. Recommend clarification.**
Comments: The petition identifies the first two sites as being in the Delano Joint Union High School District (amended to be the Inglewood Unified School District) and the Los Angeles Unified School District (see p. 53). However, footnotes indicate that Green Dot reserves the right to adjust proposed locations and the sequence and time line of school openings. Recommend clarification that Green Dot make a firm commitment to the initial two sites.	

INSTRUCTIONAL SERVICES OF A STATEWIDE BENEFIT	***EC* Section 47605.8** ***CCR, Title 5,* Section 11967.6(a)(4)** ***CCR, Title 5*, Section 11967.6(b)**
Evaluation Criteria A petition to establish a statewide benefit charter school…shall describe how the instructional services will provide a statewide benefit…that cannot be provided by a charter school operating in only one school district, or only in one county. Existing charter schools previously approved by a	

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INSTRUCTIONAL SERVICES OF A STATEWIDE BENEFIT	***EC* Section 47605.8** ***CCR, Title 5,* Section 11967.6(a)(4)** ***CCR, Title 5*, Section 11967.6(b)**

charter authorizer may not be included in a petition to establish a statewide benefit charter school.

The SBE may not approve a petition for the operation of a statewide benefit charter school unless the SBE finds that the proposed statewide benefit charter school will provide instructional services of statewide benefit that cannot be provided by a charter school operating in only one school district, or only one county. Instructional services of a statewide benefit include, but are not limited to:

(1) Unique factors and circumstances related to the statewide benefit charter school's educational program that can only be accomplished as a statewide benefit charter and not as a single district- or single county-authorized charter, including specific benefits to the following:

(A) The pupils who would attend the statewide benefit charter school.
(B) The communities (including the school districts and the counties) in which the individual schools would be located.
(C) The state, to the extent applicable.
(D) The statewide benefit charter school itself.

(2) Neither an administrative benefit to a charter operator, nor a desire by a charter operator to provide services in more than one district and county, shall be considered sufficient in and of itself to constitute a statewide benefit.

Does the petition present instructional services of a statewide benefit?	**Yes**

Comments:
Green Dot asserts that this statewide benefit charter presents a unique combination of factors that will enable the organization "to be a change agent for California." The combination of factors includes:

- Dramatic improvement in the academic achievement of students.
- Narrowing the academic achievement gap among students from historically underserved populations.
- Model union contracts that empower teachers to be strong advocates for children.
- A funding model that is sustainable (after start-up) based exclusively upon revenues earned from average daily attendance.
- Engagement of the community, including parents, teachers, students, school district officials, and other community leaders in a process to transform the existing public school systems.

Green Dot presents evidence of both success in reaching these objectives and the organizational strength to replicate its success in the context of a statewide benefit charter. While arguably the individual factors presented may not meet the high threshold of uniqueness contemplated in statute and regulation, the combination of the factors does meet that threshold in staff's view.

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SCHOOLS ESSENTIALLY SIMILAR	***EC* Section 47605.8** ***CCR, Title 5,* Section 11967.6(a)(5)**
Evaluation Criteria A petition to establish a statewide benefit charter school…shall…include an assurance that the instructional services for similar student populations described in the charter will be essentially similar at each school and, thus, that each pupil's educational experience will be reasonably the same…	
Does the petition provide assurance that the schools will be essentially similar?	**Implied. Recommend clarification.**
Comments: Assurance is implied that instructional services will be essentially similar at each school and that each pupil's educational experience will be reasonably the same, although several references (e.g., pp. 15 and 44) indicate that individual sites may choose curricular departures. Recommend that an explicit assurance to that effect be included on the assurances page and that modifications to the text make clear that any site-chosen departures from Green Dot's recommended curriculum will nonetheless result in "essentially similar" instructional services.	

SELPA PARTICIPATION	***EC* Section 47605.8** ***CCR, Title 5,* Section 11967.6(a)(6)**
Evaluation Criteria A petition to establish a statewide benefit charter school…shall…describe how the…school will participate as a member of a special education local plan area, and ensure a coordinated structure for the provision of necessary programs and services specific to students with IEPs.	
Does the petition describe SELPA participation and ensure that disabled students are provided programs and services?	**Generally. Recommend clarification.**
Comments: A detailed plan for special education is set forth on pp. 19-23, and the assurances page (pg. 52) indicates that Green Dot will comply with various federal laws governing programs and services for students with disabilities. The text describes participation of the schools operated under the statewide benefit charter in the Southwest SELPA. However, it appears that acceptance of the statewide benefit schools into the Southwest SELPA is still under negotiation. Recommend that the charter be modified appropriately when the matter of participation in the Southwest SELPA is resolved. Recommend that Green Dot submit evidence of participation in a SELPA as a condition of opening. In addition, several recommended changes have been proposed by the Special Education Division and will be included in the charter if the petition is approved by the SBE.	

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DEMONSTRATED SUCCESS OF PETITIONERS	***EC* Section 47605.8** ***CCR, Title 5,* Section 11967.6(a)(7)**
Evaluation Criteria A petition to establish a statewide benefit charter school…shall…demonstrate success in operating charter schools previously approved in California… Data that shall be considered…include, but are not limited to, a statewide or similar schools ranking of 8 or higher on the API…	
Does the petition provide evidence of demonstrated success?	**Yes**
Comments: Green Dot's petition includes evidence (based on the 2004 API) of the organization's success in operating charter schools (see pp. 3-5). Similar school rankings in 2004 for the organization's three schools were 9, 9, and 10, although statewide ranks for these schools were 3, 3, and 7. With regard to the 2005 API, only statewide ranks are available as to the time this analysis is being prepared; similar schools ranks are still in the process of review. Green Dot's five schools have 2005 statewide ranks of 3, 3, 5, 5, and 6. It seems likely that these schools' 2005 similar schools ranks will be at least 8, except for Ánimo Leadership which is likely to be below that level.	

COMMUNITY INPUT	***EC* Section 47605.8** ***CCR, Title 5,* Section 11967.6(a)(8)**
Evaluation Criteria A petition to establish a statewide benefit charter school…shall…describe how local community input for each school included in the plan was solicited (or will be solicited). Satisfaction of this paragraph shall involve the holding of at least one publicly noticed meeting for each school, with a summary of the input received at the meeting(s) being provided.	
Does the petition provide evidence of required community input?	**Yes**
Comments: The petition indicates that community meetings (as envisioned in the statute) will be held in the future, if the petition is approved. Summaries of the community input will be posted on Green Dot's Web site. (See pp. 55-56.)	

REQUIRED SIGNATURES	***EC* Section 47605.8** ***CCR, Title 5,* Section 11967.6(a)(9)**
Evaluation Criteria A petition to establish a statewide benefit charter school…shall…contain sufficient signatures either of parents…or of teachers in keeping with *EC* section 47605(a)(1) for each school proposed in the first year.	

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REQUIRED SIGNATURES	***EC* Section 47605.8** ***CCR, Title 5,* Section 11967.6(a)(9)**
Does the petition include the required signatures?	**No**
Comments: Green Dot representatives have indicated that the required signatures will be provided prior to the petition's approval.	

LOCAL NOTIFICATIONS PRIOR TO OPENING	***EC* Section 47605.8** ***CCR, Title 5,* Section 11967.6(a)(10)**
Evaluation Criteria A petition to establish a statewide benefit charter school…shall…include an assurance that the school district and county office of education where each school will be located will be notified at least 120 days period to commencement of instruction.	
Does the petition include assurance that the required local notifications will be made?	**Yes**
Comments: The site descriptions included in the petition individually include assurance that the required local notifications will be made (see pp. 55-59).	

ADDRESS ALL CHARTER ELEMENTS	***EC* Section 47605.8** ***CCR, Title 5,* Section 11967.6(a)(11)**
Evaluation Criteria A petition to establish a statewide benefit charter school…shall…address all charter elements in *EC* Section 47605 adapted appropriately for application at the statewide level.	
Does the petition meet this requirement?	**Generally**
Comments: Please see below for an element-by-element analysis.	

SBE-REQUIRED CONDITIONS	***EC* Section 47605.8** ***CCR, Title 5,* Section 11967.6(a)(12)**
Evaluation Criteria A petition to establish a statewide benefit charter school…shall…contain or address any provisions or conditions specified by the SBE at the time of charter approval.	

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SBE-REQUIRED CONDITIONS	***EC* Section 47605.8** ***CCR, Title 5,* Section 11967.6(a)(12)**
Does the petition meet this requirement?	**N/A**
Comments: This is a future requirement. Presumably the petitioners are willing to incorporate or address any provisions or conditions specified by the SBE at the time of charter approval.	

OPERATIONS AND STAFFING	***EC* Section 47605.8** ***CCR, Title 5,* Section 11967.6(a)(13)**
Evaluation Criteria A petition to establish a statewide benefit charter school…shall…contain a plan for operations…that describes the distinction between centralized and individual school level responsibilities and includes a staffing plan to implement the activities at the designated level. The plan shall address…academic program; facilities and school operations; legal and programmatic compliance; financial administration; governance; and decision-making authority.	
Does the petition contain the required operational and staffing plans?	**Yes**
Comments: The petition includes a clear plan that differentiates centralized ("home office") responsibilities from school site responsibilities (see pp. 42-46).	

LIST OF SCHOOLS	***EC* Section 47605.8** ***CCR, Title 5,* Section 11967.6(a)(14)**
Evaluation Criteria A petition to establish a statewide benefit charter school…shall…provide a list of each school to be operated…that includes: • A time line for commencement of instruction at each school. • The general location of each school (including the district and county). • A description of the potential facilities. • The approximate number of pupils that can safely be accommodated.	

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LIST OF SCHOOLS	***EC* Section 47605.8** ***CCR, Title 5,* Section 11967.6(a)(14)**
Does the petition provide the required list?	**Yes**
Comments: The list and general descriptive information about the proposed sites are provided (see pp. 53-59). Footnotes reserve to Green Dot the right to "adjust" location, sequence, and timeline. Recommend clarification as to the extent of adjustments that may be made by Green Dot without the changes constituting a material revision of the charter.	

GENERAL REQUIREMENTS FOR SBE-AUTHORIZED CHARTER SCHOOLS, PURSUANT TO *EC* SECTION 47605, ADAPTED FOR STATEWIDE BENEFIT CHARTER PETITIONS

SOUND EDUCATIONAL PRACTICE	***EC* Section 47605(b)** ***CCR, Title 5,* Section 11967.5.1(a)**
Evaluation Criteria For purposes of EC Section 47605(b), a charter petition shall be "consistent with sound educational practice" if, in the SBE's judgment, it is likely to be of educational benefit to pupils who attend. A charter school need not be designed or intended to meet the educational needs of every student who might possibly seek to enroll in order for the charter to be granted by the SBE.	
Is the charter petition "consistent with sound educational practice"?	**Yes**
Comments: The students at Green Dot's individual schools have produced a record of academic achievement that exceeds neighboring high schools (see pg. 4). Therefore, it appears that the schools operated under the statewide benefit charter would definitely "be of educational benefit" to most pupils who enroll. However, it should be noted that among Green Dot schools, a total of six API growth cycles have been completed: Ánimo Leadership (2002-03, 2003-04, and 2004-05), Ánimo Inglewood (2003-04 and 2004-05), and Oscar De La Hoya Ánimo (2004-05). In four of these six cycles, the Green Dot schools have substantially exceeded their API growth targets. In the other two cycles, though, the Green Dot schools declined in achievement (i.e., negative API growth). The results of the 2005-06 API growth cycle for the five existing Green Dot schools will be released in August 2006.	

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UNSOUND EDUCATIONAL PRACTICE	***EC* Section 47605(b)(1)** ***CCR, Title 5,* Section 11967.5.1(b)**
Evaluation Criteria For purposes of *EC* Section 47605(b)(1), a charter petition shall be "an unsound educational program" if it is either of the following: (1) A program that involves activities that the SBE determines would present the likelihood of physical, educational, or psychological harm to the affected pupils. (2) A program that the SBE determines not to be likely to be of educational benefit to the pupils who attend.	
Does the charter petition present "an unsound educational program"?	**No**
Comments: Green Dot's educational program does not appear to meet either of the definitions of an unsound educational program as set forth in regulation. Certain specific comments related to the educational program are noted below.	

DEMONSTRABLY UNLIKELY TO IMPLEMENT THE PROGRAM	***EC* Section 47605(b)(2)** ***CCR, Title 5*, Section 11967.5.1(c)**
Evaluation Criteria For purposes of EC Section 47605(b)(2), the SBE shall take the following factors into consideration in determining whether charter petitioners are "demonstrably unlikely to successfully implement the program." (1) If the petitioners have a past history of involvement in charter schools or other education agencies (public or private), the history is one that the SBE regards as unsuccessful, e.g., the petitioners have been associated with a charter school of which the charter has been revoked or a private school that has ceased operation for reasons within the petitioners' control. (2) The petitioners are unfamiliar in the SBE's judgment with the content of the petition or the requirements of law that would apply to the proposed charter school. (3) The petitioners have presented an unrealistic financial and operational plan for the proposed charter school (as specified). (4) The petitioners personally lack the necessary background in the following areas critical to the charter school's success, and the petitioners do not have plan to secure the services of individuals who have the necessary background in curriculum, instruction, assessment, and finance and business management.	
Are the petitioners "demonstrably unlikely to successfully implement the program"?	**No**

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DEMONSTRABLY UNLIKELY TO IMPLEMENT THE PROGRAM	***EC* Section 47605(b)(2)** ***CCR, Title 5*, Section 11967.5.1(c)**
Comments: The Green Dot petitioners appear to have a good grasp of the requirements of the law and have a solid background in the educational, financial, organizational, and legal aspects of operating charter schools, as exemplified by Green Dot's history of operating successful individual charter high schools.	

REQUIRED NUMBER OF SIGNATURES	***EC* Section 47605(b)(3)** ***CCR, Title 5*, Section 11967.5.1(d)**
Evaluation Criteria For purposes of EC Section 47605(b)(3), a charter petition that "does not contain the number of signatures required by [law]"…shall be a petition that did not contain the requisite number of signatures at the time of its submission…	
Did the petition contain the required number of signatures at the time of its submission?	**No**
Comments: Green Dot representatives have indicated that the signatures will be presented prior to the petition's consideration.	

AFFIRMATION OF SPECIFIED CONDITIONS	***EC* Section 47605(b)(4)** ***EC* Section 47605(d)** ***CCR, Title 5,* Section 11967.5.1(e)**
Evaluation Criteria For purposes of *EC* Section 47605(b)(4), a charter petition that "does not contain an affirmation of each of the conditions described in [*EC* Section 47605(d)]"…shall be a petition that fails to include a clear, unequivocal affirmation of each such condition. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in *EC* Section 47605(d). (1) …[A] charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state, except that any existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.	

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AFFIRMATION OF SPECIFIED CONDITIONS	***EC* Section 47605(b)(4)** ***EC* Section 47605(d)** ***CCR, Title 5,* Section 11967.5.1(e)**
(2) (A) A charter school shall admit all pupils who wish to attend the school. (B) However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law. (C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand. (3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full—time education pursuant to [*EC*] Section 48200.	
Does the charter petition contain the required affirmation?	**Mostly. Recommend modification.**
Comments: The petition contains an affirmation of some of the key conditions set forth in EC Section 47605(d), but not all (see pg. 52). In order to comply with the regulation, each condition in *EC* Section 47605(d) needs to be included in the affirmation.	

THE SIXTEEN CHARTER ELEMENTS

1. DESCRIPTION OF EDUCATIONAL PROGRAM	***EC* Section 47605(b)(5)(A)** ***CCR, Title 5*, Section 11967.5.1(f)(1)**
Evaluation Criteria The description of the educational program…, as required by EC Section 47605(b)(5)(A), at a minimum:	

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1. DESCRIPTION OF EDUCATIONAL PROGRAM	***EC* Section 47605(b)(5)(A)** ***CCR, Title 5*, Section 11967.5.1(f)(1)**
(A) Indicates the proposed charter school's target student population, including, at a minimum, grade levels, approximate numbers of pupils, and specific educational interests, backgrounds, or challenges.	Yes
(B) Specifies a clear, concise school mission statement with which all elements and programs of the school are in alignment and which conveys the petitioners' definition of an "educated person" in the 21st century, belief of how learning best occurs, and goals consistent with enabling pupils to become or remain self-motivated, competent, and lifelong learners.	Yes
(C) Includes a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population.	Yes
(D) Indicates the basic learning environment or environments (e.g., site-based matriculation, independent study, community-based education, technology-based education).	Yes
(E) Indicates the instructional approach or approaches the charter school will utilize, including, but not limited to, the curriculum and teaching methods (or a process for developing the curriculum and teaching methods) that will enable the school's pupils to master the content standards for the four core curriculum areas adopted by the SBE pursuant to *EC* Section 60605 and to achieve the objectives specified in the charter.	No
(F) Indicates how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels.	Yes
(G) Indicates how the charter school will meet the needs of students with disabilities, English learners, students achieving substantially above or below grade level expectations, and other special student populations	Yes
(H) Specifies the charter school's special education plan, including, but not limited to, the means by which the charter school will comply with the provisions of *EC* Section 47641, the process to be used to identify students who qualify for special education programs and services, how the school will provide or access special education programs and services, the school's understanding of its responsibilities under law for special education pupils, and how the school intends to meet those responsibilities.	Generally
If serving high school students, describes how district/charter school informs parents about: transferability of courses to other public high schools; and eligibility of courses to meet college entrance requirements (Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable, and courses meeting the UC/CSU "a-g" admissions criteria may be considered to meet college entrance requirements.)	Yes
Does the petition overall present a reasonably comprehensive description of the educational program?	**Generally**

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1. DESCRIPTION OF EDUCATIONAL PROGRAM	***EC* Section 47605(b)(5)(A)** ***CCR, Title 5*, Section 11967.5.1(f)(1)**
Comments (on educational program as a whole): The CDE's Curriculum Leadership Office found the petition's presentation on curriculum and instruction (see pp. 15-18) to be weak. It has limited discussion of the state's rigorous academic content standards and does not explicitly focus on standards "mastery." There is no mention of state frameworks. Rather, the presentation is primarily about the Green Dot Home Office's "recommended practices," from which individual sites may deviate. The discussion of textbooks is vague. The chart (pg. 16) is helpful, but does not incorporate physical education. Charter schools are obligated to administer the Physical Fitness Test in grade nine (which this petition provides for). The PFT may be administered to students in grades 10 through 12 until they "pass." For students in noncharter schools, passage of the PFT is required in order to be exempt from up to two years of physical education in high school. It is doubtful that Green Dot students will "pass" the PFT with no instruction in physical education. Should Green Dot include physical education in its curriculum to the same extent required for noncharter students? The petition has an extensive write-up regarding special education (see pp. 19-23). However, it needs to be amended when specific information is available concerning participation in the Southwest SELPA. In addition, the CDE's Special Education Division has recommended some technical revisions.	

2. MEASURABLE PUPIL OUTCOMES	***EC* Section 47605(b)(5)(B)** ***CCR, Title 5*, Section 11967.5.1(f)(2)**
Evaluation Criteria Measurable pupil outcomes, as required by EC Section 47605(b)(5)(B), at a minimum:	
(A) Specify skills, knowledge, and attitudes that reflect the school's educational objectives and can be assessed, at a minimum, by objective means that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress. It is intended that the frequency of objective means of measuring pupil outcomes vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources. To be sufficiently detailed, objective means of measuring pupil outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and for groups of students.	Yes
(B) Include the school's Academic Performance Index growth target, if applicable.	Yes
Does the petition present a reasonably comprehensive description of measurable pupil outcomes?	**Yes**

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2. MEASURABLE PUPIL OUTCOMES	***EC* Section 47605(b)(5)(B)** ***CCR, Title 5*, Section 11967.5.1(f)(2)**
Comments: The petition presents a number of meaningful student outcomes. As for API growth targets, there is discussion above of the record of Green Dot schools in meeting API growth targets.	

3. METHOD FOR MEASURING PUPIL PROGRESS	***EC* Section 47605(b)(5)(C)** ***CCR, Title 5*, Section 11967.5.1(f)(3)**
Evaluation Criteria The method for measuring pupil progress, as required by EC Section 47605(b)(5)(C), at a minimum:	
(A) Utilizes a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at minimum, tools that employ objective means of assessment consistent with the measurable pupil outcomes.	Yes
(B) Includes the annual assessment results from the Statewide Testing and Reporting (STAR) program.	Yes
(C) Outlines a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to pupils' parents and guardians, and for utilizing the data continuously to monitor and improve the charter school's educational program.	Yes
Does the petition present a reasonably comprehensive description of the method for measuring pupil progress?	**Yes**
Comments: The petition presents a solid description of its processes for measuring pupil progress (see pp. 25-28).	

4. GOVERNANCE STRUCTURE	***EC* Section 47605(b)(5)(D)** ***CCR, Title 5*, Section 11967.5.1(f)(4)**
Evaluation Criteria The governance structure of the school, including, but not limited to, the process…to ensure parental involvement…, as required by EC Section 47605(b)(5)(D), at a minimum:	
(A) Includes evidence of the charter school's incorporation as a non-profit public benefit corporation, if applicable.	Yes

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4. GOVERNANCE STRUCTURE	***EC* Section 47605(b)(5)(D)** ***CCR, Title 5*, Section 11967.5.1(f)(4)**
(B) Includes evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that:: 1. The charter school will become and remain a viable enterprise. 2. There will be active and effective representation of interested parties, including, but not limited to parents (guardians). 3. The educational program will be successful.	Yes
Does the petition present a reasonably comprehensive description of the school's governance structure?	**Yes**
Comments: The petition proposes that the statewide benefit charter will be under the same governance structure as other Green Dot schools (see pp. 29-30). It may be preferable to have the statewide benefit charter schools organized under a separate nonprofit public benefit corporation.	

5. EMPLOYEE QUALIFICATIONS	***EC* Section 47605(b)(5)(E)** ***CCR, Title 5*, Section 11967.5.1(f)(5)**
Evaluation Criteria The qualifications [of the school's employees], as required by *EC* Section 47605(b)(5)(E), at a minimum:	
(A) Identify general qualifications for the various categories of employees the school anticipates (e.g., administrative, instructional, instructional support, non-instructional support). The qualifications shall be sufficient to ensure the health, and safety of the school's faculty, staff, and pupils.	Yes
(B) Identify those positions that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions.	Yes
(C) Specify that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials as necessary.	No
Does the petition present a reasonably comprehensive description of employee qualifications?	**Generally. Recommend modifications.**

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5. EMPLOYEE QUALIFICATIONS	***EC* Section 47605(b)(5)(E)** ***CCR, Title 5*, Section 11967.5.1(f)(5)**
Comments: The petition addresses employee qualifications on pp. 31-32. The CDE's Curriculum Leadership Office found the section "very weak." The petition states that the schools will comply with provisions of NCLB, but it is not explicit in acknowledging what the requirements are, particularly regarding demonstration of subject matter competence. In fact, all teachers teaching core-subject classes must be NCLB compliant by June 2006. In fact the paragraph beginning "Should a candidate not..." provides an out where none in fact exists. The discussion is focused more on recruitment than on the substance of teacher qualifications, integrated sequential instruction, etc.	

6. HEALTH AND SAFETY PROCEDURES	***EC* Section 47605(b)(5)(F)** ***CCR, Title 5*, Section 11967.5.1(f)(6)**
Evaluation Criteria The procedures…to ensure the health and safety of pupils and staff, as required by *EC* Section 47605(b)(5)(F), at a minimum:	
(A) Require that each employee of the school furnish the school with a criminal record summary as described in *EC* Section 44237.	Yes
(B) Include the examination of faculty and staff for tuberculosis as described in *EC* Section 49406.	No
(C) Require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.	No
(D) Provide for the screening of pupils' vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.	N/A
Does the petition present a reasonably comprehensive description of health and safety procedures?	**No**
Comments: Certain of the required health and safety provisions specified in regulation do not appear to be included in the petition. The petition needs to be modified to include these provisions.	

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7. RACIAL AND ETHNIC BALANCE	***EC* Section 47605(b)(5)(G)** ***CCR, Title 5*, Section 11967.5.1(f)(7)**
Evaluation Criteria Recognizing the limitations on admissions to charter schools imposed by *EC* Section 47605(d), the means by which the school(s) will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district…, as required by *EC* Section 47605(b)(5)(G), shall be presumed to have been met, absent specific information to the contrary.	
Does the petition present a reasonably comprehensive description of means for achieving racial and ethnic balance?	**Yes**
Comments: The petition outlines a variety of means for reaching out to the communities surrounding each school, including community meetings, mailings, personal phone calls, and "possibly" newspaper advertisements. Most Green Dot schools have a substantial waiting list (see pg. 37).	

8. ADMISSION REQUIREMENTS, IF APPLICABLE	***EC* Section 47605(b)(5)(H)** ***CCR, Title 5*, Section 11967.5.1(f)(8)**
Evaluation Criteria To the extend admission requirements are included in keeping with *EC* Section 47605(b)(5)(H0, the requirements shall be in compliance with the requirements of *EC* Section 47605(d) and any other applicable provision of law.	
Does the petition present a reasonably comprehensive description of admission requirements?	**Unclear**
Comments: The petition indicates that interested parents must complete a "preliminary" application and later a "secondary" application. Copies are to have been provided as an appendix (see pg. 37), but they are not included. Without examining these applications, it is unclear whether they represent a substantial hurdle to interested parents. Presumably all information is provided in languages other than English. An explicit provision to that effect might be considered. This section indicates that the school will have a "preference" for siblings of students "already enrolled." By law, currently enrolled students are also extended preference, as well as "students of the district." This section also indicates that preference will be extended to students who attend feeder middle schools to the nearest high school.	

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9. ANNUAL INDEPENDENT FINANCIAL AUDITS	***EC* Section 47605(b)(5)(I)** ***CCR, Title 5*, Section 11967.5.1(f)(9)**
Evaluation Criteria The manner in which annual independent financial audits shall be conducted using generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the SBE's satisfaction, as required by *EC* Section 47605(b)(5)(I), at a minimum:	
(A) Specify who is responsible for contracting and overseeing the independent audit.	Yes
(B) Specify that the auditor will have experience in education finance.	Yes
(C) Outline the process of providing audit reports to the State Board of Education, California Department of Education, or other agency as the State Board of Education may direct, and specifying the timeline in which audit exceptions will typically be addressed.	Yes
(D) Indicate the process that the charter school(s) will follow to address any audit findings and/or resolve any audit exceptions.	Yes
Does the petition present a reasonably comprehensive description of annual independent financial audits?	**Yes. Recommend clarification.**
Comments: This matter is covered on pp. 48-49. Also, the provisions of the State Audit Guide now apply. The School Fiscal Services Division recommends some technical modifications to reflect that fact.	

10. SUSPENSION AND EXPULSION PROCEDURES	***EC* Section 47605(b)(5)(J)** ***CCR, Title 5*, Section 11967.5.1(f)(10)**
Evaluation Criteria The procedures by which pupils can be suspended or expelled, as required by *EC* Section 47605(b)(5)(J), at a minimum:	
(A) Identify a preliminary list, subject to later revision pursuant to subparagraph (E), of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) *be* suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools.	Yes
(B) Identify the procedures by which pupils can be suspended or expelled.	Yes

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10. SUSPENSION AND EXPULSION PROCEDURES	***EC* Section 47605(b)(5)(J)** ***CCR, Title 5*, Section 11967.5.1(f)(10)**
(C) Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.	Unclear
(D) Provide evidence that in preparing the lists of offenses specified in subparagraph (A) and the procedures specified in subparagraphs (B) and (C), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).	Yes
(E) If not otherwise covered under subparagraphs (A), (B), (C), and (D): 1. Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion. 2. Outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion.	Yes
Does the petition present a reasonably comprehensive description of suspension and expulsion procedures?	**Generally**
Comments: In effect, the petition indicates that offenses for which suspension or expulsion may occur are the same as in *EC* sections 48900-48926. It's not completely clear how parents will be notified of the reasons for suspension or expulsion and of their due process rights.	

11. STRS, PERS, AND SOCIAL SECURITY COVERAGE	***EC* Section 47605(b)(5)(K)** ***CCR, Title 5*, Section 11967.5.1(f)(11)**
Evaluation Criteria The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security, as required by EC Section 47605(b)(5)(K), at a minimum, specifies the positions to be covered under each system and the staff who will be responsible for ensuring that appropriate arrangements for that coverage have been made.	
Does the petition present a reasonably comprehensive description of STRS, PERS, and social security coverage?	**Yes**

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11. STRS, PERS, AND SOCIAL SECURITY COVERAGE	***EC* Section 47605(b)(5)(K)** ***CCR, Title 5*, Section 11967.5.1(f)(11)**
Comments: This matter is covered on pg. 33.	

12. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	***EC* Section 47605(b)(5)(L)** ***CCR, Title 5*, Section 11967.5.1(f)(12)**
Evaluation Criteria The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools, as required by *EC* Section 47605(b)(5)(L), at a minimum, specify that the parent or guardian of each pupil enrolled in the charter school shall be informed that the pupil has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.	
Does the petition present a reasonably comprehensive description of public school attendance alternatives?	**Yes**
Comments: Students are not required to attend Green Dot schools. Those students who choose not to attend have all public school alternatives that would otherwise be available to them (see pp. 37-38).	

13. POST-EMPLOYMENT RIGHTS OF EMPLOYEES	***EC* Section 47605(b)(5)(M)** ***CCR, Title 5*, Section 11967.5.1(f)(13)**
Evaluation Criteria The description of the rights of any employees of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school, as required by EC Section 47605(b)(5)(M), at a minimum, specifies that an employee of the charter school shall have the following rights:	
(A) Any rights upon leaving the employment of a local education agency to work in the charter school that the local education agency may specify.	Yes
(B) Any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify.	Yes

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13. POST-EMPLOYMENT RIGHTS OF EMPLOYEES	***EC* Section 47605(b)(5)(M)** ***CCR, Title 5*, Section 11967.5.1(f)(13)**
(C) Any other rights upon leaving employment to work in the charter school and any rights to return to a previous employer after working in the charter school that the SBE determines to be reasonable and not in conflict with any provisions of law that apply to the charter school or to the employer from which the employee comes to the charter school or to which the employee returns from the charter school.	Yes
Does the petition present a reasonably comprehensive description of post-employment rights of employees?	**Yes**
Comments: This matter is covered on pg. 33. Essentially, Green Dot employees would have only a right of return to another educational employer to the extent authorized by that other employer.	

14. DISPUTE RESOLUTION PROCEDURES	***EC* Section 47605(b)(5)(N)** ***CCR, Title 5*, Section 11967.5.1(f)(14)**
Evaluation Criteria The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter, as required by *EC* Section 47605(b)(5)(N), at a minimum:	
(A) Include any specific provisions relating to dispute resolution that the SBE determines necessary and appropriate in recognition of the fact that the SBE is not a local education agency.	Yes
(B) Describe how the costs of the dispute resolution process, if needed, would be funded.	Yes
(C) Recognize that, because it is not a local education agency, the State Board of Education may choose resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the State Board of Education intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.	Yes
(D) Recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with *EC* Section 47604.5, the matter will be addressed at the State Board of Education's discretion in accordance with that provision of law and any regulations pertaining thereto.	Yes

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14. DISPUTE RESOLUTION PROCEDURES	***EC* Section 47605(b)(5)(N)** ***CCR, Title 5*, Section 11967.5.1(f)(14)**
Does the petition present a reasonably comprehensive description of dispute resolution procedures?	**Yes. Recommend clarification.**
Comments: This matter is covered on pp. 34-36. One sentence (bottom of pg. 35) suggests that disputes related to revocation must be submitted to dispute resolution procedures, which is slightly at odds with the recognition that the SBE may choose to resolve disputes directly. A technical clarification may be in order.	

15. EXCLUSIVE PUBLIC SCHOOL EMPLOYER	***EC* Section 47605(b)(5)(O)** ***CCR, Title 5*, Section 11967.5.1(f)(15)**
Evaluation Criteria The declaration of whether or not the district shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the *Government Code*), as required by *EC* Section 47605(b)(5)(O), recognizes that the SBE is not an exclusive public school employer and that, therefore, the charter school must be the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act.	
Does the petition include the necessary declaration?	**Yes**
Comments: This matter is covered on pg 33, and on the assurances page (pg. 52).	

16. CLOSURE PROCEDURES	***EC* Section 47605(b)(5)(P)**
Evaluation Criteria A description of the procedures to be used if the charter school closes, in keeping with *EC* Section 47605(b)(5)(P). The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.	
Does the petition include a reasonably comprehensive description of closure procedures?	**Generally**

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16. CLOSURE PROCEDURES	***EC* Section 47605(b)(5)(P)**
Comments: The closure procedures (see pg. 50) are somewhat general. They do not, for example, specifically provide for funding the costs of closure. Reference is made to providing parents copies of students' records, but it is not clear where permanent student and personnel records would be transferred. The petition indicates that any net unrestricted assets (i.e., assets remaining after all liabilities have been resolved) would be transferred to Green Dot Public Schools. It may be preferable to have the net assets be transferred to the state.	

ADDITIONAL REQUIREMENTS UNDER *EC* SECTION 47605

STANDARDS, ASSESSMENTS, AND PARENT CONSULTATION	***EC* Section 47605(c)**
Evaluation Criteria Evidence is provided that:	
(1) The school shall meet all statewide standards and conduct the pupil assessments required pursuant to *EC* sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.	Yes
(2) The school shall, on a regular basis, consult with their parents and teachers regarding the school's educational programs.	Yes
Does the petition provide evidence addressing the requirements regarding standards, assessments, and parent consultation?	**Yes**
Comments: The standards and testing requirements are addressed on the assurances page (pg. 52), as well as in the discussion of the assessment process (see pp. 25-26). Parent consultation is covered within the governance structure discussion (see pg. 30).	

EMPLOYMENT IS VOLUNTARY	***EC* Section 47605(e)**
Evaluation Criteria The governing board…shall not require any employee…to be employed in a charter school.	
Does the petition meet this criterion?	**Yes**

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EMPLOYMENT IS VOLUNTARY	***EC* Section 47605(e)**
Comments: It is clear that employment at Green Dot is voluntary on the part of the employee (see discussion at pp. 31-32).	

PUPIL ATTENDANCE IS VOLUNTARY	***EC* Section 47605(f)**
Evaluation Criteria The governing board…shall not require any pupil…to attend a charter school.	
Does the petition meet this criterion?	**Yes**
Comments: It is clear that attendance at a Green Dot school is voluntary (see discussion at pp. 37-38).	

EFFECT ON AUTHORIZER AND FINANCIAL PROJECTIONS	***EC* Section 47605(g)**
Evaluation Criteria …[T]he petitioners [shall] provide information regarding the proposed operation and potential effects of the school, including, but not limited to:.	
The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.	Generally
The manner in which administrative services of the school are to be provided.	Yes
Potential civil liability effects, if any upon the school and the SBE.	Yes
The petitioners shall also provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.	
Does the petition provide the required information and financial projections?	**Generally**
Comments: The impact on the SBE is discussed at pg. 51. Some technical amendments may be in order. Financial projections are included as appendices and appear generally realistic. However, the review by the School Fiscal Services Division suggests certain areas that need additional review and/or modification. The following are examples:	

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EFFECT ON AUTHORIZER AND FINANCIAL PROJECTIONS	***EC* Section 47605(g)**

With respect to revenues:
(1) General purpose entitlements may be slightly understated;
(2) The budgeting of summer school revenue may need modification;
(3) The expected flow-through of special education funding may be problematic;
(4) The categorical block grant rate may be somewhat understated;
(5) Lottery revenue should not be budgeted with a COLA;
(6) Student body revenues (fundraising) appear to be included in the total for general operating expenses; and
(7) COLA assumptions in future years are somewhat higher than many analysts project, particularly with respect to federal funds.

With respect to expenditures:
(1) Counselor is not budgeted until year 3;
(2) Salary for the principal may be somewhat understated;
(2) Textbook expenditures do not appear to take replacement materials and new adoptions into account; and
(3) "Services and Other Operating Expenditures" is not increased consistently over time.

Regarding the income statement:
(1) Summer school revenue does not allow for enrollment growth;
(2) Federal grant funds may be overstated (only about 25 percent of grant applications are funded);
(3) Reserves do not meet recommended levels in years 2 through 5.

ACADEMICALLY LOW ACHIEVING PUPILS	***EC* Section 47605(h)**

Evaluation Criteria
In reviewing petitions, the charter authorizer shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioners as academically low achieving…

Does the petition merit preference by the SBE under this criterion?	**Yes**

Comments:
Green Dot focuses on serving "the highest need student population" where its schools are located (see discussion at pg. 5).

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TEACHER CREDENTIALING	***EC* Section 47605(l)**
Evaluation Criteria Teachers in charter schools shall be required to hold a CCTC certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold…It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.	
Does the petition meet this requirement?	**Yes**
Comments: This requirement is addressed on pg. 31.	

TRANSMISSION OF AUDIT REPORT	***EC* Section 47605(m)**
Evaluation Criteria A charter school shall transmit a copy of its annual independent financial audit report for the preceding fiscal year…to the chartering entity, the Controller, the county superintendent of schools of the county in which the charter is sited…, and the CDE by December 15 of each year.	
Does the petition address this requirement?	**Yes**
Comments: This requirement is referenced on pg. 49.	

GREEN DOT PUBLIC SCHOOLS

ANIMO, PREPARING STUDENTS FOR COLLEGE, LEADERSHIP AND LIFE.

APPLICATION TO OPERATE A STATEWIDE BENEFIT CHARTER SCHOOL

May 1, 2006

For Presentation to the California State Board of Education

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INTRODUCTION TO STATEWIDE BENEFIT CHARTER APPLICATION

Overview

Green Dot Public Schools is the leading public schools operator in Los Angeles County and an important catalyst for education reform in the State of California. Its mission is to transform public education in California so that all young adults receive the education they deserve and are prepared for college leadership and life.

Green Dot's work is directly focused on engaging all stakeholders in creating and sustaining small, community-based schools that send our graduates on to a college or university. Parents, students, and other community partners all participate in creating and governing our schools. Teachers also have a strong voice in school creation and governance. Their leadership within our organization is officially represented by our teacher's union, Association de Maestros Unidos (AMU). Affiliated with the California Teacher's Association and the National Education Association, this union is the first of its kind for charter schools in California.

Green Dot has already opened five successful charter high schools in some of the highest need areas of Los Angeles County. In doing so, we have demonstrated that public schools can do a far better job of educating students if they are operated more effectively. All five Green Dot schools have been opened using the same school model, which is based on Green Dot's Six Tenets:
Small, safe, personalized schools
High expectations
Local control
Parent participation
Get every dollar into the classroom
Keep schools open later

School Results

Green Dot's schools consistently perform well above comparable schools on all academic performance metrics. Green Dot is achieving these phenomenal results while serving student populations that are similar to the lowest performing schools in Los Angeles County and without fundraising to pay for ongoing school operations.

Figure 1 compares Green Dot's 2005 Academic Performance Index (API)[1] results against the comparable traditional high schools that Green Dot students would have attended. On average, Green Dot schools scored 113 points higher than comparable schools.

State Similar Schools Rank and graduation and college placement data also demonstrate that Green Dot substantially outperforms comparable school districts

[1] CDE API measures the academic performance and growth of schools. It is a numeric index (or scale) with a low of 200 and a high of 1000. The statewide API performance target is 800.

across the most significant student achievement metrics (Figure 2). Additionally, far more Green Dot students are passing the California High School Exit Exam (CAHSEE) than at comparable districts.

Figure 1: Green Dot 2005 API results versus comparable high schools

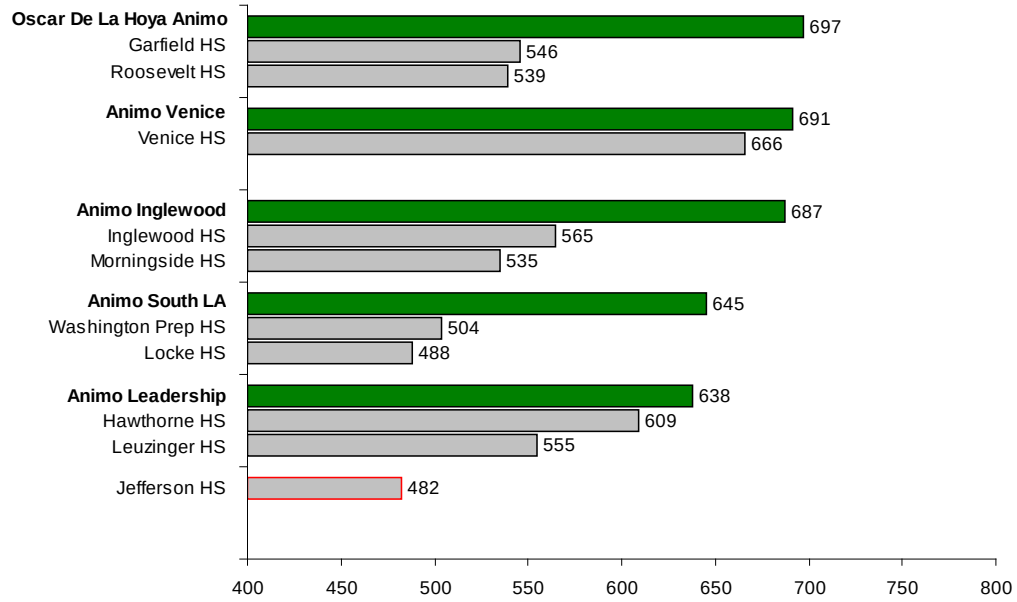
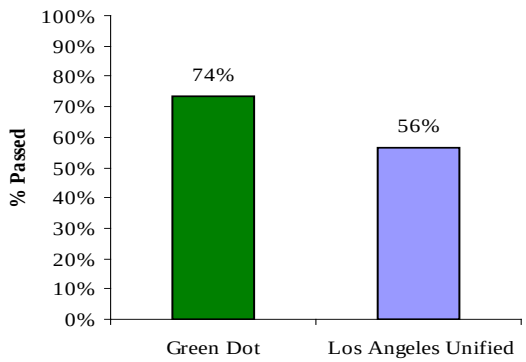


Figure 2: Green Dot versus comparable districts[2] [3]

Comparative Measures of School Performance	Green Dot	Los Angeles Unified (High Schools Only)	Inglewood Unified (High Schools Only)	Centinela Valley Union HSD
Avg. API Score (2005)	**672**	598	550	623
Avg. State Similar Schools Rank (2004)	**9**	4	4	NA
Graduation %	**80%**	47%	56%	60%
% of Class Graduating with UC/CSU Required Courses	**80%**	17%	15%	17%
% of Seniors Accepted to 4-Year Colleges	**55%**	NA	NA	NA

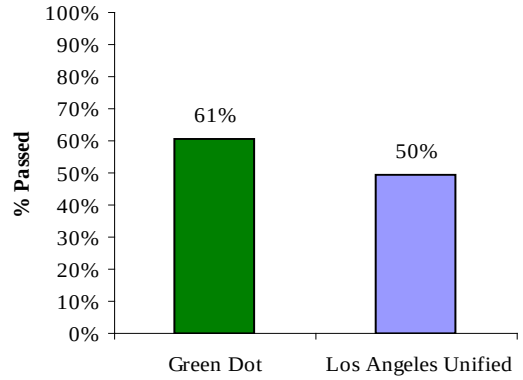
[2] CDE Similar Schools Rank ("SSR") based on a 1 to 10 scale (10 is highest), 2005 SSR not yet available.
[3] Graduation % and % of Class with UC/CSU Courses compares # of 9th grade enrollees vs. total # of 12th grade graduates 4 years later. Blended 2004 – 2005 % shown for Green Dot graduation and college metrics (2005 data not available for comparable districts). LAUSD graduation %, as calculated by Green Dot, differs slightly (+2%) from the statistics from Harvard study used elsewhere in this document.

2005 ELA CAHSEE Pass Rate



In 2005, Green Dot's overall ELA pass rate was 74% compared to:
56% for the Los Angeles Unified School District
51% for the Centinela Valley Unified School District
47% for the Inglewood Unified School District

2005 Math CAHSEE Pass Rate



In 2005, Green Dot's overall Mathematics pass rate was 61% compared to:
50% for the Los Angeles Unified School District
47% for the Centinela Valley Unified School District
37% for the Inglewood Unified School District

Green Dot is achieving these results while serving the highest need student population in Los Angeles County. Based on socio-economic data, parent education levels, and the percentage of the school population designated as English Language Learners (ELL), Green Dot schools educate the same student demographic as comparable urban districts. (See Figure 3.)

In addition to achieving successful student results, Green Dot schools have excelled at keeping all stakeholders happy. School site employees, parents, and students are quite pleased with their schools. Parents and school site staff ranked their schools a 4.0 or higher on a 5.0 scale in the stakeholder surveys that were completed at the end of the 2004 - 2005 school year.

The number of applications received and the size of the wait lists for Green Dot's schools also demonstrate the schools' successes and are clear indications of the demand from citizens for high quality public education. Figure 4 shows the results from the most recent student recruiting cycle at all Green Dot schools (incoming fall 2005 freshmen).

Figure 3: 2005 School Population Comparisons[4] [5] [6]

Student Population Indicators	Green Dot	Los Angeles Unified (High Schools Only)	Inglewood Unified (High Schools Only)	Centinela Valley Union HSD
Total Enrollment	**2,022**	170,454	3,617	7,556
- % Latino	**77%**	72%	54%	65%
- % African American	**20%**	12%	44%	23%
- % Other	**3%**	16%	1%	12%
% Free & Reduced Lunch	**83%**	66%	39%	60%
Avg. Parent Education Level	**2.08**	2.25	2.18	2.22
% English Language Learners	**35%**	29%	25%	28%

Figure 4: Total Student Enrollment Applications and Wait List Size

School	# total applications received	# students enrolled	# students on waitlist	% over subscribed
Animo Leadership	390	140	250	179%
Animo Inglewood	343	150	193	129%
Oscar De La Hoya Animo	332	145	187	129%
Animo South LA	197	150	47	31%
Animo Venice	160	150	10	7%

Based on the success of our Los Angeles County schools, we believe that Green Dot schools represent an effective small school model that can be replicated throughout the State of California. The contract between our teacher's union, AMU, and the Green Dot Home Office provides a model for empowering teachers to be full partners in educational reform. Additionally, our community engagement around the creation of new schools and the governance of existing schools highlights best practices in terms of giving all stakeholders a voice in their schools.

The most effective way for Green Dot to be a change agent for California is by establishing a Statewide Benefit Charter School. Under this charter petition, we will open two sites per year for the next five years, each growing to serve approximately 525 students in grades 9-12. By opening these sites in different districts throughout the State of California, we will provide solid educational options to traditionally underserved students. More importantly, we will provide models of change for many school districts, who eventually will become leaders of school transformation in their own right.

[4] All school population indicators based on 2004 – 2005 data except Green Dot enrollment and ethnicity data, which is based on 2005-2006 data.
[5] Source: CDE Website. The % of students who receive federal school meal assistance (% Free & Reduced Lunch), the % of students designated as English Language Learners ("ELL"), and the education level of parents are the three most powerful indicators used by the CDE to form its Similar Schools Rank.
[6] Average Parent Education is a 1 to 5 scale: 1= Not a high school graduate; 2= High school graduate; 3= Some college; 4 = College graduate; and 5 = Graduate school.

The Benefit of Chartering at the Statewide Level

Green Dot is already creating dramatic improvement within public education throughout Los Angeles County. Undoubtedly, this will help drive increased student achievement throughout the State of California as other districts will adopt the effective practices of the State's most populous region. By creating a Statewide Benefit Charter School, Green Dot can use its unique strategies of bridging the achievement gap, collaborating with teacher unions, independently sustaining small schools based on Average Daily Attendance funds, and working directly with communities to be a catalyst for statewide change.

Bridging the Achievement Gap: Green Dot creates new schools in neighborhoods whose populations are historically underserved by the public education system. We then invest significant financial and human resources in student recruiting in order to make sure that each of our schools serves a student population very similar to the student populations of the traditional public schools in the area. The students currently served by Green Dot are comparable to the students attending traditional public schools in the area in terms of academic proficiency when entering the 9th grade, socio-economic status, ethnicity, and parent education level. It is critical that our students are essentially the "same kids" as those served at neighboring district high schools because it prevents critics from claiming that we achieve our API rankings by "skimming" the best students. Communities throughout California can benefit from our ability to create high-performing schools in high-need areas.

Unionize Teachers: Green Dot encouraged its teachers to organize in order to give teachers a strong voice in our organization as a whole, as well as their individual school sites. We believe that beyond parents, there is no stronger advocate for a child than an empowered teacher. Today, our reform union contract is a model for labor relations in public education. Our teachers are paid, on average about 10 percent more than their LAUSD counterparts. They do not have tenure, but they do have a "just cause" clause in the contract that ensures due process for all teachers. In conjunction with their school principals, Green Dot teachers are key decision-makers in terms of selecting curriculum and planning professional development. Higher pay, due process, and a voice in teaching and learning are key issues for teacher's unions throughout California. By replicating the Green Dot model throughout the state, we can promote the kind of labor-management relations that allow teachers and administrators to work together to improve student achievement.

Fundraise only for Start-up Costs: Unlike most stand-alone successful charter schools, Green Dot's schools have been developed to be sustainable on Average Daily Attendance and do not require private funding to operate. Fundraising for the schools is only required to pay for start-up costs related to opening new schools. Although Green Dot could likely raise more money to operate its schools, it chooses not to in order to make a stronger case to the public that it is possible to have much better schools with the resources currently available to all public schools.

Community Engagement: From the beginning, Green Dot's vision has been to be a collaborative organization that embraces working with parents, teachers, students, community leaders, and school districts to transform the existing public school systems. Our ultimate goal is to "take our organization out of business" because we will be so successful at empowering communities that there will be less of a need for "non-district" public school operators in the future. To that end, Green Dot was a founding member of the Small Schools Alliance (SSA). This coalition of education, community, business, and political leaders in Los Angeles is dedicated to transforming the Los Angeles Unified School District (LAUSD) into the best public school system in the nation within the next 10 years. By organizing teachers, parents, students, and community leaders throughout Los Angeles, we are creating new schools and developing governance policies for existing schools in which all stakeholders have a voice. The process of creating and leveraging local SSA chapters to engage all stakeholders in school creation and governance will benefit high-need communities throughout California.

GREEN DOT PUBLIC SCHOOLS OVERVIEW

Mission

Green Dot Public Schools is a 501(c)(3) non-profit public school management organization that is transforming public education in California so that all young adults receive an education that prepares them for college, leadership, and life. Green Dot currently operates five small, stand-alone charter high schools in the highest need areas of Los Angeles County, and will begin transforming existing failing public schools into groups of small successful schools as a leader of "school transformation" projects. Green Dot is founded on the core value of an unwavering belief in all students' potential and a commitment to ensuring access to a high quality public school education for every child in California. Our organization's work is directly focused on influencing school districts to transform their failing high schools into clusters of small successful schools and helping these districts reinvent themselves as some of the best in the country.

Background

Green Dot Public Schools was founded in 1999 by Steve Barr in direct response to the terrible state of public high schools in Los Angeles County. Most high schools in the County were not graduating more than 50 percent of their students; those students who were making it through high school were rarely prepared for college. The vast majority of the students falling out of the system were children from low income families. Mr. Barr started Green Dot with a vision of leveraging charter schools as a tool in order to show the school district and the public at large that there are more effective ways to provide public education to young adults. He believed that opening small successful charter schools in which low income, high risk youth were succeeding would not only provide a quality education to the students those schools served, but would also influence school districts to adopt the successful small schools model for all of their schools.

Green Dot's first four-and-one-half years of operations were focused almost exclusively on opening and managing new stand-alone charter schools and developing a model organization for supporting a high quality system of schools. All schools follow Green Dot's Six Tenets:
Small, safe, personalized schools
High expectations
Local control
Parent participation
Get every dollar into the classroom
Keep schools open later
It was critical to first create successful schools based on the Six Tenets before Green Dot could begin substantively influencing public education in Los Angeles County.

Green Dot opened its first charter school, Ánimo Leadership, in fall 2000. Since that time it has opened four additional schools in the Los Angeles area. All five of Green Dot's schools are high schools serving low income populations in some of the highest

need areas of Los Angeles County (Los Angeles, Lennox and Inglewood). Approximately 83 percent of the students served by Green Dot schools are low income (meaning that they qualify for the federal free and reduced lunch program) and approximately 97 percent of Green Dot students are Latino and African American. The Green Dot schools all carry the brand *Ánimo* which means “courage, valor and overcoming odds” in Spanish – a fitting message for the students we serve.

Current Status

Green Dot’s five schools currently serve more than 2,000 students and are substantially outperforming their comparable schools in terms of student performance. Our system of schools is supported by the Green Dot Home Office, which consists of 15 full-time employees. The Home Office is a lean organization that provides high quality services and support to existing schools and new schools, and enables principals and teachers to have the time and resources they need to effectively serve kids. The Home Office is efficient and focused solely on supporting its schools and maximizing student achievement. It is the model of an effective organization managing a system of schools.

EDUCATIONAL MISSION AND VISION

The mission of all Green Dot Public Schools is to prepare students for college, leadership and life by providing a small, college preparatory high school where all stakeholders (administrators, teachers, parents, community) actively engage in the education process. We will create a student centered environment that unifies the efforts of family, community and school to foster life-long learning, cross cultural competency, social responsibility and academic excellence. Our underlying belief is that **all** students can and may go to college.

Our vision is to create "agents of change" who will positively impact our communities. Our graduates are self-confident, self-disciplined, successful pro-active leaders who will excel in college and beyond.

Green Dot's mission and vision statements align with current research and education practices. Our underlying philosophy is based on the belief that all students can learn and will learn when they feel part of a community. Students are more likely to experience success when their home cultures are valued. To this end, our vision Green Dot schools consider parents full partners with faculty in creating and sustaining schools where all students can and will learn. Parents comprise the bulk of membership in our community engagement organization, the Small Schools Alliance. They spearhead recruitment efforts for new schools, and they are seen on campus as hall monitors, cafeteria volunteers, carpoolers, and chaperones.

Green Dot schools are designed to empower an economically and ethnically diverse group of students with the above qualities to improve their academic performance and attain high reaching educational and career goals. We aim to achieve this mission by offering significant personal attention and support, a rigorous curriculum, ample educational technology, and a comprehensive high school leadership program that was the first of its kind in Southern California.

Most students learn best in a nurturing, supportive environment where they are known and treated as individuals, and where their background is honored. Accordingly, personal attention to individual students and sensitivity to their backgrounds will be a cornerstone of the school. Students will not fall through the cracks at Green Dot schools. Through our union contract, teachers are empowered to make decisions about curriculum and instruction that are in the best interest of each individual student they serve.

EDUCATIONAL PHILOSOPHY

All schools that Green Dot opens and operates will be based on the school model that Green Dot developed over the past six years. Green Dot's school model has been created to ensure that Green Dot can consistently open high quality schools in which students are being prepared for college, leadership and life. We have organized this school model into six core principles that we call our "Six Tenets":

- **Small, Safe, Personalized Schools**

All Green Dot schools are small (approximately 500 - 525 students when fully developed), giving each student the best chance of success. Small schools help ensure that no students fall through the cracks and allow students to receive the personalized attention they need to learn effectively. Students can be held accountable for all of their actions, and the administrators and teachers can develop personal relationships with each student and their families. Smaller high schools are safer and decrease the security risks inherent in urban schools as potential problems can be recognized earlier and mitigated.

Classes are also kept as small as possible. A 22:1 student to teacher ratio is targeted to provide individual attention to students and help teachers instruct effectively in classes that typically have students at varying proficiency levels. Average class size is 27. The small class size and the school-wide focus on personalization ensure that historically underserved student populations excel much more at Green Dot schools than they do at neighboring comprehensive high schools.

2. **High Expectations for All Students**

Green Dot schools are centered on high expectations for all students and every student takes a rigorous college preparatory curriculum. All students are enrolled in classes meeting the University of California (UC)/California State University (CSU) A-G requirements, and courses are aligned with California State Content Standards. Green Dot believes that all students should be prepared to attend a four-year university after high school if they so choose. Every student that graduates from a Green Dot school will have taken the necessary courses to attend a UC or CSU.

In order to help students master a challenging college preparatory curriculum, all Green Dot schools offer extensive student intervention and support programs. The majority of the students entering Green Dot schools are 2 – 4 grades below 9th grade proficiency in core subjects. Thus, it is critical to focus on support programs that can provide students with the help they need to be successful in their college-prep classes. Our data demonstrates that student populations who are historically low-achieving can excel academically and matriculate into four-year colleges and universities, provided that their schools and teachers hold high expectations for them.

3. **Local Control with Extensive Professional Development and Accountability**
   Principals and teachers are the key decision makers in Green Dot's system of schools and own all critical decisions at the school site related to budgeting, hiring, and curriculum. Teachers are ensured decision-making responsibilities in all of these areas via our union contract. The Green Dot Home Office provides Recommended Practices to each of the school sites; still, the principals and teachers have ultimate autonomy to decide whether to follow the Recommended Practices or take different approaches.

   Principals and teachers are prepared to make effective decisions related to instruction and school site management because they all participate in a rigorous professional development program. Green Dot schools invest far more time and money into quality professional development than traditional public schools. The core principles of Green Dot's professional development program are collaboration, reflection, and continuous improvement. Again, our union contract ensures that teachers have a strong voice in developing this professional development.

   Local control works in Green Dot's school model because schools and all of their stakeholders are held accountable for student results. If students in a particular school or in a certain classroom are consistently not performing up to expectations, then local control over key decisions may be taken away from that particular school or teacher.

   Students also are empowered at Green Dot schools and are included in certain important school site decisions. Empowering students to give meaningful input into their schools allows them to develop a greater sense of responsibility for their education and a heightened excitement for learning. At all Green Dot schools, students choose the school mascot, decide what clubs and sports teams they will have, and participate in the hiring of new teachers.

4. **Parent Participation**
   All Green Dot schools invite and expect parents to participate in their children's education experience. Family involvement in a student's education is one of the most important ingredients to student success, and Green Dot is committed to actively integrating parents/guardians into all aspects of their students' education experiences. In particular, the Small Schools Alliance trains and empowers parents in the communities we serve to advocate for, recruit for, and share decision-making responsibilities at Green Dot Schools in their neighborhoods.

5. **Get Dollars into the Classroom**
   Green Dot's organization is centered on getting more money into the classroom, because this enables principals and teachers to effectively serve students. Green Dot's Home Office incorporates best practices from the private and public sectors in order maximize efficiency and drive dollars toward activities that directly impact

students. Each school receives $0.94 for every $1 it is allocated in public funds. In turn, schools are required to use that money in ways that maximize the amount spent on students.

6. **Keep Schools Open Later**
   Facilities of Green Dot schools are kept open until at least 5:00 p.m. daily to provide students with safe, enriching after school programs and to allow community groups offering quality services to the neighborhood to use the facilities. A variety of after school programs such as clubs, sports, teacher office hours, and homework clubs are provided to help with students' educational development and to give them a safe-haven after school when their neighborhoods can be particularly dangerous. Keeping schools open later also accommodates the schedules of working families because parents know where their children are until they get off work. Allowing community groups to use schools facilities helps ensure that the local neighborhood takes ownership and responsibility for the school.

EDUCATIONAL PROGRAM

Students To Be Served

Green Dot schools are high schools that serve approximately 525 students in grades 9-12 (approximately 125 students per grade level). All of our currently existing schools serve a population of students that represents the racial, ethnic, and socioeconomic diversity of the local community. The composition of Green Dot schools established under the Statewide Benefit Charter will also closely reflect community demographics. Additionally, we will maintain our commitment to recruiting a population of students that academically mirrors the nearest high school in terms of Special Education status, English Language Learner status, and academic achievement as measured by standardized test scores.

Curriculum and Instructional Design

Green Dot's Home Office provides all Green Dot schools with Recommended Practices in order to ensure a consistent level of quality. Practices are provided in the areas of curriculum, student intervention, professional development, parent participation and school operations to help principals and teachers make the most informed decisions for their schools. Principals and teachers review the Recommended Practices and determine how much of the practices they will incorporate in their schools. There is a significant amount of consistency across Green Dot's schools as the majority of the Recommended Practices are implemented at all schools.

If a school site chooses not to follow a Recommended Practice, the site must provide a plan that describes why it is not following that practice, lays out the new practice the school site will employ, and outlines the research that supports the new practice. School sites always will have the right not to follow the Home Office's Recommended Practices unless the school sites are not meeting their performance metrics. Green Dot's Recommended Practices are living practices, and the Home Office is continually updating them based on successful innovations from within the Green Dot network and best practices being developed by other school operators.

The core component of our Recommended Practices is the curriculum that the Home Office provides to all Green Dot schools to help ensure that each school offers a balanced, comprehensive curriculum. Included in the recommended curriculum are course offerings, textbooks, curriculum maps, pacing guides, sample lesson plans, teaching strategies and assessments that have been successful at Green Dot schools.

It is required that all Green Dot students be enrolled in classes meeting the UC/CSU A-G requirements, and all courses are aligned with State Content Standards. Thus, the credits of a Green Dot student are transferable to traditional public high schools and recognized by colleges and universities. Our current schools are either accredited by the Western Association of Schools and Colleges or, in the case of our newer schools, in the process of obtaining accreditation status. We routinely inform prospective parents

of this and other information regarding our educational program in public meetings and school publications. Additionally, upon request from parents, Green Dot Schools will provide written information about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

In order to graduate from a Green Dot school, all students are required to successfully complete 190 core curriculum credits. Our graduation requirements emphasize the traditional subjects of Math, Science, English, Social Studies, and Foreign Language. These subjects are presented in ways that make use of current research regarding how people learn in general, as well as how to engage urban students and help them succeed academically.

Below is an outline of the current curriculum offered at Green Dot schools. Some adjustments may be made in certain courses as the principals and teachers of new Green Dot schools adapt to the specific needs of students in any given community.

Courses	**9th Grade**	**10th Grade**	**11th Grade**	**12th Grade**
Core courses for all students	English Algebra or Geometry History of the Americas Foundations of Science Spanish 1 or Spanish 2 Study Skills/ Technology	English Geometry or Alg. 2 World History or AP World History Biology Span. 2 or 3 College Readiness	English or English Honors Alg. 2 or Pre-Cal. US History Chemistry AP Spanish or Sp. 3	English or AP English Pre-Calc, Calc, or Personal Finance Govt/Econ or AP Govt AP Spanish Lit or Span. Poetry Physics or elective
Electives			Film Drama Leadership Technology	Art Drama Leadership Technology Music Film
Intervention	Reading & Math Special Needs	Math Special Needs	Math Special Needs	

Emphasis on Leadership: Green Dot schools are strongly encouraged to incorporate leadership into their curriculums. Our leadership program includes a variety of classes, clubs, and special projects over the course of a student's four-year education. As a result of the program, students often will engage in activities such as "Get Out the Vote" precinct walking and voter registration campaigns. The culmination of the leadership program is a legacy project that must be completed by the graduating class of each

Green Dot school. At Ánimo Leadership, the seniors decided to establish a tutoring program with elementary school students as their legacy project. This program was developed entirely by the students for their community.

There are numerous other opportunities at Green Dot schools to grow and learn as leaders. Students are encouraged to help design and assist in the administration of many school programs, including our disciplinary process, student recruiting, all-school meetings, and our school newspapers. Additional leadership programs and experiences may include:

California legislature one-year simulation
A People of Color In Leadership speaker series
A Women In Leadership speaker series
Outdoor education programs such as Outward Bound and ropes courses to develop self-reliance, teamwork, and an appreciation of nature
Model United Nations, Junior Statesmen, and a debating team
YMCA Youth and Government

Green Dot's curriculum also incorporates service learning. Service learning is a vital element of our program, designed to instill a sense of individual and civic responsibility. Coordinated with our leadership endeavors, it enables students to use newly gained skills to solve community challenges. Specifics of the program are determined by community needs and interaction with community leaders.

We encourage all students, staff members, parents, and community members to assist us in our leadership adventure. True leadership is much more than formulating a vision and implementing it. It means encouraging people to take control of their own lives and helping them to find their own solutions, rather than attempting to provide them with answers. We believe all individuals can create positive change in many ways, contexts, and places. Our schools are training grounds for the change agents of tomorrow.

Emphasis on Study Skills: Green Dot schools also incorporate programs designed to help students prepare for college. These programs are particularly important for the student population Green Dot serves, as many of our students have had little exposure to rigorous academic programs and are not familiar with what it takes to get into college.

Study Skills: The curriculum in this program focuses on the individual as a learner. In this class students are taught study skills, test taking strategies, and communication tools that will enable them to succeed in their academic careers.

College Readiness: In this program, students learn about different post-graduation options. By encouraging students to think beyond high school, teachers help them realize that the tools they gain today are beneficial in the in their endeavor to master a challenging college preparatory curriculum.

Emphasis on Technology: All Green Dot schools use technology to drive higher levels of achievement and prepare students for the information driven economy of the 21st

century. We also use technology as a critical tool for gathering data for school management. At each of its schools, Green Dot invests in technology in the following areas:
All Green Dots schools are networked and laptops are made available to students to use at school or at home.
Each teacher is provided with a laptop and given training on effectively using technology in the classroom.
Courses often include Web-based research projects and assignments.
A 9th grade technology class is included in recommended curriculum to train students on computers and different software programs.
A Web-based student information and school management system (PowerSchool) is implemented at Green Dot and is used by all schools.
Phones and/or walkie-talkies are provided to all employees to ensure greater accessibility for parents and rapid responses to incidents on campus.

Textbooks and other Teaching Materials: The books utilized for each course at a Green Dot school will be chosen through a collaborative effort between the school principal, its founding teachers and Green Dot's corporate organization. Green Dot's education team will provide a list of recommended textbooks and teaching strategies for different courses at Green Dot schools. The principal and teachers at individual Green Dot schools will determine which textbooks and strategies from that recommended list are most relevant for their school.

Academic Support and Intervention
Green Dot has developed a number of strategies to address the needs of students with a wide range of prior experience and achievement.

Summer Bridge Program: Typically a two-and-a-half week mandatory summer session held for incoming ninth graders. Students receive standards-based instruction in math and English and are acclimated to the culture and expectations of a Green Dot school.

Reading and Math Intervention Programs: Read 180 and Riverdeep, standards-aligned, computer-based programs for reading and math respectively, are provided to students that test low in reading and/or math. Typically these courses are given to 9th graders through an elective class or during a Curriculum Skills class.

Curriculum Skills: A short "7th period" study skills class for 9th graders focused on helping students develop the skills critical for academic success.

Advisory Groups: Typically meet once a week to discuss issues related to the pressures of being a young adult in high school. Students remain in the same advisory groups with the same teacher for all four years to maintain a tighter sense of community.

Guided Study: All students who do not complete their homework or struggle with it are required to attend Guided Study at lunch. The supervising teacher helps them with their work. All assignments must be turned in the following day.

Homework Club: Students who are struggling with a particular class or simply want more support in a subject can attend Homework Club, which is offered for an hour every day after school and run by a credentialed teacher and/or college interns.

Office Hours: Teachers hold office hours twice a week after school to provide students with additional support.

Plan for Students Who Are High Achieving

At Green Dot schools, we personalize education for all learners. Through Advanced Placement and Honors courses, we provide opportunities for students to excel and be challenged in content areas for which they have shown particular aptitude and motivation. Our schools also build partnerships with nearby community colleges, adult schools, and regional occupational centers to enrich the course offerings available to our students.

Plan for English Language Learners

In order to accommodate for English Language Learners, Green Dot schools administer the CELDT exam to ELL students along with the other placement exams given to all incoming students. From the results on these exams, teachers are informed about the language level of their students and will work collaboratively to develop lessons that support English language development along with the California State Content Standards.

To begin the school year, students are heterogeneously mixed in their classes and at the quarter mark teachers will meet to discuss student progress. Students who continue to struggle with the English language will be assigned a Study Skills class where the teacher will focus on improving the students' English skills. All teachers will be trained in SDAIE techniques. Also, to support student achievement other models may be considered, including building an additional class in the schedule for support in English, after-school study hall, and summer school.

Plan for Special Education

Green Dot adheres to the provisions of the Individuals with Disabilities Education Act (IDEA) and State Special Education Regulations. Green Dot also adheres to all terms and conditions of any other court orders and/or consent decrees imposed upon school districts pertaining to special education. Green Dot schools participate in the quality assurance process for special education including verification reviews, coordinated compliance self-reviews, complaints, and the local plan. Furthermore, Green Dot schools comply with appropriate Southwest SELPA[7] guidelines and intend to be treated as "public schools" of within Southwest SELPA for purposes of special education.

[7] Green Dot's Ánimo Leadership and Ánimo Inglewood Charter High Schools currently are members of the Southwest SELPA. Pending the acceptance of this application for a Statewide Benefit Charter, Green Dot Public Schools would like to expand its relationship with Southwest SELPA to include schools created under this charter.

Green Dot is committed to the full inclusion of all students and will modify curricula to allow for the individual needs of students while ensuring that all coursework meets both the state standards and each school's Expected Schoolwide Learning Results. Teachers are dedicated to create a rigorous and supportive environment, striving for academic success for all their students at all costs. All students with disabilities attending Green Dot schools receive a high quality public education and will be integrated into the normal program of the school. Green Dot ensures that any student with a disability attending the school will be identified.

Green Dot schools are responsible for providing its own special education services and instruction to the students they serve, in accordance with the provisions of the IDEA. Green Dot shall ensure the participation of a Southwest SELPA Special Education representative at any IEP meeting when it is anticipated that special education service options other than those at the Green Dot school may be considered within least restrictive environments.

Green Dot schools receive their allocated share of AB602 special education funds. The allocated amount will be calculated using a funding model based on pupil population (average daily attendance). Green Dot anticipates requiring specific services from the Southwest SELPA on a fee basis and realizes that such services will be granted subject to availability. Green Dot schools will work closely and cooperatively with the Southwest SELPA.

Southwest SELPA will be entitled to collect an encroachment from Green Dot schools. This encroachment will equal the percentage of general funds encroached by the Southwest SELPA to support the Special Education Program of any other particular school. The annual encroachment percentage collected from the Green Dot school may vary from year to year depending on the internal encroachment of the Southwest SELPA. The calculation of the Southwest SELPA encroachment contribution will be based upon a formula designed by the Southwest SELPA.

Green Dot schools adhere to all terms and conditions of any court orders and/or consent decrees imposed upon Southwest SELPA as they pertain to special education. If Southwest SELPA, a court of law, or a federal or state agency determines that a Green Dot school has failed to comply with the terms and conditions of any court order and/or consent decree, the school is solely responsible for all costs, attorney's fees or other remedies associated therewith.

New Green Dot schools will follow a similar program for Special Education that is followed at Green Dot's first three schools, Ánimo Leadership, Ánimo Inglewood, and Oscar De La Hoya Ánimo. A Student Study Team consisting of (at a minimum) the Principal, Lead Teacher and a Special Education Resource Specialist will be created to help identify special education students, develop support programs for students who may only need extra support, and refer students for Special Education assessment testing if necessary.

Green Dot schools are responsible for identifying enrolled students who may require referral for assessment for special education eligibility and services. The process shall include a Student Study Team meeting to review prior interventions, accommodations, and modifications and to recommend further interventions as appropriate.

All staff at Green Dot schools will be trained to identify “red flags” in a students' schoolwork to help determine if a student may be a candidate for special education. Teachers will refer potential special education students to the Student Study Team and a meeting will be held to determine if a referral for special education testing is necessary. The Student Study Team most likely will recommend a more personalized support program for each student before referring the student for assessment. The program will consist of more one-on-one learning time for the student with teachers, as well as teaching assistants and participation in intervention programs that are regularly held during lunch and after school. Parents of the student will be brought in to work with the Student Study Team to help the struggling student. If the personalized support program is unsuccessful for a particular student, then the Student Study Team will refer the student for assessment.

The referral process is a formal, ongoing review of information related to students who are suspected of having disabilities and show potential signs of needing special education and related services. Green Dot’s assessment process will include examining student screening information and making a decision about whether or not to conduct a formal educational assessment. The parent of any student suspected of needing or qualifying for special education services may also make a referral for evaluation. Any such referrals will be responded to in writing by the Special Education Manager or Principal within 15 days. Parents will be informed via the Special Education Resource or Principal that special education and related services are provided at no cost to them.

If a Green Dot school concludes that an assessment is appropriate, the parent will receive an Assessment Plan. Assessments will be done only upon receipt of written parent permission. Green Dot students will not be administered any tests without the written consent of a parent or guardian. Students will be tested in all areas that the Student Study team believes are related to his/her disability, and multiple assessments will be administered in the student’s primary language. The types of assessments that may be used for determining eligibility for specialized instruction and services will include individual testing, observations, interviews, review of school records, reports, work samples, and parent input.

Parents or guardians of any student referred must give their written consent for the school to administer the assessment. Evaluation in all areas related to the suspected disability will be conducted. Multiple assessments will be delivered, and assessments will be delivered without cultural, racial or gender bias. All assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills. Additionally, a multi-disciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Green Dot schools are responsible for developing the Assessment Plan and providing the assessment. Green Dot Schools may try to contract with a district and/or SELPA in order to carry out the assessment testing and IEP development; however, schools will only receive services from the district and/or SELPA as they are available. The Special Education Resource Specialist will manage the entire testing process.

Upon completion of assessment, an Individualized Educational Program (IEP) will be created for each student designated with special education needs. The student's parent, principal, lead teacher, Special Education Resource Specialist, and other necessary experts (school physiologist, etc.) will have an initial IEP meeting within 50 days from the receipt of parent's signed assessment plan to discuss the assessment data. These adults will make up the ongoing IEP team. The IEP typically will describe why the student was designated as eligible for special education services, what services are available to the student, and clear goals for the student to achieve moving forward. Green Dot IEP teams also will develop Individualized Transition Plans (ITPs) for transition services that help students (ages 14 and older) with disabilities meet goals for a successful transition to adult living. The IEP team shall ensure participation of a Southwest SELPA special education representative at any IEP team meeting when it is anticipated that special education service options will be considered within least restrictive environments other than those of the Green Dot school.

The IEP team will meet formally once a year and informally on a quarterly basis in order to review the student's progress against his/her IEP. In accordance with IDEA, the team also will conduct a formal review after three years to reassess the student and reevaluate his/her progress.

Parents must give consent for an initial evaluation and initial placement, be notified of any change in placement that may occur, and be invited, along with teachers, to conferences and meetings to develop individual education programs. Parents have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. If this occurs, the Southwest SELPA and the Green Dot school shall be named respondents and shall work together to defend the case. Parents have the right to file a complaint if they believe that the school has violated federal or state laws or regulations governing special education. If this occurs, the Southwest SELPA shall address and respond to the complaint under its Uniform Complaint procedures. Teachers and other persons who provide services to a student with disabilities shall be knowledgeable of the content of the student's IEP a copy of which shall be maintained at the school site.

Like existing Green Dot schools, new Green Dot schools will focus on small group instruction in order to serve students with special education needs. The Resource Specialist coordinates with the general education teachers and works closely with the students in the student's traditional classes. This allows special education students to continue to attend their core classes and get the expertise and attention they need. Green Dot schools ensure that their general program of instruction for students with disabilities is responsive to the required sequence of courses and related curricular

activities provided for all students in the school. Additionally, special education students receive additional support from the Resource Specialist (often one-on-one support) during certain electives, at lunch and before and after school. Specialist (speech pathologists, psychologists, etc.) are contracted in order to give more specialized service when required.

Student discipline and procedures for suspension and expulsion will be in compliance with discipline procedures set forth in the IDEA and consistent with federal and state law. Discipline procedures will include positive behavioral interventions. Green Dot Schools are responsible for keeping daily attendance for each student by reporting and certifying attendance monthly on Southwest SELPA forms, and filing them with the Southwest SELPA.

Green Dot intends to partner with the Southwest SELPA in order to serve the special education needs of its student body. Each school plans to make written requests for specific services from and the Southwest SELPA on a fee basis and such services will be granted subject only to availability. Areas where a school may make written requests to the Southwest SELPA include assessment and specialized services for psychologists, speech therapists, etc. Green Dot special education personnel shall be credentialed and/or licensed consistent with California laws and regulations and in accordance to NCLB regulations. New Green Dot Schools intend to contract with a part time (in its first two years) and eventually a full time (beginning in its third year of operation and depending on actual need) Special Education Resource Specialist from outside of the Southwest SELPA. The school staff shall also attend and/or conduct professional development activities to support access for students with disabilities to general education programs. Additionally, Green Dot Schools may contract with a third party, such as Total Education Solutions, in order to provide the services.

Green Dot Schools will maintain and report all of the necessary information on disabled students that is required by the IDEA. All information related to special education students will be kept confidential and locked on campus. Principals have ultimate responsibility for the confidentiality of all records.

Green Dot's special education personnel shall be credentialed and/or licensed consistent with California laws and regulations. Additionally, Green Dot school staff shall attend and/or conduct professional development activities that support access by students with disabilities to general education programs.

USING DATA TO MEASURE STUDENT SUCCESS

Measurable Student Outcomes

All future Green Dot schools will be created using the same model as Green Dot's other five charter high schools, all of which are performing above comparable public schools on all key performance metrics. Green Dot students are held to the same Expected School-wide Learning Results:

College-Directed Learners

Able to think critically and analytically in order to understand complex concepts across the curriculum

Familiar with the college application process that will enable students to independently access college opportunities

Eligible for college by completing required coursework

Knowledgeable regarding career field choices and educational pathways

Cultural Learners

Aware of cultural differences, unique group histories and diverse perspectives

Bi-literate in English and Spanish

Able to understand the dynamics of language and culture

Able to communicate with sensitivity within and across diverse communities

Innovative Leaders

Models of ethical behavior through their involvement in school functions, clubs, and committees

Able to contribute to the success of individuals and their community through voluntary service

Effective oral communicators in distinct situations

Informed participants in the democratic process

Life-Long Learners

Responsible, mature decision-makers

Goal-oriented in their personal pursuits

Able to successfully integrate multiple uses of technology

Adaptive to a wide array of professional and cultural settings through exposure to events outside the immediate community

In order for our students to be able to matriculate to the universities of their choice upon graduation, Green Dot holds high standards for their academic achievement. We hope for the following long-term outcomes for Green Dot schools:

85% of entering 9th grade students at a Green Dot school will graduate and 65% will be accepted to a 4-year college.

50% of students will score proficient on the CST test in all core subjects.

Green Dot schools will receive at least an 8 out of 10 Similar Schools Rank API and at least a 4 out of 10 State Rank API.

Upon graduation, all students will have met Green Dot's Expected School-wide Learning Results.

In the shorter term (over the next five years), Green Dot expects to achieve the following outcome goals:

- Each Green Dot school will exceed the average performance levels of comparable public schools in its attendance area of on the Academic Performance Index.
- Each Green Dot school's truancy and drop-out rates will be below comparable public schools in its attendance area.
- Each Green Dot school's attendance rates will be above comparable public schools in its attendance area.
- Students at each Green Dot schools will outperform comparable public schools in their attendance area average on STAR Tests and the California High School Exit Exam.

Additionally, students must complete a capstone senior project. This is designed to be an open-ended project which students are given flexibility in their choice of activities for the capstone project, and we envision that students will complete this assignment with creativity and enthusiasm. Each project should demonstrate proficiency in the following goals we have set for students:

- Ability to show leadership in the community setting
- Demonstration of problem-solving skills
- The showing of respect for difference among people and cultures
- Self-confidence in academic ability and interpersonal relations
- Evidence of working cooperatively and negotiating effectively with others

Finally, by the end of their senior year, students must present a portfolio documenting their learning growth and acquisition of skills such as:

- Reading, writing, and mathematical competency
- Academic rigor of synthesis, analysis, and evaluation
- Technological acumen
- The ability to work in a team setting
- Initiative, perseverance, and motivation

Outcome Measurement Process

Aligned with its firm belief in accountability, Green Dot schools have rigorous assessment and goal-setting programs to measure students' proficiency levels and ensure that each student is making progress toward becoming a responsible, well-educated adult. Students are assessed regularly from the time they enter the school through graduation and teachers monitor their progress closely. The following assessments are currently used at Green Dot's existing schools:

10. *Placement exams:* All freshman and new students are given the UCLA Algebra Readiness exam and the Scholastic Reading placement exam in order to determine

proficiency levels in math and reading. Comparable tests are given at the end of the year to measure progress.
11. *The CELDT exam* is administered at the beginning of the year to determine English language proficiency for those whose first language is not English. CEDLT is administered annually until students are designated English fluent.
12. *State Required Tests:* All state-required tests are given and analyzed closely (STAR, CAHSEE, etc.). Eighth grade scores for incoming freshman are gathered so that growth can be compared between Green Dot schools and neighboring public schools.
13. *Ninth Grade Physical Fitness Test:* All Green Dot 9th graders will take the physical education test required by the state of California.
14. *Other Standardized Tests:* The PSAT annually beginning in 9th grade. Seniors take the SAT, and students take Advanced Placement tests when appropriate.
15. *Traditional Classroom Assessments:* Quizzes, essays, projects, and exams are regularly assigned in individual classes.
16. *Other measurements:* Students are also measured regularly in non-curriculum areas such as class attendance and discipline.

Scores from all student assessments are compiled in Green Dot's information management system (PowerSchool) so that students' progress within particular subjects and across all subjects can be monitored at any given time. Teachers critically analyze student data, identify students' strengths and opportunity areas, and develop individualized learning plans and goals for their students. Goals and student progress towards those goals are clearly communicated to students and parents on a regular basis. Regular assessments and analysis help administrators manage their schools more effectively, as they can clearly identify problem areas for certain students or subjects and allocate resources to fix those areas.

Students also are assessed in non-curriculum areas such as class attendance and discipline to ensure that they are meeting their commitments to be positive influences at school. For example, Green Dot actively tracks each student's attendance numbers as well as the number of discipline actions against them (tardies, detentions, suspensions, etc.). Non-curriculum areas often are overlooked at urban high schools when it comes to assessment, but Green Dot believes that students develop more quickly when they are held accountable for both performance and conduct.

The philosophy of Green Dot schools, Green Dot's board members, and our community stakeholders is that we will work together to set specific and measurable goals to ensure that all of our schools meet their obligations in terms of student performance and school operations to create a powerful tool for ongoing learning and improvement. Goals and objectives for academic performance involve five steps:

Setting measurable standards and goals: The staff identifies what students should know (content standards) and what they should be able to do (performance standards) in all learning areas at critical points in their education. Steps in this process include reviewing the school's mission, purpose, and expectations, reviewing state and district

standards, developing exit outcomes and graduation standards, and listing specific academic outcomes that students will demonstrate in each subject area, grade, or skill level.

Linking standards to curriculum and assessment: Standards, curricula, and assessment are aligned among each other, with state content standards, and with the school's educational goals. Professional development includes training in the use of data-driven decision making, and educators review the alignment of assessment and curriculum with the state content standards at least twice a year.

Determining assessments that will actually measure if curriculum has been learned and monitoring progress toward goals: This includes a combination of digital portfolios, projects, exhibitions, performances, and criterion-referenced assessments. Instruments used appropriately measure important student objectives, reflect the vision of the school, but do not adversely affect the learner. Progress is objectively measured by the annual statewide assessments for each grade (STAR, etc.), by other adopted statewide assessments (CELDT, etc.), and by Advanced Placement exam results. Classroom teachers also may measure achievement in a traditional manner, such as through quizzes, essays, tests, and exams. Progress is discussed on a regular basis with parents and students no less than twice a year. Additionally, report cards are issued quarterly. Teachers use technology in assessment to monitor student computer skills and help them achieve academic goals. Staff development emphasizes advanced training in use of classroom management applications (e.g., SASI, e-mail and classroom spreadsheets) including the ability to use electronic work saved and networked by students to assess student progress toward project benchmarks. To evaluate multi-media presentations and ensure technology-based student work is leading to student academic achievement goals, Ánimo staff has designed standardized rubrics.

Using the data to identify strengths and areas of improvement: The staff sets baseline expectations for incoming students (e.g., information from previous assessments); recommend additional support if needed; administer all assessments, including school, district, and state-required testing (e.g., STAR, SAT, proficiency tests, HSEE); develop evaluative comparisons with similar populations using disaggregated data; set priorities for professional development; and assist with the allocation of resources.

Reporting Data: Staff will decide how they will report student progress to: (1) students and parents, (2) the chartering agency, (3) the broader public, and (4) teachers and school board members. Options for reporting data include grades and report cards, portfolios, narratives, student-involved conferences, annual reports, informational brochures, the school website and annual stakeholder meetings.

Green Dot schools will use a performance scorecard that is currently being developed by Green Dot in order to measure the performance of all stakeholders in the school.

	Measure	**Analyze**	**Develop action plan & set goals**
Students	Graduation Rate State Tests (STAR, CASHEE, etc.) Classroom projects and grades Attendance Retention Rate Disciplinary Actions	Compare with similar schools and to all California schools Identify root causes of performance increases or decreases in each area	Create plan for improvement in low performing areas Set targets for next academic year Improvement required annually (after first three years of school)
Teachers	Teacher Performance Evaluations Student performance in individual classes Teacher Satisfaction surveys from students Teacher Retention	Identify strengths & opportunity areas for each teacher Compare previous scorecards Analyze "life cycle of teachers" to identify breakdowns (recruiting, staff development, etc.)	Create plan for improvement in low performing areas Set targets for next academic year
Parents	Completion of Volunteer Hours Attendance at PTA Meetings	Compare with previous years and across Green Dot Identify internal and external forces effecting performance	Create plan for improvement in low performing areas Set targets for next academic year
Principal / Administration	Student performance Teacher performance Fiscal management Parent Satisfaction	Compare with previous years, across Green Dot & similar schools	Create plan for improvement in low performing areas Set targets for next academic year
Green Dot Management	Performance at individual schools Employee Retention New schools opened Fiscal Management District / Systematic change influenced	Compare with previous years and targets set by Board	Create plan for improvement in low performing areas Set targets with Board for next academic year

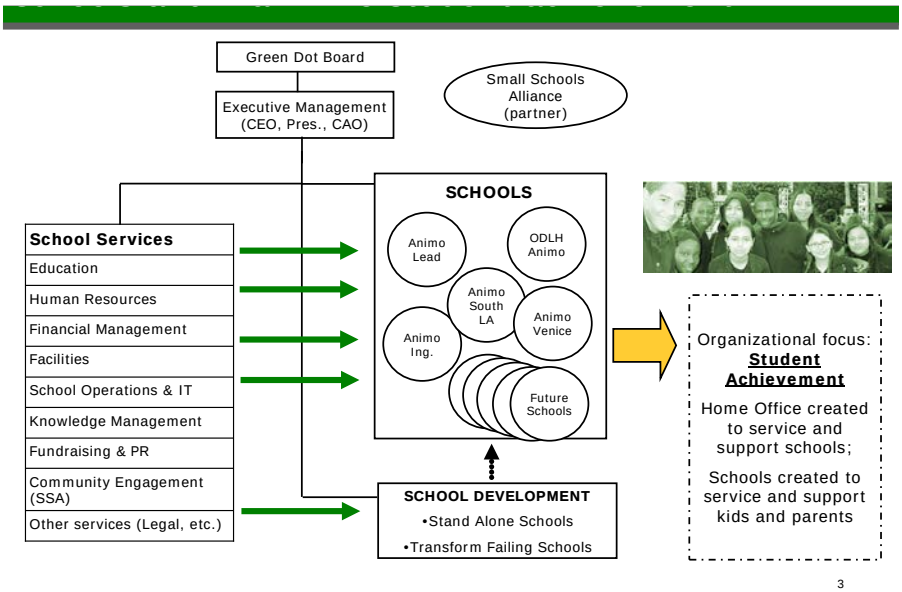
GOVERNANCE STRUCTURE

Green Dot schools will be governed by Green Dot Public Schools, a 501 (c)(3) non-profit benefit California Corporation. Ultimate responsibility for the governance of Green Dot will rest with Green Dot's Board of Directors while Green Dot's management team will be responsible for the majority of the policy setting decisions including the following:

- Set general policies of the school
- Approve and monitor the school's annual budget
- Ensure operation of the school in accordance with the charter and the law
- Hiring the school's principal

Green Dot's Board of Directors will be the ultimate governing body for Green Dot and will be responsible for major strategic and policy decisions related to the schools and will also need to ensure Green Dot 's financial sustainability.

The Principal is responsible for the daily administrative operation of the school and is accountable first to Green Dot management and ultimately to the Green Dot Public Schools' Board. Additionally an Advisory team made up of the Principal, lead teachers and community members will be set up in order to help with the day to day decisions occurring on the school site level. Below is a diagram of the Green Dot governing structure:



Since Green Dot Public Schools is a non-profit corporation, it can be sued as an independent entity and would be responsible for any debts incurred by the school. If this charter is found to be invalid or contrary to law by the California Department of Education, a court of law, or other appropriate jurisdictional agency, at that point, this charter petition shall be revoked and the SBE shall be held harmless for having initially approved the request.

Green Dot's Board of Directors shall permit SBE to appoint one voting representative to participate on the Board of Directors of Green Dot Public Schools, should the SBE choose to do so. An SBE member shall also be permitted to participate on the Advisory Board of individual Green Dot schools as a non-voting representative.

Green Dot shall be solely responsible for the legal obligations of the charter school. Green Dot's Board of Directors agrees to adhere to all state and federal laws or regulations governing non-profit corporations.

There will be numerous opportunities for students and parents to participate in the implementation and growth of the school and learn about leadership. Students will be encouraged to help design and assist in the administration of many school programs, including the disciplinary process, student recruiting, all-school meetings, and the school newspaper.

Parents will be treated by staff members as collaborators in the educational process. The school's Advisory Board, represented by parents, the private sector, teachers, staff, students, collaborating agencies, community representatives, and public agencies will also recommend policy to Green Dot management. The Advisory Board will meet monthly.

Parental views and expertise will be sought in developing policies and solving school-wide problems through representatives serving on the Advisory Board and various committees. Communication with parents about school policies, programs, and their own children will be frequent, clear, and two-way.

The entire Green Dot Board of Directors meets on a quarterly basis. Within the Board there is an Executive Committee that meets monthly to discuss key issues in a timely manner.

The Green Dot Management Team meets on a weekly basis to focus on key issues dealing with our schools. The Management Team meets with the Principals formerly on a monthly basis to discuss academic success, school operations such as financial management, attendance, reporting and more to ensure the schools are hitting their targets and are continually improving. School performance and data will be relied on heavily for decision-making.

HUMAN RESOURCES

Qualifications of School Employees

Green Dot schools will hire a diverse faculty composed of the best teachers available. We will achieve this goal by continuing our national search to hire the finest teachers. This includes contacting the top graduate and education programs in the country and publicizing Green Dot job opportunities to experienced teachers.

Green Dot shall not discriminate against any potential employee on the basis of ethnicity, national origin, gender, sex, religion, race or disability.

Green Dot will comply with the provisions of No Child Left Behind as they apply to highly-qualified certificated personnel and paraprofessional employees of charter schools. Credentials will be monitored by the director of human resources at the Green Dot office. Green Dot will ensure that teacher credentials for all core subject instructors (English language arts, math, social studies, science, fine arts, and special education) will comply with all NCLB regulations.

Teachers at Green Dot Schools shall be required to hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. As CDE and CTE provide interpretations for the requirements for non-core subjects, those interpretations will be followed.

Should a qualified candidate not hold a California teaching credential, that employee must have, at the minimum, 18 semester units or 27 quarter units in the subject they wish to teach and have passed subject matter examinations in their subject area they wish to teach. If hired, the candidate will apply for an intern credential and must enroll in a credentialing program and must meet all qualifications of highly qualified in compliance with NCLB.

Teaching applicants must welcome being treated as critical stakeholders as they are expected to assume significant administrative, governance and advisory group responsibilities. Technological experience is an advantage, although an enthusiastic willingness to learn may suffice, as there will be ample professional development opportunities.

As noted in the section regarding Ed Code 47605 (b) (5) (E), all teachers shall hold the training and credentials appropriate to their placement and will be hired based on their capacity to deliver the instructional and curricular program.

Beyond the principal and teachers, an office manager will be hired. We will also hire a full time security guard depending on the need. Green Dot schools will try to hire its administrative staff from the community, particularly its office manager. It is critical that the office manager and all of the staff develop close relationships to the community members they are serving. The principal of each Green Dot school has the discretion to

hire other classified personal as needed. The principal will be in charge of reviewing each classified staff member yearly and their salary will be competitive. The administrative staff shall possess experience and expertise appropriate for their position within the school as outlined in their job description.

Green Dot schools have a rigorous national recruitment process. We advertise or plan to advertise in publications such as major newspapers, newsletters for Association of California School Administrators, journals for the National Association of Secondary Principals, *Education Week,* and the *Chronicle of Higher Education.* We also employ Internet resources such as Ed-Join and MonsterTrak.

Green Dot will select a staff while complying with State and Federal regulations. Each member shall be a full-time employee. The selection process for certificated and classified personnel will include:

Research and establish job qualifications, including a list of position-specific criteria to be given to qualified applicants.

Announce opening(s).

Recruit applicant(s) from a broad pool of applicants.

Request an application, resume, references, records of experiences, credentials, licenses, etc.

Verify previous employment and check references of interview candidate(s).

Final teacher candidates will teach a demonstration lesson that must be student-driven and exhibit a strong command of the subject area.

The Principal is responsible for the ultimate hiring decision and yearly review.

The principal is the main person running the school once open, and Green Dot takes extensive care to select the most qualified and dedicated principal. The principal will go through the selection process above as well as formal interviews with the Green Dot home office team. Green Dot will use its extensive relationships with a number of universities and other channels for attaining high quality principals who possess a Tier I administrative credential. Green Dot has had a pool of 40 candidates applying for the Green Dot principal positions in the past and it is confident that it will have a similar pool of candidates from which to hire the leader of all new Green Dot schools. Additionally, Green Dot is developing leaders within its own organization (counselors and assistant principals) for future Green Dot Principal positions.

Compensation and Benefits

Certificated employees at Green Dot schools will be paid according to the pay scale that has been agreed upon between Green Dot and AMU. Compensation is discussed explicitly in Article XXIX of the contract. Additionally, a break out of the agreed upon number of work days annually and the length of the professional workday are broken out in the contract as well (Article VI).

Salaries for classified employees have been developed by analyzing the average salaries in comparable school districts for classified employees. Green Dot's classified

salaries typically fall in the middle of the comparable range. Full-time classified employees are typically expected to work 183 days annually and are given one sick day each month.

Green Dot teachers and administrators shall be a part of the State Teachers' Retirement System, (STRS). Other employees shall be covered by the Public Employees' Retirement System, (PERS), or Social Security as appropriate.

Employee Representation

Green Dot employees will have full collective bargaining rights, as defined by the Educational Employees Relations Act (EERA). For the purposes of EERA, Green Dot Public Schools is the exclusive public school employer.

Certificated employees at Green Dot schools have organized as the Asociación de Maestros Unidos (AMU), an affiliate of the CTA. Green Dot's first comprehensive agreement with the AMU was signed and completed in spring 2003. Green Dot anticipates that certificated employees of any new Green Dot Schools will join the AMU.

Non-certificated employees have not organized at any of Green Dot's current schools; however, they have the right to if they so wish.

Rights of School District Employees

The right to leave a district and take employment at a Green Dot School, as well as the right to return to the district for Green Dot employees who were previously district employees, will be as specified in district policies, procedures, or collective bargaining agreements addressing this issue with respect to charter schools operated as nonprofit public benefit corporations under Education Code 47604.

Health and Safety

All Green Dot school sites will comply with all applicable safety laws. Sites will require that each employee of the school furnish the school with a criminal record summary as described in Section 44237 of the Education Code, including the requirement that, as a condition of employment, each new employee must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.

Each site will develop further health, safety, and risk management policies in consultation with its insurance carriers and risk management experts. Green Dot will assess its school buildings for structural safety, using the existing state, county, and city standards for independent and parochial schools. Green Dot, at its own cost and expense, will be responsible for obtaining appropriate permits from the local public entity with jurisdiction over the issuance of such permits, including building permits,

occupancy permits, fire/life safety inspections and conditional use permits, all as may be required to ensure a safe school and facilities for staff and students.

Dispute Resolution

The dispute resolution process for Green Dot certificated employees is defined in detail in Article XIV of the AMU agreement.

Any controversy, claim, or dispute between Green Dot and the SBE in relation to this charter shall be handled first through an informal process in accordance with the procedures set forth below.

Any controversy, claim, or dispute arising out of or relating to the charter agreement, or the breach thereof, must be submitted in writing ("Written Notification"). The Written Notification must identify the nature of the dispute. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM, or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the US Mail.

A written response shall be tendered to the other party within twenty (20 business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss and resolve the controversy, claim, or dispute at issue ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received from the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM, or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the US Mail.

If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of the Issues Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration Association.

If mediation is not successful, then the parties agree to settle the controversy, claim, or dispute by arbitration conducted by a single arbitrator in accordance with the rules or guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties.

Any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

Green Dot recognizes that, because the SBE is not a local education agency, the State Board of Education may choose resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the State Board of Education intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter. Green Dot also recognizes that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47604.5, the matter will be addressed at the State Board of Education's discretion in accordance with that provision of law and any regulations pertaining thereto.

Revocation and Renewal: The SBE may revoke the charter of Green Dot Public Schools if Green Dot commits a breach of any terms of its charter. Further, the SBE may revoke the charter if Green Dot commits a breach of any provisions set forth by the SBE and/or any provisions set forth in the Charter School Act of 1992. Specifically, the District may revoke the charter of Green Dot on any of the following grounds:

Green Dot committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
Green Dot failed to meet or pursue any of the pupil outcomes identified in the charter.
Green Dot failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
Green Dot violated any provisions of law.

Prior to revocation, the SBE will notify Green Dot in writing of the specific violation. The SBE will give Green Dot a reasonable opportunity to cure the violation. Depending on the nature of the violation, the SBE will determine the amount of time needed to cure the violation. In the case of disputes, the parties agree to adhere to the dispute resolution procedures identified in the charter.

The SBE shall retain the right to revoke the charter immediately if Green Dot is engaging or has engaged in activities that constitute a severe and imminent threat to the health and safety of the students. Under these circumstances, the dispute resolution procedures will be inapplicable.

STUDENT ADMISSION, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

Student Admission

Every effort will be made to reach out to all eighth graders in areas where Green Dot Schools are accepting freshmen classes. Letters will be sent out to all families of eighth grade students who would typically attend the local high school to ensure that all students in the area have an opportunity to attend a Green Dot School. Families will be notified through community meetings, mailings, personal phone calls and possibly newspaper advertisements. At open houses throughout the communities in which we have schools, Green Dot will share information about our schools and our alternative setting for families and their children, how the application process will work and the random public lottery which would be held if the applications exceed capacity. These methods have proved very successful at Green Dot's three schools, all of which have received more applicants than available seats in every year of operation.

Each family showing interest will be sent an application packet. Parents are responsible for completing a preliminary application and secondary application, copies of which can be found in the appendix. Preference shall be given to those students with students with siblings already enrolled at the Green Dot school, as well as to those students who attend middle schools that feed into the nearest high school.

Should we receive more than 140 applications before the specified deadline, a random lottery will be held. Each applicant's name will be assigned a number. Each number will be put on a card. Each card will be equal in size and shape. The card will then be put into a pool. A random drawing will occur, and the first 140 numbers chosen are accepted to the school. Once the student list has been set, a waiting list will be developed for those students still wishing to enroll should space become available. During the school year if vacancies should arise, the school will pull from the wait list

Each Green Dot school shall maintain an accurate accounting of the ethnic and racial balance of students enrolled, along with documentation of the efforts the school has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation. Each of our schools currently uses the PowerSchool software program to track demographic information on each individual student.

It is the policy of Green Dot Public Schools to be nonsectarian in programs, curriculum, admission policies, employment practices, and all other operations. Green Dot schools shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, sex, religion, race or disability.

Public School Attendance Alternatives
Green Dot Schools will be sites of choice. No student is required to attend. Students choosing not to attend a Green Dot School may attend other public schools within their home school district. Green Dot Schools will work cooperatively with appropriate county offices of education, with local school districts, and with other local charter schools as necessary to expeditiously provide and receive student information as may be necessary when students transfer between a Green Dot School and another public school alternative.

Suspension/Expulsion Procedures
Students shall not be suspended or expelled from a Green Dot School for academic failure. Students shall only be suspended or expelled for actions for which they could be suspended or expelled from the school district, as defined by Education Code Sections 48900 to 48926.

Teachers are responsible for the day-to-day discipline in their classrooms within the understanding that teachers have many different roles beyond just disciplinarian. Teachers work with their students to meet their individual needs of their students and work together to find a common ground in the classroom, to ensure that learning can take place. Disciplinary options available to the teachers include: warning, detention, parent-teacher communication, counseling referral, written assignment, and discipline referral to the Principal.

Suspension is intended to remove the student from peers and the class environment. This separation provides the student time to reflect on his or her behavior and a possible pattern of behavior that will be more positive.

A student serving on-campus suspension reports to school at the regular time in full uniform. Each teacher will give the student written assignments that he or she must complete under the direct supervision of the Principal or designee. The student will not attend any classes or go out for break. The student will eat lunch in the assigned room.

A student may be suspended for any of the following acts:

Theft, destruction, or defacement of school or personal property during school hours or during school-sponsored events. Parents will be held financially responsible.
Defiance, disrespect, or abuse of school authority
Harassment
Hazing
Fighting
Profanity or vulgarity in word or gesture
Narcotics possession or use (marijuana, dangerous drugs, or other harmful substances)
Smoking or possessing tobacco products on campus or at school-sponsored events
Being under the influence of, or possessing, alcohol or any controlled substance at school or any school-sponsored event

Writing on, tagging, or defacing school property
Any infraction not listed but considered sufficiently serious by the Principal

Expulsion – Dismissal from School: A student may be dismissed from a Green Dot School for any of the following major violations or for repeating any violation listed under suspension Length of expulsion is determined by the Discipline Board and at the time of the act in question. It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school (E.C. 48915 (c) (1**)**:

Brandishing a knife at another person, or possession or use of any weapons or firearms on school premises or at school sponsored events (E.C. 48915 (c) (2))
Possession of an explosive (as defined in section 921 of Title 18 of the U.S. Code) (E.C. 48915 (c) (5))
Unlawfully selling a controlled substance including providing or selling narcotics of any kind (immediate expulsion) (E.C. 48915 (c) (3))
Inflicting or causing bodily harm to any person on campus
Committing or attempting to commit a sexual assault or committing a sexual battery (Section 48900[n])
Assault or battery, or any threat of force or violence directed toward anyone
Fighting
Theft of, tampering with, or unauthorized handling of a teacher's grade book, textbook, handbook, keys, briefcase, or other personal items
Tampering with fire alarms or extinguishers
Any infraction considered sufficiently serious by the Principal (multiple suspensions, consistent defiance, etc.)

A student may not be suspended or expelled for any misconduct unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or occurring within any other school district and that act occurs at any time, including, but not limited to 1) while on school grounds, 2) while going to or coming form school, 3) during the lunch period whether on or off the campus, or during or while going to or coming form a school-sponsored activity.

Parents have the right to appeal expulsions and suspensions to Green Dot Public Schools' management and eventually to the Green Dot Board of Directors. A parent must submit an appeal within 30 days of being informed of the expulsion or suspension to Green Dot Management at which time Green Dot Management will meet with the Principal, the Discipline Board, comprised of administrator(s) and teachers, and potentially the student. If Green Dot Management supports the decision of the school site, that decision can be appealed to the Green Dot Board of Directors. Additionally, parents can appeal a suspension or expulsion prior to the suspension or expulsion by immediately informing the Principal of their desire to appeal the suspension or expulsion. A meeting will occur as soon as practically possible between the principal, the parent and the appropriate representatives from Green Dot management. The suspension or expulsion will not occur until the appeal has been heard and ruled upon

by the appropriate representatives of Green Dot Management. If for some reason Green Dot Management believes a member of the committee to be biased, that person will not participate in that particular appeal hearing. Instead a member of the community or a parent will be appointed to the committee by Green Dot Management.

Green Dot Schools will collect suspension and expulsion data, which will be available for public review.

Students who are suspended and are waiting to see if they will be expelled will be provided a home teacher who meets the with the school's principal to monitor student work. If the student is expelled, the Green Dot School will contact the local district to work to find a school and/or continuation school the will meet the student's needs.

In the case of a special education student, or a student who receives 504 accommodations, Green Dot will ensure that is makes the appropriate adjustment as necessary to comply with the mandates of IDEA and Special Education laws.

Pupils who are expelled from Green Dot Schools shall be given a rehabilitation plan upon expulsion as developed by the school's governance council at the time of the expulsion order which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Green Dot School for admission. The amount of time is determined by the Discipline Board and will be adhered to.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the charter school's governance and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of Ánimo at the time the pupil seeks readmission.

FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

Budgets

Over the last five years, Green Dot has performed very well financially. It has been able to open five successful small schools while accessing a relatively small amount of private philanthropy. Green Dot's strong financial performance has been driven by its efficient school and organizational model and its effectiveness at accessing state, federal and local public funds to pay for school start-up costs. Green Dot has created more than 2,000 high performing public school seats and has raised less than $7 million in private fundraising to do it. At less than $3,500 of private philanthropy per new seat created to date, Green Dot has proven that it leverages private fundraising as effectively as any organization in the country.

Green Dot schools are self-sustaining on public funds (Federal, State and Local) after their start-up costs have been funded. Once they are in their fifth year and in an affordable facility, Green Dot schools will be self-sustaining on the public dollar forever. The key factors that enable Green Dot schools to operate effectively on the public dollar are: a) high student attendance rates, b) lower number of classified employees per student than a traditional district school, c) greater utilization of all employees and d) low non-classroom based operating expenses due to increased efficiencies.

Today, Green Dot operates five high schools serving over 2,000 students and has a projected FY 2006 operating budget of close to $20 million. Green Dot's budget will grow rapidly over the next five years as it opens new schools through school transformation projects. This budget is projected to grow to close to $90 million within five years assuming that Green Dot opens 6 new schools annually.

Financial Reporting

All Green Dot schools will prepare and file with eh state on or before September 15 an annual statement of receipts and expenditures for the preceding fiscal year. Additionally, Green Dot schools will prepare and file with the state a preliminary budget on or before July 1, an interim financial report on or before December 15, a second interim financial report on or before March 15, and a final unedited report for the full prior year on or before September 15 (as per Education Code Section 47604.33).

Insurance

No coverage shall be provided to Green Dot schools by the SBE. Green Dot schools shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the SBE to protect each school from claims which may arise from its operations. The following insurance policies will be followed by each Green Dot school:

Worker's Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect the Charter School from claims under Worker's Compensation Acts which may arise from its operations.
Comprehensive Bodily Injury and Property Damage Liability (including property, fire, theft) for combined single limit coverage of not less than $5,000,000 for each occurrence from an A-rated insurance company. The policy shall be endorsed to name the SBE and shall provide specifically that any insurance carried by the SBE which may be applicable to any claims or loss shall be deemed excess and Green Dot's insurance primary despite any conflicting provisions in the school's policy. Coverage shall be maintained with no self-insured retention.
Fidelity Bond coverage shall be maintained by Green Dot schools to cover all of their employees who handle, process, or otherwise have responsibility for school funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

Green Dot shall furnish to the SBE certificates of such insurance signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows:
The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the SBE.
The SBE reserves the right to require complete certified copies of the required insurance policies.

Should Green Dot schools deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the SBE and its purchase shall be the responsibility of Green Dot.

Home Office Responsibilities
Green Dot Public Schools has developed and is continually growing a lean corporate organization with expertise in curriculum, professional development, finance, facilities, operations, politics, fundraising and other key areas relevant to operating successful high schools and driving reform. Green Dot will provide a number of services to its new school sites that will help ensure the school's success. Green Dot provides similar services to its first three schools.

Recruiting: Green Dot prioritizes recruiting and the corporate organization focuses on it year round. Green Dot engages in the following activities to ensure it has access to the largest pool of great principal and teacher candidates:

17. *Information Sessions and Formal Recruiting:* Information sessions, events and formal recruiting at top graduate schools.
18. *Work Study Programs:* Work-study students used as teaching assistants to generate interest in Green Dot and have an extended "interview" period.

19. *Advertising:* At graduate schools, in periodicals such as Education Week, with unions and other trade organizations, on job boards, etc.
20. *Partnerships:* Green Dot plans to develop partnerships with organizations that place talented educators (Teach for America, New Leaders for New Schools, etc).

New Green Dot Schools will have access to Green Dot's talent pool at all times in order to ensure that it can continually hire the best candidates.

During the months of November, January, and February Green Dot's Director of Human Resources conducts outreach to recruit new teachers. The Director will set up informational sessions, purchase ads, reach out to recruits to have a qualified pool of teacher applicants. All this outreach is centralized at Green Dot, and once compiled, the principal and teachers engage in the interviewing process.

Facilities: Green Dot is responsible for securing facilities for each of its schools and for all major renovation projects. Green Dot has developed a facilities model that will allow it to most effectively overcome the difficult challenges related to securing facilities for new high schools in Los Angeles.

Given current legislation and financing options, Green Dot schools typically use temporary facilities for their first year in operation and may use them for up to three years. The goal is for each Green Dot school to only move once in its lifetime, but some schools are likely to have to move two or three times. Temporary facilities will typically be shared facilities (with Universities or Junior Colleges, etc.); buildings that require minimal tenant improvements such as churches with classrooms, old private schools, and commercial buildings; or portable classrooms. Green Dot will use this model for Green Dot .

Green Dot will begin looking for a permanent facility for each school in its first year of operation and will look to move its schools into a permanent site when a school has at least 50% of its projected total student population and/or has secured the appropriate financing.

Green Dot's Vice President of Real Estate Development will work with the principal, teachers, and parents to understand the facility needs before the school opens. He will meet with brokers and real estate agents and on a monthly basis with the facility committee to further define the needs for the long-term facility.

Facilities Financing: Financing for purchasing facilities will be managed through Green Dot Corporate. Green Dot is developing a financing strategy centered on exploring all of the financing options available to charter schools and taking advantage of any favorable legislation.

Green Dot has gained deep expertise in all of the financing sources available to public schools as well as all of the relevant legislation in order to find the optimal mix of different financing mechanisms to use to pay for its schools permanent facilities.

Curriculum Development: As discussed above, Green Dot's Education team has developed a menu of curriculum options to be used by each new Green Dot school. The

recommended curriculum will includes a variety of options for courses (particularly electives), textbooks, and teaching strategies that Green Dot believes will deliver the best student results. The education team will work with principals and lead teachers before the start of each new school to determine the most appropriate curriculum for each school. The education team will also meet with principals regularly to further refine their curriculum and ensure that the curriculum is being delivered effectively.

New Green Dot Schools can learn from the experiences of each of Green Dot's schools in order to improve its results. Additionally, it can learn from Green Dot's knowledge about leading research and best practices utilized outside of Green Dot's network.

When school is in session, Green Dot's Chief Academic Officer will meet on a monthly basis with the principal and lead teachers to analyze student progress and performance, determine effectiveness of the curriculum, improve instruction, and set future target goals.

Professional Development: Professional development for Green Dot principals will be managed out of Green Dot Corporate. Professional development for teachers will be managed collaboratively by Green Dot Corporate and Green Dot (led by the principal).

The Green Dot Professional Development Plan will be developed during the summer. During the school year, 50% of the professional development will be led by the principal and lead teachers and managed at the school site; the other 50% will be delivered by Green Dot whether through conferences, speakers, or meetings. There will be at least quarterly professional development programs.

Fundraising: All major fundraising campaigns will be managed through Green Dot Corporate. Individual schools will be encouraged to engage in smaller, more local fundraising efforts.

Green Dot's Development Manager will conduct major fundraising at the start and end of the school year. Green Dot will have about 3-4 smaller fundraisers ranging from candy sales to walkathons. The principal can also place requests for individual grants and the Development Manager will write the grant and work in conjunction with the principal to obtain all necessary information.

Budgeting: Green Dot Corporate will develop the annual budget for its schools with substantial input from the schools principal. The principal will have the best visibility into where resources are needed most at their schools and provide critical guidance to Green Dot in the budget creation process. During the school year, the principal will be given lots of flexibility to make certain trade-offs between line items in his/her budget, but is not allowed to increase the overall size of his/her budgets without authorization from Green Dot Corporate. Additionally, any significant purchases that were not originally budgeted for cannot be made without Green Dot authorization.

The budget is an ongoing process. During the summer the budget will be developed for the following fiscal year by the Chief Operating Officer in conjunction with the principal.

The final budget will be presented and approved by the Board no later than mid-August. Final number decisions will lie with the Green Dot management team; however, once the total amount of the budget is set, the principal may reallocate money during the year. All necessary budget information will be forwarded to the SBE.

On a monthly basis, principals will be met with to review budget versus actual. At the end of each quarter, the budget will be adjusted with major increases needing to be approved by the Green Dot Board.

Purchasing: Purchasing will be centralized at Green Dot Corporate to ensure that Green Dot receives competitive prices and great service. This provides Green Dot schools with significant advantages as it does not run into the complexities and delays associated with establishing credit.

Back Office Management: All back office functions such as payroll, taxes and compliance will be centralized at Green Dot Corporate. Green Dot currently contracts with a third party organization to manage the majority of its back office functions but is expected to bring several of these functions in house by the 2004-2005 school year.

For ***payroll***, Green Dot contracts with Charter School Management Corporation Inc (CSMCI). All employees will be set up with CSMCI and will be paid twice a month. Green Dot and CSMCI will make sure all payroll accounting is executed. All ***accounting*** and tax related tasks will be carried out at Green Dot. All ***purchase orders*** and invoices for the school will be executed by Green Dot. The principal can request Purchase Orders. Green Dot's Account Payable will then work with the office manager to make sure the PO matches the invoice and product is shipped appropriately.

Governance of Schools: Green Dot Corporate and the Green Dot Board of Directors will act as the governing body for Green Dot.

School-Site Responsibilities

Teacher Responsibilities

Provide a quality, enriched and integrated curriculum
Provide a continual assessment of student progress and maintain records
Evaluate classroom performance continually to meet the changing needs of students
Adjust teaching strategies and materials to meet the diagnosed needs of students
Provide an effective room environment that reflects and facilities the academic program
Provide peer assistance to fellow teachers
Continue to work on professional growth
Strive for continuous and open communication with parents
Participate in ongoing peer evaluations
Regular, punctual attendance

Principal Responsibilities

Provides assistance, guidance, and supervision in instructional practices and curriculum development specific to the language, social, and academic needs of the student populations, including bilingual, Special Education, and Gifted and Talented Students
Provides leadership for and facilitate collaboration with all stakeholders on identifying goals for student achievement and standards for assessing the outcome of these goals
Prepares school budgets and is responsible for and monitors the expenditures of all school funds in accordance with Federal and State guidelines
Develops partnerships among students, parents, community members, teachers and support staff that will create a learning community at Green Dot with high expectations and achievement for all students
Work with Green Dot to develop and operate the school and maintain collaborative relationships with other formal or informal educational and other institutions
Educates all students and demonstrates improved student achievement with standards-based instruction focused learning opportunities, and appropriate use of all resources
Evaluates the performance of certificated and classified personnel assigned to the school site
Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organized and implements an “Emergency Operation Plan;” and complies with mandated child abuse reporting procedures
Provides staff development and training for all stakeholders to improve student achievement

Classified and Other Personnel

Office personnel will perform daily school business
Run the school’s front office
Ensure quality service to community members, students, and certificated staff
Other personnel will perform duties as described by the administrative team

Facilities

Green Dot secures facilities for all of the school sites it opens and operates. These facilities meet all applicable codes for educational occupancy in cities or counties in which the schools operate. Green Dot ensures that each school facility will be approved comply with Uniform Building Codes, federal American With Disabilities Act (ADA) access requirements, Asbestos Hazard Emergency Response Act (AHERA) regulations, and any other applicable fire, health, and structural safety requirements. A Certificate of Occupancy and all other records will be kept on file by Green Dot for their school properties. Green Dot will provide a copy of the Certificate of Occupancy to the SBE prior to the date its schools are scheduled to open.

Green Dot's facilities strategy is based on its incubation model for opening new schools and the competitive urban real estate markets where Green Dot schools are located. Each Green Dot school needs approximately 40,000 – 60,000 square feet in order to house a comprehensive 9-12 high school of 500 – 530 students. Since each Green Dot school starts with a single 9th grade class of 140 students, each school needs only 10,000 square feet or enough space for 6 classrooms, offices, some assembly space and adequate toilet facilities in its first year. From a planning perspective, Green Dot schools need additional 10,000 square feet for every year of a new school's growth. Because of this incubation model, Green Dot schools typically move at least once during their first year of operation (for example a school will typically occupy a temporary facility for its first year of operation and move to a permanent facility once the school enrolls enough students to support a larger facilities cost). To provide athletic and recreation space for its students, Green Dot often partners with local organizations for joint-use opportunities. Green Dot also works collaboratively with the local districts in order to fulfill its long term facility needs. This collaboration may include discussions related to Prop. 39, state bonds and/or bonds recently passed by the local district.

Green Dot has successfully located and secured excellent education facilities for all of its schools to date. In addition, the organization has been awarded over $72 million in bond funding for the acquisition and construction of permanent school sites. Green Dot anticipates that it will be able to continue leverage state and local bond funding to provide facilities for its students. Green Dot's first school (Ánimo Leadership) leases a large facility that was once occupied by the West Los Angeles Law School. Its second school, Ánimo Inglewood, is located in a converted Kaiser hospital (over 60,000 square feet), which Green Dot owns and has renovated through a partnership with the Low Income Investment Fund. Oscar De La Hoya Ánimo has shared space with a Boys & Girls Club and will soon be moving to its permanent location on land donated by the Oscar De La Hoya Foundation. Ánimo Venice is located on a LAUSD elementary school, Broadway Elementary and Ánimo South Los Angeles occupies a 2 acre property acquired for its use through a partnership with Pacific Charter Development Corporation. Green Dot is currently in the process of using its Prop 55 funding for its Venice, South Los Angles, and Oscar De La Hoya schools.

An appropriate safety plan will be developed as soon as the school site facility is finalized. All Amino schools are required to have active safety plans on file as required

by California Ed Code. Green Dot will hire its own contractors and the appropriate resources necessary in order to perform the maintenance and operations functions required at its facility. As far as contracted maintenance, the school will contract for electric work that require permits or licensed electricians, heating ventilation or air condition work, licensed/general contractors for construction or remodeling, life safety maintaining alarms, smoke detectors needed to be maintained by contractors. The school will address internal maintenance work such as fluorescent light relamping, minor repairs to locks/doors/plumbing, minor carpenter work, general maintenance of equipment such as changing the filters, oiling and lubricating the pumps, janitorial services, fire extinguisher maintenance, and general repairs. Routine maintenance, building equipment operations, major or deferred maintenance, alterations and improvements, pest management, utilities and preventative maintenance are all services provided by Green Dot Public Schools as part of the school's management fee to the organization. Green Dot's facilities group maintains staff and relationships with vendor to provide all of the services listed above. The facilities group conducts regular inspections of the property to determine major, deferred and preventative maintenance needs. Any school site stakeholder may also contact Green Dot's facilities group directly with service requests. Green Dot's facilities services group maintains a work-order and request tracking system to ensure that all facilities maintenance needs are met. Custodial services and utilities relationships are also managed by the Green Dot facilities group for the school site. Gardening, landscaping, and tree-trimming services are managed at the school site level by school administration. Typically, school site administrators contract with local vendors to provide these services.

Green Dot, through its partner Pacific Charter School Development and through its own network of brokers is actively pursuing numerous facilities in communities where we plan to open new schools. New schools will obtain property insurance coverage for the site. Green Dot closely investigates all key issues related to site viability including zoning, use, accessibility, building codes, regulatory and legislative issues.

Transportation
Green Dot typically does not allow students to drive themselves to school. All students must use school-provided transportation, local public transportation or have parents/guardians drop off and pick up students. All Green Dot schools provide transportation services to ensure that students have adequate transportation to and from school.

Audits
Green Dot Public Schools' management shall annually oversee the selection of a reputable independent auditor and the completion of an annual audit of each school's financial books and records, including attendance. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles, and will verify the accuracy of Green Dot Public Schools' and each individual school's financial statements (including their Balance Sheets, Income Statements and Cash Flow Statements), attendance and enrollment accounting practices, and review internal controls. To the extent required by law, the scope of this audit will be expanded to

include any relevant items or processes identified by the Office Management and Budget.

Currently, Green Dot is seeking to contract with a new audit firm. The Home Office will ensure that the firm with which we contract is on the State Controller's list of approved auditors, as well as that the firm has experience in education finance.

It is anticipated that annual audits will be completed within four months of the close of each school year, and a copy of the auditor's findings will then be forwarded to the SBE. All financial statements will be submitted to the SBE within 4 months following the close of the fiscal year. The Audit Committee, which is made up of Green Dot Management, Green Dot Board members and a representative from the Charter School Management Corporation ("CSMC") will review any audit exceptions or deficiencies and report recommendations to Green Dot's full Board as to how these have been, or will be, resolved. Green Dot will act upon these recommendations, and report its actions to the SBE. Exceptions and deficiencies will be resolved to the satisfaction of the SBE and its staff.

Consistent with AB 1994, each Green Dot School will provide an annual financial report to the SBE in a format developed by the Superintendent of Public Instruction. Each school also will submit its annual audit to the State Controller, COE, and the CDE.

Administrative/business operations will be performed by Green Dot Public Schools' home office and some are outsourced to CSMC. Green Dot provides the following services to its first three schools and will likely provide similar services to Green Dot:

all budget preparation
application for revolving loan
setup of fiscal control policies and procedures
setup and assistance for administration of human resources – including payroll interface when necessary with district, county, and state in matters relating to fiscal affairs, reporting, audits, accountability
attendance accounting and reporting controls
all accounting services – including establishing chart or accounts (SACS)
setup of banking relationships
preparation for annual audit

Additional services provided by Green Dot Public Schools' home office are detailed later in the charter.

Green Dot Schools shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the SBE and shall consult with the SBE regarding any inquiries.

Closure Protocol

The decision to close the school shall be documented by an official action of the governing board of the SBE as well as the Green Dot Public Schools' Board of Directors. This action will identify the reason for the school's closure; whether the charter was revoked, not renewed, or closed voluntarily; and the effective date of closure.

If at all feasible, the charter school closure will occur at the end of an academic year. The authorizing chartering agency will send a notice of the school closure to the Charter Schools Unit at the California Department of Education, to the appropriate County Office of Education, and to the local school district in which the Green Dot School resides.

Parents and students of the school will be notified in writing as soon as possible of the closure. Notification will include information on assistance in transferring the students to another appropriate school and a process for the transfer of student records.

Parents will also be provided with a certified packet of student information that may include the closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements, etc.

An independent audit for the charter school will be completed within six months of the closure of the school to determine the net assets or net liabilities of the charter school. The assessment will include an accounting of all charter school assets, including cash and accounts receivable, which may include: reduction in apportionments as a result of audit findings or other investigations; loans; and unpaid staff compensation. The audit will also assess the disposition of any restricted funds received by or due to the charter school.

The charter school will submit any required year-end financial reports to the CDE and the SBE. These reports will be submitted as soon as possible after the closure action and no later than the required deadlines for reporting for the fiscal year.

Upon completion of the closeout audit, Green Dot will develop a plan for the repayment of any of the school's liabilities, or the disbursement of any remaining assets of the individual school. Any assets will be liquidated to pay off any outstanding liabilities. Any remaining restricted assets, such as grant funds and restricted categorical funds, will be returned to their source. Net assets of the school will be transferred to Green Dot Public Schools.

IMPACT ON THE CHARTER AUTHORIZER

Authorizer Liability: Green Dot shall hold harmless, defend and indemnify the SBE, its officers and employees, from every liability, claim or demand which may be made by reason of: (a) any injury to person or property sustained by School, its officers, employees or authorized volunteers; and (b) any injury to person or property sustained by any person, firm or corporation caused by any act, neglect, default, or omission of School, its officers, employees or agents. In cases of such liabilities, claims or demands, the Green Dot Statewide Charter School at its own expense and risk shall defend all legal proceedings which may be brought against the SBE, its officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them.

Charter Term: The petitioners request the State Board of Education approve a term of this charter that shall begin for a five-year period on July 1, 2006 and end June 30, 2011. The School justifies this five-year term based on the increased difficulty of securing staff and facilities financing with a shorter term and on the successful record of the School's educational design.

Charter Revisions: *Material revisions to the charter must be approved by the SBE. However, any proposed revisions to the charter will be presented to the SBE for a determination as to whether it is a material revision that must be approved by the SBE.*

Severability: The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the SBE and Green Dot Statewide Benefit Charter School. The SBE and Green Dot Statewide Benefit Charter School agree to meet to discuss and resolve any issue or differences relating to invalidated provisions in a timely and proactive fashion.

Information Exchange: Green Dot agrees to permit the SBE and/or its designees to inspect and receive copies of all records relating to the operation of the Green Dot Statewide Charter School, including financial, personnel, and pupil records. Green Dot shall promptly comply with all reasonable written requests for information pertaining to the operations of the School and shall provide the SBE regular access to all sites operated under this Statewide Benefit Charter School.

ASSURANCES

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a Statewide Benefit Charter School for Green Dot Public Schools to be located in communities identified in this charter application is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school. Additionally, I understand that Green Dot will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with 3540) of Division 4 of Title 4 of Title 1 of the Government Code. Further I understand that if awarded a charter, each of the sites of the Green Dot Statewide Charter School:

Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non charter public schools.
Will be nonsectarian in its programs, admissions, policies, employment practices, and all other operations.
Will not charge tuition.
Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process.
Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability.
Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
Will meet all requirements for employment set forth in applicable provisions of law, including but not limited to credentials, as necessary.
Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which teachers in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
Will at all times maintain all necessary and appropriate insurance coverage.
Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.
Will provide an annual report to the SBE reflecting student achievement data, performance benchmarks, and other pertinent data supporting state charter goals.
Will notify the CDE within 60 days of proposed commencement of instruction of each site

_____ (Authorized Signature)

_____ (Date)

LIST OF SITES TO BE OPERATED UNDER THE GREEN DOT STATEWIDE BENEFIT CHARTER

School*	Location**	Proposed Opening***
~~Ánimo Delano #1~~ Ánimo Inglewood #2	~~Delano Joint Union High School District~~ Inglewood Unified School District	~~2007~~ 2008
Ánimo Roosevelt #1	Los Angeles Unified School District	~~2007~~ 2008
Ánimo Delano ~~#2~~ #1	Delano Joint Union High School District	~~2009~~ 2010
Ánimo Roosevelt #2	Los Angeles Unified School District	~~2009~~ 2010
Ánimo Lennox	Lennox School District	~~2010~~ 2011
Ánimo Hamilton #1	Los Angeles Unified School District	~~2010~~ 2011
Ánimo Hamilton #2	Los Angeles Unified School District	~~2011~~ 2012
Ánimo Inglewood ~~#2~~ #3	Inglewood Unified School District	~~2011~~ 2012

* Green Dot reserves the right to adjust the name of affiliate sites based upon input from local communities.
**Green Dot reserves the right to adjust the proposed locations based on availability of facilities. Any changes will be made by January of the year in which a school is scheduled to be opened.
***Green Dot reserves the right to adjust the sequence and timeline of school openings as necessary to respond to circumstances at a local level, including the availability of suitable facilities.

DEMOGRAPHICS OF LOCATIONS FOR GREEN DOT STATEWIDE BENEFIT CHARTER SITES*

	Los Angeles Unified School District	Inglewood Unified School District	Centinela Valley Union High School District**	Delano Joint Union School District
American Indian	0.3%	0.0%	01%	0.1%
Asian	3.8%	0.2%	3.5%	1.4%
Pacific Islander	0.3%	0.4%	1.6%	0.0%
Filipino	2.2%	0.2%	1.6%	14.5%
Hispanic	72.8%	57.2%	63.9%	80.2%
African American	11.6%	41.4%	24.4%	1.2%
White	9.0%	0.5%	4.1%	2.5%
Multiple/No Response	0.0%	0.1%	0.7%	0.2%
% F/R Lunch	75.1%	60.9%	56.6%	73.7%
% EL	42.6%	31.6%	27.3%	46.0%

*****Demographic data is from Ed-Data (www.ed-data.k12.ca.us).
******Centinela Valley Union High School District is the school district in which Lennox School District students attend high school.

SITE DESCRIPTION: ÁNIMO INGLEWOOD #2 & #3

Location
Inglewood Unified School District

Timeline
Ánimo Inglewood #2 will be open in September 2008. Pending API rankings for the 2008-2009 school year, Ánimo Inglewood #3 will open in September 2012. Each school will serve approximately 140 9th graders. Each will grow to serve approximately 525 students in grades 9-12 by their fourth year of operations.

School Background
Inglewood Unified School District has been designated as low performing. Green Dot will use its proven model for opening schools in underserved areas to create a second successful, college preparatory high school for the community of Inglewood Green Dot plans to achieve the same strong results at Ánimo Inglewood #2 and #3 that it is achieving at its first Ánimo Inglewood site.

Plan for Community Input and Notification
In collaboration with the Small Schools Alliance, Green Dot will engage the Inglewood community. Outreach to the community will include open meetings as well as door-to-door canvassing of the neighborhood. Current Ánimo Inglewood students, parents, and staff will help to spearhead these community organizing efforts.

As per state guidelines, Green Dot will hold a minimum of one publicly noticed meeting for this school with a summary of the input received at the meeting posted on the school's website. Additionally, Green Dot will inform the local school district and county superintendents of the location of the proposed school at least 120 days prior to the commencement of instruction.

This Charter Petition contains the necessary signatures of prospective teachers for the site.

Potential Facilities
Green Dot's current Ánimo Inglewood school property can support Ánimo Inglewood #2 for its first year of operation. During this year, Green Dot will secure a permanent facility for Ánimo Inglewood #2. Green Dot, through its partner Pacific Charter School Development and through its own network of brokers, is actively pursuing numerous facilities in the Inglewood area. The organization has extensive relationships within the Inglewood community, which it will leverage to secure a permanent facility.

SITE DESCRIPTION: ÁNIMO ROOSEVELT #1 & #2

Location
East Los Angeles (Los Angeles Unified School District)

Timeline
Ánimo Roosevelt #1 will open in September 2008. Pending its API rankings for the 2007-2008 school year, Ánimo Roosevelt #2 will open in September 2010. Each school will serve approximately 140 9th graders. They will grow to serve approximately 525 students in grades 9-12 by their fourth year of operations.

School Background
Roosevelt High School has been designated as low performing and overcrowded. Green Dot will use its proven model for opening schools in underserved areas to create four successful, college preparatory high schools for the community of East Los Angeles. Green Dot plans to achieve the same strong results at its Ánimo Roosevelt sites that it is achieving at Oscar De La Hoya Ánimo, its first school serving the students and families of East Los Angeles.

Plan for Community Input and Notification
In collaboration with the Small Schools Alliance, Green Dot will engage the Roosevelt community. Outreach to the community will include open meetings as well as door-to-door canvassing of the neighborhood. Current Roosevelt students and parents, as well as Roosevelt alumni, will help to spearhead these community organizing efforts.

As per state guidelines, Green Dot will hold a minimum of one publicly noticed meeting for this school with a summary of the input received at the meeting posted on the school's website. Additionally, Green Dot will inform the local school district and county superintendents of the location of the proposed school at least 120 days prior to the commencement of instruction.

Potential Facilities
Green Dot currently controls properties for 2 incubator schools in East Los Angeles, which will be used for the Ánimo Roosevelt schools.

SITE DESCRIPTION: ÁNIMO LENNOX

Location
Lennox School District (serving students who would otherwise attend high school in the Centinela Valley Union High School District)

Timeline
Ánimo Lennox will open in September 2011. The school will serve approximately 140 9th graders. It will grow to serve approximately 525 students in grades 9-12 by its fourth year of operations.

School Background
Both the Lennox School District and the Centinela Valley Union High School District have been designated as low performing. Green Dot will use its proven model for opening schools in underserved areas to create a second successful, college preparatory high school for the community of Lennox. Green Dot plans to achieve the same strong results at Ánimo Lennox that it is achieving at its first site in Lennox, Ánimo Leadership.

Plan for Community Input and Notification
In collaboration with the Small Schools Alliance, Green Dot will engage the Lennox community. Outreach to the community will include open meetings as well as door-to-door canvassing of the neighborhood. Current Ánimo Leadership students, parents, and staff will help to spearhead these community organizing efforts.

As per state guidelines, Green Dot will hold a minimum of one publicly noticed meeting for this school with a summary of the input received at the meeting posted on the school's website. Additionally, Green Dot will inform the local school district and county superintendents of the location of the proposed school at least 120 days prior to the commencement of instruction.

Potential Facilities
Green Dot's current Ánimo Leadership school property can support Ánimo Lennox for its first two years of operation. During these two years, Green Dot will secure a permanent facility for Ánimo Lennox. Green Dot, through its partner Pacific Charter School Development and through its own network of brokers, is actively pursuing numerous facilities in the Lennox area. In addition, the organization has extensive relationships within the Lennox community, which it will leverage to secure a permanent facility.

SITE DESCRIPTION: ÁNIMO HAMILTON #1 & #2

Location
West Los Angeles (Los Angeles Unified School District)

Timeline
Ánimo Hamilton #1 will open in September 2011, and Ánimo Hamilton #2 will open in September 2012. Each school will serve approximately 140 9th graders. They will grow to serve approximately 525 students in grades 9-12 by their fourth year of operations.

School Background
Even in middle class neighborhoods such as West Los Angeles, an achievement gap exists between White and Asian students and their African-American and Latino counterparts. Green Dot will use its proven model for opening to create four successful, college preparatory high schools for the community of West Los Angeles. Green Dot plans to achieve the same strong results for students of all ethnic and socio-economic backgrounds at its Ánimo Hamilton sites that it is achieving at its other Green Dot schools.

Plan for Community Input and Notification
In collaboration with the Small Schools Alliance, Green Dot will engage the Hamilton community. Outreach to the community has included open meetings as well as door-to-door canvassing of the neighborhood. Current Hamilton students and parents, as well as Hamilton alumni, will help to spearhead these community organizing efforts.

As per state guidelines, Green Dot will hold a minimum of one publicly noticed meeting for this school with a summary of the input received at the meeting posted on the school's website. Additionally, Green Dot will inform the local school district and county superintendents of the location of the proposed school at least 120 days prior to the commencement of instruction.

This Charter Petition contains the necessary signatures of prospective teachers for the site.

Potential Facilities
Green Dot, through its partner Pacific Charter School Development and through its own network of brokers, will begin pursuing facilities in the West Los Angeles area within the next fiscal year.

SITE DESCRIPTION: ÁNIMO DELANO #1

Location
Delano Joint Union High School District

Timeline
Ánimo Delano #1 will open in September 2010. The school will serve approximately 140 9th graders. It will grow to serve approximately 525 students in grades 9-12 by its fourth year of operations.

School Background
Delano Joint Union High School District has been designated as low performing. Green Dot will use its proven model for opening schools in underserved areas to create a successful, college preparatory high school for the community of Delano. Green Dot plans to achieve the same strong results at Ánimo Delano that it is achieving at its existing Ánimo sites.

Plan for Community Input and Notification
In collaboration with the United Farm Workers, Green Dot will engage the Delano community. Outreach to the community will include open meetings as well as door-to-door canvassing of the neighborhood. Current Delano Joint Union High School District students and parents, as well as alumni, will help to spearhead these community organizing efforts.

As per state guidelines, Green Dot will hold a minimum of one publicly noticed meeting for this school with a summary of the input received at the meeting posted on the school's website. Additionally, Green Dot will inform the local school district and county superintendents of the location of the proposed school at least 120 days prior to the commencement of instruction.

Potential Facilities
Green Dot, through its partner Pacific Charter School Development as well as its own network of brokers, will begin pursuing facilities in the Delano area within the next fiscal year.

GREEN DOT'S RECOMMENDED PRACTICES

The Home Office provides all Green Dot schools with Recommended Practices in order to ensure a consistent level of quality. Practices are provided in the areas of curriculum, student intervention, professional development, parent participation and school operations to help principals and teachers make the most informed decisions for their schools. Principals and teachers review the Recommended Practices and determine how much of the practices they will incorporate in their schools. There is a significant amount of consistency across Green Dot's schools because the majority of the Recommended Practices are implemented at all schools.

If a school site chooses not to follow a Recommended Practice, they are required to provide a plan that describes why they are not following that practice and lay out the new practice the school site will employ and what it is based on (research, best practices, a new innovation, etc). School sites will always have the right not to follow the Home Office's Recommended Practices unless the school sites are not meeting their performance metrics. Green Dot's Recommended Practices are living practices and the Home Office is continually updating them based on successful innovations from within the Green Dot network and best practices being developed by other school operators.

Curriculum

A recommended curriculum is provided to all Green Dot schools to help ensure that each school offers a balanced, comprehensive curriculum. Included in the recommended curriculum are course offerings, textbooks, curriculum maps, pacing guides, sample lesson plans, teaching strategies and assessments that have been successful at Green Dot schools.

Student Intervention

The following are some of the intervention and support programs built into Green Dot's recommended school model:

Summer Bridge Program: Typically a two and a half week mandatory summer session held for incoming ninth graders. Students receive standards-based instruction in Math and English and are acclimated to the culture and expectations of a Green Dot school.
Reading and Math Intervention Programs: Read 180 and Riverdeep, standards aligned computer based programs for reading and math respectively, are provided to students that test low in reading and/or math. Typically these courses are given to 9th graders through an elective class or during curriculum skills.
Curriculum Skills: A short "7th period" study skills class for 9th graders focused on helping students develop the skills critical for academic success.
Advisory Groups: Meet once a week to discuss issues related to the pressures of being a young adult in high school. Students remain in the same advisory groups with the same teacher for all four years to maintain a tighter sense of community.

Guided Study: All students who do not complete their homework or struggle with it are required to attend Guided Study at lunch where a teacher helps them with their work. All assignments must be turned in the following day.
Homework Club: Students who are struggling with a particular class or simply want more support in a subject can attend homework club, which is offered for an hour every day after school and run by a credentialed teacher and/or college interns.
Office Hours: Teachers hold office hours twice a week after school to provide students with additional support.

Professional Development
Green Dot has developed a comprehensive and rigorous professional development program that is led by the Principals and lead teachers. The Principals are the instructional leaders of each school and the focal point for professional development. Below are the key components of the program:

Seven Day Summer Training for all Teachers (9 days for New Teachers): Begins with a two day staff retreat and is focused on developing culture, reviewing data from the previous year, developing strategic plan, and helping teachers develop curriculum.
Three pupil-free staff development days during the year: topics are usually determined based on teacher input and student needs during the year. Teachers fill out a "Pulse Check" twice per year to give the Principal guidance on the focus of development.
Late-start days on Wednesday: Used to provide development to all teachers. Broken into whole staff development, grade level collaboration, and department collaboration. Each month has a focus (classroom management, clear expectations, etc.).
Two-year New Teacher Program: Mirrors the BTSA program and consists of new teachers meeting once a month for two years. Focused on helping new teachers plan lessons, establish a positive learning environment, prioritize workloads, etc.
Observations from Administrators at least once per month and from department chairs at least once per semester: Observations are carried out to provide teachers with specific feedback on instruction.
Teacher Buddy system: Teachers are partnered with a buddy each month and asked to observe their buddy one time during a prep period and give feedback.
Videotaped lessons: Teachers have the opportunity to be videotaped once a quarter so they can view their lessons.
Two sub days annually for Teachers and Principals on site or off site: Teachers and Principals are encouraged to observe successful proven educators within the Green Dot system or at other schools.
Opportunities for teachers to attend conferences: Teachers have the opportunity to attend conferences each year. Teachers are required to present key learnings to the entire staff.

Parent Participation
Green Dot is developing an extensive parent participation program that includes best practices for educating parents, creating parent resource centers, developing successful PTAs and providing the most effective and diverse opportunities for parents to fulfill their service hours. This program will be rolled out to the schools sites during the 2005-2006

school year to supplement the programs the schools are already using for parent participation.

School Operations

Green Dot has developed Recommended Practices for operating a school so that all school site employees are working efficiently and time and money are focused on activities related to kids. The school operations model includes, suggested number of classified staff; target teacher to student ratio; proposed budget; teacher hiring process; and processes for managing student transportation, foodservice, janitorial services, communications and other key operational areas. It is rare for Green Dot schools not to follow the school operations recommendations.

Emphasis on Leadership

Schools are strongly encouraged to incorporate leadership into their curriculums. A leadership program has been developed which includes a variety of classes, clubs and special projects over four-years. As a result of the program, students will often engage in activities such as "Get Out the Vote" precinct walking and voter registration campaigns. The culmination of the leadership program is a legacy project that must be completed by the graduating class of each Green Dot school. At Ánimo Leadership, the seniors decided to establish a tutoring program with elementary school students as their legacy project. This program was developed entirely by the students for their community.

Technology Focus

Technology is widely used at all Green Dot schools to drive higher levels of achievement and prepare students for the information driven economy of the 21st Century. It is also used as a critical tool for gathering data for school management. At each of its schools, Green Dot invests in technology in the following areas:

All Green Dots schools are networked and laptops are made available to students to use at school or at home.
Each teacher is provided with a laptop and given training on effectively using technology in the classroom.
Courses often include Web-based research projects and assignments.
A 9th grade technology class is included in recommended curriculum to train students on computers and different software programs.
A Web-based student information and school management system (PowerSchool) is implemented at Green Dot and is used by all schools.
Phones / walkie-talkies are provided to all employees to provide greater accessibility for parents and to ensure rapid responses to incidents on campus.

CURRENT SELPA PLAN

Southwest SELPA

Ánimo Inglewood and Ánimo Leadership are treated as "public schools" of the Southwest SELPA for purposes of special education. Ánimo Inglewood will receive its allocated share of AB602 special education funds. The allocated amount will be calculated using a funding model based on pupil population (average daily attendance). Ánimo Inglewood anticipates requiring specific services from the District on a fee basis and realizes that such services will be granted subject to availability.

The Southwest SELPA is entitled to collect encroachment from Ánimo Inglewood and Ánimo Leadership. Ánimo's encroachment will equal the percentage of general funds encroached by the appropriate District to support the Special Education Program. The annual encroachment percentage collected from the charter school may vary from year to year depending on the appropriate District's internal encroachment. The calculation of the Ánimo encroachment contribution will be based upon a formula designed by the appropriate District's Budget Services Office.

GREEN DOT BOARD OF DIRECTORS

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Five-Year Financial Model for Green Dot Public Schools Statewide Benefit Charter

CATEGORY	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
INCOME STATEMENT						
Revenue						
General Purpose Entitlement						
Charter Schools General Purpose Entitlement State Aid	$0	$646,955	$1,334,021	$2,010,036	$2,651,042	$2,730,573
Charter Schools Funding In Lieu of Property Taxes	0	180,881	372,976	561,982	741,199	763,435
Summer School	0	0	65,114	67,002	69,012	71,083
Total GP Entitlement & In Lieu of Prop. Taxes	**$0**	**$827,836**	**$1,772,111**	**$2,639,020**	**$3,461,253**	**$3,565,091**
Special Education Entitlement	0	59,160	121,988	183,805	242,420	249,693
Federal Revenue						
Federal Child Nutrition Programs	$0	$40,420	$83,346	$125,581	$165,629	$170,598
All Other Federal Revenue	0	0	0	0	0	0
Title 1 Federal Revenue	0	55,218	113,860	171,559	226,269	233,057
Federal Implementation/Start up Grant Revenue	0	0	0	0	0	0
Total Federal Revenue	**$0**	**$95,638**	**$197,206**	**$297,139**	**$391,898**	**$403,655**
Other State Revenue						
Other State Apportionments	$0	$0	$0	$0	$0	$0
Charter School Categorical Block Grant	0	38,573	79,537	119,843	158,061	162,802
State Child Nutrition Program	0	1,814	3,740	5,635	7,432	7,655
State Lottery Revenue	0	18,950	39,076	58,877	77,653	79,983

Five-Year Financial Model for Green Dot Public Schools Statewide Benefit Charter

CATEGORY	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
In Lieu of Economic Aid	0	14,111	29,098	43,843	57,824	59,559
Total Other State Revenue	**$0**	**$73,448**	**$151,450**	**$228,197**	**$300,970**	**$309,999**
Local Revenue						
Interest	$0	$0	$0	$0	$0	$0
All Other Transfers / Apportionments from County Offices	0	0	0	0	0	0
All Transfers from Other Green Dot Locations	0	0	0	0	0	0
Student Lunch Revenue	0	2,822	5,820	8,769	11,565	11,912
Green Dot Contribution and Other Fundraising	20,000	350,000	0	0	0	0
State Startup Grants	5,000	200,000	200,000	0	0	0
Miscellaneous	0	0	0	0	0	0
Student Body (ASB Fundraising)	0	4,973	10,254	15,450	20,377	20,988
School Site Fundraising	0	7,526	15,519	23,384	30,841	31,766
Total Local Revenue	**$25,000**	**$565,322**	**$231,593**	**$47,603**	**$62,784**	**$64,667**
TOTAL REVENUE	**$25,000**	**$1,621,403**	**$2,474,347**	**$3,395,765**	**$4,459,325**	**$4,593,105**

EXPENDITURES	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Certificated Salaries						
Teachers Salaries	$0	$347,913	$731,267	$1,068,845	$1,535,394	$1,581,456
Substitute Expense	0	8,325	15,940	23,973	35,089	36,142

Five-Year Financial Model for Green Dot Public Schools Statewide Benefit Charter

CATEGORY	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Pupil Support Salaries	0	0	10,000	67,917	69,954	72,053
Certificated Supervisors	0	150,000	154,650	159,135	163,909	168,826
Total Certificated Salaries	**$0**	**$506,238**	**$911,857**	**$1,319,870**	**$1,804,346**	**$1,858,477**
Classified Salaries						
Classified Support Salaries	$0	$52,121	$53,737	$55,295	$56,954	$58,663
Other Classified Salaries	0	19,389	19,990	20,570	21,187	21,822
Stipends	0	13,659	23,685	34,252	46,134	47,519
Overtime- Classified Support	0	2,606	2,687	2,765	2,848	2,933
Overtime - Other Classified	0	969	1,000	1,028	1,059	1,091
Total Classified Salaries	**$0**	**$88,745**	**$101,098**	**$113,910**	**$128,182**	**$132,028**
Employee Benefits	**Year 0**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
STRS	$0	$41,078	$75,354	$112,522	$158,543	$168,198
PERS	0	6,845	7,276	7,704	8,173	8,671
OASDI/Medicare-Cert	0	7,220	13,394	19,935	28,033	29,740
OASDI/Medicare-Class	0	6,789	7,974	9,245	10,715	11,368
Unemployment - Cert	0	6,172	11,449	17,041	23,964	25,423
Unemployment - Class	0	2,029	2,383	2,763	3,202	3,398
Health and Welfare Benefits - Cert	0	51,297	95,163	141,640	199,178	211,308
Health and Welfare Benefits - Class	0	12,658	14,867	17,237	19,979	21,195
Worker's Comp - Cert	0	39,285	72,879	108,473	152,538	161,828

Five-Year Financial Model for Green Dot Public Schools Statewide Benefit Charter

CATEGORY	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Worker's Comp - Class	0	18,743	22,014	25,523	29,582	31,384
Other Employee Benefits	0	0	0	0	0	0
Total Employee Benefits	**$0**	**$192,116**	**$322,752**	**$462,082**	**$633,908**	**$672,513**
Books and Supplies						
Books & School Supplies						
Approved Textbooks Core Curriculum	$0	$65,000	$65,000	$65,600	$78,750	$65,625
Books / Other Reference Materials	0	2,600	2,750	3,020	3,094	2,861
Testing / Exam Supplies	0	2,000	4,124	6,214	8,195	8,441
Classroom Materials / Supplies	0	10,075	20,775	31,303	41,286	42,524
Materials and Supplies	0	6,600	13,609	20,506	27,045	27,856
Postage	0	350	722	1,087	1,434	1,477
Printing & Copying Expense	0	4,938	10,181	15,340	20,233	20,839
Messenger	0	0	0	0	0	0
Noncapitalized Equipment	0	17,000	18,000	18,087	20,604	7,647
Non Educational Software	0	0	0	0	0	0
Educational Software	0	35,000	35,000	0	0	0
Computer Hardware	0	24,000	10,000	10,012	10,016	10,016
Total Books & School Supplies	$0	$167,563	$180,162	$171,169	$210,656	$187,287
Student Activities and Events						
Student Band Equipment	0	$0	$0	$0	$0	$0

Five-Year Financial Model for Green Dot Public Schools Statewide Benefit Charter

CATEGORY	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Student Athletic Equipment	0	3,275	6,753	10,175	13,420	13,823
General Student Supplies	0	4,125	8,506	12,816	16,903	17,410
Student Events	0	3,275	6,753	25,175	25,175	25,930
Total Student Activities and Events	$0	$10,675	$22,012	$48,167	$55,499	$57,164
Student Food						
Food	0	$42,593	$87,827	$132,334	$174,535	$179,771
Non-District Food	0	6,286	12,961	19,529	25,756	26,529
Total Student Food	$0	$48,879	$100,788	$151,862	$200,292	$206,300
Total Books and Supplies	**$0**	**$227,117**	**$302,962**	**$371,198**	**$466,446**	**$450,751**
Services and Other Operating Expenditures						
Employee Development and Educational Support						
Travel and Conferences	$0	$1,929	$3,931	$5,865	$7,653	$7,798
Auto Mileage	$0	109	222	331	432	440
Parking	$0	50	102	152	198	202
Training and Development	0	6,750	13,757	20,526	26,783	27,292
Dues and Membership	0	1,350	2,751	4,105	5,357	5,458
Educational Publications	0	150	306	456	595	606
Total Employee Development and Educational Support	$0	$10,338	$21,068	$31,435	$41,018	$41,797

Five-Year Financial Model for Green Dot Public Schools Statewide Benefit Charter

CATEGORY	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Insurance	0	$10,852	$22,117	$33,001	$43,060	$43,878
Facilities, Facilities Related Expenses and Insurance						
Operation / Housekeeping	0	36,000	50,904	59,630	77,120	77,891
Utilities	0	40,000	64,380	75,417	97,536	98,511
Drinking Water	0	275	560	836	1,091	1,112
Security Services	0	1,125	2,293	3,421	4,464	4,549
Space Rental / Lease (interest on mortgage)	0	162,140	247,435	339,576	445,933	459,310
Building Maintenance	0	16,000	18,100	21,248	23,198	23,430
Total Facilities and Facilities Related Expenses	$0	$255,540	$383,672	$500,129	$649,341	$664,803
Student Transportation						
Student Transportation	$0	$60,000	$60,000	$120,000	$120,000	$120,000
Transportation Repair	0	0	0	0	0	0
Total Student Transportation	$0	$60,000	$60,000	$120,000	$120,000	$120,000
Other Services and Operating Expenditures						
Equipment Rental / Lease	$0	$3,025	$6,165	$9,199	$12,003	$12,231
Equipment Repair	0	125	255	380	496	505
Professional / Consulting Services	0	3,500	3,535	4,141	4,242	4,242
Work Study Expense	0	0	0	0	0	0
Legal Services	0	0	0	0	0	0

Five-Year Financial Model for Green Dot Public Schools Statewide Benefit Charter

CATEGORY	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Educational Consultants	0	18,000	36,684	54,736	71,421	72,778
Communications	0	6,500	13,247	19,766	25,791	26,281
Total Other Services and Operating Expenditures	$0	$31,150	$59,886	$88,222	$113,953	$116,037
Total Services and Other Operating Expenditures	**0**	**367,880**	**546,742**	**772,787**	**967,371**	**986,515**
Capital Outlay						
Books / Media Library	$0	$0	$0	$0	$0	$0
Depreciation (on direct with school)	0	0	0	0	0	0
Equipment	0	35,035	35,035	35,035	35,035	35,035
Furniture	0	0	0	0	0	0
Total Capital Outlay	**$0**	**$35,035**	**$35,035**	**$35,035**	**$35,035**	**$35,035**
Other Outgo						
Miscellaneous	$10,000	$1,975	$4,072	$6,136	$8,093	$8,336
Recruitment Expense	10,000	188	387	583	768	791
Fundraising Expense	0	1,500	3,093	4,660	6,147	6,331
Transfers to Other Locations (depr. From Home Office)	0	0	0	0	0	0
Debt Service - Interest	0	5,600	6,807	9,967	12,763	12,763
District Oversight Fee	0	16,214	24,743	33,958	44,593	45,931
Management Fee	0	97,284	148,461	203,746	267,560	275,586
Total Other Outgo	**$20,000**	**$122,761**	**$187,563**	**$259,050**	**$339,923**	**$349,738**

Five-Year Financial Model for Green Dot Public Schools Statewide Benefit Charter

CATEGORY	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Transfers of Indirect / Direct Support Costs						
Transfers of Indirect / Direct Support Costs #1	$0	$0	$0	$0	$0	$0
Transfers of Indirect / Direct Support Costs #2	0	0	0	0	0	0
Total Transfers of Indirect / Direct Support Costs	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES	**$20,000**	**$1,539,891**	**$2,408,009**	**$3,333,931**	**$4,375,213**	**$4,485,057**
Sub net income - pre reserve	**5,000**	**81,513**	**66,338**	**61,833**	**84,112**	**108,048**
Reserve for Economic Uncertainty		**81,070**	**42,647**	**46,071**	**53,178**	**6,689**
% Cash Reserve Required		5.0%	5.0%	5.0%	5.0%	5.0%
Required Reserve		81,070	123,717	169,788	222,966	229,655
Net Income - Post reserve	**5,000**	**443**	**23,691**	**15,763**	**30,934**	**101,359**
Cash Balance after reserve (incl. accruals)		**5,443**	**29,133**	**44,896**	**75,830**	**177,189**
REVENUE ASSUMPTIONS						
OPERATING ASSUMPTIONS						
Total Students						

Five-Year Financial Model for Green Dot Public Schools Statewide Benefit Charter

CATEGORY	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	Year 0	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
9th Grade	0	140	140	140	140	140
10th Grade		0	140	140	136	136
11th Grade				130	130	130
12th Grade					119	119
Total Students	0	140	280	410	525	525
Average Daily Attendance						
Average Daily Attendance %		96.0%	96.0%	96.0%	96.0%	96.0%
Average Daily Attendance Students		134	269	394	504	504
Free & Reduced Lunch & ELL						
% Free & Reduced Lunch Students		91.3%	91.3%	91.3%	91.3%	91.3%
% of English Language Learners		25.0%	25.0%	25.0%	25.0%	25.0%
% of FFR Students not eating meals		20.0%	20.0%	20.0%	20.0%	20.0%
Student school days per year		183	183	183	183	183
Rates (all rates per student or per ADA unless noted)	**Year 0**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
GP Entitlement Rates						
Charter Schools General Purpose Entitlement State Aid		$6,159	$6,350	$6,535	$6,731	$6,933

Five-Year Financial Model for Green Dot Public Schools Statewide Benefit Charter

CATEGORY	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
In Lieu of Property Taxes as a % of Gen. Apportionment		21.8%	21.8%	21.8%	21.8%	21.8%
GD Additional Allocation for Summer School (number)		0	65,114	67,002	69,012	71,083
Total GP Entitlement Rates per ADA (inc. summer school)		6,159	6,593	6,705	6,868	7,074
Special Education Entitlement (per student)		423	436	448	462	476
Federal Rates						
Federal Child Nutrition Programs		$2.25	$2.32	$2.39	$2.46	$2.53
All Other Federal Revenue		0	0	0	0	0
Title 1 Federal Revenue		450	464	477	492	506
Federal Implementation/Start up Grant Revenue		0	0	0	0	0
Total Federal Revenue per ADA		712	734	755	778	801
Other State Rates						
Other State Apportionments		0	0	0	0	0
Charter School Categorical Block Grant		287	296	304	314	323
State Child Nutrition Program		13	14	14	15	15
State Lottery Revenue		141	145	150	154	159
In Lieu of Economic Aid		115	119	122	126	129
Total State Revenue per ADA		546	563	580	597	615
Local Revenue Rates						

Five-Year Financial Model for Green Dot Public Schools Statewide Benefit Charter

CATEGORY	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Interest		0	0	0	0	0
All Other Transfers / Apportionments from County Offices		0	0	0	0	0
All Other Transfers from Other GD Locations (number)		0	0	0	0	0
Student Lunch Revenue		21	22	22	23	24
Unrestricted Contributions		0	0	0	0	0
Foundation Grants		0	0	0	0	0
Miscellaneous		0	0	0	0	0
Student Body (ASB Fundraising)		37	38	39	40	42
School Site Fundraising		56	58	59	61	63
Total Local Revenue per ADA		4,206	862	121	125	128
COLAs						
COLA for GP Entitlement		3.8%	3.1%	2.9%	3.0%	3.0%
COLA for Special Education		3.8%	3.1%	2.9%	3.0%	3.0%
COLA for Federal Rates		0.0%	3.1%	2.9%	3.0%	3.0%
COLA for State Rates		3.8%	3.1%	2.9%	3.0%	3.0%
COLA for Local Rates		0.0%	3.1%	2.9%	3.0%	3.0%
Total Revenue per ADA		12,064	9,205	8,627	8,848	9,113
Total Revenue per Student		11,581	8,837	8,282	8,494	8,749

Five-Year Financial Model for Green Dot Public Schools Statewide Benefit Charter

CATEGORY	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
EXPENDITURE ASSUMPTIONS						
Operating Statistics	**Year 0**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Number of Teachers		7.0	13.0	19.0	27.0	27.0
Number of Pupil Support Employees		0.0	0.5	1.5	1.5	1.5
Number of Certificated Supervisors		2.0	2.0	2.0	2.0	2.0
Number of Classified Support Salaries		1.0	2.0	2.5	2.5	2.5
Number of Other Classified Salaries		1.0	1.0	1.0	1.0	1.0
Total School Site Employees		11.0	18.5	26.0	34.0	34.0
Certificated Employees COLA (excl. Admin)			3.1%	2.9%	3.0%	3.0%
Admin COLA			3.1%	2.9%	3.0%	3.0%
Classified COLA			3.1%	2.9%	3.0%	3.0%
Stipends COLA			3.1%	2.9%	3.0%	3.0%
Benefits Rate Increase (excluding healthcare)			3.1%	2.9%	3.0%	3.0%
Health and Welfare Benefits COLA			3.1%	2.9%	3.0%	3.0%
Books and Supplies COLA			3.1%	2.9%	3.0%	3.0%
Services and Other Operating Expenditures COLA			1.9%	1.9%	1.9%	1.9%
Capital Outlay COLA			3.1%	2.9%	3.0%	3.0%
Other COLA			3.1%	2.9%	3.0%	3.0%
Certificated Salaries						
Average Teacher Salary		$49,702	$51,243	$52,729	$54,310	$55,940

Five-Year Financial Model for Green Dot Public Schools Statewide Benefit Charter

CATEGORY	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Allocation for Summer School - Teachers Salary		0	65,114	67,002	69,012	71,083
Substitute Expense per FT Teacher		1,189	1,226	1,262	1,300	1,339
Counselor Salary		0	0	57,627	59,355	61,136
Special Education Assistant Salary		0	10,000	10,290	10,599	10,917
Other Pupil Support Costs		0	0	0	0	0
Total Pupil Support Salary		$0	$10,000	$67,917	$69,954	$72,053
Principal Salary		82,000	84,542	86,994	89,604	92,292
AP Salary		68,000	70,108	72,141	74,305	76,535
Certificated Supervisors		$150,000	$154,650	$159,135	$163,909	$168,826
Classified Salaries						
Office Manager Salary		$30,187	$31,122	$32,025	$32,986	$33,975
Parent Coordinator Salary		21,935	22,614	23,270	23,968	24,687
Office Assistant Salary #1		0	0	0	0	0
Office Assistant Salary #2		0	0	0	0	0
Total Classified Support Salaries		$52,121	$53,737	$55,295	$56,954	$58,663
Other Classified Salaries #1 (Security)		19,389	19,990	20,570	21,187	21,822
Other Classified Salaries #2		0	0	0	0	0
Total Other Classified		$19,389	$19,990	$20,570	$21,187	$21,822
Stipends per employees		1,242	$1,280	$1,317	$1,357	$1,398
Overtime - Classified Support as a % of Salary		5.0%	5.0%	5.0%	5.0%	5.0%
Overtime- Other Classified as a % of Salary		5.0%	5.0%	5.0%	5.0%	5.0%

Five-Year Financial Model for Green Dot Public Schools Statewide Benefit Charter

CATEGORY	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Employee Benefits *(per relevant employee salary)*						
STRS Rate		8.25%	8.51%	8.75%	9.01%	9.29%
PERS rate		9.12%	9.40%	9.67%	9.96%	10.26%
OASDI/Medicare-Cert		1.45%	1.49%	1.54%	1.58%	1.63%
OASDI/Medicare-Class		7.65%	7.89%	8.12%	8.36%	8.61%
Unemployment - Cert		1.24%	1.28%	1.32%	1.35%	1.40%
Unemployment - Class		2.29%	2.36%	2.43%	2.50%	2.57%
Health and Welfare Benefits - Cert		10.30%	10.62%	10.93%	11.26%	11.60%
Health and Welfare Benefits - Class		14.26%	14.71%	15.13%	15.59%	16.05%
Worker's Comp - Cert		7.89%	8.13%	8.37%	8.62%	8.88%
Worker's Comp - Class		21.12%	21.77%	22.41%	23.08%	23.77%
Other Employee Benefits		0.00%	0.00%	0.00%	0.00%	0.00%
Total Employee Benefits		1,372	1,153	1,127	1,207	1,281
Books and Supplies						
Books & School Supplies (per student)						
Approved Textbooks Core Curriculum		464	232	160	150	125
Books / Other Reference Materials		19	10	7	6	5
Testing / Exam Supplies		14	15	15	16	16
Classroom Materials / Supplies		72	74	76	79	81
Materials and Supplies		47	49	50	52	53

Five-Year Financial Model for Green Dot Public Schools Statewide Benefit Charter

CATEGORY	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Postage		3	3	3	3	3
Printing & Copying Expense		35	36	37	39	40
Messenger		0	0	0	0	0
Noncapitalized Equipment		121	64	44	39	15
Non Educational Software		0	0	0	0	0
Educational Software		250	125	0	0	0
Computer Hardware		171	36	24	19	19
Total Books & School Supplies		1,197	643	417	401	357
Student Activities and Events (per student)						
Student Band Equipment		0	0	0	0	0
Student Athletic Equipment		23	24	25	26	26
General Student Supplies		29	30	31	32	33
Student Events		23	24	61	48	49
Total Student Activities and Events		76	79	117	106	109
Student Food (per student)						
Food		304	314	323	332	342
Non-District Food		45	46	48	49	51
Total Student Food		349	360	370	382	393
Total Books and Supplies		1,622	1,082	905	888	859

Five-Year Financial Model for Green Dot Public Schools Statewide Benefit Charter

CATEGORY	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Services and Other Operating Expenditures						
Employee Development and Educational Support (per student)						
Travel and Conferences		14	14	14	15	15
Auto Mileage		1	1	1	1	1
Parking		0	0	0	0	0
Training and Development		48	49	50	51	52
Dues and Membership		10	10	10	10	10
Educational Publications		1	1	1	1	1
Total Employee Development and Educational Support		74	75	77	78	80
Insurance		78	79	80	82	84
Facilities, Facilities Related Expenses and Insurance						
Operation / Housekeeping		257	182	145	147	148
Utilities		286	230	184	186	188
Drinking Water		2	2	2	2	2
Security Services		8	8	8	9	9
Space Rental / Lease (actual number, not per student)		$162,140	$247,435	$339,576	$445,933	$459,310
Building Maintenance		114	65	52	44	45
Total Facilities and Facilities Related Expenses		1,825	1,370	1,220	1,237	1,266

Five-Year Financial Model for Green Dot Public Schools Statewide Benefit Charter

CATEGORY	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Student Transportation (per student)						
Student Transportation		429	214	293	229	229
Transportation Repair		0	0	0	0	0
Total Student Transportation		429	214	293	229	229
Other Services and Operating Expenditures (per student)						
Equipment Rental / Lease		22	22	22	23	23
Equipment Repair		1	1	1	1	1
Professional / Consulting Services		25	13	10	8	8
Work Study Expense		0	0	0	0	0
Legal Services		0	0	0	0	0
Educational Consultants		129	131	134	136	139
Communications		46	47	48	49	50
Total Other Services and Operating Expenditures		223	214	215	217	221
Total Services and Other Operating Expenditures		2,628	1,953	1,885	1,843	1,879
Capital Outlay (per student)						
Books / Media Library		0	0	0	0	0
Depreciation (number)		0	0	0	0	0
Equipment		250	125	85	67	67
Furniture		0	0	0	0	0

Five-Year Financial Model for Green Dot Public Schools Statewide Benefit Charter

CATEGORY	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Total Capital Outlay		250	125	85	67	67
Other Outgo *(per student unless noted)*						
Miscellaneous		14	15	15	15	16
Recruitment Expense		1	1	1	1	2
Fundraising Expense		11	11	11	12	12
Transfers to Other Locations (number)		0	0	0	0	0
Debt Service - Interest		40	24	24	24	24
District Oversight Fee as a % of revenue		1.0%	1.0%	1.0%	1.0%	1.0%
Management Fee (as a % of revenue)		6.0%	6.0%	6.0%	6.0%	6.0%
Total Other Outgo		877	670	632	647	666
Transfers of Indirect / Direct Support Costs *(per student)*						
Transfers of Indirect / Direct Support Costs #1		0	0	0	0	0
Transfers of Indirect / Direct Support Costs #2		0	0	0	0	0
Total Transfers of Indirect / Direct Support Costs		0	0	0	0	0

Year 1 Cash Flow Statement: Green Dot Public Schools Statewide Benefit Charter

Category	Year 1	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued	Total Cash
Revenue															
General Purpose Entitlement															
Charter Schools General Purpose Entitlement State Aid	$646,955	0	219,965	0	0	51,756	51,756	51,756	90,574	45,287	45,287	45,287	45,287	$0	$646,955
Charter Schools Funding In Lieu of Property Taxes	180,881	0	61,499	0	0	14,470	14,470	14,470	25,323	12,662	12,662	12,662	12,662	$0	$180,881
Summer School	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Total GP Entitlement & In Lieu of Prop. Taxes	**$827,836**	**$0**	**$281,464**	**$0**	**$0**	**$66,227**	**$66,227**	**$66,227**	**$115,897**	**$57,949**	**$57,949**	**$57,949**	**$57,949**	**$0**	**$827,836**
Special Education Entitlement	59,160	0	0	0	20,114	4,733	4,733	4,733	8,282	4,141	4,141	4,141	4,141	$0	$59,160
Federal Revenue															
Federal Child Nutrition Programs	$40,420	0	0	0	4,042	4,042	4,042	4,042	4,042	4,042	4,042	4,042	4,042	$4,042	$36,378
All Other Federal Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Title 1 Federal Revenue	55,218	0	0	0	0	0	0	0	0	0	22,087	0	11,044	$22,087	$33,131
Federal Implementation/Start up Grant Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Total Federal Revenue	**$95,638**	**$0**	**$0**	**$0**	**$4,042**	**$4,042**	**$4,042**	**$4,042**	**$4,042**	**$4,042**	**$26,129**	**$4,042**	**$15,086**	**$26,129**	**$69,509**
Other State Revenue															
Other State Apportionments	$0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Charter School Categorical Block Grant	38,573	0	13,115	0	0	3,086	3,086	3,086	5,400	2,700	2,700	2,700	2,700	$0	$38,573
State Child Nutrition Program	1,814	0	0	0	181	181	181	181	181	181	181	181	181	$181	$1,632
State Lottery Revenue	18,950	0	0	0	0	0	4,738	0	0	4,738	0	0	0	$9,475	$9,475
All Other State Revenues	14,111	1,176	1,176	1,176	1,176	1,176	1,176	1,176	1,176	1,176	1,176	1,176	1,176	$0	$14,111
Total Other State Revenue	**$73,448**	**$1,176**	**$14,291**	**$1,176**	**$1,357**	**$4,443**	**$9,181**	**$4,443**	**$6,757**	**$8,795**	**$4,057**	**$4,057**	**$4,057**	**$9,657**	**$63,792**
Local Revenue															
Interest	$0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
All Other Transfers / Apportionments from County Offices	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
All Transfers from Other Green Dot Locations	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Student Lunch Revenue	2,822	0	0	282	282	282	282	282	282	282	282	282	282	$0	$2,822
Green Dot Startup Contribution	350,000	50,000	0	75,000	75,000	50,000	0	0	0	0	50,000	50,000	0	$0	$350,000

Year 1 Cash Flow Statement: Green Dot Public Schools Statewide Benefit Charter

Category	Year 1	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued	Total Cash
State Startup Grants	200,000	5,000	0	0	0	0	200,000	0	0	0	0	0	0	($5,000)	$205,000
Miscellaneous	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Student Body (ASB Fundraising)	4,973	0	452	452	452	452	452	452	452	452	452	452	452	$0	$4,973
School Site Fundraising	7,526	0	684	684	684	684	684	684	684	684	684	684	684	$0	$7,526
Total Local Revenue	**$565,322**	**$55,000**	**$1,136**	**$76,419**	**$76,419**	**$51,419**	**$201,419**	**$1,419**	**$1,419**	**$1,419**	**$51,419**	**$51,419**	**$1,419**	**($5,000)**	**$570,322**
TOTAL REVENUE	**$1,621,403**	**$56,176**	**$296,891**	**$77,594**	**$101,932**	**$130,863**	**$285,601**	**$80,863**	**$136,397**	**$76,345**	**$143,695**	**$121,608**	**$82,651**	**$30,786**	**$1,590,617**
EXPENDITURES	**Year 1**														
Certificated Salaries															
Teachers Salaries	$347,913	0	15,814	31,628	31,628	31,628	31,628	31,628	31,628	31,628	31,628	31,628	31,628	$15,814	$332,098
Substitute Expense	8,325	0	757	757	757	757	757	757	757	757	757	757	757	$0	$8,325
Pupil Support Salaries	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Certificated Supervisors	150,000	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	$0	$150,000
Total Certificated Salaries	**$506,238**	**$12,500**	**$29,071**	**$44,885**	**$44,885**	**$44,885**	**$44,885**	**$44,885**	**$44,885**	**$44,885**	**$44,885**	**$44,885**	**$44,885**	**$15,814**	**$490,424**
Classified Salaries															
Classified Support Salaries	$52,121	0	4,738	4,738	4,738	4,738	4,738	4,738	4,738	4,738	4,738	4,738	4,738	$0	$52,121
Other Classified Salaries	19,389	0	1,763	1,763	1,763	1,763	1,763	1,763	1,763	1,763	1,763	1,763	1,763	$0	$19,389
Stipends	13,659	0	0	3,415	0	0	0	3,415	0	0	0	0	6,830	$0	$13,659
Overtime- Classified Support	2,606	0	237	237	237	237	237	237	237	237	237	237	237	$0	$2,606
Overtime - Other Classified	969	0	88	88	88	88	88	88	88	88	88	88	88	$0	$969
Total Classified Salaries	**$88,745**	**$0**	**$6,826**	**$10,241**	**$6,826**	**$6,826**	**$6,826**	**$10,241**	**$6,826**	**$6,826**	**$6,826**	**$6,826**	**$13,656**	**$0**	**$88,745**
Employee Benefits	**Year 1**														
STRS	$41,078	0	3,734	3,734	3,734	3,734	3,734	3,734	3,734	3,734	3,734	3,734	3,734	$0	$41,078
PERS	6,845	0	622	622	622	622	622	622	622	622	622	622	622	$0	$6,845
OASDI/Medicare-Cert	7,220	0	656	656	656	656	656	656	656	656	656	656	656	$0	$7,220

Year 1 Cash Flow Statement: Green Dot Public Schools Statewide Benefit Charter

Category	Year 1	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued	Total Cash
OASDI/Medicare-Class	6,789	0	617	617	617	617	617	617	617	617	617	617	617	$0	$6,789
Unemployment - Cert	6,172	0	561	561	561	561	561	561	561	561	561	561	561	$0	$6,172
Unemployment - Class	2,029	0	184	184	184	184	184	184	184	184	184	184	184	$0	$2,029
Health and Welfare Benefits - Cert	51,297	0	4,663	4,663	4,663	4,663	4,663	4,663	4,663	4,663	4,663	4,663	4,663	$0	$51,297
Health and Welfare Benefits - Class	12,658	0	1,151	1,151	1,151	1,151	1,151	1,151	1,151	1,151	1,151	1,151	1,151	$0	$12,658
Worker's Comp - Cert	39,285	0	3,571	3,571	3,571	3,571	3,571	3,571	3,571	3,571	3,571	3,571	3,571	$0	$39,285
Worker's Comp - Class	18,743	0	1,704	1,704	1,704	1,704	1,704	1,704	1,704	1,704	1,704	1,704	1,704	$0	$18,743
Other Employee Benefits	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Total Employee Benefits	**$192,116**	**$0**	**$17,465**	**$17,465**	**$17,465**	**$17,465**	**$17,465**	**$17,465**	**$17,465**	**$17,465**	**$17,465**	**$17,465**	**$17,465**	**$0**	**$192,116**
Books and Supplies															
Books & School Supplies															
Approved Textbooks Core Curriculum	$65,000	0	0	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	$0	$65,000
Books / Other Reference Materials	2,600	0	2,600	0	0	0	0	0	0	0	0	0	0	$0	$2,600
Testing / Exam Supplies	2,000	0	0	0	0	250	250	250	250	250	250	250	250	$0	$2,000
Classroom Materials / Supplies	10,075	0	0	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	$0	$10,075
Materials and Supplies	6,600	0	0	660	660	660	660	660	660	660	660	660	660	$0	$6,600
Postage	350	0	32	32	32	32	32	32	32	32	32	32	32	$0	$350
Printing & Copying Expense	4,938	0	449	449	449	449	449	449	449	449	449	449	449	$0	$4,938
Messenger	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Noncapitalized Equipment	17,000	0	0	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	$0	$17,000
Non Educational Software	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Educational Software	35,000	0	35,000	0	0	0	0	0	0	0	0	0	0	$0	$35,000
Computer Hardware	24,000	0	0	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	$0	$24,000
Total Books & School Supplies	$167,563	$0	$38,081	$12,748	$12,748	$12,998	$12,998	$12,998	$12,998	$12,998	$12,998	$12,998	$12,998	$0	$167,563
Student Activities and Events															
Student Band Equipment	$0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Student Athletic Equipment	3,275	0	0	328	328	328	328	328	328	328	328	328	328	$0	$3,275
General Student Supplies	4,125	0	0	413	413	413	413	413	413	413	413	413	413	$0	$4,125

Year 1 Cash Flow Statement: Green Dot Public Schools Statewide Benefit Charter

Category	Year 1	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued	Total Cash
Student Events	3,275	0	0	328	328	328	328	328	328	328	328	328	328	$0	$3,275
Total Student Activities and Events	$10,675	$0	$0	$1,068	$1,068	$1,068	$1,068	$1,068	$1,068	$1,068	$1,068	$1,068	$1,068	$0	$10,675
Student Food															
Food	$42,593	0	0	4,259	4,259	4,259	4,259	4,259	4,259	4,259	4,259	4,259	4,259	$0	$42,593
Non-District Food	6,286	0	0	629	629	629	629	629	629	629	629	629	629	$0	$6,286
Total Student Food	$48,879	$0	$0	$4,888	$4,888	$4,888	$4,888	$4,888	$4,888	$4,888	$4,888	$4,888	$4,888	$0	$48,879
Total Books and Supplies	**$227,117**	**$0**	**$38,081**	**$18,704**	**$18,704**	**$18,954**	**$18,954**	**$18,954**	**$18,954**	**$18,954**	**$18,954**	**$18,954**	**$18,954**	**$0**	**$227,117**
Services and Other Operating Expenditures															
Employee Development and Educational Support															
Travel and Conferences	$1,929	0	0	193	193	193	193	193	193	193	193	193	193	$0	$1,929
Auto Mileage	109	0	0	11	11	11	11	11	11	11	11	11	11	$0	$109
Parking	50	0	0	5	5	5	5	5	5	5	5	5	5	$0	$50
Training and Development	6,750	0	0	675	675	675	675	675	675	675	675	675	675	$0	$6,750
Dues and Membership	1,350	0	0	135	135	135	135	135	135	135	135	135	135	$0	$1,350
Educational Publications	150	0	0	15	15	15	15	15	15	15	15	15	15	$0	$150
Total Employee Development and Educational Support	$10,338	$0	$0	$1,034	$1,034	$1,034	$1,034	$1,034	$1,034	$1,034	$1,034	$1,034	$1,034	$0	$10,338
Insurance	$10,852	904	904	904	904	904	904	904	904	904	904	904	904	$0	$10,852
Facilities, Facilities Related Expenses and Insurance															
Operation / Housekeeping	36,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	$0	$36,000
Utilities	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	$0	$40,000
Drinking Water	275	23	23	23	23	23	23	23	23	23	23	23	23	$0	$275
Security Services	1,125	94	94	94	94	94	94	94	94	94	94	94	94	$0	$1,125
Space Rental / Lease (interest on mortgage)	162,140	13,512	13,512	13,512	13,512	13,512	13,512	13,512	13,512	13,512	13,512	13,512	13,512	$0	$162,140
Building Maintenance	16,000	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	$0	$16,000
Total Facilities and Facilities Related Expenses	$255,540	$21,295	$21,295	$21,295	$21,295	$21,295	$21,295	$21,295	$21,295	$21,295	$21,295	$21,295	$21,295	$0	$255,540

Year 1 Cash Flow Statement: Green Dot Public Schools Statewide Benefit Charter

Category	Year 1	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued	Total Cash
Student Transportation															
Student Transportation	$60,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	$0	$60,000
Transportation Repair	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Total Student Transportation	$60,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$0	$60,000
Other Services and Operating Expenditures															
Equipment Rental / Lease	$3,025	0	0	303	303	303	303	303	303	303	303	303	303	$0	$3,025
Equipment Repair	125	0	0	13	13	13	13	13	13	13	13	13	13	$0	$125
Professional / Consulting Services	3,500	292	292	292	292	292	292	292	292	292	292	292	292	$0	$3,500
Work Study Expense	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Legal Services	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Educational Consultants	18,000	0	0	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	$0	$18,000
Communications	6,500	542	542	542	542	542	542	542	542	542	542	542	542	$0	$6,500
Total Other Services and Operating Expenditures	$31,150	$833	$833	$2,948	$2,948	$2,948	$2,948	$2,948	$2,948	$2,948	$2,948	$2,948	$2,948	$0	$31,150
Total Services and Other Operating Expenditures	**367,880**	**28,033**	**28,033**	**31,181**	**31,181**	**31,181**	**31,181**	**31,181**	**31,181**	**31,181**	**31,181**	**31,181**	**31,181**	**0**	**367,880**
Capital Outlay															
Books / Media Library	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Depreciation (on direct with school)	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Equipment	35,035	0	0	3,504	3,504	3,504	3,504	3,504	3,504	3,504	3,504	3,504	3,504	$0	$35,035
Furniture	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Total Capital Outlay	**$35,035**	**$0**	**$0**	**$3,504**	**$3,504**	**$3,504**	**$3,504**	**$3,504**	**$3,504**	**$3,504**	**$3,504**	**$3,504**	**$3,504**	**$0**	**$35,035**
Other Outgo															
Miscellaneous	$1,975	165	165	165	165	165	165	165	165	165	165	165	165	$0	$1,975
Recruitment Expense	188	63	63	63	-	-	-	-	-	-	-	-	-	$0	$188
Fundraising Expense	1,500	125	125	125	125	125	125	125	125	125	125	125	125	$0	$1,500
Transfers to Other Locations (depr. From Home Office)	0	-	-	-	-	-	-	-	-	-	-	-	-	$0	$0

Year 1 Cash Flow Statement: Green Dot Public Schools Statewide Benefit Charter

Category	Year 1	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued	Total Cash
Debt Service - Interest	5,600	467	467	467	467	467	467	467	467	467	467	467	467	$0	$5,600
District Oversight Fee	16,214	1,351	1,351	1,351	1,351	1,351	1,351	1,351	1,351	1,351	1,351	1,351	1,351	$0	$16,214
Management Fee	97,284	8,107	8,107	8,107	8,107	8,107	8,107	8,107	8,107	8,107	8,107	8,107	8,107	$0	$97,284
Total Other Outgo	**$122,761**	**$10,277**	**$10,277**	**$10,277**	**$10,214**	**$10,214**	**$10,214**	**$10,214**	**$10,214**	**$10,214**	**$10,214**	**$10,214**	**$10,214**	**$0**	**$122,761**
Transfers of Indirect / Direct Support Costs															
Transfers of Indirect / Direct Support Costs #1	$0	-	-	-	-	-	-	-	-	-	-	-	-	$0	$0
Transfers of Indirect / Direct Support Costs #2	0	-	-	-	-	-	-	-	-	-	-	-	-	$0	$0
Total Transfers of Indirect / Direct Support Costs	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES	**$1,539,891**	**$50,810**	**$129,752**	**$136,257**	**$132,779**	**$133,029**	**$133,029**	**$136,444**	**$133,029**	**$133,029**	**$133,029**	**$133,029**	**$139,859**	**$15,814**	**$1,524,076**
Sub net income - pre reserve	**81,513**	**5,366**	**167,139**	**(58,662)**	**(30,847)**	**(2,166)**	**152,572**	**(55,581)**	**3,368**	**(56,684)**	**10,666**	**(11,422)**	**(57,208)**	**14,972**	**66,541**
Reserve for Economic Uncertainty	**81,070**	**0**	**7,370**	**7,370**	**7,370**	**7,370**	**7,370**	**7,370**	**7,370**	**7,370**	**7,370**	**7,370**	**7,370**	**$0**	**$81,070**
Net Income - Post reserve	**443**	**5,366**	**159,769**	**(66,032)**	**(38,217)**	**(9,536)**	**145,202**	**(62,951)**	**(4,002)**	**(64,054)**	**3,296**	**(18,792)**	**(64,578)**	**14,972**	**(14,529)**
Monthly Cash Balance		**10,366**	**170,135**	**104,103**	**65,886**	**56,350**	**201,551**	**138,601**	**134,599**	**70,545**	**73,840**	**55,049**	**(9,529)**		**(9,529)**
Beginning Cash Balance	**5,000**														
Cash Flow Loan from Green Dot/CCSA or Other (payback)		0	0	0	0	0	0	0	0	0	0	0	25,000		25,000
Adjusted Cash Balance		**10,366**	**170,135**	**104,103**	**65,886**	**56,350**	**201,551**	**138,601**	**134,599**	**70,545**	**73,840**	**55,049**	**15,471**		**15,471**

Year 2 Cash Flow Statement: Green Dot Public Schools Statewide Benefit Charter

Category	Year 2	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued	Total Cash
Revenue															
General Purpose Entitlement															
Charter Schools General Purpose Entitlement State Aid	$1,334,021	38,817	77,635	51,756	51,756	51,756	51,756	51,756	319,596	159,798	159,798	159,798	159,798	$0	$1,334,021
Charter Schools Funding In Lieu of Property Taxes	372,976	10,853	21,706	14,470	14,470	14,470	14,470	14,470	89,355	44,678	44,678	44,678	44,678	$0	$372,976
Summer School	65,114	0	0	0	32,557	32,557	0	0	0	0	0	0	0	$0	$65,114
Total GP Entitlement & In Lieu of Prop. Taxes	**$1,772,111**	**$49,670**	**$99,340**	**$66,227**	**$98,784**	**$98,784**	**$66,227**	**$66,227**	**$408,951**	**$204,475**	**$204,475**	**$204,475**	**$204,475**	**$0**	**$1,772,111**
Special Education Entitlement	121,988	0	0	0	41,476	9,759	9,759	9,759	17,078	8,539	8,539	8,539	8,539	$0	$121,988
Federal Revenue															
Federal Child Nutrition Programs	$83,346	4,042	0	0	8,335	8,335	8,335	8,335	8,335	8,335	8,335	8,335	8,335	$8,335	$79,053
All Other Federal Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Title 1 Federal Revenue	113,860	0	0	22,087	0	0	28,465	0	0	56,930	0	0	0	$28,465	$107,482
Federal Implementation/Start up Grant Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Total Federal Revenue	**$197,206**	**$4,042**	**$0**	**$22,087**	**$8,335**	**$8,335**	**$36,800**	**$8,335**	**$8,335**	**$65,265**	**$8,335**	**$8,335**	**$8,335**	**$36,800**	**$186,535**
Other State Revenue															
Other State Apportionments	$0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Charter School Categorical Block Grant	79,537	2,314	4,629	3,086	3,086	3,086	3,086	3,086	19,055	9,527	9,527	9,527	9,527	$0	$79,537
State Child Nutrition Program	3,740	181	0	0	374	374	374	374	374	374	374	374	374	$374	$3,547
State Lottery Revenue	39,076	4,738	0	0	4,738	0	9,769	0	0	9,769	0	0	0	$19,538	$29,013
All Other State Revenues	29,098	2,425	2,425	2,425	2,425	2,425	2,425	2,425	2,425	2,425	2,425	2,425	2,425	$0	$29,098
Total Other State Revenue	**$151,450**	**$9,658**	**$7,054**	**$5,511**	**$10,622**	**$5,885**	**$15,654**	**$5,885**	**$21,854**	**$22,095**	**$12,326**	**$12,326**	**$12,326**	**$19,912**	**$141,195**
Local Revenue															
Interest	$0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
All Other Transfers / Apportionments from County Offices	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
All Transfers from Other Green Dot Locations	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Student Lunch Revenue	5,820	0	0	582	582	582	582	582	582	582	582	582	582	$0	$5,820
Green Dot Startup Contribution	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0

Year 2 Cash Flow Statement: Green Dot Public Schools Statewide Benefit Charter

Category	Year 2	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued	Total Cash
State Startup Grants	200,000	0	0	0	0	0	200,000	0	0	0	0	0	0	$0	$200,000
Miscellaneous	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Student Body (ASB Fundraising)	10,254	0	932	932	932	932	932	932	932	932	932	932	932	$0	$10,254
School Site Fundraising	15,519	0	1,411	1,411	1,411	1,411	1,411	1,411	1,411	1,411	1,411	1,411	1,411	$0	$15,519
Total Local Revenue	**$231,593**	**$0**	**$2,343**	**$2,925**	**$2,925**	**$2,925**	**$202,925**	**$2,925**	**$2,925**	**$2,925**	**$2,925**	**$2,925**	**$2,925**	**$0**	**$231,593**
TOTAL REVENUE	**$2,474,347**	**$63,370**	**$108,737**	**$96,750**	**$162,141**	**$125,687**	**$331,364**	**$93,130**	**$459,142**	**$303,299**	**$236,600**	**$236,600**	**$236,600**	**$56,711**	**$2,453,422**
EXPENDITURES	**Year 2**														
Certificated Salaries															
Teachers Salaries	$731,267	15,814	33,239	66,479	66,479	66,479	66,479	66,479	66,479	66,479	66,479	66,479	66,479	$33,239	$713,842
Substitute Expense	15,940	0	1,449	1,449	1,449	1,449	1,449	1,449	1,449	1,449	1,449	1,449	1,449	$0	$15,940
Pupil Support Salaries	10,000	833	833	833	833	833	833	833	833	833	833	833	833	$0	$10,000
Certificated Supervisors	154,650	12,888	12,888	12,888	12,888	12,888	12,888	12,888	12,888	12,888	12,888	12,888	12,888	$0	$154,650
Total Certificated Salaries	**$911,857**	**$29,535**	**$48,409**	**$81,649**	**$81,649**	**$81,649**	**$81,649**	**$81,649**	**$81,649**	**$81,649**	**$81,649**	**$81,649**	**$81,649**	**$33,239**	**$894,432**
Classified Salaries															
Classified Support Salaries	$53,737	0	4,885	4,885	4,885	4,885	4,885	4,885	4,885	4,885	4,885	4,885	4,885	$0	$53,737
Other Classified Salaries	19,990	0	1,817	1,817	1,817	1,817	1,817	1,817	1,817	1,817	1,817	1,817	1,817	$0	$19,990
Stipends	23,685	0	0	5,921	0	0	0	5,921	0	0	0	0	11,842	$0	$23,685
Overtime- Classified Support	2,687	0	244	244	244	244	244	244	244	244	244	244	244	$0	$2,687
Overtime - Other Classified	1,000	0	91	91	91	91	91	91	91	91	91	91	91	$0	$1,000
Total Classified Salaries	**$101,098**	**$0**	**$7,038**	**$12,959**	**$7,038**	**$7,038**	**$7,038**	**$12,959**	**$7,038**	**$7,038**	**$7,038**	**$7,038**	**$18,880**	**$0**	**$101,098**
Employee Benefits	**Year 2**														
STRS	$75,354	0	6,850	6,850	6,850	6,850	6,850	6,850	6,850	6,850	6,850	6,850	6,850	$0	$75,354
PERS	7,276	0	661	661	661	661	661	661	661	661	661	661	661	$0	$7,276
OASDI/Medicare-Cert	13,394	0	1,218	1,218	1,218	1,218	1,218	1,218	1,218	1,218	1,218	1,218	1,218	$0	$13,394

Year 2 Cash Flow Statement: Green Dot Public Schools Statewide Benefit Charter

Category	Year 2	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued	Total Cash
OASDI/Medicare-Class	7,974	0	725	725	725	725	725	725	725	725	725	725	725	$0	$7,974
Unemployment - Cert	11,449	0	1,041	1,041	1,041	1,041	1,041	1,041	1,041	1,041	1,041	1,041	1,041	$0	$11,449
Unemployment - Class	2,383	0	217	217	217	217	217	217	217	217	217	217	217	$0	$2,383
Health and Welfare Benefits - Cert	95,163	0	8,651	8,651	8,651	8,651	8,651	8,651	8,651	8,651	8,651	8,651	8,651	$0	$95,163
Health and Welfare Benefits - Class	14,867	0	1,352	1,352	1,352	1,352	1,352	1,352	1,352	1,352	1,352	1,352	1,352	$0	$14,867
Worker's Comp - Cert	72,879	0	6,625	6,625	6,625	6,625	6,625	6,625	6,625	6,625	6,625	6,625	6,625	$0	$72,879
Worker's Comp - Class	22,014	0	2,001	2,001	2,001	2,001	2,001	2,001	2,001	2,001	2,001	2,001	2,001	$0	$22,014
Other Employee Benefits	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Total Employee Benefits	**$322,752**	**$0**	**$29,341**	**$29,341**	**$29,341**	**$29,341**	**$29,341**	**$29,341**	**$29,341**	**$29,341**	**$29,341**	**$29,341**	**$29,341**	**$0**	**$322,752**
Books and Supplies															
Books & School Supplies															
Approved Textbooks Core Curriculum	$65,000	0	0	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	$0	$65,000
Books / Other Reference Materials	2,750	0	2,750	0	0	0	0	0	0	0	0	0	0	$0	$2,750
Testing / Exam Supplies	4,124	0	0	0	0	516	516	516	516	516	516	516	516	$0	$4,124
Classroom Materials / Supplies	20,775	0	0	2,078	2,078	2,078	2,078	2,078	2,078	2,078	2,078	2,078	2,078	$0	$20,775
Materials and Supplies	13,609	0	0	1,361	1,361	1,361	1,361	1,361	1,361	1,361	1,361	1,361	1,361	$0	$13,609
Postage	722	0	66	66	66	66	66	66	66	66	66	66	66	$0	$722
Printing & Copying Expense	10,181	0	926	926	926	926	926	926	926	926	926	926	926	$0	$10,181
Messenger	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Noncapitalized Equipment	18,000	0	0	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	$0	$18,000
Non Educational Software	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Educational Software	35,000	0	35,000	0	0	0	0	0	0	0	0	0	0	$0	$35,000
Computer Hardware	10,000	0	0	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	$0	$10,000
Total Books & School Supplies	$180,162	$0	$38,741	$13,730	$13,730	$14,245	$14,245	$14,245	$14,245	$14,245	$14,245	$14,245	$14,245	$0	$180,162
Student Activities and Events															
Student Band Equipment	$0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Student Athletic Equipment	6,753	0	0	675	675	675	675	675	675	675	675	675	675	$0	$6,753
General Student Supplies	8,506	0	0	851	851	851	851	851	851	851	851	851	851	$0	$8,506

Year 2 Cash Flow Statement: Green Dot Public Schools Statewide Benefit Charter

Category	Year 2	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued	Total Cash
Student Events	6,753	0	0	675	675	675	675	675	675	675	675	675	675	$0	$6,753
Total Student Activities and Events	$22,012	$0	$0	$2,201	$2,201	$2,201	$2,201	$2,201	$2,201	$2,201	$2,201	$2,201	$2,201	$0	$22,012
Student Food															
Food	$87,827	0	0	8,783	8,783	8,783	8,783	8,783	8,783	8,783	8,783	8,783	8,783	$0	$87,827
Non-District Food	12,961	0	0	1,296	1,296	1,296	1,296	1,296	1,296	1,296	1,296	1,296	1,296	$0	$12,961
Total Student Food	$100,788	$0	$0	$10,079	$10,079	$10,079	$10,079	$10,079	$10,079	$10,079	$10,079	$10,079	$10,079	$0	$100,788
Total Books and Supplies	**$302,962**	**$0**	**$38,741**	**$26,010**	**$26,010**	**$26,525**	**$26,525**	**$26,525**	**$26,525**	**$26,525**	**$26,525**	**$26,525**	**$26,525**	**$0**	**$302,962**
Services and Other Operating Expenditures															
Employee Development and Educational Support															
Travel and Conferences	$3,931	0	0	393	393	393	393	393	393	393	393	393	393	$0	$3,931
Auto Mileage	222	0	0	22	22	22	22	22	22	22	22	22	22	$0	$222
Parking	102	0	0	10	10	10	10	10	10	10	10	10	10	$0	$102
Training and Development	13,757	0	0	1,376	1,376	1,376	1,376	1,376	1,376	1,376	1,376	1,376	1,376	$0	$13,757
Dues and Membership	2,751	0	0	275	275	275	275	275	275	275	275	275	275	$0	$2,751
Educational Publications	306	0	0	31	31	31	31	31	31	31	31	31	31	$0	$306
Total Employee Development and Educational Support	$21,068	$0	$0	$2,107	$2,107	$2,107	$2,107	$2,107	$2,107	$2,107	$2,107	$2,107	$2,107	$0	$21,068
Insurance	$22,117	1,843	1,843	1,843	1,843	1,843	1,843	1,843	1,843	1,843	1,843	1,843	1,843	$0	$22,117
Facilities, Facilities Related Expenses and Insurance															
Operation / Housekeeping	50,904	4,242	4,242	4,242	4,242	4,242	4,242	4,242	4,242	4,242	4,242	4,242	4,242	$0	$50,904
Utilities	64,380	5,365	5,365	5,365	5,365	5,365	5,365	5,365	5,365	5,365	5,365	5,365	5,365	$0	$64,380
Drinking Water	560	47	47	47	47	47	47	47	47	47	47	47	47	$0	$560
Security Services	2,293	191	191	191	191	191	191	191	191	191	191	191	191	$0	$2,293
Space Rental / Lease (interest on mortgage)	247,435	20,620	20,620	20,620	20,620	20,620	20,620	20,620	20,620	20,620	20,620	20,620	20,620	$0	$247,435
Building Maintenance	18,100	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	$0	$18,100
Total Facilities and Facilities Related Expenses	$383,672	$31,973	$31,973	$31,973	$31,973	$31,973	$31,973	$31,973	$31,973	$31,973	$31,973	$31,973	$31,973	$0	$383,672

Year 2 Cash Flow Statement: Green Dot Public Schools Statewide Benefit Charter

Category	Year 2	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued	Total Cash
Student Transportation															
Student Transportation	$60,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	$0	$60,000
Transportation Repair	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Total Student Transportation	$60,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$0	$60,000
Other Services and Operating Expenditures															
Equipment Rental / Lease	$6,165	0	0	616	616	616	616	616	616	616	616	616	616	$0	$6,165
Equipment Repair	255	0	0	25	25	25	25	25	25	25	25	25	25	$0	$255
Professional / Consulting Services	3,535	295	295	295	295	295	295	295	295	295	295	295	295	$0	$3,535
Work Study Expense	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Legal Services	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Educational Consultants	36,684	0	0	3,668	3,668	3,668	3,668	3,668	3,668	3,668	3,668	3,668	3,668	$0	$36,684
Communications	13,247	1,104	1,104	1,104	1,104	1,104	1,104	1,104	1,104	1,104	1,104	1,104	1,104	$0	$13,247
Total Other Services and Operating Expenditures	$59,886	$1,399	$1,399	$5,709	$5,709	$5,709	$5,709	$5,709	$5,709	$5,709	$5,709	$5,709	$5,709	$0	$59,886
Total Services and Other Operating Expenditures	**546,742**	**40,214**	**40,214**	**46,631**	**46,631**	**46,631**	**46,631**	**46,631**	**46,631**	**46,631**	**46,631**	**46,631**	**46,631**	**0**	**546,742**
Capital Outlay															
Books / Media Library	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Depreciation (on direct with school)	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Equipment	35,035	0	0	3,504	3,504	3,504	3,504	3,504	3,504	3,504	3,504	3,504	3,504	$0	$35,035
Furniture	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Total Capital Outlay	**$35,035**	**$0**	**$0**	**$3,504**	**$3,504**	**$3,504**	**$3,504**	**$3,504**	**$3,504**	**$3,504**	**$3,504**	**$3,504**	**$3,504**	**$0**	**$35,035**
Other Outgo															
Miscellaneous	$4,072	339	339	339	339	339	339	339	339	339	339	339	339	$0	$4,072
Recruitment Expense	387	129	129	129	-	-	-	-	-	-	-	-	-	$0	$387
Fundraising Expense	3,093	258	258	258	258	258	258	258	258	258	258	258	258	$0	$3,093
Transfers to Other Locations (depr. From Home Office)	0	-	-	-	-	-	-	-	-	-	-	-	-	$0	$0

Year 2 Cash Flow Statement: Green Dot Public Schools Statewide Benefit Charter

Category	Year 2	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued	Total Cash
Debt Service - Interest	6,807	567	567	567	567	567	567	567	567	567	567	567	567	$0	$6,807
District Oversight Fee	24,743	2,062	2,062	2,062	2,062	2,062	2,062	2,062	2,062	2,062	2,062	2,062	2,062	$0	$24,743
Management Fee	148,461	12,372	12,372	12,372	12,372	12,372	12,372	12,372	12,372	12,372	12,372	12,372	12,372	$0	$148,461
Total Other Outgo	**$187,563**	**$15,727**	**$15,727**	**$15,727**	**$15,598**	**$15,598**	**$15,598**	**$15,598**	**$15,598**	**$15,598**	**$15,598**	**$15,598**	**$15,598**	**$0**	**$187,563**
Transfers of Indirect / Direct Support Costs															
Transfers of Indirect / Direct Support Costs #1	$0	-	-	-	-	-	-	-	-	-	-	-	-	$0	$0
Transfers of Indirect / Direct Support Costs #2	0	-	-	-	-	-	-	-	-	-	-	-	-	$0	$0
Total Transfers of Indirect / Direct Support Costs	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES	**$2,408,009**	**$85,476**	**$179,470**	**$215,820**	**$209,770**	**$210,286**	**$210,286**	**$216,207**	**$210,286**	**$210,286**	**$210,286**	**$210,286**	**$222,128**	**$33,239**	**$2,390,584**
Sub net income - pre reserve	**66,338**	**(22,106)**	**(70,733)**	**(119,070)**	**(47,629)**	**(84,599)**	**121,078**	**(123,077)**	**248,857**	**93,014**	**26,315**	**26,315**	**14,473**	**23,472**	**62,838**
Reserve for Economic Uncertainty	**$42,647**	**3,554**	**3,554**	**3,554**	**3,554**	**3,554**	**3,554**	**3,554**	**3,554**	**3,554**	**3,554**	**3,554**	**3,554**	**$0**	**$42,647**
Net Income - Post reserve	**23,691**	**(25,660)**	**(74,287)**	**(122,624)**	**(51,183)**	**(88,153)**	**117,524**	**(126,631)**	**245,303**	**89,460**	**22,761**	**22,761**	**10,919**	**23,472**	**20,190**
Monthly Cash Balance		**(10,189)**	**(84,476)**	**(207,101)**	**(258,283)**	**(346,436)**	**(228,911)**	**(355,542)**	**(110,239)**	**(20,779)**	**1,982**	**24,743**	**35,661**		**35,661**
Beginning Cash Balance	**15,471**														
Cash Flow Loan from Green Dot/CCSA or Other (payback)		50,000	50,000	100,000	50,000	75,000	0	0	(25,000)	(100,000)	(100,000)	(100,000)	(25,000)		(25,000)
Adjusted Cash Balance		**39,811**	**15,524**	**(7,101)**	**(8,283)**	**(21,436)**	**96,089**	**(30,542)**	**189,761**	**179,221**	**101,982**	**24,743**	**10,661**		**10,661**

Year 3 Cash Flow Statement: Green Dot Public Schools Statewide Benefit Charter

Category	Year 3	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued	Total Cash
Revenue															
General Purpose Entitlement															
Charter Schools General Purpose Entitlement State Aid	$2,010,036	80,041	160,083	106,722	106,722	106,722	106,722	106,722	412,101	206,051	206,051	206,051	206,051	$0	$2,010,036
Charter Schools Funding In Lieu of Property Taxes	561,982	22,379	44,757	29,838	29,838	29,838	29,838	29,838	115,219	57,609	57,609	57,609	57,609	$0	$561,982
Summer School	67,002	0	0	0	33,501	33,501	0	0	0	0	0	0	0	$0	$67,002
Total GP Entitlement & In Lieu of Prop. Taxes	**$2,639,020**	**$102,420**	**$204,840**	**$136,560**	**$170,061**	**$170,061**	**$136,560**	**$136,560**	**$527,320**	**$263,660**	**$263,660**	**$263,660**	**$263,660**	**$0**	**$2,639,020**
Special Education Entitlement	183,805	0	0	0	62,494	14,704	14,704	14,704	25,733	12,866	12,866	12,866	12,866	$0	$183,805
Federal Revenue															
Federal Child Nutrition Programs	$125,581	8,335	0	0	12,558	12,558	12,558	12,558	12,558	12,558	12,558	12,558	12,558	$12,558	$121,357
All Other Federal Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Title 1 Federal Revenue	171,559	0	0	28,465	0	0	42,890	0	0	85,779	0	0	0	$42,890	$157,134
Federal Implementation/Start up Grant Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Total Federal Revenue	**$297,139**	**$8,335**	**$0**	**$28,465**	**$12,558**	**$12,558**	**$55,448**	**$12,558**	**$12,558**	**$98,337**	**$12,558**	**$12,558**	**$12,558**	**$55,448**	**$278,491**
Other State Revenue															
Other State Apportionments	$0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Charter School Categorical Block Grant	119,843	4,772	9,544	6,363	6,363	6,363	6,363	6,363	24,570	12,285	12,285	12,285	12,285	$0	$119,843
State Child Nutrition Program	5,635	374	0	0	563	563	563	563	563	563	563	563	563	$563	$5,445
State Lottery Revenue	58,877	9,769	0	0	9,769	0	14,719	0	0	14,719	0	0	0	$29,439	$48,977
All Other State Revenues	43,843	3,654	3,654	3,654	3,654	3,654	3,654	3,654	3,654	3,654	3,654	3,654	3,654	$0	$43,843
Total Other State Revenue	**$228,197**	**$18,569**	**$13,198**	**$10,017**	**$20,349**	**$10,580**	**$25,299**	**$10,580**	**$28,787**	**$31,222**	**$16,502**	**$16,502**	**$16,502**	**$30,002**	**$218,107**
Local Revenue															
Interest	$0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
All Other Transfers / Apportionments from County Offices	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
All Transfers from Other Green Dot Locations	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Student Lunch Revenue	8,769	0	0	877	877	877	877	877	877	877	877	877	877	$0	$8,769

Year 3 Cash Flow Statement: Green Dot Public Schools Statewide Benefit Charter

Category	Year 3	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued	Total Cash
Green Dot Startup Contribution	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
State Startup Grants	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Miscellaneous	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Student Body (ASB Fundraising)	15,450	0	1,405	1,405	1,405	1,405	1,405	1,405	1,405	1,405	1,405	1,405	1,405	$0	$15,450
School Site Fundraising	23,384	0	2,126	2,126	2,126	2,126	2,126	2,126	2,126	2,126	2,126	2,126	2,126	$0	$23,384
Total Local Revenue	**$47,603**	**$0**	**$3,530**	**$4,407**	**$4,407**	**$4,407**	**$4,407**	**$4,407**	**$4,407**	**$4,407**	**$4,407**	**$4,407**	**$4,407**	**$0**	**$47,603**
TOTAL REVENUE	**$3,395,765**	**$129,323**	**$221,568**	**$179,449**	**$269,869**	**$212,311**	**$236,418**	**$178,810**	**$598,805**	**$410,492**	**$309,994**	**$309,994**	**$309,994**	**$85,450**	**$3,367,026**
EXPENDITURES	**Year 3**														
Certificated Salaries															
Teachers Salaries	$1,068,845	33,239	48,584	97,168	97,168	97,168	97,168	97,168	97,168	97,168	97,168	97,168	97,168	$48,584	$1,053,501
Substitute Expense	23,973	0	2,179	2,179	2,179	2,179	2,179	2,179	2,179	2,179	2,179	2,179	2,179	$0	$23,973
Pupil Support Salaries	67,917	5,660	5,660	5,660	5,660	5,660	5,660	5,660	5,660	5,660	5,660	5,660	5,660	$0	$67,917
Certificated Supervisors	159,135	13,261	13,261	13,261	13,261	13,261	13,261	13,261	13,261	13,261	13,261	13,261	13,261	$0	$159,135
Total Certificated Salaries	**$1,319,870**	**$52,160**	**$69,684**	**$118,268**	**$118,268**	**$118,268**	**$118,268**	**$118,268**	**$118,268**	**$118,268**	**$118,268**	**$118,268**	**$118,268**	**$48,584**	**$1,304,525**
Classified Salaries															
Classified Support Salaries	$55,295	0	5,027	5,027	5,027	5,027	5,027	5,027	5,027	5,027	5,027	5,027	5,027	$0	$55,295
Other Classified Salaries	20,570	0	1,870	1,870	1,870	1,870	1,870	1,870	1,870	1,870	1,870	1,870	1,870	$0	$20,570
Stipends	34,252	0	0	8,563	0	0	0	8,563	0	0	0	0	17,126	$0	$34,252
Overtime- Classified Support	2,765	0	251	251	251	251	251	251	251	251	251	251	251	$0	$2,765
Overtime - Other Classified	1,028	0	93	93	93	93	93	93	93	93	93	93	93	$0	$1,028
Total Classified Salaries	**$113,910**	**$0**	**$7,242**	**$15,805**	**$7,242**	**$7,242**	**$7,242**	**$15,805**	**$7,242**	**$7,242**	**$7,242**	**$7,242**	**$24,368**	**$0**	**$113,910**
Employee Benefits	**Year 3**														
STRS	$112,522	0	10,229	10,229	10,229	10,229	10,229	10,229	10,229	10,229	10,229	10,229	10,229	$0	$112,522
PERS	7,704	0	700	700	700	700	700	700	700	700	700	700	700	$0	$7,704

Year 3 Cash Flow Statement: Green Dot Public Schools Statewide Benefit Charter

Category	Year 3	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued	Total Cash
OASDI/Medicare-Cert	19,935	0	1,812	1,812	1,812	1,812	1,812	1,812	1,812	1,812	1,812	1,812	1,812	$0	$19,935
OASDI/Medicare-Class	9,245	0	840	840	840	840	840	840	840	840	840	840	840	$0	$9,245
Unemployment - Cert	17,041	0	1,549	1,549	1,549	1,549	1,549	1,549	1,549	1,549	1,549	1,549	1,549	$0	$17,041
Unemployment - Class	2,763	0	251	251	251	251	251	251	251	251	251	251	251	$0	$2,763
Health and Welfare Benefits - Cert	141,640	0	12,876	12,876	12,876	12,876	12,876	12,876	12,876	12,876	12,876	12,876	12,876	$0	$141,640
Health and Welfare Benefits - Class	17,237	0	1,567	1,567	1,567	1,567	1,567	1,567	1,567	1,567	1,567	1,567	1,567	$0	$17,237
Worker's Comp - Cert	108,473	0	9,861	9,861	9,861	9,861	9,861	9,861	9,861	9,861	9,861	9,861	9,861	$0	$108,473
Worker's Comp - Class	25,523	0	2,320	2,320	2,320	2,320	2,320	2,320	2,320	2,320	2,320	2,320	2,320	$0	$25,523
Other Employee Benefits	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Total Employee Benefits	**$462,082**	**$0**	**$42,007**	**$42,007**	**$42,007**	**$42,007**	**$42,007**	**$42,007**	**$42,007**	**$42,007**	**$42,007**	**$42,007**	**$42,007**	**$0**	**$462,082**
Books and Supplies															
Books & School Supplies															
Approved Textbooks Core Curriculum	$65,600	0	0	6,560	6,560	6,560	6,560	6,560	6,560	6,560	6,560	6,560	6,560	$0	$65,600
Books / Other Reference Materials	3,020	0	3,020	0	0	0	0	0	0	0	0	0	0	$0	$3,020
Testing / Exam Supplies	6,214	0	0	0	0	777	777	777	777	777	777	777	777	$0	$6,214
Classroom Materials / Supplies	31,303	0	0	3,130	3,130	3,130	3,130	3,130	3,130	3,130	3,130	3,130	3,130	$0	$31,303
Materials and Supplies	20,506	0	0	2,051	2,051	2,051	2,051	2,051	2,051	2,051	2,051	2,051	2,051	$0	$20,506
Postage	1,087	0	99	99	99	99	99	99	99	99	99	99	99	$0	$1,087
Printing & Copying Expense	15,340	0	1,395	1,395	1,395	1,395	1,395	1,395	1,395	1,395	1,395	1,395	1,395	$0	$15,340
Messenger	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Noncapitalized Equipment	18,087	0	0	1,809	1,809	1,809	1,809	1,809	1,809	1,809	1,809	1,809	1,809	$0	$18,087
Non Educational Software	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Educational Software	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Computer Hardware	10,012	0	0	1,001	1,001	1,001	1,001	1,001	1,001	1,001	1,001	1,001	1,001	$0	$10,012
Total Books & School Supplies	$171,169	$0	$4,514	$16,044	$16,044	$16,821	$16,821	$16,821	$16,821	$16,821	$16,821	$16,821	$16,821	$0	$171,169
Student Activities and Events															
Student Band Equipment	$0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Student Athletic Equipment	10,175	0	0	1,018	1,018	1,018	1,018	1,018	1,018	1,018	1,018	1,018	1,018	$0	$10,175

Year 3 Cash Flow Statement: Green Dot Public Schools Statewide Benefit Charter

Category	Year 3	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued	Total Cash
General Student Supplies	12,816	0	0	1,282	1,282	1,282	1,282	1,282	1,282	1,282	1,282	1,282	1,282	$0	$12,816
Student Events	25,175	0	0	2,518	2,518	2,518	2,518	2,518	2,518	2,518	2,518	2,518	2,518	$0	$25,175
Total Student Activities and Events	$48,167	$0	$0	$4,817	$4,817	$4,817	$4,817	$4,817	$4,817	$4,817	$4,817	$4,817	$4,817	$0	$48,167
Student Food															
Food	$132,334	0	0	13,233	13,233	13,233	13,233	13,233	13,233	13,233	13,233	13,233	13,233	$0	$132,334
Non-District Food	19,529	0	0	1,953	1,953	1,953	1,953	1,953	1,953	1,953	1,953	1,953	1,953	$0	$19,529
Total Student Food	$151,862	$0	$0	$15,186	$15,186	$15,186	$15,186	$15,186	$15,186	$15,186	$15,186	$15,186	$15,186	$0	$151,862
Total Books and Supplies	**$371,198**	**$0**	**$4,514**	**$36,047**	**$36,047**	**$36,824**	**$36,824**	**$36,824**	**$36,824**	**$36,824**	**$36,824**	**$36,824**	**$36,824**	**$0**	**$371,198**
Services and Other Operating Expenditures															
Employee Development and Educational Support															
Travel and Conferences	$5,865	0	0	587	587	587	587	587	587	587	587	587	587	$0	$5,865
Auto Mileage	331	0	0	33	33	33	33	33	33	33	33	33	33	$0	$331
Parking	152	0	0	15	15	15	15	15	15	15	15	15	15	$0	$152
Training and Development	20,526	0	0	2,053	2,053	2,053	2,053	2,053	2,053	2,053	2,053	2,053	2,053	$0	$20,526
Dues and Membership	4,105	0	0	411	411	411	411	411	411	411	411	411	411	$0	$4,105
Educational Publications	456	0	0	46	46	46	46	46	46	46	46	46	46	$0	$456
Total Employee Development and Educational Support	$31,435	$0	$0	$3,144	$3,144	$3,144	$3,144	$3,144	$3,144	$3,144	$3,144	$3,144	$3,144	$0	$31,435
Insurance	$33,001	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	$0	$33,001
Facilities, Facilities Related Expenses and Insurance															
Operation / Housekeeping	59,630	4,969	4,969	4,969	4,969	4,969	4,969	4,969	4,969	4,969	4,969	4,969	4,969	$0	$59,630
Utilities	75,417	6,285	6,285	6,285	6,285	6,285	6,285	6,285	6,285	6,285	6,285	6,285	6,285	$0	$75,417
Drinking Water	836	70	70	70	70	70	70	70	70	70	70	70	70	$0	$836
Security Services	3,421	285	285	285	285	285	285	285	285	285	285	285	285	$0	$3,421
Space Rental / Lease (interest on mortgage)	339,576	28,298	28,298	28,298	28,298	28,298	28,298	28,298	28,298	28,298	28,298	28,298	28,298	$0	$339,576

Year 3 Cash Flow Statement: Green Dot Public Schools Statewide Benefit Charter

Category	Year 3	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued	Total Cash
Building Maintenance	21,248	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	$0	$21,248
Total Facilities and Facilities Related Expenses	$500,129	$41,677	$41,677	$41,677	$41,677	$41,677	$41,677	$41,677	$41,677	$41,677	$41,677	$41,677	$41,677	$0	$500,129
Student Transportation															
Student Transportation	$120,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	$0	$120,000
Transportation Repair	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Total Student Transportation	$120,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$0	$120,000
Other Services and Operating Expenditures															
Equipment Rental / Lease	$9,199	0	0	920	920	920	920	920	920	920	920	920	920	$0	$9,199
Equipment Repair	380	0	0	38	38	38	38	38	38	38	38	38	38	$0	$380
Professional / Consulting Services	4,141	345	345	345	345	345	345	345	345	345	345	345	345	$0	$4,141
Work Study Expense	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Legal Services	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Educational Consultants	54,736	0	0	5,474	5,474	5,474	5,474	5,474	5,474	5,474	5,474	5,474	5,474	$0	$54,736
Communications	19,766	1,647	1,647	1,647	1,647	1,647	1,647	1,647	1,647	1,647	1,647	1,647	1,647	$0	$19,766
Total Other Services and Operating Expenditures	$88,222	$1,992	$1,992	$8,424	$8,424	$8,424	$8,424	$8,424	$8,424	$8,424	$8,424	$8,424	$8,424	$0	$88,222
Total Services and Other Operating Expenditures	**772,787**	**56,420**	**56,420**	**65,995**	**65,995**	**65,995**	**65,995**	**65,995**	**65,995**	**65,995**	**65,995**	**65,995**	**65,995**	**0**	**772,787**
Capital Outlay															
Books / Media Library	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Depreciation (on direct with school)	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Equipment	35,035	0	0	3,504	3,504	3,504	3,504	3,504	3,504	3,504	3,504	3,504	3,504	$0	$35,035
Furniture	0	0	0	0	0	0	0	0	0	0	0	0	0	$0	$0
Total Capital Outlay	**$35,035**	**$0**	**$0**	**$3,504**	**$3,504**	**$3,504**	**$3,504**	**$3,504**	**$3,504**	**$3,504**	**$3,504**	**$3,504**	**$3,504**	**$0**	**$35,035**
Other Outgo															
Miscellaneous	$6,136	511	511	511	511	511	511	511	511	511	511	511	511	$0	$6,136

Year 3 Cash Flow Statement: Green Dot Public Schools Statewide Benefit Charter

Category	Year 3	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued	Total Cash
Recruitment Expense	583	194	194	194	-	-	-	-	-	-	-	-	-	$0	$583
Fundraising Expense	4,660	388	388	388	388	388	388	388	388	388	388	388	388	$0	$4,660
Transfers to Other Locations (depr. From Home Office)	0	-	-	-	-	-	-	-	-	-	-	-	-	$0	$0
Debt Service - Interest	9,967	831	831	831	831	831	831	831	831	831	831	831	831	$0	$9,967
District Oversight Fee	33,958	2,830	2,830	2,830	2,830	2,830	2,830	2,830	2,830	2,830	2,830	2,830	2,830	$0	$33,958
Management Fee	203,746	16,979	16,979	16,979	16,979	16,979	16,979	16,979	16,979	16,979	16,979	16,979	16,979	$0	$203,746
Total Other Outgo	**$259,050**	**$21,733**	**$21,733**	**$21,733**	**$21,539**	**$21,539**	**$21,539**	**$21,539**	**$21,539**	**$21,539**	**$21,539**	**$21,539**	**$21,539**	**$0**	**$259,050**
Transfers of Indirect / Direct Support Costs															
Transfers of Indirect / Direct Support Costs #1	$0	-	-	-	-	-	-	-	-	-	-	-	-	$0	$0
Transfers of Indirect / Direct Support Costs #2	0	-	-	-	-	-	-	-	-	-	-	-	-	$0	$0
Total Transfers of Indirect / Direct Support Costs	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES	**$3,333,931**	**$130,313**	**$201,600**	**$303,359**	**$294,601**	**$295,378**	**$295,378**	**$303,941**	**$295,378**	**$295,378**	**$295,378**	**$295,378**	**$312,504**	**$48,584**	**$3,318,587**
Sub net income - pre reserve	**61,833**	**(990)**	**19,968**	**(123,910)**	**(24,733)**	**(83,068)**	**(58,960)**	**(125,132)**	**303,427**	**115,114**	**14,616**	**14,616**	**(2,510)**	**36,866**	**48,439**
Reserve for Economic Uncertainty	**$46,071**	**3,839**	**3,839**	**3,839**	**3,839**	**3,839**	**3,839**	**3,839**	**3,839**	**3,839**	**3,839**	**3,839**	**3,839**	**$0**	**$46,071**
Net Income - Post reserve	**15,763**	**(4,829)**	**16,129**	**(127,749)**	**(28,572)**	**(86,907)**	**(62,799)**	**(128,971)**	**299,588**	**111,275**	**10,776**	**10,776**	**(6,349)**	**36,866**	**2,368**
Monthly Cash Balance		**5,832**	**21,961**	**(105,788)**	**(134,360)**	**(221,267)**	**(284,066)**	**(413,037)**	**(113,449)**	**(2,174)**	**8,603**	**19,379**	**13,030**		**13,030**
Beginning Cash Balance	**10,661**														
Cash Flow Loan from Green Dot/CCSA or Other (payback)		0	50,000	50,000	50,000	50,000	50,000	100,000	0	(50,000)	(100,000)	(100,000)	(100,000)		0
Adjusted Cash Balance		**5,832**	**71,961**	**(5,788)**	**15,640**	**(21,267)**	**(34,066)**	**(63,037)**	**236,551**	**297,826**	**208,603**	**119,379**	**13,030**		**13,030**

State of California **Department of Education**

ITEM ADDENDUM

DATE: December 21, 2006

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

FROM: William J. Ellerbee, Jr., Deputy Superintendent
School and District Operations Branch

RE: Item No. 38

SUBJECT: Petition by Green Dot Public Schools to establish a Statewide Benefit Charter School under the oversight of the State Board of Education: Hold Public Hearing, Make Finding, and Approve

Item 38 (attached) has been updated to specify that a second public hearing will be held on the Green Dot statewide benefit charter petition prior to action being taken by the State Board of Education. A second public hearing, while not required, would be appropriate to ensure full and fair consideration.

The attachments to the original Item 38 have not been changed.

Attachment 1: Updated Version of Item 38 (5 pages)

UPDATED ITEM #38

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	☒ Action
Petition by Green Dot Public Schools to establish a Statewide Benefit Charter School under the oversight of the State Board of Education: Hold Public Hearing, Make Finding, and Approve	☒ Information
	☒ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) hold a second public hearing regarding the petition by Green Dot Public Schools (Green Dot) to establish a statewide benefit charter and then take the following actions:

1. Pursuant to *Education Code (EC)* Section 47605.8(b), make a finding that the proposed charter school will provide instructional services of statewide benefit that cannot be provided by a charter school operating in only one school district, or only in one county.

2. Approve the Green Dot petition to establish a statewide benefit charter for a five-year period from July 1, 2008, to June 30, 2013, subject to both of the following:

   - Green Dot complies with the conditions for the opening and operation of school sites as set forth in Attachment 1, which ensure that these school sites will be located in areas critically in need of academic improvement. The conditions are the same as those applied by the SBE to the first approved statewide benefit charter petition (High Tech High).

   - The Green Dot petition is modified to incorporate the additions and changes proposed by the CDE and the Advisory Commission on Charter Schools (ACCS).

3. Assign the Green Dot petition charter number ___. [The charter number will be identified at the SBE meeting consistent with the SBE's actions on other items involving charter numbering.]

4. Direct that, if the first two schools authorized under the petition (to be located in the Los Angeles Unified School District and the Inglewood Unified School District) do not open on or before September 30, 2008, approval of the Green Dot statewide benefit charter is terminated on October 1, 2008.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION (cont)

Assembly Bill (AB) 1994 (Chapter 1058, Statutes of 2002) added *EC* Section 47605.8 providing for the creation of statewide benefit charter schools to operate at multiple sites throughout the state. Statewide benefit charter petitions are submitted directly to the SBE, in contrast to individual charter petitions that come to the SBE on appeal from time to time because the petitions have been denied (for initial approval or renewal) at the local level.

In November 2004, the SBE adopted the Title 5 regulations called for in AB 1994 to implement *EC* Section 47605.8, and the regulations took effect (following approval by the Office of Administrative Law) in June 2005.

In January 2006, the SBE approved a statewide benefit charter petition submitted by High Tech High. The first two schools operated under that petition are scheduled to open on or before September 30, 2007.

In July 2006, the SBE held an initial public hearing on the Green Dot Public Schools petition to establish a statewide benefit charter as required by regulation. By consensus, the SBE members requested that further consideration of the petition be placed on the agenda of a future meeting, and the petitioner agreed.

SUMMARY OF KEY ISSUES

Green Dot is the nonprofit public benefit corporation established to develop and operate charter schools. Green Dot currently operates ten high schools most of which are chartered by local educational agencies. Five of the high schools have been in operation since at least fall 2004, and the other five opened in fall 2006. All ten high schools are located in Los Angeles County, eight being chartered by the Los Angeles Unified School District, one by the Lennox Elementary School District, and one (Ánimo Inglewood Charter High School) by the SBE.

Green Dot submitted its final statewide benefit petition in early May 2006, reflecting some of the suggestions made by CDE staff in response to an initial draft submitted in late February 2006. The petition was reviewed by the Advisory Commission on Charter Schools (ACCS) on May 22, 2006. The CDE staff review of the petition found it reasonably comprehensive, though concerns were raised on several matters. The staff review is included as Attachment 2.

The ACCS considered the Green Dot petition and the record that the existing Green Dot schools had compiled to that time. By a vote of 6-1, the ACCS recommended that the SBE take the following actions:

- Make the statutorily required finding that the petition presents a statewide benefit that cannot be provided by a charter school operating in only one school district, or only in one county.

SUMMARY OF KEY ISSUES (cont)

- Approve the Green Dot statewide benefit petition, subject to certain conditions with respect to opening and operation as presented in Attachment 1.

- Direct that the charter be modified to incorporate the changes to the petition proposed by CDE staff and expanded and refined during the discussion before the ACCS. The Green Dot petitioners have agreed to modify the petition accordingly.

The following table provides key enrollment and academic achievement data for the five Green Dot high schools that were operating in 2005-06.

School Name (Year Opened)	2005 API Rankings	2006 API Increase	2006 Growth API	2006 Adequate Yearly Progress (AYP)	2005-06 Enrollment*	% African American*	% Hispanic/Latino*	% Other Ethnicities	% Socioeconomically Disadvantaged**	% English Learners**	%Special Education**
Ánimo Leadership (2000)	3/7	+24	662	Yes	511	<1%	100%	0	93%	79%	4%
Ánimo Inglewood (2002)	5/10	+53	739	Yes	523	35%	61%	4%	75%	15%	3%
Ánimo Oscar De La Hoya (2003)	6/10	+11	708	Yes	411	0	100%	0	98%	89%	8%
Ánimo Venice (2004)	5/10	+9	700	No	280	15%	77%	8%	87%	39%	14%
Ánimo South Los Angeles (2004)	3/9	+66	711	No	268	57%	43%	0	82%	23%	4%

* October 2005 California Basic Educational Data System (CBEDS)
** Based on spring 2006 participation in the Statewide Testing and Reporting (STAR) Program

The petition identifies the statewide benefit as Green Dot's unique combination of five factors that will enable the organization "to be a change agent for California." These factors are:

- **Dramatic improvement in the academic achievement of students.**

- **Narrowing the academic achievement gap among students from historically underserved populations.**

- **Model union contracts that empower teachers to be strong advocates for children.**

- **A funding model that is sustainable (after start-up) based exclusively upon revenues earned from average daily attendance.**

SUMMARY OF KEY ISSUES (cont)

- **Engagement of the community, including parents, teachers, students, school district officials, and other community leaders in a process to transform the existing public school systems.**

In addition, a member of the ACCS also identified a statewide benefit in the "catalyst for change" that the proposal embodies, which is targeted at geographic areas where improvement in student academic achievement is greatly needed. Another ACCS member identified Green Dot's proposed "governance model, low overhead, site and organization-wide accountability" as statewide benefits. The ACCS member who voted against the recommendation expressed the view that the SBE-adopted regulations pertaining to statewide benefit charters should be narrowly construed, and that the Green Dot petition clearly did not satisfy all of the regulatory tests.

Please note that, because of the passage of time between the ACCS consideration of Green Dot's statewide benefit petition and the SBE's consideration, as well as changes in Green Dot's expansion planning process, the organization has incorporated two amendments in the statewide benefit petition:

- The opening of the first two school sites has been postponed to 2008 (i.e., between July 1 and September 30, 2008), and the effective dates of the statewide benefit charter have been correspondingly amended.

- One of the first two school sites is now to be opened in the Inglewood Unified School District instead of the Delano Joint Union High School District. The other continues to be opened in the Los Angeles Unified School District. Even though both of the first two school sites are now to be located in Los Angeles County, they would be in different school districts, and the proposed statewide benefit charter thus continues to be in compliance with the regulation regarding location of the initial sites.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of a statewide benefit charter per se has little (if any) effect on the total amount of state local assistance funding to public schools. To the extent students attend schools operated under the proposed statewide benefit charter, the funding to support those schools is merely redirected from other public schools. State costs overall are essentially the same.

There are currently two full-time equivalent CDE staff positions assigned to oversee the SBE-approved charter schools, including the one statewide benefit charter school, and the eight all-charter districts (which are jointly approved by the SBE and the State Superintendent of Public Instruction), as well as to provide some essential business functions that support these schools and districts. The addition of another statewide

FISCAL ANALYSIS (AS APPROPRIATE) (cont)

benefit charter school would increase workload, but the CDE would be entitled to recover the actual costs of oversight up to one percent of the general purpose and categorical block grant revenues generated by the school.

ATTACHMENT(S)

Attachment 1: Green Dot Public Schools Statewide Benefit Charter: Proposed Conditions Prior to Opening and Operation (5 pages)

Attachment 2: Green Dot Public Schools: Statewide Benefit Charter School Petition Review Form 2005-06 (30 pages)

Attachment 3: Green Dot Public Schools Statewide Benefit Charter School Petition (63 pages)

Attachment 4: Five-Year Financial Model for Green Dot Public Schools Statewide Benefit Charter (18 Pages)

Attachment 5: Year 1 Cash Flow Statement: Green Dot Public Schools Statewide Benefit Charter (6 pages)

Attachment 6: Year 2 Cash Flow Statement: Green Dot Public Schools Statewide Benefit Charter (6 pages)

Attachment 7: Year 3 Cash Flow Statement: Green Dot Public Schools Statewide Benefit Charter (6 pages)

ITEM #39

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	☒ Action
Petition by the Aim High Community Charter School to Establish a Charter School under the Oversight of the State Board of Education: Hold Public Hearing, and Approve	☒ Information
	☒ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) and the Advisory Commission on Charter Schools (ACCS) recommend that the State Board of Education (SBE) hold a public hearing on the Aim High Community Charter School (AHCCS) petition to establish a charter school.

Following the public hearing, the CDE and the ACCS recommend that the SBE take the following actions:

- Approve the AHCCS petition to establish a charter school for a five-year period beginning July 1, 2007, and ending June 30, 2012, subject to the conditions for school opening and operation as set forth in Attachment 1, and incorporating the additions and changes to the charter petition proposed by the CDE and the ACCS; and

- Direct that if the AHCCS does not open on or before September 30, 2007, approval of the AHCCS charter is terminated on October 1, 2007.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Pursuant to *Education Code (EC)* Section 47605(j), petitioners for a charter school that has been denied at the local level may appeal to the SBE for approval of the charter, subject to certain conditions.

To date, the SBE has approved twelve charter petitions on appeal, eight of which are still operating under SBE oversight (which is carried out by CDE staff). Regulations adopted by the SBE in December 2001 guide the process of reviewing charters on appeal. The review process includes consideration by the Advisory Commission on Charter Schools (ACCS).

SUMMARY OF KEY ISSUES

The AHCCS petition proposes to serve approximately 225 students in grades 6-8 residing within the city and county of San Francisco. The petition was denied by the San Francisco Unified School District on August 22, 2006. The appeal was submitted to the CDE, Charter Schools Division on September 14, 2006.

The ACCS reviewed the petition at its November 27, 2006 meeting and voted 6-2 to recommend approval of the AHCCS petition to the SBE.

CDE staff reviewed the charter petition and attachments in accordance with the regulations establishing the criteria for review of charter petitions on appeal, and reviewed the SFUSD reasons for denial. On the basis of this review, CDE staff initially proposed to the ACCS that it recommend denial of the petition to the SBE. Various concerns regarding the petition are set forth in the CDE staff analysis (Attachment 2). The overarching concerns were:

- The petition did not present enough information about the proposed education program or operations of the school for a determination to be made that the petitioners were offering a sound educational program.

- The petitioners had a mixed track record in terms of their involvement with operating a summer school program, which is successful, and jointly operating a school with SFUSD, which is a marginally performing school.

During the ACCS meeting, the petitioners presented convincing evidence regarding their expertise and experience to operate a high quality charter school. Further, representatives from organizations the petitioners have partnered with in the summer school program (e.g., the chair of the California State University Board of Trustees, and the co-director of the Coalition of Essential Schools) testified to the excellence of the program that was being provided to students attending the Aim High summer institute (which is focused on improving academic skills). In addition, two parents spoke to the positive effects of the program on their children. Finally, both the California Charter School Association and the Charter Schools Development Center spoke to the high caliber of the petitioners and the program they operate.

The presentation of additional information by the petitioners, and the level of support they appear to have in the community, convinced a majority of ACCS members (including the designated representative of the State Superintendent of Public Instruction) to vote affirmatively to recommend the petition for approval. The ACCS members who voted against the recommendation expressed the view that the petition itself did not provide enough detail regarding programs or operations and therefore did not represent an approvable charter petition.

The ACCS did identify three concerns that it felt merited the recommendation of new conditions in addition to the customary conditions of approval. The three areas of concern are:

SUMMARY OF KEY ISSUES (cont)

1. Non-profit corporation bylaws: the bylaws submitted with the petition do not reflect the current governance structure and are in the process of being revised. Further, the existing bylaws appeared to limit public access to meetings and decision making, and did not adhere to the Brown open meeting provisions of law. The ACCS recommends that the petitioners submit the revised bylaws and that they address the concerns raised in the staff analysis.

2. Integration of National Council of Teachers of Mathematics (NCTM) standards with state math standards: the charter petition indicates that one of the student outcomes is that they will demonstrate an understanding of the NCTM's goals for mathematics. The ACCS chair wanted assurances that the petitioners were going to adhere to state content standards and was wanted further information about the reconciliation of state content standards in math with the NCTM standards.

3. Supplemental Information to the charter: the petitioners submitted supplemental information with the charter but clearly identified it as informative only, and not part of the charter. The ACCS felt that if the information is included with the charter then it should be part of the charter and something for which petitioners can be held accountable for providing or doing.

Specific conditions related to these three areas of concern have been incorporated within the conditions set forth in Attachment 1.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of the AHCCS charter per se would have little (if any) effect on the total amount of state local assistance funding to public schools. To the extent students attend AHCCS, the funding to support those schools is merely redirected from other public schools. State costs overall are essentially the same.

There are currently two full-time equivalent CDE staff positions assigned to oversee the SBE-approved charter schools, including the one statewide benefit charter school, and the eight all-charter districts (which are jointly approved by the SBE and the State Superintendent of Public Instruction), as well as to provide some essential business functions that support these schools and districts. SBE approval of this charter would increase workload, but the CDE would be entitled to recover the actual costs of oversight up to one percent of the general purpose and categorical block grant revenues generated by the school.

ATTACHMENT(S)

Attachment 1: Aim High Community Charter School: Proposed Conditions Prior to Opening and Operation (3 pages)

ATTACHMENT(S) (cont)

Attachment 2: Aim High Community Charter School: 2006-07 Charter School Petition Review Form (28 pages)

Attachment 3: Aim High Community Charter School Petition (99 pages)

Attachment 4: Aim High Community Charter School: Five-Year Operating Budget (24 pages) is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.

Aim High Community Charter School:
Proposed conditions prior to Opening and Operation

California Department of Education (CDE) staff and the Advisory Commission on Charter Schools (ACCS) recommend approval of the Aim High Community Charter School petition with the following conditions prior to the opening and operation of the school. These conditions are to be incorporated in a memorandum of understanding (MOU) between Aim High and the CDE. Specifically, the proposed conditions are:

- AHCCS must submit to the CDE revised articles of incorporation and bylaws that accurately reflect the current governance structure and that address CDE concerns relative to public access to governing board meetings, parent representation on the board, compliance with the Brown Act, and inclusion of a voting SBE representative on the board if the SBE so chooses to elect one.

- AHCCS shall submit documentation to the CDE that demonstrates how National Council of Teachers of Mathematics (NCTM) standards will be integrated with the state content standards in math for grades 6-8.

- Supplemental information submitted with the original charter petition shall be expanded upon to provide greater detail and shall include a complete educational plan and revised budget. Such supplemental information shall be incorporated into the charter.

- Insurance Coverage: Not later than [DATE TO BE DETERMINED (TBD)] (or such earlier time as school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings.

- MOU/Oversight Agreement: Not later than TBD, either (a) accept an agreement with the SBE, administered through the CDE, to be the direct oversight entity for the school, specifying the scope of oversight and reporting activities, including, but not limited to, adequacy and safety of facilities; or (b) enter into an appropriate agreement between the charter school, the SBE (as represented by the Executive Director of the SBE), and an oversight entity, pursuant to *EC* Section 47605(k)(1), regarding the scope of oversight and reporting activities, including, but not limited to, adequacy and safety of facilities.
- SELPA Membership: Not later than TBD, submit written verification of having applied to a special education local plan area (SELPA) for membership as a local educational agency and, not later than TBD, submit either written verification that the school is (or will be at the time students are being served) participating in the SELPA, or an agreement between a SELPA, a school district that is a member of the SELPA, and the school that describes the roles and responsibilities of each party and that explicitly states that the SELPA and the district consider the school's students to be students of the school district in which the school is

physically located for purposes of special education programs and services (which is the equivalent of participation in the SELPA). Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of CDE staff following a review of either (1) the school's written plan for membership in the SELPA, including any proposed contracts with service providers or (2) the agreement between a SELPA, a school district, and the school, including any proposed contracts with service providers.

- Educational Program: Not later than TBD, submit a description of the curriculum development process the school will use and the scope and sequence for the grades envisioned by the school; and, not later than TBD, submit the complete educational program for students to be served in the first year including, but not limited to, a description of the curriculum and identification of the basic instructional materials to be used, plans for professional development of instructional personnel to deliver the curriculum and use the instructional materials, identification of specific assessments that will be used in addition to the results of the Standardized Testing and Reporting (STAR) program in evaluating student progress. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of CDE staff.
- Student Attendance Accounting: Not later than TBD, submit for approval the specific means to be used for student attendance accounting and reporting that will be satisfactory to support state average daily attendance claims, meet or exceed independent study requirements, and satisfy any audits related to attendance that may be conducted. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Fiscal Services Division.
- Facilities Agreements: Not later than TBD, present written agreements (e.g., a lease or similar document) indicating the school's right to use the principal school sites and any ancillary facilities identified by the petitioners for at least the first year of each school's operation and evidence that the facilities will be adequate for the school's needs. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Facilities Planning Division.
- Zoning and Occupancy: Not less than 30 days prior to the school's opening, present evidence that each school's facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities. For good cause, the Executive Director of the SBE may reduce this requirement to fewer than 30 days, but may not reduce the requirement to fewer than 10 days. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Facilities Planning Division.
- Final Charter: Not later than TBD, present a final charter that includes all provisions and/or modifications of provisions that reflect appropriately the SBE as the chartering authority and otherwise address all concerns identified by CDE staff, and that includes a specification that the school will not operate satellite schools, campuses, sites, resource centers or meeting spaces not identified in

the charter without the prior written approval of the Executive Director of the SBE based primarily on the advice of the Charter Schools Division staff.

- Legal Issues: In the final charter, resolve any legal issues that may be identified by the SBE's Chief Counsel or the CDE's General Counsel.
- Processing of Employment Contributions: Prior to the school's employment of any individuals who will be covered by the Public Employees' Retirement System (PERS) and/or the State Teachers' Retirement System (STRS), present evidence that the school has made appropriate arrangements for the processing of the affected employees' retirement contributions to PERS and/or STRS.
- Operational Date: If any deadline specified in these conditions is not met, approval of the charter is terminated, unless the SBE deletes or extends the deadline not met. If the school is not in operation on or before September 30, 2007, the SBE's approval of the charter is terminated on October 1, 2007.

California Department of Education
2006-07 CHARTER SCHOOL PETITION REVIEW FORM

Petitioner
Aim High Community Charter School

This form is a tool to evaluate a charter school petition submitted to the State Board of Education (SBE) on appeal. It is designed to ensure that the petition is reviewed in relation to the requirements of statute and regulation.	Evaluator Deborah Connelly

OVERALL CALIFORNIA DEPARTMENT OF EDUCATION (CDE) EVALUATION

The overall recommendation of CDE staff is that the ACCS recommend denial of this petition to the State Board of Education (SBE). Although petitioners have apparently operated a successful summer school program for many years, there is not enough detail in this proposal to determine how the school would be operationalized or whether it would offer a sound educational program. The petitioners have not committed to any particular educational program, textbooks, or professional development activities. Indeed, some of the supplemental information submitted by the petitioners, including budget information, is clearly identified by the petitioners as informational only and not to be considered part of the charter.

Further, the petitioners have been involved in operating a school (Aim High Academy) in conjunction with the San Francisco Unified School District (SFUSD) that has had marginal success. SFUSD, in its denial of the petition for Aim High Community Charter School (AHCCS) cited lackluster performance of the Academy as one primary reason for denial. In response to the district, the petitioners claim they did not have any real authority over the Aim High Academy so it is difficult to assign responsibility for poor performance to Aim High. Without making judgments regarding the veracity of either the district's or the petitioner's claims, the reality is that the petitioners do not have a positive track record of producing high performance.

If the ACCS chooses to recommend that the SBE grant the charter, staff would suggest that a number of technical changes be incorporated, and that the ACCS recommend approval of the customary pre-opening conditions, to be embodied in a Memorandum of Understanding (MOU) between the school and the CDE. The MOU would address at a minimum:

- Insurance Coverage: Not later than [DATE TO BE DETERMINED (TBD)] (or such earlier time as school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings.
- MOU/Oversight Agreement: Not later than TBD, either (a) accept an agreement with the SBE, administered through the CDE, to be the direct oversight entity for the school, specifying the scope of oversight and reporting activities, including, but not limited to, adequacy and safety of facilities; or (b) enter into an appropriate agreement between the charter school, the SBE (as represented by the Executive Director of the SBE), and an oversight entity, pursuant to *EC* Section 47605(k)(1), regarding the scope of oversight and reporting activities, including, but not limited to, adequacy and safety of facilities.
- SELPA Membership: Not later than TBD, submit written verification of having applied to a special education local plan area (SELPA) for membership as a local educational agency and, not later than TBD, submit either written verification that the school is (or will be at the time

Petitioner
Aim High Community Charter School

OVERALL CALIFORNIA DEPARTMENT OF EDUCATION (CDE) EVALUATION

students are being served) participating in the SELPA, or an agreement between a SELPA, a school district that is a member of the SELPA, and the school that describes the roles and responsibilities of each party and that explicitly states that the SELPA and the district consider the school's students to be students of the school district in which the school is physically located for purposes of special education programs and services (which is the equivalent of participation in the SELPA). Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of CDE staff following a review of either (1) the school's written plan for membership in the SELPA, including any proposed contracts with service providers or (2) the agreement between a SELPA, a school district, and the school, including any proposed contracts with service providers.

- Educational Program: Not later than TBD, submit a description of the curriculum development process the school will use and the scope and sequence for the grades envisioned by the school; and, not later than TBD, submit the complete educational program for students to be served in the first year including, but not limited to, a description of the curriculum and identification of the basic instructional materials to be used, plans for professional development of instructional personnel to deliver the curriculum and use the instructional materials, identification of specific assessments that will be used in addition to the results of the Standardized Testing and Reporting (STAR) program in evaluating student progress. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of CDE staff.
- Student Attendance Accounting: Not later than TBD, submit for approval the specific means to be used for student attendance accounting and reporting that will be satisfactory to support state average daily attendance claims, meet or exceed independent study requirements, and satisfy any audits related to attendance that may be conducted. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Fiscal Services Division.
- Facilities Agreements: Not later than TBD, present written agreements (e.g., a lease or similar document) indicating the school's right to use the principal school sites and any ancillary facilities identified by the petitioners for at least the first year of each school's operation and evidence that the facilities will be adequate for the school's needs. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Facilities Planning Division.
- Zoning and Occupancy: Not less than 30 days prior to the school's opening, present evidence that each school's facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities. For good cause, the Executive Director of the SBE may reduce this requirement to fewer than 30 days, but may not reduce the requirement to fewer than 10 days. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Facilities Planning Division.

Petitioner

Aim High Community Charter School

OVERALL CALIFORNIA DEPARTMENT OF EDUCATION (CDE) EVALUATION
• Final Charter: Not later than TBD, present a final charter that includes all provisions and/or modifications of provisions that reflect appropriately the SBE as the chartering authority and otherwise address all concerns identified by CDE staff, and that includes a specification that the school will not operate satellite schools, campuses, sites, resource centers or meeting spaces not identified in the charter without the prior written approval of the Executive Director of the SBE based primarily on the advice of the Charter Schools Division staff. • Legal Issues: In the final charter, resolve any legal issues that may be identified by the SBE's Chief Counsel or the CDE's General Counsel. • Processing of Employment Contributions: Prior to the employment of any individuals by the school, present evidence that the school has made appropriate arrangements for the processing of the employees' retirement contributions to the Public Employees' Retirement System (PERS) and the State Teachers' Retirement System (STRS). • Operational Date: If any deadline specified in these conditions is not met, approval of the charter is terminated, unless the SBE deletes or extends the deadline not met. If the school is not in operation within one year of the charter petition's approval by the SBE, approval of the charter is terminated.

REQUIREMENTS FOR SBE-AUTHORIZED CHARTER SCHOOLS, PURSUANT TO *EC* SECTION 47605

SOUND EDUCATIONAL PRACTICE	***EC* Section 47605(b)** ***CCR, Title 5,* Section 11967.5.1(a)**
Evaluation Criteria For purposes of *EC* Section 47605(b), a charter petition shall be "consistent with sound educational practice" if, in the SBE's judgment, it is likely to be of educational benefit to pupils who attend. A charter school need not be designed or intended to meet the educational needs of every student who might possibly seek to enroll in order for the charter to be granted by the SBE.	
Is the charter petition "consistent with sound educational practice"?	Uncertain

Petitioner
Aim High Community Charter School

SOUND EDUCATIONAL PRACTICE	***EC* Section 47605(b)** ***CCR, Title 5,* Section 11967.5.1(a)**
Comments: Lack of sufficient detail, as described below, makes it uncertain whether the petition is consistent with sound educational practice.	

UNSOUND EDUCATIONAL PRACTICE	***EC* Section 47605(b) (1)** ***CCR, Title 5,* Section 11967.5.1(b)**
Evaluation Criteria For purposes of *EC* Section 47605(b)(1), a charter petition shall be "an unsound educational program" if it is either of the following: (1) A program that involves activities that the SBE determines would present the likelihood of physical, educational, or psychological harm to the affected pupils. (2) A program that the SBE determines not to be likely to be of educational benefit to the pupils who attend.	
Does the charter petition present "an unsound educational program"?	Uncertain
Comments: Lack of sufficient detail, as described below, makes it uncertain whether the petition is consistent with sound educational practice.	

Petitioner
Aim High Community Charter School

DEMONSTRABLY UNLIKELY TO IMPLEMENT THE PROGRAM	***EC* Section 47605(b)(2)** ***CCR, Title 5*, Section 11967.5.1(c)**

Evaluation Criteria

For purposes of *EC* Section 47605(b)(2), the SBE shall take the following factors into consideration in determining whether charter petitioners are "demonstrably unlikely to successfully implement the program."

(1) If the petitioners have a past history of involvement in charter schools or other education agencies (public or private), the history is one that the SBE regards as unsuccessful, e.g., the petitioners have been associated with a charter school of which the charter has been revoked or a private school that has ceased operation for reasons within the petitioners' control.
(2) The petitioners are unfamiliar in the SBE's judgment with the content of the petition or the requirements of law that would apply to the proposed charter school.
(3) The petitioners have presented an unrealistic financial and operational plan for the proposed charter school (as specified).
(4) The petitioners personally lack the necessary background in the following areas critical to the charter school's success, and the petitioners do not have plan to secure the services of individuals who have the necessary background in curriculum, instruction, assessment, and finance and business management.

Are the petitioners "demonstrably unlikely to successfully implement the program"?	*Uncertain*

Comments:
The petitioners, in conjunction with SFUSD operated the Aim High Academy from 2003 through June 2006, at which time Aim High terminated its partnership with the district. During the three-year period, the school generated a statewide API rank of 3 in 2004, and a statewide/similar schools rank of 2/4 in 2005. Over the three years, the school's API growth ranged from 624 in 2003-04, to 632 in 204-05, to 615 in 2005-06. The SFUSD cited a growing trend toward fewer students scoring in the proficient and above categories on the STAR tests, overall school performance lower than that of the district, and a high rate of suspensions as reasons for denying the petition. AHCCS petitioners counter the district by stating that the school's African American population outperformed the district and that the EL population scores in the proficient and above categories in English/language arts increased from 7.4 percent in 2004 to 16.7 percent in 2006. It appears that a case can be made that there are some increases in performance of students at Aim High Academy, it is generally not a high performing school by any measure. The fact that the AHCCS's educational program is patterned after the Aim High Academy leads CDE staff to believe that the petitioners may be demonstrably unlikely to implement a successful educational program.

Of further concern is that the petitioners may not understand the requirements in law regarding special education since much of the language

Petitioner
Aim High Community Charter School

DEMONSTRABLY UNLIKELY TO IMPLEMENT THE PROGRAM	***EC* Section 47605(b)(2)** ***CCR, Title 5*, Section 11967.5.1(c)**

regarding special education was taken from another template. The school also proposed to rely heavily on SFUSD to provide special education services for it (See comments under the Educational Program section of this analysis). This is probably not a valid assumption any longer, and it is unclear that petitioners have the knowledge or expertise to operate their own program.

In general, the petitioners appear to have been successful in operating a summer program to prepare students for high school, there is not enough compelling evidence that the petitioners understand public education finance or that the governance structure supports effective and transparent decision-making.

REQUIRED NUMBER OF SIGNATURES	***EC* Section 47605(b)(3)** ***CCR, Title 5*, Section 11967.5.1(d)**

Evaluation Criteria

For purposes of EC Section 47605(b)(3), a charter petition that "does not contain the number of signatures required by [law]"…shall be a petition that did not contain the requisite number of signatures at the time of its submission…

Did the petition contain the required number of signatures at the time of its submission?	*Yes*

Comments:
The petition is signed by seven interested teachers, which is more than adequate given that the school plans to open with approximately 75 students. No issues regarding signatures were raised by the SFUSD board in its reasons for denial.

AFFIRMATION OF SPECIFIED CONDITIONS	**EC *Section 47605(b)(4)*** ***EC* Section 47605(d)** ***CCR, Title 5,* Section 11967.5.1(e)**

Evaluation Criteria

For purposes of *EC* Section 47605(b)(4), a charter petition that "does not contain an affirmation of each of the conditions described in [*EC* Section 47605(d)]"…shall be a petition that fails to include a clear, unequivocal affirmation of each such condition. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in *EC* Section 47605(d).

(1) [A] charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge

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Aim High Community Charter School

AFFIRMATION OF SPECIFIED CONDITIONS	**EC *Section 47605(b)(4)*** ***EC* Section 47605(d)** ***CCR, Title 5,* Section 11967.5.1(e)**

tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state, except that any existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.

(2) (A) A charter school shall admit all pupils who wish to attend the school.

(B) However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.

(C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

(3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to [*EC*] Section 48200.

Does the charter petition contain the required affirmations?	**Partially**

Comments:
The petition contains an affirmation of each of the nonsectarian and nondiscrimination conditions. The petition also states that the school will be open to any resident of the State of California and that a random public lottery will be held in the event that the number of applicants exceeds available slots by grade level. However, the admissions preferences are confusing. In one place the petition states that the school "has the right to grant priority in admissions to siblings of current students, children of staff, and residents of the charter-granting district." In another place the petition states admissions preferences will be given to; (1) students residing within the territorial jurisdiction of the SFUSD, and (2) all others. Further, the petition contains no language regarding the notification of the superintendent of a school district of a student's expulsion or voluntary exit from the charter school. If the charter petition is approved by the SBE, staff recommends that admissions preferences be clarified to be consistent with the law, and that language be added regarding the notification required under *EC* Section 48200.

Petitioner
Aim High Community Charter School

THE SIXTEEN CHARTER ELEMENTS

1. DESCRIPTION OF EDUCATIONAL PROGRAM	***EC* Section 47605(b)(5)(A)** ***CCR, Title 5*, Section 11967.5.1(f)(1)**
Evaluation Criteria The description of the educational program…, as required by *EC* Section 47605(b)(5)(A), at a minimum:	
(A) Indicates the proposed charter school's target student population, including, at a minimum, grade levels, approximate numbers of pupils, and specific educational interests, backgrounds, or challenges.	Uncertain
(B) Specifies a clear, concise school mission statement with which all elements and programs of the school are in alignment and which conveys the petitioners' definition of an "educated person" in the 21st century, belief of how learning best occurs, and goals consistent with enabling pupils to become or remain self-motivated, competent, and lifelong learners.	Yes
(C) Includes a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population.	Uncertain
(D) Indicates the basic learning environment or environments (e.g., site-based matriculation, independent study, community-based education, technology-based education).	Yes
(E) Indicates the instructional approach or approaches the charter school will utilize, including, but not limited to, the curriculum and teaching methods (or a process for developing the curriculum and teaching methods) that will enable the school's pupils to master the content standards for the four core curriculum areas adopted by the SBE pursuant to *EC* Section 60605 and to achieve the objectives specified in the charter.	Uncertain
(F) Indicates how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels.	Uncertain
(G) Indicates how the charter school will meet the needs of students with disabilities, English learners, students achieving substantially above or below grade level expectations, and other special student populations	Uncertain
(H) Specifies the charter school's special education plan, including, but not limited to, the means by which the charter school will comply with the provisions of *EC* Section 47641, the process to be used to identify students who qualify for special education programs and services, how the school will provide or access special education programs and services, the school's understanding of its responsibilities under law for special education pupils, and how the school intends to meet those responsibilities.	Uncertain

Petitioner
Aim High Community Charter School

1. DESCRIPTION OF EDUCATIONAL PROGRAM	***EC* Section 47605(b)(5)(A)** ***CCR, Title 5*, Section 11967.5.1(f)(1)**
If serving high school students, describes how district/charter school informs parents about: • transferability of courses to other public high schools; and • eligibility of courses to meet college entrance requirements (Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable, and courses meeting the UC/CSU "a-g" admissions criteria may be considered to meet college entrance requirements.)	N/A
Does the petition overall present a reasonably comprehensive description of the educational program?	**Uncertain**

Comments:
The petition identifies a target population of 6-8 grade students similar in diversity to those served in its summer program, which are primarily low-income, at-risk students from marginalized families. AHCCS expects the student population to be approximately 65% free and reduced lunch participants and 25% English language learners. The school will serve an initial enrollment of about 75 students from the San Francisco area, increasing to 225 by the third year. The petition is confusing in describing the target population in that the ethnic composition of the summer program is quite different from that of the Aim High Academy operated jointly by the district and the Aim High governing board. For example, the summer program served a population of approximately 50% Asian, whereas the school served a 50% African American population. These differing student populations may require differentiated instructional strategies and different services; however, the petition only generally describes curriculum and instruction making it difficult to determine if the instructional design will meet the needs of the student population.

AHCCS will be a site-based school that has a strong project-based component to it. The petition claims the curriculum will be aligned with state standards, and that the school will provide applied learning opportunities through existing partnerships that have been developed with the Golden Gate National Recreation Area, the San Francisco Zoo, and the Exploratorium. Another hallmark the proposed school envisions is a strong professional development program. However, the petition provides only general information about any of these components, thereby making it difficult to determine how the educational program will actually be operationalized at this school.

The petition asserts that “a significant percentage of the curriculum has been developed and implemented by the faculty and staff at Aim High Academy.” Since AHCCS is proposed to be modeled after the Academy, it would have been useful for the petitioners to have included the curriculum and details regarding the instructional program. Unfortunately, the current petition does not provide enough detail regarding any of the components for CDE staff to determine if the program proposed is likely to help students master the content standards. There is conflicting information about the number of days students will attend school. One part of the petition states students will attend school for 175 in the year, while another place states that the school year will be 184 days.

Petitioner
Aim High Community Charter School

1. DESCRIPTION OF EDUCATIONAL PROGRAM	***EC* Section 47605(b)(5)(A)** ***CCR, Title 5*, Section 11967.5.1(f)(1)**

The plan to support students not performing at grade level or meeting outcomes is very general and does not appear to be referenced to any particular targeted population. For example, the petition states that "We will identify students who are performing below grade level through the results of the state STAR assessment as well as from classroom assessments and assignments." The petition generally identifies differentiated instruction, tutoring, intervention classes, and a Student Life Team as strategies to support underachieving students without providing any specific program information. There is more detail regarding how EL students will be served (page 21 of the petition).

The petition states that for purposes of special education, AHCCS intends to function as "a public school of the LEA that granted the charter, and that the school will initially hire one Resource teacher in collaboration with SFUSD, but that the school anticipates that most special education services will be provided by the district in the first year. Since SFUSD denied the charter and the SBE is not an LEA, it is not clear how the school intends to operate its special education program. Parts of this section of the petition will need to be amended to reflect either a different agreement with SFUSD or membership as an LEA with another Special Education Local Plan Area (SELPA). It is not clear if petitioners have contacted the district or another SELPA since being denied by SFUSD. A final concern with this section of the petition is that large parts of the description of the provision of services on page 22 and 23 appear to be descriptions from a general template, which calls into question the extent to which the petitioners understand the school's responsibilities related to the provision of special education services. For example, in one place the petition has a note in brackets the reads: [Note: If the school has a particular mode or emphasis regarding how it anticipates that various services would be provided, additional verbiage could be added here. This might include an emphasis on "mainstreaming" special needs students within the traditional classroom setting, intensive and early interventions, etc.]. Another note discusses the assignment of responsibility for liability for due process claims and advises "It may be best to avoid addressing this issue in the charter (it's not specifically mentioned in any of the state board's regulations or "model" documents." CDE staff recommend that, if the charter petition is approved on appeal by the SBE, the school's opening be conditioned upon its acceptance as an LEA member into a local SELPA and a demonstrated ability to operate, from the first day of school, in full compliance with IDEA, the ADA, FERPA, and all other applicable federal and state laws pertaining to students with disabilities.

Petitioner
Aim High Community Charter School

2. MEASURABLE PUPIL OUTCOMES	***EC* Section 47605(b)(5)(B)** ***CCR, Title 5*, Section 11967.5.1(f)(2)**
Evaluation Criteria Measurable pupil outcomes, as required by EC Section 47605(b)(5)(B), at a minimum:	
(A) Specify skills, knowledge, and attitudes that reflect the school's educational objectives and can be assessed, at a minimum, by objective means that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress. It is intended that the frequency of objective means of measuring pupil outcomes vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources. To be sufficiently detailed, objective means of measuring pupil outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and for groups of students.	No
(B) Include the school's Academic Performance Index growth target, if applicable.	N/A
Does the petition present a reasonably comprehensive description of measurable pupil outcomes?	**No**
Comments: The petition lists a number of general skills and goals by subject matter that students would be expected to achieve upon graduation from the 8th grade. The petition asserts that the goals are aligned with the state content standards. It is difficult to determine if the petition's goals are aligned with state standards because the goals are extremely global (i.e. "Students will understand the connections between math and science by analyzing current events in the technological, mathematical, and scientific community."). The CDE Curriculum and Leadership Division indicates that "Pupil outcomes appear subjective and vague, and may not be able to objectively measure/monitor whether students achieve the desired knowledge, skills, and attitudes…" The petition does contain schoolwide attendance, dropout and graduation rate goals that are measurable. The attendance rate goal of 92%-95% seems reasonable; however, it is unclear how the dropout rate of "no more than 3%" will be calculated.	

3. METHOD FOR MEASURING PUPIL PROGRESS	***EC* Section 47605(b)(5)(C)** ***CCR, Title 5*, Section 11967.5.1(f)(3)**
Evaluation Criteria The method for measuring pupil progress, as required by EC Section 47605(b)(5)(C), at a minimum:	
(A) Utilizes a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at minimum, tools that employ objective means of assessment consistent with the measurable pupil outcomes.	Uncertain
(B) Includes the annual assessment results from the Statewide Testing and Reporting (STAR) program.	Yes

Petitioner
Aim High Community Charter School

3. METHOD FOR MEASURING PUPIL PROGRESS	***EC* Section 47605(b)(5)(C)** ***CCR, Title 5*, Section 11967.5.1(f)(3)**
(C) Outlines a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to pupils' parents and guardians, and for utilizing the data continuously to monitor and improve the charter school's educational program.	No
Does the petition present a reasonably comprehensive description of the method for measuring pupil progress?	**Uncertain**

Comments:
The petition generally describes a variety of assessment measures that will be used. Since many of the assessments are described in such general terms, it is difficult to determine if they are appropriate or objective. For example, the school proposes to use "problem-based assessments" and "grade-level, standards-based, and baseline assessments at the beginning of the year, and those assessments are designed by teachers." These same assessments will be administered in the middle and end of the year. Valid, reliable assessments are difficult to design and unless teachers have been thoroughly trained and are highly proficient at test design, the assessments may not be reasonable measures of student growth. If the charter is approved by the SBE, staff recommends the charter be amended to identify existing commercially available pre- and post assessments to measure student growth. The charter also declares that "Aim High reserves the right to change which standardized tests are used in order to be in compliance with state and federal law." Since schools do not choose tests in the state testing program, it is unclear what this sentence means and staff recommends that it be deleted from the charter.

The charter generally indicates that the school will develop a school information system that has the capacity to collect, analyze, and report a variety of information on student achievement. The charter further states that staff will be trained in its use and that data analysis will be tied to professional development. The charter contains no specific information about the components of such a data analysis system or how it would be used to improve the instructional program.

4. GOVERNANCE STRUCTURE	***EC* Section 47605(b)(5)(D)** ***CCR, Title 5*, Section 11967.5.1(f)(4)**
Evaluation Criteria The governance structure of the school, including, but not limited to, the process…to ensure parental involvement…, as required by *EC* Section 47605(b)(5)(D), at a minimum:	
(A) Includes evidence of the charter school's incorporation as a non-profit public benefit corporation, if applicable.	Yes

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4. GOVERNANCE STRUCTURE	***EC* Section 47605(b)(5)(D)** ***CCR, Title 5*, Section 11967.5.1(f)(4)**
(B) Includes evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that:: 1. The charter school will become and remain a viable enterprise. 2. There will be active and effective representation of interested parties, including, but not limited to parents (guardians). 3. The educational program will be successful.	No
Does the petition present a reasonably comprehensive description of the school's governance structure?	**No**

Comments:

Aim High will be operated by Aim High for High School, a nonprofit public benefit corporation. According to the corporation's bylaws, the board of trustees will have nine to eighteen members. The bylaws are silent with regard to the composition of the members; however the petition states that "parents will hold at least two seats" on the board of trustees. Based on a review of the corporation's bylaws, CDE staff has a number of concerns related to transparency and parental involvement in governance of the school:

- The bylaws refer to "the Designator" which is the Board of Trustees of the California School of Mechanical Arts (Lick-Wilmerding High School), and gives it broad powers including choosing nominees to the Aim High board, and filling vacancies on the board. It appears that the Aim High governing board would be required to submit a slate of candidates to the Designator for either approval or rejection. Neither the bylaws nor the petition provide any information on the Designator; however the bylaws do call into question which entity is actually proposing to operate this school.

- Active and effective representation of parents appears to be limited because parental representatives to the governing board are chosen by the board not elected by other parents. Further, two parent representatives out of 18 board members will substantially dilute the parental voice and involvement in the decision-making and establishment of policies. The school site council to be created by the school that will include more parents will be only an advisory body.

- Sections 10, 12, and 13 of the bylaws appear to severely restrict public access to governing board meetings by allowing a waiver of the notification of meetings, action to be taken without a meeting, and telephone and electronic meetings without providing for public access to those meetings.

- The school does not commit to compliance with the Ralph M. Brown (open meeting) Act. Instead, the bylaws provide for a four-day notice of meetings; however, as previously noted, even that requirement may be waived.

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4. GOVERNANCE STRUCTURE	***EC* Section 47605(b)(5)(D)** ***CCR, Title 5*, Section 11967.5.1(f)(4)**

- The current roster of governing board members accompanying the petition lists 20 members. This appears contradictory to the bylaws, which indicate that the maximum number of directors will be 18. Further, the current board members appear to represent various businesses and the Lick-Wilmerding and Urban schools in San Francisco rather than the proposed Aim High community.

- There is no provision for the inclusion of a voting representative of the SBE on the governing board if the SBE so chooses to appoint one.

If the charter be approved by the SBE, CDE staff recommends the school address these concerns in the bylaws and the petition, as appropriate and that it commit to compliance with the Brown Act. Under the provisions of the MOU between the SBE and the school, AHCCS would be required to adopt a conflict of interest policy and document that board members receive training in the provisions of the Brown Act.

5. EMPLOYEE QUALIFICATIONS	***EC* Section 47605(b)(5)(E)** ***CCR, Title 5*, Section 11967.5.1(f)(5)**
Evaluation Criteria The qualifications [of the school's employees], as required by *EC* Section 47605(b)(5)(E), at a minimum:	
(A) Identify general qualifications for the various categories of employees the school anticipates (e.g., administrative, instructional, instructional support, non-instructional support). The qualifications shall be sufficient to ensure the health, and safety of the school's faculty, staff, and pupils.	Yes
(B) Identify those positions that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions.	Yes
(C) Specify that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials as necessary.	generally
Does the petition present a reasonably comprehensive description of employee qualifications?	**Generally; clarification needed.**

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5. EMPLOYEE QUALIFICATIONS	***EC* Section 47605(b)(5)(E)** ***CCR, Title 5*, Section 11967.5.1(f)(5)**

Comments:
The petition states that "teachers of core, college preparatory subjects (i.e. English/language arts, math, science, history/social science, special education) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold." The petition also asserts that the school will adhere to NCLB requirements with respect to teachers and paraprofessionals. It is not clear which grade levels, if any, will be taught in self-contained classrooms (thereby requiring a multi-subject credential and deemed "core" under NCLB) and which grade levels, if any, will be taught in a single-subject format, thereby requiring credentials in those courses deemed "core".

6. HEALTH AND SAFETY PROCEDURES	***EC* Section 47605(b)(5)(F)** ***CCR, Title 5*, Section 11967.5.1(f)(6)**

Evaluation Criteria
The procedures…to ensure the health and safety of pupils and staff, as required by *EC* Section 47605(b)(5)(F), at a minimum:

(A) Require that each employee of the school furnish the school with a criminal record summary as described in *EC* Section 44237.	Yes
(B) Include the examination of faculty and staff for tuberculosis as described in *EC* Section 49406.	Yes
(C) Require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.	Yes
(D) Provide for the screening of pupils' vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.	No
Does the petition present a reasonably comprehensive description of health and safety procedures?	**No**

Comments:
The petition lists a number of topics that will be addressed in the school's health policies, but the actual procedures are not included in the charter. The list of topics appears comprehensive. The charter includes in its supplemental materials a draft set of health, safety, and risk management policies; however, a footnote to the supplemental materials indicates that supplemental documents are " in draft form, are informational, do not constitute a legally binding contract or agreement and are not a part of the Charter of the AHCCS or any related agreements." If the charter is approved by the SBE, this matter will be addressed in the MOU between the school and CDE. CDE staff recommends the final health and safety procedures, at a minimum, include those items now included in the supplemental draft policy.

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7. RACIAL AND ETHNIC BALANCE	***EC* Section 47605(b)(5)(G)** ***CCR, Title 5*, Section 11967.5.1(f)(7)**
Evaluation Criteria Recognizing the limitations on admissions to charter schools imposed by *EC* Section 47605(d), the means by which the school(s) will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district…, as required by *EC* Section 47605(b)(5)(G), shall be presumed to have been met, absent specific information to the contrary.	
Does the petition present a reasonably comprehensive description of means for achieving racial and ethnic balance?	**Uncertain**
Comments: This section of the petition states that the school intends "…to work closely with the SFUSD and may choose to utilize the district's diversity index, or a similar tool, to ensure a diverse student body." Clarification regarding the diversity index and how it works is needed. It is also unclear to what degree SFUSD is willing to work with the school since it denied the petition. A crucial problem that needs clarification is a description of the population the school wishes to serve. The student population in SFUSD is approximately 9% White, 22% Hispanic or Latino, 44% Asian, 14% African American, 6% Filipino, 1% Pacific Islander and 1% American Indian.) AHCCS's own data indicates that the summer program operated by the nonprofit corporation served approximately the same population as SFUSD; however, the Aim High Academy, which the corporation operated until 2005-06 served a much different population of students (i.e. 50% African American, 25% Latino, and 2% Asian). Targeted recruitment may be difficult until the school knows who the population is that it wants to recruit. The petition contains general references to recruiting via announcements at their summer school campuses, public meetings, and the distribution of promotional materials in Spanish, Cantonese, and English to a variety of community groups.	

8. ADMISSION REQUIREMENTS, IF APPLICABLE	***EC* Section 47605(b)(5)(H)** ***CCR, Title 5*, Section 11967.5.1(f)(8)**
Evaluation Criteria To the extent admission requirements are included in keeping with *EC* Section 47605(b)(5)(H); the requirements shall be in compliance with the requirements of *EC* Section 47605(d) and any other applicable provision of law.	
Does the petition present a reasonably comprehensive description of admission requirements?	**No**

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8. ADMISSION REQUIREMENTS, IF APPLICABLE	***EC* Section 47605(b)(5)(H)** ***CCR, Title 5*, Section 11967.5.1(f)(8)**

Comments:
As described under the staff comments in the Affirmation of Specified Conditions on pages 6-7 of this analysis, the admissions preferences stated in this petition are confusing. In one place the petition states that the school "has the right to grant priority in admissions to siblings of current students, children of staff, and residents of the charter-granting district." In another place the petition states admissions preferences will be given to; (1) students residing within the territorial jurisdiction of the SFUSD, and (2) all others. CDE staff recommends the petitioners clarify admissions preferences and that they be in keeping with state law and federal guidelines.

9. ANNUAL INDEPENDENT FINANCIAL AUDITS	***EC* Section 47605(b)(5)(I)** ***CCR, Title 5*, Section 11967.5.1(f)(9)**

Evaluation Criteria
The manner in which annual independent financial audits shall be conducted using generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the SBE's satisfaction, as required by *EC* Section 47605(b)(5)(I), at a minimum:

(A) Specify who is responsible for contracting and overseeing the independent audit.	Generally
(B) Specify that the auditor will have experience in education finance.	No
(C) Outline the process of providing audit reports to the State Board of Education, California Department of Education, or other agency as the State Board of Education may direct, and specifying the timeline in which audit exceptions will typically be addressed.	No
(D) Indicate the process that the charter school(s) will follow to address any audit findings and/or resolve any audit exceptions.	No
Does the petition present a reasonably comprehensive description of annual independent financial audits?	**No**

Comments:
The petition includes minimal information regarding the conduct of the audit process. The petition states that the school's audit or finance committee would be responsible for overseeing the audit. The petition does not require the auditor to have experience in education finance, nor does it outline a process for resolving audit exceptions. The petition only states that the audit committee will report to the governing board on how to resolve exceptions. CDE staff recommends language be included that clearly states the auditor be selected from the Certified Public Accountants Directory published by the State Controller's Office, and that the audit be conducted pursuant to *EC* Section 41020 and be consistent with the standards and procedures adopted by the Education Audit Appeals Panel (EAAP). In addition, the list of entities to which the annual audit must be sent should include the SBE, the CDE, the Controller's Office, and the SFUSD.

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10. SUSPENSION AND EXPULSION PROCEDURES	***EC* Section 47605(b)(5)(J)** ***CCR, Title 5*, Section 11967.5.1(f)(10)**
Evaluation Criteria The procedures by which pupils can be suspended or expelled, as required by *EC* Section 47605(b)(5)(J), at a minimum:	
(A) Identify a preliminary list, subject to later revision pursuant to subparagraph (E), of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) *be* suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools.	Yes
(B) Identify the procedures by which pupils can be suspended or expelled.	Yes
(C) Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.	Yes
(D) Provide evidence that in preparing the lists of offenses specified in subparagraph (A) and the procedures specified in subparagraphs (B) and (C), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).	Yes
(E) If not otherwise covered under subparagraphs (A), (B), (C), and (D): 1. Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in…regard to suspension and expulsion. 2. Outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion.	Generally
Does the petition present a reasonably comprehensive description of suspension and expulsion procedures?	**Yes**

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10. SUSPENSION AND EXPULSION PROCEDURES	***EC* Section 47605(b)(5)(J)** ***CCR, Title 5*, Section 11967.5.1(f)(10)**

Comments:
The petition states the school will "closely follow SFUSD guidelines and policies … as well as the California Education Code as a foundation for our policies." The petition contains a draft suspension and expulsion policy that is comprehensive in its description of offenses for which students may be suspended or expelled, and the procedures for notifying parents. The AHCCS petition states that the school will develop a complete set of policies and procedures that will be included in the student handbook that will be distributed to parents and students each year. This is consistent with the requirements of the MOU with the SBE under which the school will operate if it is approved by the SBE.

The SFUSD reasons for denial of the charter cite a very high suspension rate of students (179 reported suspensions) and the potential for the expulsion appeal process to violate student due process rights as reasons for denial. The district recommended an impartial tribunal be established for expulsions rather than using the Aim High governing board members. If the charter is approved by the SBE, staff recommends that the petition be amended to provide for an impartial expulsion review panel.

11. STRS, PERS, AND SOCIAL SECURITY COVERAGE	***EC* Section 47605(b)(5)(K)** ***CCR, Title 5*, Section 11967.5.1(f)(11)**

Evaluation Criteria
The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security, as required by EC Section 47605(b) (5) (K), at a minimum, specifies the positions to be covered under each system and the staff who will be responsible for ensuring that appropriate arrangements for that coverage have been made.

Does the petition present a reasonably comprehensive description of STRS, PERS, and social security coverage?	**No**

Comments:
The petition states that the school anticipates that it will offer STRS to certificated employees and a 403b plan in conjunction with Social Security for non-certificated staff. The petition further states that AHCCS "retains the option for its board of directors to choose to participate in STRS, PERS, or Social Security depending upon employee eligibility and what the board determines is in the best interest of the staff and the school as a whole." These statements lead CDE staff to conclude the petition lacks specificity with respect to the manner by which staff members will be covered, the positions to be covered under each system, and the staff who will be responsible for ensuring that appropriate arrangements for that coverage have been made. If the ACCS recommends to the SBE that it approve the petition, the CDE would recommend the petition be amended to provided definitive information to address this element.

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12. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	***EC* Section 47605(b)(5)(L)** ***CCR, Title 5*, Section 11967.5.1(f)(12)**
Evaluation Criteria The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools, as required by *EC* Section 47605(b)(5)(L), at a minimum, specify that the parent or guardian of each pupil enrolled in the charter school shall be informed that the pupil has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.	
Does the petition present a reasonably comprehensive description of public school attendance alternatives?	**Yes**
Comments: The petition is clear that no student would be required to attend this school.	

13. POST-EMPLOYMENT RIGHTS OF EMPLOYEES	***EC* Section 47605(b)(5)(M)** ***CCR, Title 5*, Section 11967.5.1(f)(13)**
Evaluation Criteria The description of the rights of any employees of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school, as required by EC Section 47605(b)(5)(M), at a minimum, specifies that an employee of the charter school shall have the following rights:	
(A) Any rights upon leaving the employment of a local education agency to work in the charter school that the local education agency may specify.	Yes
(B) Any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify.	Yes
(C) Any other rights upon leaving employment to work in the charter school and any rights to return to a previous employer after working in the charter school that the SBE determines to be reasonable and not in conflict with any provisions of law that apply to the charter school or to the employer from which the employee comes to the charter school or to which the employee returns from the charter school.	Yes
Does the petition present a reasonably comprehensive description of post-employment rights of employees?	**Yes**
Comments: The petition is clear that essentially the school's employees would have only a right of return to the SFUSD employer to the extent authorized by the district. Employees who were not previous employees of the district will have no rights of employment with the district after they leave AHCCS.	

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14. DISPUTE RESOLUTION PROCEDURES	***EC* Section 47605(b)(5)(N)** ***CCR, Title 5*, Section 11967.5.1(f)(14)**
Evaluation Criteria The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter, as required by *EC* Section 47605(b)(5)(N), at a minimum:	
(A) Include any specific provisions relating to dispute resolution that the SBE determines necessary and appropriate in recognition of the fact that the SBE is not a local education agency.	No
(B) Describe how the costs of the dispute resolution process, if needed, would be funded.	Yes
(C) Recognize that, because it is not a local education agency, the State Board of Education may choose resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the State Board of Education intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.	No
(D) Recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with *EC* Section 47604.5, the matter will be addressed at the State Board of Education's discretion in accordance with that provision of law and any regulations pertaining thereto.	No
Does the petition present a reasonably comprehensive description of dispute resolution procedures?	**No**

Comments:
The petition has not been amended to reflect the SBE as the authorizer, and does not recognize the SBE's prerogative to resolve disputes directly as required by regulation. The petition does require binding arbitration, and expresses the wish that the authorizer not intervene in internal disputes without the consent of the school. The language in the internal dispute resolution process that limits the SBE's ability to intervene except under specified provisions and the binding arbitration requirement should be eliminated. There are other technical changes that need to be made to reflect the SBE rather than SFUSD as the authorizer if this petition is approved by the SBE.

Under the Oversight, Reporting, Revocation, and Renewal section of this element there is language requiring the authorizer to provide at least three working days notice prior to any inspection of the school. There is further language requiring the authorizer to respond to the audit and programmatic report within specified timelines. These provisions limit the SBE's oversight and monitoring abilities and should be eliminated.

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15. EXCLUSIVE PUBLIC SCHOOL EMPLOYER	***EC* Section 47605(b)(5)(O)** ***CCR, Title 5*, Section 11967.5.1(f)(15)**
Evaluation Criteria The declaration of whether or not the district shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the *Government Code*), as required by *EC* Section 47605(b)(5)(O), recognizes that the SBE is not an exclusive public school employer and that, therefore, the charter school must be the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act.	
Does the petition include the necessary declaration?	**Yes**
Comments: The petition indicates that the school will be the exclusive public school employer for collective bargaining purposes.	

16. CLOSURE PROCEDURES	***EC* Section 47605(b)(5)(P)**
Evaluation Criteria A description of the procedures to be used if the charter school closes, in keeping with *EC* Section 47605(b) (5) (P). The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.	
Does the petition include a reasonably comprehensive description of closure procedures?	**No**
Comments: The petition includes a very general description of closure procedures and the disposition of assets. For example, the petition refers to parents receiving transcripts of student's academic progress and "other relevant information" each semester. Therefore, in the event of a school closure parents will already possess necessary pupil records. Further, the petition states that the board of directors may also provide for the transfer of records to a responsible and willing school district, county office, or other qualified entity. There is no mention of a final audit. The MOU between the SBE and the charter schools it approves requires detailed information to be provided regarding school closure before the school opens. In the event the charter is approved, CDE staff recommends that the charter be amended to address, at a minimum, the requirements of law and regulation. More specific detail can be included in the procedures to be submitted to CDE prior to the school opening.	

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ADDITIONAL REQUIREMENTS UNDER EC SECTION 47605

STANDARDS, ASSESSMENTS, AND PARENT CONSULTATION	***EC* Section 47605(c)**
Evaluation Criteria Evidence is provided that:	
(1) The school shall meet all statewide standards and conduct the pupil assessments required pursuant to *EC* sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.	Yes
(2) The school shall, on a regular basis, consult with their parents and teachers regarding the school's educational programs.	Yes
Does the petition provide evidence addressing the requirements regarding standards, assessments, and parent consultation?	**Yes**
Comments: The petition states that curricula will be aligned to state standards and there is a commitment on the part of the school to conduct required pupil assessments. There is an established process for consulting with parents and teachers regarding the school's educational programs.	

EMPLOYMENT IS VOLUNTARY	***EC* Section 47605(e)**
Evaluation Criteria The governing board…shall not require any employee…to be employed in a charter school.	
Does the petition meet this criterion?	**Yes**
Comments: While this statement is not specifically made within the petition, it is clear that no employee will be required to be employed in the charter school. This school is a startup school, not a conversion school, and any and all employees hired by the school will have the opportunity to apply and interview for the position prior to hiring.	

PUPIL ATTENDANCE IS VOLUNTARY	***EC* Section 47605(f)**
Evaluation Criteria The governing board…shall not require any pupil…to attend a charter school.	

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PUPIL ATTENDANCE IS VOLUNTARY	***EC* Section 47605(f)**
Does the petition meet this criterion?	**Yes**

Comments:
It is clear that attendance at the school would be voluntary.

EFFECT ON AUTHORIZER AND FINANCIAL PROJECTIONS	***EC* Section 47605(g)**
Evaluation Criteria …[T]he petitioners [shall] provide information regarding the proposed operation and potential effects of the school, including, but not limited to:	
• The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.	Generally
• The manner in which administrative services of the school are to be provided.	Generally
• Potential civil liability effects, if any upon the school and the SBE.	No
The petitioners shall also provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.	
Does the petition provide the required information and financial projections?	**Generally**

Comments:
The petition generally states the areas in which it would like to be located within San Francisco, but the petitioners do not have a specific facility identified for the school. It is further unclear whether petitioners have filed for Proposition 39 facilities from SFUSD. The petition anticipates that the school will provide most of its own administrative services; however, petitioners plan to hire a consultant to help them determine which services would most efficiently be performed by school personnel and which would be best contracted to an outside vendor. It is not clear that SFUSD would be willing to negotiate the provision of some services at this time.

Following are CDE staff comments on Revenue/Expenditure Assumptions, Income Statement, and Cash Flow Documents:

<u>Revenue/Expenditure Assumptions:</u>

- The Cost of Living Adjustment (COLA) for state programs may be slightly understated in Year 2 based on projections identified on the School Services of California Dartboard.

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EFFECT ON AUTHORIZER AND FINANCIAL PROJECTIONS	***EC* Section 47605(g)**

- Facilities Incentive Grant Program revenue is assumed at the maximum of 75 percent.
    - This program is administered by the California School Finance Authority; therefore it cannot be determined whether the level of reimbursement is subject to funds available.
    - AHCCS is not eligible for the Charter School Facilities Grant Program, administered by the California Department of Education, which requires a level of 70 percent free and reduced price meals.
- Charter School Revolving Loan is assumed at maximum of $250,000, however, it is possible that the school will not receive a revolving loan or that the amount may be less.
- Title I revenue may be over budgeted in Years 3-5, based on the 2006-07 preliminary entitlement calculations for schools of similar size and demographics.
- The projected in-lieu EIA revenue may be slightly overstated as a result of a legislative change to the in-lieu Economic Impact Aid formula calculation which begins in fiscal year 2006-07. (Details regarding the current year rates are not available at this time.)
- Is there an existing agreement between AHCCS and San Francisco Unified School District (SFUSD) for use of a certificated Special Education teacher? There are no expenditures budgeted for this position, but there is a notation that the position will be an employee of SFUSD.
- There are no budgeted expenditures for two non-certificated staff positions (Business Manager and Parent Liaison). The budget indicates both positions as “AH employee, in kind donation.” What will be provided by AHCCS “in kind”? Also, it is unclear if this is a permanent situation.
- No funds are budgeted in Years 2, 3, 4 and 5 for the following monthly expenditures:
    - 5600 – Rent
    - 5500 – Electricity
    - 5500 – Gas/Propane

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EFFECT ON AUTHORIZER AND FINANCIAL PROJECTIONS	***EC* Section 47605(g)**

- 5500 – Water
- 5500 – Telephone

Budgeting for these expenditures (unless they are included in another line item) could significantly affect the proposed school's bottom line.

- Revenue to be received from SFUSD for in-lieu property taxes is not separately identified on the budget or cash flow statements.

- District oversight charge in Years 2-5 appears to be significantly overstated (approximately 294 percent).

    - Calculation should be 1 percent of revenue for General Purpose Entitlement and Categorical Block Grant (including in-lieu EIA). It is not clear how AHCCS determined the budgeted amount.

<u>Cash Flow:</u>

Year 1

- Assumes revenue for Start up Grant in July. As mentioned above, this federal grant may not materialize and therefore should not be included in cash flow calculations.

- The Year 1 cash flow percentages for the Principal Apportionment, including the General Purpose Entitlement and the Charter Schools Categorical Block Grant, may not be consistent with the actual amounts being released. For newly operational charter schools initial funding for the months of July through January is released in two payments, not monthly as indicated on the cash flow statement.

    - 1st Payment in September –
        - This reflects revenue for the months of July through October and is based on estimated ADA as certified by the authorizing LEA and county office of education.
    - 2nd Payment in December –
        - This reflects revenue for the months of November through January and is based on ADA submitted to CDE on the new charter schools 20-day survey.
    - Monthly payments will begin in February at the First Principal Apportionment (P-1).

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EFFECT ON AUTHORIZER AND FINANCIAL PROJECTIONS	***EC* Section 47605(g)**

Year 2

- Revolving Loan Fund repayment is identified as a one-time expenditure in February, actual may be monthly payments beginning in September.

- Percentages for State revenues identified on the Year 2 cash flow may not be consistent with the actual percentages being released, and may be under stated in some instances.

    - For instance, the Principal Apportionment for continuing charter schools would account for a portion of the total state revenues indicated on the cash flow statement; however, for the months of August through January the percentages for State Revenues indicated seem to be less than the estimated amounts that would be paid in the Principal Apportionment alone. For example:

	Principal Apportionment Only (Estimated)	Total State Revenues (Cash Flow)
August	$106,173	$36,388
September	$70,782	$62,211
October	$70,782	$43,428
November	$70,782	$43,428
December	$70,782	$51,079
January	$70,782	$43,428

ACADEMICALLY LOW ACHIEVING PUPILS	***EC* Section 47605(h)**

Evaluation Criteria
In reviewing petitions, the charter authorizer shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioners as academically low achieving…

Does the petition merit preference by the SBE under this criterion?	**Uncertain**

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ACADEMICALLY LOW ACHIEVING PUPILS	***EC* Section 47605(h)**
Comments: The petition states that the mission of the school is to provide underserved urban youth with challenging, innovative and highly supportive educational programs. The petition further states that it seeks to serve a primarily low-income, at-risk students, especially those from marginalized families. However, the petition does not define those terms and, as noted earlier, it is unclear regarding the student demographics of the targeted population the school wants to serve.	

TEACHER CREDENTIALING	***EC* Section 47605(l)**
Evaluation Criteria Teachers in charter schools shall be required to hold a CCTC certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold…It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.	
Does the petition meet this requirement?	**Yes**
Comments: The petition states that the school will adhere to NCLB requirements and that teachers of core classes will hold a Commission on Teacher Credentialing certificate as required. The petition defines core courses as English/language Arts, math, science, history/social science, and special education.	

TRANSMISSION OF AUDIT REPORT	***EC* Section 47605(m)**
Evaluation Criteria A charter school shall transmit a copy of its annual independent financial audit report for the preceding fiscal year…to the chartering entity, the Controller, the county superintendent of schools of the county in which the charter is sited…, and the CDE by December 15 of each year.	
Does the petition address this requirement?	**No**
Comments: As noted above, minimal information is provided regarding the annual audit. Clarifications are suggested in regard to the audit provisions.	

CHARTER

of the

AIM HIGH COMMUNITY CHARTER SCHOOL

Submitted May 26th, 2006
To the San Francisco Unified School District
Charter School Office
555 Franklin St.
San Francisco, CA 94102

For further information, please contact:
Alec L. Lee, Jr.
Executive Director
Aim High
P.O. Box 170340
San Francisco, CA 94117
Voice: 415.551.2323

CHARTER
of the
AIM HIGH COMMUNITY CHARTER SCHOOL
a California Public Charter School

Whereas the governing board of the San Francisco Unified School District received a valid charter petition on _____, duly signed by appropriate teachers and submitted pursuant to education code section 47605, and

Whereas the governing board of the San Francisco Unified School District, after holding a public hearing on _____ and considering the level of staff support, has determined that the applicants have assembled and presented a valid and meritorious charter position;

Resolved that the governing board of the San Francisco Unified School District hereby approves and grants this charter petition by a vote of _____to _____ on _____.

Be it further resolved that this charter constitutes a binding contract upon the San Francisco Unified School District and Aim High Community Charter School.

witnessed:

_____
Board of Commissioners
San Francisco Unified School District

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PETITION FOR THE ESTABLISHMENT OF A CHARTER SCHOOL

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the San Francisco Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Aim High Community Charter School. Aim High Community Charter School agrees to operate the school pursuant to the terms of The Charter Schools Act of 1992 and the provisions of the school's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in having their child attend the school.

Primary Contact Person:

Name (please print)	Signature	Date

The petitioners authorize the primary contact person to negotiate any amendments to the attached charter necessary to secure approval by the San Francisco Unified School District governing board.

By the Petitioners:

Name (please print)	Signature	Date
Name (please print)	Signature	Date
Name (please print)	Signature	Date
Name (please print)	Signature	Date
Name (please print)	Signature	Date
Name (please print)	Signature	Date

Charter of the
Aim High Community Charter School
a California Public Charter School

It is the intent of the Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish the following:

a. Improve pupil learning

b. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving

c. Encourage the use of different and innovative teaching methods

d. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site

e. Provide parents and pupils with expanded choice in the types of educational opportunities that are available within the public system

f. Hold the schools established under this part accountable for meeting measurable pupils outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems

g. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools

The Charter Schools Act (or Act) (Education Code Sections 47600 et seq.) requires each charter school to have a "charter" that outlines at least the sixteen (16) mandatory items of the Act. The following provisions of this charter coincide with the requirements of Section 47605 of the Act.

Legal Affirmations

The Aim High Community Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.
The Aim High Community Charter School will comply with applicable public agency, state and federal laws, regulations and codes during its operations.

Mission Statements

Mission Statement – Aim High Community Charter School

The mission of Aim High Community Charter School is to provide San Francisco students with a challenging, vibrant and personalized middle school education. Aim High Community Charter School serves a culturally and economically diverse group of young people, in grades 6-8, and is committed to addressing educational equity and ensuring the success of all students.
The goal of Aim High is to ensure that our students are well-prepared for success in school, have a deep appreciation for their community, and are aware of the issues - personal, local and global - that affect their lives.

Mission Statement – The Aim High non-profit organization

The mission of Aim High is to provide underserved urban youth with challenging, innovative and highly supportive educational programs, most notably our exemplary summer school and Aim High Community Charter School.
The goal of Aim High is to ensure that our students are well-prepared for success in school, have a deep appreciation for community, and are aware of the issues - personally, locally and globally - that affect their lives.
Our vision is to inspire young people to reach for their dreams.

Definitions

Aim High [summer program] – This refers to the existing 501(c)(3) nonprofit organization, Aim High for High School. This is an academic enrichment summer school program which operates at multiple sites in San Francisco, Oakland and East Palo Alto.
Aim High Community Charter School Development Team – School Development Team for Aim High Community Charter School.
Aim High Board of Trustees – Aim High Board of Trustees for the existing nonprofit organization, which will also serve as the governing board for the charter school.
Charter School – Aim High Community Charter School
District – San Francisco Unified School District.
SFUSD – San Francisco Unified School District.
SFUSD Board – Board of Commissioners of the San Francisco Unified School District.
GGNRA – The Golden Gate National Recreation Area
Aim High Academy – School established by Aim High in collaboration with the SFUSD through the Secondary School Redesign Initiative (SSRI) in August of 2003; moving to new location in August of 2006, with new name (to be determined).

Abstract

Introduction to this Petition

This proposal establishes a charter school called Aim High Community Charter School ("AHCCS"). Aim High Community Charter School will be within the territorial jurisdiction of the San Francisco Unified School District (the "district") with support services, if any, designated and delineated through a mutually agreed upon Memorandum of Understanding ("MOU"). The charter school will provide a voluntary public educational choice for parents with students in grades 6 - 8 who choose to have their children educated in an alternative learning environment.

The charter school will provide quality educational instruction and guidance, curricular support, and selected resource materials to strive to ensure that students make appropriate progress toward achievement of the AHCCS' school-wide outcomes.

This charter school's objective is to provide a vehicle for the delivery of rigorous, challenging educational experiences for students whose families have chosen to educate their children in a charter school.

Introduction to the Aim High non-profit & Aim High Community Charter School

Aim High for High School (Aim High), a California non-profit 501(c)(3) agency, is proposing to create Aim High Community Charter School (AHCCS).

Aim High is a San Francisco-based non-profit organization which helps local underserved students to achieve academic excellence and success in life. As part of these efforts, Aim High runs a six-week, tuition-free summer school with an extensive academic year tutoring and activities component. During our 2006 summer session, Aim High will serve 800 students at 9 campuses in San Francisco, Oakland and East Palo Alto. Additionally, Aim High operates the Aim High Environmental Studies program in the Marin Headlands in partnership with the Golden Gate National Recreation Area. The current Aim High summer school program is for students entering grades 6-9, with a focus on reaching and serving students from low-income families, from under-performing schools and in underserved neighborhoods.

In 2002, after extensive discussions among the Aim High Board of Trustees, parents, faculty, students and graduates, the Aim High non-profit organization decided to apply to the SFUSD Secondary School Redesign Initiative and were chosen, following a thoughtful, competitive process, to open a small school, Aim High Academy. Aim High Academy opened in August of 2003, as a San Francisco small, public (non-charter) school with 90 6th graders. This year, 2005/06, the school serves 240 6th, 7th and 8th graders. The school is moving to a new location and adopting a slightly different model; the non-profit organization decided to conclude its participation in the SSRI. Our organization is proud of our affiliation with the school and with the numerous contributions made to its development and success. Based on the demonstrated success of the small, public school, we have decided that the charter school option would be an even better way to educate San Francisco students whose families have chosen to educate their children outside of the traditional public setting.

Aim High Community Charter School, which will open in September of 2007, will be a 6th through 8th grade charter school in San Francisco and will serve a diverse community of approximately 225 students.

Our goal is to translate the summer school into a challenging, innovative charter school, preserving and expanding the key components and essential partnerships integral to the Aim High summer program. Aim High Community Charter School will be characterized by a challenging, interdisciplinary, standards-based curriculum, a commitment to faculty development, an emphasis on using the resources of the Bay Area and an integrated service learning/environmental studies program. We are deeply committed to providing this school to a diverse student population similar to the Aim High summer program: primarily low-income, at-risk students, especially those from marginalized families.

Need for School

Aim High Community Charter School (AHCCS) will address the need in San Francisco for small, highly personalized and engaging schools: Schools that are characterized by their nurturing and caring environment, small classes and high teacher expectations, and engaging curriculum that incorporates project-based learning that integrates standards. Highly respected organizations such as the Gates Foundation and the California School Redesign Network promote and support the small schools movement as a critical strategy in closing the achievement gap and we intend to work closely with both organizations and spend considerable time studying successful small schools.

School and Development Team Overview

AHCCS will implement a challenging curriculum based on the state content standards, and will cover the core subject areas of Humanities (an interdisciplinary Social Studies/Language Arts course), Mathematics, and Science, as well as coursework covering Visual and Performing Arts, and Life Skills (Issues and Choices).

AHCCS' development team includes members of the current Aim High staff, who have extensive experience with our target student population and proven expertise in the areas critical to the development and implementation of an exemplary charter school. In addition, our development team includes local community members as well as charter school experts with strengths in educational program design, charter school finance and facilities, business management, legal issues, governance, and administration. Please see the Supplemental Information section for detailed biographical information on our non-profit staff and board members.

Through the combination of standards-based academics, individual student development, specialized counseling services, and active family involvement, AHCCS will empower each student to become self-motivated, competent, lifelong learners, while developing in each student a sense of responsibility, increased self-esteem, improved relationships with family and friends, and a healthy lifestyle.

A. Educational Program

The mission of Aim High Community Charter School is to provide San Francisco students with a challenging, vibrant and personalized middle school education. Aim High Community Charter School serves a culturally and economically diverse group of young people, in grades 6-8, and is committed to addressing educational equity and ensuring the success of all students.
The goal of Aim High is to ensure that our students are well-prepared for success in school, have a deep appreciation for their community, and are aware of the issues - personal, local and global - that affect their lives.

1. Targeted School Population

Aim High Community Charter School will be a 6th through 8th grade charter school in San Francisco and will educate a diverse community of approximately 225 students. Aim High Community Charter School plans to be located in either the South-East or North-East quadrant of San Francisco. We anticipate that Aim High Community Charter School will serve primarily students from the Eastern half of San Francisco. To understand the student demographics in this area of the city, we cite the ethnic breakdown at the Aim High summer school program as well as that of the current Aim High Academy, located in the Haight-Ashbury District:

	Summer School:	Aim High Academy:
African American	22%	50.2%
Latino	18%	24.5%
Chinese	43%	2.0%
Other Asian	5%	0%
Filipino	3%	4.0%
Caucasian	3%	2.0%
Other non-white	6%	12.0%
OW		6.0%

65% of students at Aim High Academy receive free or reduced lunch. In the summer school program, the median family income is $23,000 a year.
Having offered Aim High to the students of these communities for twenty years, we have a solid understanding of the needs of the students and families who will attend Aim High Community Charter School. Many families often do not have the opportunity to attend schools that are “small by design” – that incorporate the key characteristics of small schools: Personalization, engaging curriculum and teaching, and strong emphasis on community. Below we present very brief portraits of a current Aim High summer school student as well as two graduates to illustrate how the Aim High model meets the needs of students in ways that their current schools do not. These portraits represent students who would hope to matriculate to Aim High Community Charter School. They reflect our desired student population.

- *Arturo R.* attends a large, public school where he has been bullied and treated disrespectfully by classmates. The Aim High summer program has proven to be a safe positive learning environment for Arturo and he has thrived, academically and socially, in the summer program. His father, Carlos R. writes "From your teachers I hear positive and encouraging comments about my son. It makes me feel very proud of him. After one summer in Aim High, I know my son is pointed in the right direction and will go to college. Thank you for giving me hope."

- *Liliana M.* graduated from Aim High in 2000 after three summers in the program. She now attends Santa Clara University. She writes: "I can honestly say that although I had always been interested in science, it was not until I performed my first dissection in 6th grade science at Aim High (my school couldn't afford that type of experimentation) that I realized how exciting I found physiology; it steered me towards the biology degree that I am pursuing today."
- *Jonathan S.* attended Aim High for three summers and returned as a high school teaching assistant for three years. He came from a highly troubled family situation and Aim High became a second home for Jon. As he has said many times, "If it wasn't for Aim High, I'd be dead or in jail." Jon recently graduated from San Francisco City College and currently works at the Buchanan St. YMCA.

These portraits point to the need for a personalized educational environment, small classes and high teacher expectations, and project-based learning that integrates standards. We believe that schools that are “small by design” are a critical strategy in closing the achievement gap. A detailed description of how the curriculum, outcomes and assessment of Aim High Community Charter School will be tied to this vision follows in the instructional strategies sub-section of Charter Elements A, as well as in sections B and C.

Additionally, Aim High Academy has served students from traditionally disenfranchised communities and has increased student achievement by providing a personalized educational experience to meet students’ academic, social, and emotional needs. For example, English Language Learners made significant gains in CELDT test scores as a result of small class sizes, an advisory program, heterogeneously grouping of students and project-based learning. The initial API ranking for the school is a 2/4. Several district schools with a similar student profile scored lower on the API. AHCCS’s mission is to close the achievement gap for all students, and significantly outperform schools with similar demographics.

In addition to the academic program, AHCCS intends to provide the social, emotional and family support often needed to help underperforming students achieve in school.

Another success of Aim High Academy was the Parent & Community Center which was established to increase parent/caregiver participation and to access opportunities for our students to make a stronger home-school connection. The Parent & Community Center was very successful in engaging parents through a home-visit program, trainings in parent organizing, discussion forums in a variety of neighborhoods, social and volunteer opportunities and ongoing communication between home and school. As a charter school, we anticipate having a strong and vibrant Parent and Community Center, building on the best practices learned from AHA and other small and charter schools.

Finally, we believe that the charter option, with greater autonomy in hiring and overall program, greater flexibility and increased budget support, will create an even more successful and positive learning environment.

2. Attendance

Aim High Community Charter School will be a **site-based school** with students attending five days per week. We anticipate that school hours will be 8:30 am – 3:00 pm, with after-school tutoring available. Our school year will typically begin in the first week of September and end in the second week of June; the school calendar will be similar to that of the SFUSD calendar. We anticipate that there will be approximately 184 instructional days in a school year. We anticipate that AHCCS will have an ADA rate of 95%.

In September of 2007, we anticipate opening Aim High Community Charter School with a 6th grade of 75 students; our intention is to add a grade per year in the ensuing years until we reach full capacity (approximately 225 students) in September of 2009.
Additionally, we plan to offer the Aim High summer school program to AHCCS students and will operate a summer session at the Aim High Community Charter School site. Students will be strongly encouraged (and, in some cases, required) to attend during the 2007 summer in preparation for 6th grade; students will have the opportunity to attend for the summers prior to 7th, 8th and 9th grade, giving them a total of 20 additional weeks of school during their middle school years. Students will also participate in weekend field trips and after-school tutoring offered by the Aim High non-profit. Students will also have access to Student/Family Center, which supports students and families in the Aim High community throughout middle and high school, offering tutoring, activities and college counseling to Aim High graduates.
Aim High students will be at the Aim High Community Charter School site at all times during school hours except during program-related field trips or projects. Students may be "off-campus" on a regular basis (approximately once every month), supervised by a credentialed teacher. Additionally, San Francisco and the greater Bay Area will be used as a rich resource for classroom projects in all academic subjects.

3. What it means to be an Educated Person in the 21st Century

A key goal of Aim High Community Charter School is to enable students to become self-motivated, competent, lifelong learners. Towards that end, our school is founded on four guiding principles, each grounded in research and based on our successful record of serving San Francisco students.

3a) Objective of enabling pupils to become self-motivated, competent life-long learners

Personalization and Community - Aim High Community Charter School students will be well known and supported by their teachers and advisors throughout their years at the school. This charter school will be small by design. The AHCCS personalized approach to learning will reach those students with supportive, involved families as well as those who do not have the support they need at home. The Aim High Community Charter School community approach to schooling is evident in the daily/weekly schedule, in the advisory component, in the Issues and Choices class and in the after-school tutoring program and related support systems (homework voicemail hotline and daily postings on the homework link of our website). Personalization, along with a school culture of care and high expectations, can play a significant role in decreased dropout rates, decreased disciplinary referrals and increased graduation rates.

Academic Rigor - The Aim High Community Charter School curriculum will be characterized by a challenging, interdisciplinary, project-based and culturally relevant curriculum. The curriculum will be carefully aligned with state standards; faculty will incorporate a range of assessment tools to inform teaching and measure student progress in alignment with these standards.

Applied Learning Opportunities - Aim High Community Charter School will expand the existing partnerships that Aim High has developed, most notably the collaboration with the Golden Gate National Recreation Area (the Aim High Environmental Studies Program) and the Exploratorium. Community service, both within the school and outside of the school will be vital components of Aim High Community Charter School. We are confident that these applied learning features will improve student retention.

Quality Teachers – Last summer, over 170 teachers and interns taught in the Aim High summer school program. These teachers, many who come from Bay Area public schools as well as colleges across the country, are attracted to Aim High because of the program's strong sense of community and personalized approach to learning. Aim High prides itself on being a "teaching laboratory," a place where innovative curriculum and teaching methods are developed. Aim High Community Charter School teachers will be part of a professional culture that explicitly supports collaborative planning, professional development and shared governance. We plan to work closely with the San Francisco Coalition of Essential Small Schools to develop our professional development program and other noteworthy aspects of our small school (i.e., advising program).

3b) General Academic Skills & Qualities Important for an Educated Person

A key goal of Aim High Community Charter School is to prepare students for high school and enable students to become **self-motivated, competent, lifelong learners**. Towards that end, our school has outlined a comprehensive set of unifying school-wide outcomes that will guide the development of more specific grade-level and graduation standards. These are described in more detail in Element B and C, but are also included here in overview form to help explain the underlying values of the school.

Students will leave Aim High Community Charter School well prepared for success in high school. The skills and qualities needed for success in high school and higher education include:

A. Scientific Knowledge and Skills – Students will develop a knowledge of many traditional branches of the natural sciences, including physical, chemical, earth and life sciences. Students will develop laboratory skills, research skills using both paper based and electronic sources, and a thorough understanding of designing and carrying out experiments using the scientific method. At several grade levels, students will focus on the life sciences, specifically environmental science and human biology, using Aim High Community Charter School's collaboration with both the GGNRA (the Aim High Headlands Environmental Home) and the Exploratorium.

B. Mathematical knowledge and skills –Students will learn mathematics content of numbers and operation, algebra, geometry, measurement, and data analysis and probability. Emphasis will be placed on the utilization of critical thinking skills in real-world applications of mathematics concepts. Students will demonstrate understanding of the NCTM's goals for the processes of problem solving, reasoning, making connections, communicating concepts, and representing mathematical understanding.

C. Humanities (Language Arts and History Knowledge and Skills) – Students will demonstrate strong reading, writing, listening, speaking and presentation skills, in multiple forms of expression (e.g. written, oral multimedia), with communication skills appropriate to the setting and audience. Students will comprehend and critically interpret multiple forms of expression, including literature from diverse cultures. Students will understand and apply civic, historical and geographical knowledge in order to serve as citizens in today's world of diverse western and non-western cultures.

D. Cross-Discipline Thinking Skills – Students will develop:

- critical thinking skills: problem solving, analyzing, and applying knowledge
- the ability to work in groups

- the ability to use technology effectively

E. Life-Long Learning Skills **– Students will develop skills that will enable them to pursue their own path of learning throughout their high school and adult lives, including:**

- Study skills and habits, e.g., note taking, library research skills, studying strategies
- Ability to plan, initiate, and complete a project
- Ability to reflect on and evaluate one's own and others' learning
- Commitment to attend a two-four year college
- Library use and research skills
- Technology skills
- Issues and Choices

F. Social/Interpersonal Skills – Students will gain an understanding of issues related to the overall emotional development of students in middle and high school, including interpersonal dynamics, leadership, and citizenship.

3c) General Non-Academic Skills & Qualities Important for an Educated Person

- creative expression through various forms of the arts, e.g., music, visual/studio arts, drama, and dance.
- knowledge of pertinent issues of health and the development of physical fitness
- service learning and stewardship
- conflict resolution
- decision-making
- awareness of opportunities and options for high school and college

4. Description of How Learning Best Occurs

4a) Instructional Design

The goal of the Aim High Community Charter School educational program is to provide a rigorous standards-based education in a community-oriented, supportive environment. We believe that learning best occurs when the following seven instructional strategies are implemented. These seven strategies were designed to meet the needs of our target population and have been successfully implemented in the Aim High summer program, in the current Aim High Academy, and in several small schools where Aim High summer program teachers work during the academic year. Our in-depth program evaluations testify to the fact that these strategies result in measurably improved student achievement as well as improved attitudes towards school and learning.

4b) Instructional Approaches & Strategies

(A) An interdisciplinary, standards-based curriculum with an aligned assessment system. Aim High's curriculum will be developed by our instructional staff under the guidance of the Principal. Curricula in core academic subjects will align with the California State Content Standards. Wherever possible, curriculum units will be developed across several disciplines, so that students study a subject from a variety of disciplinary foci at once. A significant percentage of the curriculum has been developed and implemented by the faculty and staff at Aim High Academy.

Curriculum

The curriculum will closely resemble the AHA school model: each middle-school student will take the following courses: Humanities (an interdisciplinary Language Arts/Social Studies class which will meet for a double-block each day), Math, Science, and Issues and Choices

(an adolescent development seminar which is an integral component of the Aim High summer school). Teachers will meet weekly during the school year (and participate in teacher training workshops and the Aim High summer program during the summer) to develop and refine thematic based, interdisciplinary curriculum units.
Over the next year, the Aim High Community Charter School curriculum team will adopt new materials, and expand and refine existing Aim High curriculum materials. Curricula, whether adopted from published sources or internally developed, will meet the following criteria:

- It will be aligned with the California State Standards.
- It will contain constructivist approaches, wherein students will be actively engaged in discovery and problem solving as a means of learning,
- It will be geared towards developing interdisciplinary units in which teachers will strive to find commonalities between their disciplines.

Assessment
Equally critical, our assessment system will be aligned to our school-wide outcomes, so that students, teachers, parents, administrators and Trustees are all aware of the expectations for students, and how individual students, classes, and the entire school are doing with respect to those outcomes. On a day-to-day basis, teachers will use multiple measures to assess student progress, including tests, projects, observations, and examples of student work. Additionally, the school will administer all mandated state tests, and closely analyze data from those tests to identify gaps, highlight progress, and ensure that the school is meeting the terms of its charter. Specific assessment tools, individual and school-wide benchmarks are detailed in Element B/C.
Co-curricular Elements
We anticipate that other elements of the Instructional Design will include the following:

- Students will choose two co-curricular activities per semester. Examples of co-curricular activities include: Newspaper and Literary Magazine, Dance, Art, and Drama. We anticipate that these activities will meet twice per week in the afternoon.
- Every student will be a member of a small advising group that will meet several times per week. This group will provide an academic check-in as well as help establish inclusion in the Aim High community.
- The academic program will include required Community Service, both within the school and outside the school.

Environmental Studies will be integrated into the curriculum and program, primarily in the Science and Humanities courses and through the Community Service program.
(B) Project based learning and programming While basic skills in language and math, as well as basic content in history and science, will be taught in a traditional manner, our commitment is to build most content and skills into projects, taking full advantage of our community partners such as the Exploratorium and the Marin Headlands. We plan to incorporate one or two “Project Blocks” into our annual calendar each year. This has been a highly successful and engaging aspect of the current Aim High Academy and the summer school. This block period will be closely tied to the state standards. Equally important, we are committed to developing an assessment system that is appropriate for this type of instruction.
(C) A commitment to faculty development: Aim High Community Charter School will support teachers by creating a comprehensive staff development program. Teachers will

work collaboratively as critical friends in the development of curriculum. Teachers will also participate in a peer observation program that will allow them to share best practices, strategies for differentiating instruction, and on-going formal and informal assessments of student learning. Through the partnership with SF-CESS, the faculty will also engage in developing student portfolios, creating protocols for working collaboratively, and analyzing data to target areas of instructional need.

(D) Small classes, a personalized approach to learning and community-building: Research demonstrates that small class and overall school size are strongly related to improved student achievement, strong community atmosphere, and higher teacher morale. These aspects of Aim High Community Charter School support more learning in math, science and humanities than large classes, especially for disadvantaged students. A low student to teacher ratio encourages students to build healthy relationships with adults, and teachers to constantly re-evaluate students' needs. It also supports the early identification and support of students with learning differences and the ongoing progress of English language learners. Our goal, supported by our operating budget, is to provide one California State accredited teacher for each class of 23-26 students.

(E) An emphasis on using the resources of the Bay Area through collaborative partnerships with arts and educational organizations: Collaborations with organizations such as the Exploratorium, the San Francisco Zoo, and other arts and educational organizations expose students and families to experiences and opportunities that they might otherwise not have access to and give students and teachers a chance to integrate subject areas with hands on experience. Presently, for example, several dozen Aim High summer school students travel to the Exploratorium (a hands-on Science museum located in San Francisco) every afternoon as part of our co-curricular program. The Exploratorium would like to see Aim High Community Charter School fully utilize both the student and teacher education opportunities that are available to the community; furthermore, Aim High Community Charter School represents an opportunity for the Exploratorium to extend its educational mission to reaching the less-advantaged students of San Francisco.

> *" There is a simple reason that the Exploratorium has chosen to work so extensively with Aim High – Aim High works. San Francisco families need more options for innovative education that an Aim High school would offer. The Exploratorium looks forward to expanding our partnership." Vivian Altman, Director, Children's Educational Outreach, Exploratorium.*

(F) An integrated service learning/environmental studies component:

Service learning and environmental studies will be incorporated in the AHCCS program on a regular basis, using the Presidio, neighborhood parks and Marin Headlands as resources. Students will become involved in service learning through advising groups, Science classes and our student clubs such as our Ecology Club and Community Service Club. We may also invite parents/guardians to participate in community service activities. Aim High has been a park partner with the GGNRA for ten years, developing and refining an exemplary Environmental Studies program which is an integral component of the Aim High summer program. AHCCS will also look to create additional service learning opportunities with other San Francisco non-profits (for example, Educational Gardens and Growing Green Kids). The community service work in the Headlands and other locations will be integrated with the

students' coursework; careful attention will be paid to the alignment of this work with school outcomes and state standards in science.

Aim High has also negotiated a five-year, rent-free lease on a facility in the Marin Headlands which we plan on developing into the Aim High Environmental Studies Center.

> *"I am excited to hear that Aim High is developing a charter school based on the summer program model. On behalf of the GGNRA, we hope to expand our partnership with Aim High. I believe that AHCCS represents a tremendous opportunity to integrate an environmental studies program into an urban school." Brian O'Neill, Superintendent, GGNRA*

(G) Cross-cultural understanding, knowledge and celebration and family involvement: Cross cultural understanding is one of the hallmarks of the Aim High summer program and is instilled in students through the academic classes and weekly Cultural Days. We intend to bring this same focus to the school. In a city as diverse as San Francisco, an understanding and respect for people of all backgrounds is a critical life-skill. Bringing this message close to home, learning is enhanced when parents and families are active partners in their children's education. In order for students to maximize their learning, it is imperative that their families take an active role in each child's education. Accordingly, the Aim High Community Charter School will provide parents will meaningful opportunities to be an active partner in their child's education. The Parent and Community Center will serve as the vehicle of family involvement. Please see Element D for more information on how parents will be involved in Aim High.

4c) Proposed Program Alignment to Mission

The goal of Aim High Academy is to graduate students who are fully prepared for high school, have developed the practices of life-long learners, have an appreciation for community, and are deeply aware of the issues that affect their lives.

1. A challenging, vibrant and personalized education built on the belief that students should graduate from middle school well-prepared for high school and committed to life long learning.
    - Standards-based, interdisciplinary curriculum
    - Small class sizes and small overall school size
    - Family involvement in learning
    - Outcomes that include core academics as well as life-long learning and interpersonal skills
2. A commitment to being a supportive and professional school environment for experienced, professional teachers as well as people entering the profession.
    - Time built into the weekly schedule for professional development, peer observation and teacher collaboration
    - Time built into yearly calendar for professional development and curriculum development including summer Faculty Institute (approximately 12 days total).
    - Professional development opportunities through San Francisco Coalition of Essential Small Schools, California School Redesign Network.

- School Visits: Professional development days built into school year to visit similar small schools.

3. A commitment to reaching and serving a diverse student population, with a focus on educating students from economically disadvantaged families.
   - Program focus on cross-cultural awareness and diversity
   - Aggressive outreach program (outlined in Elements G and H)
   - Support for family involvement in the school
   - Opportunity to fully participate in Aim High summer program.

Additionally, teachers at Aim High Community Charter will create and implement curriculum directly aligned to content and performance standards. Informal and formal performance assessments will emphasize higher-order critical thinking skills and demonstration of content knowledge.

4d) Plan to Support Students not Meeting Pupil Outcomes

Our curriculum and assessment system will be aligned to our school-wide outcomes so that students, teachers, parents, and faculty are all aware of the expectations for students, and how individual students, classes, and the entire school are performing with respect to those outcomes. Curricula will be aligned to California state standards. On a day-to day basis, teachers will use multiple measures to assess student progress, including tests, projects, observations, and examples of student work. Additionally, the school will administer all mandated state tests, and closely analyze data from those tests to identify gaps, highlight progress, and ensure that the school is meeting the terms of its charter.

AHCCS will take a systematic approach to closing the achievement gap by allocating multiple resources and interventions towards academically low-performing students. We will identify students who are performing below grade level through the results of the state STAR assessment as well as from classroom assessments and assignments. Staff will be trained to identify students who are struggling to stay at grade level.

Services for academically low-achieving students will begin with an assessment of student abilities and needs, and depending on identified needs, students will receive one or more of the following interventions:

1. Classroom-based: Instructional activities will be modified to accommodate different learning styles to draw out students' various strengths and needs.
2. Students needing additional assistance in particular subjects or skill areas may obtain additional help from peers, staff, and volunteer tutors.
3. Students who are struggling academically will be discussed by the Student Life Team (Principal, Counselor, Director of Parent/Student Center); following that discussion, a Student Success Team meeting will be conducted with a student's parent/guardian and school personnel if a student is still not achieving at grade-level standards after the above two strategies have been attempted. **More information about the Student Success Team can be found in the following section on Special Education Students**.
4. AHCCS may develop additional group intervention classes either during, before, or after school depending on student needs and staff availability and scheduling demands. For example, if a substantial number of 6th grade students are below grade level in

mathematics and require support, we would offer extra math tutorial sessions in our after-school program.

4e) Plan for Students that are Academically High Achieving

The process for identifying students who are academically high achieving is similar to the process for identifying academically low-performing students. To determine the level of student academic performance, the assigned teacher advisor will engage in various activities such as reviewing school records, interviewing the student and parent/guardian, administering placement tests, and holding conferences with former school guidance counselors. The teacher advisor will place the student in appropriate academic courses with notice to teachers that the student should be placed in challenging or accelerated levels of academic courses. High achieving students will have multiple opportunities to do more advanced work and to excel at their individual rates. For example, a student taking math at an advanced level may be assigned to Algebra. Alternatively, a high achieving student may choose not to be placed in an advanced placement level course, but rather, take the required core course at a more challenging level. The nature and details of the increased academic challenge will be determined by the course instructor, the student, and the teacher advisor. For example, a student may choose to research and write an extensive term paper on a particular issue or historical situation, or the student may participate in seminars discussing historical and political issues involved in the establishment of the California constitution. These more challenging activities will enable high performing students to find intellectual satisfaction and growth through the Aim High Community Charter School. High performing students will also have the opportunity to do extra projects, interest study groups, or even on-line courses.

4f) Instructional Design Based upon Successful Practice and Research

The strongest, clearest indicator of the future success of Aim High Community Charter School is the summer program's record of exemplary educational service to the San Francisco and Oakland communities. Over 5,000 students have participated in the Aim High summer school program over the past twenty years. **97% of the students who graduate from the summer program go on to graduate from high school and attend a two or four year college.**

Aim High's annual internal evaluations as well as those conducted by the SFUSD serve as a testament to the summer school. In the 2005 program evaluation, Aim High students were contrasted with a demographically equivalent group. The evaluation states that:

- Aim High students had a 97.66% attendance rate at their SFUSD schools in the spring of 2005.
- Aim High 7th grade students made significantly greater gains in GPA than the comparison population.
- When disaggregated by ethnicity, 8th grade Latino students demonstrated significant increases in GPA.
- Overall, both Chinese and Latino Aim High students made significantly greater gains in GPA than their comparison population.
- All ethnicities showed an increase in their CAT/6 Reading Subtest, with Aim High's African American students showing the highest increase.
- When compared to a demographically equivalent control group, Aim High 7th grade Chinese students made significantly greater gains in math CAT/6 than the comparison population.

Equally powerful information is found in the extensive qualitative data that is gathered from students, teachers and families in the evaluation process. In 2005, three key themes emerged from site visits, surveys and focus groups: According to the evaluation data, Aim High parents/guardians believe that the program helped their children:

- Become well-prepared for high school (93% of parents/guardians).
- Develop a deep appreciation for his/her community (88% of parents/guardians).
- Become more aware of personal, local and global issues that affect his/her life (89% of parents/guardians).
- Raise their GPA significantly (60% of parents/guardians).

Aim High Academy has demonstrated growth of student achievement through standardized testing. While serving a high percentage of Economically Disadvantaged Youth, the school has shown gains in CST scores, and in 2005 64% of the students were at or above basic in ELA and 44% of students were at or above basic in mathematics. The school's first API score was released in spring of 2006 was a 2/4.

The Aim High non-profit recognizes that a successful educational program can succeed only in the context of a strong organization with disciplined and knowledgeable leaders. Several members of the AHCCS development team are members of the Aim High Board of Trustees. Every member of our team is affiliated with the current summer program as a board member, teacher, graduate or parent. Aim High is a non-profit organization that has:

- Operated with a balanced budget free of audit exceptions for the past twenty years;
- Grown from one site to nine, increased the number of students served per summer from 50 to 800;
- Shown significant and measurable improved student performance among participants;
- Raised over seven million dollars over the past twenty years to provide the summer program to students and families tuition-free.
- Played a key and substantial role in the opening and development of Aim High Academy through the Gates' funded SSRI Initiative.

Given our record of success and our plans for meeting students' diverse needs, we feel confident that we are prepared to operate an independent charter school successfully.

4g) Instructional Strategies for Special Needs Students

One of the key features of AHCCS will be a comprehensive staff development program. Teachers will work collaboratively as critical friends in the development of curriculum. Teachers will also participate in a peer observation program that will allow them to share best practices, strategies for differentiating instruction, and on-going formal and informal assessments of student learning. Through the partnership with SF-CESS, the faculty will also engage in developing student portfolios, creating protocols for working collaboratively, and analyzing data to target areas of instructional need. The ultimate goal of our staff development program is the success of all our students.

English Language Learners

Aim High Community Charter School will provide a highly rigorous education for all ELL students. Students will be identified through cumulative data and a home language survey to be completed upon enrollment. Students and families who indicate that their home language is other than English will be

CELDT tested within the first 30 days of identification, and testing will continue annually in order to track progression towards re-designation to English proficiency. AHCCS will work in partnership with parents/caregivers by notifying the parent/caregiver of the school's responsibility for CELDT testing, reviewing the test results together, and co-constructing an educational plan to meet the needs of the student.
The ELL Master Plan is to provide students with access to curriculum and content standards in small, heterogeneous classes through a broad-range of teaching and intervention strategies. AHCCS will hire teachers who are CLAD or BCLAD certified who will have the expertise to assess ELL students' academic and linguistic needs, identify strategies to engage ELL students in learning, and propel students towards language fluency.
Based on our experience with AHA, we have found that project-based learning and an interdisciplinary curriculum are effective ways to encourage rapid and meaningful acquisition of a second language. Curriculum rubrics will accommodate ELL students. A tutorial block (which will occur several times per week) will also serve as an opportunity for ELL instruction. English Language Learners (ELLs) will have full access to AHCCS' educational program.
All AHCCS teachers will engage in monthly professional development with the goal of creating and implementing standards-based lessons, and ELD standards will be consulted to ensure grade-level targets are being met.
Differentiation of instruction will be emphasized in classrooms to engage all students with varying needs and ability-levels. By engaging in on-going professional development in implementing SDAIE (Specially Designed Academic Instruction in English) techniques and the SIOP model (Sheltered Instruction Observation Protocol) through professional organizations such as CABE (California Association of Bilingual Educators) and WestEd, teachers will provide a high level of instruction that include scaffolding, modeling, bridging, contextualizing, and schema building opportunities that reflect content and language goals to provide quality instruction to ELL students.

Special Education

As indicated in our financial documents, Aim High Community Charter School will – in collaboration with SFUSD - initially hire one special education resource teacher. As Aim High Community Charter School builds out over the years, we will seek to hire additional resource teachers and work with the SFUSD to provide special education services. Please note that we have an experienced resource specialist on our development team, a respected teacher who has been part of the Aim High Academy staff for three years. We have scheduled our initial meeting with David Wax, SFUSD Special Education, for early June.
The developers of AHCCS understand that the school will have the obligation to serve students with exceptional needs and that the school, pursuant to applicable state and federal law, must ensure that all its students have access to a free and appropriate public education. Under these laws, the school has various options on how to deliver special education and related services either as (1) arm of the charter-granting agency, (2) an independent local education agency, or (3) as a charter SELPA.
During its first year of operations, the school intends to function as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code Section 47641(b). During each school year during which the school operates as an arm of SFUSD for special education purposes, the

school understands that it is required to contribute an equitable share of its charter block grant funding to support district-wide special education instruction and service costs. Pursuant to Education Code Section 47646(b), the district shall provide the school with funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.

Provision of Services

AHCCS and SFUSD shall annually and in good faith negotiate and enter into a written agreement to more clearly identify the specific desired mix of special education funding and services to be provided. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b). As noted below, the school anticipates that during its first year of operation, most special education services would be provided by district staff. If the volume or scale of activities related to assessment, individualized education plan (IEP) development, and/or delivery of the special education and related services is sufficient, the school may seek to assume responsibility for directly providing and managing these functions with its own staff, with appropriate adjustments to the mix of funding and services provided under the terms of Education Code section 47646(b).

Child Find

The school plans to participate in a comprehensive "child find" system to identify students who have or may have exceptional needs. The school will seek to participate in the child find systems of the special education local plan areas (SELPAs) in which its students reside. The school anticipates that these systems will include various policies and practices, including, but not limited to the following:

- Post-matriculation in-take practices that identify students with exceptional needs to help ensure that the school is aware of all students who have identified special needs;
- Seeking to develop relationships with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion;
- Staff development and training for school staff, to ensure that they possess an understanding of tools and techniques to identify students who may have exceptional needs; and,
- Review of student assessment data, including but not limited to state-mandated testing, to identify students who may be falling behind expectations in their academic progress and are in need of additional support or services.

AHCCS will notify each school district of the students enrolled at AHCCS that formerly attended the district. Each school district is then responsible for ensuring that AHCCS receives in a timely fashion any active IEPs for students that used to attend its schools and are currently enrolled at AHCCS. AHCCS will notify the home district when a student becomes eligible or becomes ineligible or leaves the charter school. These processes will occur by mailing these lists and notices to each district's special education director and via phone calls for follow up as necessary.

Student Success Team and Student Life Team

The school also plans to implement a "student success team" (SST) model to the maximum extent feasible to attempt to meet all student needs within the regular instructional setting prior to referral for formal assessment for special education purposes. Such teams will typically consist of the student's teacher(s), a school administrator, the student's parent/guardian, and others. The team will oversee development of plans to meet students' needs, if possible, without referral to assessment for special education needs. The team will monitor students' progress. A standing administrative team at AHCCS will be the Student Life Team (Principal, Counselor and Director of Parent/Student Center).

Referral and Assessment

In the event that formal interventions provided through the SST are not successful, the school would seek to secure a formal and appropriate assessment conducted by qualified staff. The school initially anticipates that these assessments would be conducted by the staff who perform such services for the district. If this assessment identifies that the student has exceptional needs and require special education and/or related services under the terms of applicable special education law, the school anticipates working with appropriate district staff to convene and conduct an individualized educational plan (IEP) team meeting or meetings.

Individualized Education Plans and Service Delivery

The school would participate actively and as appropriate in planning and conducting the IEP team meetings and processes. The school would commit to implementing all special education and related services called for by the IEP in partnership with the district and/or SELPA. [Note: If the school has a particular mode or emphasis regarding how it anticipates that various services would be provided, additional verbiage could be added here. This might include an emphasis on "mainstreaming" special needs students within the traditional classroom setting, intensive and early interventions, etc.] The school understands that student progress toward the goals specified in the IEP would be monitored regularly and formally reviewed by the IEP team on at least a triennial basis.

Due Process

In the event of a due process claim to enforce provisions of applicable special education law, the school is committed to working in cooperation with the district to the maximum extent permitted under law to respond to and defend the school and the district in the process. [Note: Many districts seek to have charter schools assume financial and legal responsibility for responding to due process claims related to charter students. Any such provisions should be carefully crafted to ensure that the school and district retain responsibility for defending their own actions and should not seek to make one party (e.g., the charter school) assume responsibility for the actions of another (e.g., the district). It may be best to avoid addressing this issue in the charter (it's not specifically mentioned in any of the state board's regulations or "model" documents.]

Section 504 Special Needs

The school understands that its students may have exceptional needs that are not governed by the terms of the federal special education law (IDEA) but who may require accommodations

or services pursuant to the terms of section 504 of the Rehabilitation Act and that the school will be responsible for planning and implementing any such accommodations or services.

Right to Pursue LEA Status

As noted above, the school initially anticipates functioning as an arm of the district for purposes of special education. The school shall also retain the right to pursue independent local education agency (LEA) and/or special education local plan area (SELPA) status pursuant to Education Code Section 47641(a) and the district shall not hinder or otherwise impede the efforts of the school to do so. In the event that the school opts not to establish independent LEA and/or SELPA status, it shall remain an arm of the district for special education purposes as required by Education Code Section 47641(b), and shall continue to receive funding and services pursuant to the terms of this section and any related annual agreements.

Conclusion - Strategies

Inherent in the Aim High Community Charter School vision is the understanding that students will come to this small school with a range of academic talents and needs. One goal of our professional development work will be to ensure teachers, across the disciplines, provide scaffolding (step-by-step acquisition of skills and knowledge towards clearly defined goals) for student work (research essays, final projects, exams, etc.). After-school tutoring – and summer school involvement - will also be linked to this concept. We believe that the professional development environment (and collaborative planning time) and instructional design imbedded in Aim High Community Charter School will encourage teachers to implement scaffolding.

Each Aim High Community Charter School student will be expected to meet the standards for their grade level. Any student who falls more than six months behind as determined by the school-wide assessment of standardized test scores will immediately be identified. A Student Success Study Team – facilitated by the student's advisor – will be convened, and multiple strategies will be put in place to ensure that he or she is able to meet the appropriate standards. Some examples of specific strategies we anticipate utilizing include after school help, more support from home, pairing with a volunteer tutor and Aim High summer school. The advisor, in addition to all teachers, will be responsible for identifying students with learning differences, recommending them for evaluation if necessary, and coordinating efforts between teachers, family, and the student. We anticipate that the Counselor**/**Issues and Choices teacher will oversee the advising program.

B. Measurable Student Outcomes

1. Graduation Standards/Exit Outcomes

Students of Aim High Community Charter School will demonstrate the following skills or outcomes upon graduation in 8th grade. The goals are aligned with the California State Standards. As the school develops, we anticipate that these outcomes may be modified by our instructional leaders, and under the guidance of the Board of Trustees, to reflect new research and school priorities. Substantive changes that alter the scope of academic study

significantly will be submitted for review by the charter-granting agency's staff. Additional exit outcomes, such as graduation presentations or community service requirements, may be imposed as the instructional team see fit.

1a) Science Outcomes

1. Students will have a thorough understanding of the scientific method.
2. Students will develop scientific literacy and methodology through hands-on scientific experimentation that emphasize inquiry skills.
3. Students will develop laboratory and research skills by designing experiments and writing lab reports that demonstrate understanding of each process of the scientific method.
4. Students will learn the content goals and objectives in Life, Physical, and Earth Sciences through both teacher-centered and student-centered activities.
5. Students will analyze and form conclusions around local and national policy decisions that affect their communities.

1b) Math Outcomes

1. Students will learn critical thinking skills and apply them to mathematics problem-solving as recommended by State Standards.
2. Students will develop mathematic literacy by learning and using academic vocabulary to encode concepts and processes.
3. Students will demonstrate mastery of mathematics State Standards through traditional assessments, Problem-of-the-Week writing activities, projects, and presentations.
4. Students will understand the connections between math and science by analyzing current events in the technological, mathematical, and scientific community.

1c) Humanities Outcomes

NOTE: Because Humanities class is an integrated course that combines Language Arts and Social Studies it will be scheduled for a double block of time. Students will exit Humanities with the same skill set as students who take a full schedule of Language Arts and a full schedule of Social Studies separately.

1. Students will demonstrate grade appropriate reading, writing, listening, speaking and presentation skills, in multiple forms of expression (e.g. written oral multimedia), with communication skills appropriate to the setting and audience.
2. Students will comprehend and critically interpret multiple forms of expression, including literature from diverse cultures.
3. Students will understand and apply civic, historical and geographical knowledge in order to serve as citizens in today's world of diverse western and non-western cultures.
4. Students will develop strong study skills and habits, e.g., note taking, library research skills, study strategies.

1d) Issues and Choices Outcomes

1. Students will gain an understanding of the importance of social and interpersonal skills.
2. Students will achieve strong citizenship and leadership skills by planning and implementing community service projects.
3. Students will develop the ability to engage in responsible, compassionate peer relationships, by participating in conflict resolution training and serving on the peer dispute resolution board.

2. School-wide Performance Goals: Attendance, Dropout and Graduation Rate Goals

Attendance – Aim High Community Charter School students will be expected to reach their academic potential during each of their three years at the school. In order to succeed in the rigorous school environment, students need to have high attendance rates. Based on AHA attendance rates of 93%, we expect to achieve an average daily attendance rate of 92% - 95%. Because the school is small, a staff member will make telephone contact with each absent student's parents to check on the student's status. That staff member will also encourage the student to return to school as quickly as possible.

Dropout – Because AHCCS will have a strong advising system with frequent feedback about a student's academic standing to parents, very few students will leave the school. A student's academic problems will be identified early and support structures will be put into place quickly, helping students avoid failing out of school. We expect Aim High Community Charter School's dropout rate to be no more than 3%.

Graduation – For reasons stated above, students will thrive in the Aim High Community Charter School community, making them want to stay a part of the school community until graduation in 8th grade. The school expects a graduation rate of 90-95%.

3. Affirmation that Benchmark Skills will be Developed

Aim High Community Charter School feels strongly that students thrive in an atmosphere built on high expectations that are clearly defined. Part of giving students specific, reasonable goals is benchmarking a progression of achievements on the way to graduation. To do this, Aim High Community Charter School teachers will clearly outline the exit outcomes for each grade of the school. Also, the school's teachers strongly believe in thorough scaffolding of the curriculum for students. Therefore, the Principal will work in tandem with classroom teachers to design, implement, and assess benchmark skills that students should meet as they work towards the major exit outcomes. The chart on the following page outlines Aim High Community Charter School's outcomes, standards, sample assessments and sample instructional methods for the five core academic subjects for the sixth grade, as an example of one grade's benchmarked goals.

Math and Science, the first two subjects on the chart, are traditionally taught in California's middle schools. The third and fourth course, "Humanities", is a course that integrates language arts and history/social science. Although the two disciplines will be taught as one cohesive whole during a double block of time, this section of the proposal separates the curriculum into two parts for clearer analysis of the course within existing standards framework. The fifth course, "Issues and Choices", explores the non-academic challenges for middle school students such as interpersonal dynamics and peer pressure. The chart briefly outlines the outcomes, standards, sample assessment and sample instructional methods for the sixth grade, whereas the previous section outlined the exit outcomes and assessments for graduation. Please note that these grade-level standards are included as an example only, and may be revised by the instructional team as the school instructional plan is further developed.

Aim High Community Charter School: Sixth Grade Curriculum
Sample Outcomes, Standards, Assessment, Instructional Methods

6th Grade	**Outcomes**	**Standards**	**Sample Assessments**	**Sample Instructional Methods**
Math	All students will be proficient in 6th grade math skills. Students will study geometric equations and beginning algebra. Students will develop strong problem solving skills.	SFUSD Math Standards 1, 2, 5, 6	Students pass the STAR Grade 6 math standards. Biweekly tests ensure that students are proficient in basic skills. Students complete essays about processes used to solve problems, thus integrating arithmetic and writing	Classes include basic math skill drills and discussions about new material, projects and more in depth work. Students complete proofs and projects in class, serving as scaffolding for the major semester project.
Science	Students will study life science. Students will develop grade appropriate laboratory and research skills. Students will design laboratories that show thorough understanding of the scientific method. Students will use traditional tools and computers.	SFUSD Science Standards 10, 11, 12, 13, 14, 15, 16.	Students are tested in science using both traditional testing formats and project based assessment (PBA). In PBAs, students design and complete laboratories.	Class focuses on laboratories and hands on activities, and the semester culminates in a completely student designed lab. Each lab requires that students read, research, mathematically analyze data, and write high-level lab report conclusions. Math teachers will collaborate with the science class on analyzing data using math skills.
Humanities: Section 1-- Language Arts Curriculum	Students will read, critique and understand sixth grade literature from diverse cultures. Students will improve reading skills. Students will study a variety of genres including fiction, non-fiction, and poetry.	English Reading Standards 1, 2, 3. CA English Reading Standards 1, 2, 3	Students pass the STAR Grade 6 Reading tests. Students study literature in depth and write a paper showing thorough comprehension and analysis.	Students write papers, essays, poems, and dramas that clearly show understanding of reading and writing. Students write several drafts of a paper so the final product is refined. Students write a research paper, an analytic paper, a poem, and a creative piece of writing. Students learn reading comprehension and read several genres of writers.
Humanities: Section 2- History/Social Science Curriculum	Students will develop an understanding of a diverse range of western and non-western ancient civilizations. Students will read from primary texts and textbooks. Students will write one major research paper.	CA History/Social Studies Standards	Students complete one oral presentation focusing on the geographical and political diversity of a culture. Students write research papers on ancient cultures in a structured process that takes students through the steps needed to complete a scholarly paper.	Students analyze history through reading, writing, and discussing the diversity of world history. Developing grade appropriate research skills is emphasized by completing small projects emphasizing a different part of the research process needed to complete the final paper.
Issues and Choices	Students will study issues related to the overall emotional development of students in middle school. Students will learn about leadership, citizenship, health and nutrition and decision-making. Students will have high level discussions and complete projects.	N/A (This class is unique to AHCCS)	Each student completes a class presentation about a chosen topic relating to his/her life. The topic is researched through interviews, reading, and the internet. Students systematically assess peers' presentations using a grading rubric created by the class as a whole.	Students develop a sense of emotional and physical safety in class, which fosters meaningful discussions and a strong sense of classroom community. Each student has the opportunity to become a specialist in an area of choice when completing the end of semester project.

C. Method by which Pupil progress in meeting Pupil outcomes will be measured

In its work to provide San Francisco students with a challenging, vibrant and personalized secondary school education, Aim High Community Charter School will utilize a range of assessment techniques. First, in order to compare the achievement of our students with students throughout California, students will take the California Standards Test, as well as any additional state-mandated tests (note that as of now, the CAT-6 is mandated in addition to the standards test). These standardized test scores will allow the students and the school to understand how student achievement compares with other students within San Francisco and across the entire state.

In their work to create a small, personalized classroom environment, teachers will also frequently use authentic problem based assessments (PBAs) that allow students to express their creativity when solving problems. PBAs also allow teachers to create innovative curriculum designed with the needs of their specific students in mind. PBAs will help many students, especially those with learning differences, make clearer connections between material learned in the classroom and life outside of school. Combining standardized tests, PBAs and other, more frequent class assessments such as essays, research projects, presentations, in-class tests and quizzes will allow teachers and administrators to determine if the students are meeting the stated outcomes. Ultimately, this mastery will be reflected in a class grade, which must be 70% or above to satisfactorily complete the grade level requirement. AHCCS will use an A-F grading system (we anticipate that students will receive grades on a quarterly basis and report cards once a semester) supplemented by narrative evaluations twice per year.

Examples of the types of internal assessments we anticipate using based on our existing Aim High curriculum follow each outcome in the list below. Additional exit outcomes, such as graduation presentations or community service requirements, may be imposed as the instructional team see fit. Standardized assessments are also listed below each outcome on the following list. Aim High reserves the right to change which standardized tests are used in order to be in compliance with state and federal law. Appropriate modifications to assessment methods will be made for students with exceptional needs.

1. Required Minimum Standards

Students in Aim High Community Charter School will be expected to exceed the minimum level of performance required to attain each standard. As experienced educators, however, we know that some students will struggle with the academic program. Each student will have a assigned team of adults (Student Success Team) for support when needed. This student support team will include a student's advisor, teachers, a school administrator, and the student's parents/guardians. If a student falls below the minimum level of performance in a class, as outlined below, a teacher would immediately notify a student's advisor, who would be responsible for communicating with the support team. The support team will then agree upon and implement the appropriate strategies: Appropriate strategies to support that student in meeting the outcomes and raising his or her performance to at least the minimum required by the standards. If the student failed to meet the required standards, he or she would not pass that grade. **All students will take grade-level, standards-based, and baseline assessments at the beginning of the year, and those assessments are designed by teachers. The**

tests are administered again at the middle and end of the year to help teachers target the instructional needs of students and their growth.
Listed below the assessment methods are indicators that would alert the school that a student is not meeting the minimum performance levels.

1a) Math

Sample Internal Assessment

1. Students will be tested in class on mathematical skills on a regular basis.
2. Students may complete essays about problem solving techniques used to do homework sets.
3. Students may complete "reasoning" portfolios, which will show the progression of their work in math class.
4. 7^{th} and 8^{th} graders will take the Algebra Readiness exam at the end of the school year.

Minimum Required Performance

1. A student attains a 70% average grade on homework, tests, quizzes, essays about problem solving, reasoning portfolio, projects, or other class work.
2. A student completes the additional requirements that the Aim High Community Charter School instructional team develops.

1b) Humanities

Sample Internal Assessment

1. Students will be assessed on reading skills by tests over each unit of material taught in class.
2. Students' writing and presentation skills will be assessed through writing creative essays, poems, critical analyses and one semester-long research project in which student present their final papers at the class' "Exhibition Conference".
3. Students will complete one major research paper, which will be written in several sequential small sections. Writing each section will serve as scaffolding for the drafting process.
4. Humanities teachers will emphasize reading and writing assessments throughout the year.

Minimum Required Performance

1. A student attains a 70% average grade on homework, tests, quizzes, projects, creative papers, poems, critical analyses or other class work.
2. A student completes the major research paper and presents it at the in class "Exhibition Conference".
3. A student completes the additional requirements that the Aim High Community Charter School instructional team develops.

1c) Science

Sample Internal Assessment

1. Short-term assessments may include laboratory-based tests on the scientific method held both in class as well as in the field at the GGNRA site. In these tests, students are given a problem and expected to answer the question by designing and completing a scientific experiment.

2. Within each unit of study, teachers will alternate between in-class tests or quizzes and problem-based assessments (PBAs) as a way to measure student achievement.

Minimum Required Performance: (see note above)

1. A student attains a 70% average grade on homework, tests, quizzes, laboratory reports, projects, or other class work.
2. A student completes the additional requirements that the Aim High Community Charter School instructional team develops.

1d) Issues and Choices

Sample Internal Assessment

Because this class is unique to Aim High Community Charter School, it does not explicitly fall under state standards.

1. Students will be assessed on their preparation for class by their contributions to daily discussions.
2. Students will be graded on the quality and frequency of their verbal contributions to class discussions.
3. Students will be assessed by writing one final lengthy paper on a topic of personal importance.

Minimum Required Performance

This course will be taken “pass/fail” by all students because it is focused on personal development and community building rather than academic skills.

1. A student completes the final paper on a topic of personal importance.
2. A student presents the major paper to class.
3. A student makes verbal contributions to class discussions.
4. A student completes the additional requirements that the Aim High Community Charter School instructional team develops.

2. Use and Reporting of Data

AHCCS will identify or develop a school information system that has the capacity to collect, analyze, and report a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom-level analyses. The staff will be trained on how to interpret standardized test data and will be engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends. The data analysis will be tied to professional development so teachers can enhance their understanding of student performance in light of multiple assessment data and modify their instruction accordingly as appropriate. Specifically, AHCCS staff will analyze trends, significant changes, and anomalies to track individual student growth over time, evaluate specific, aggregated and disaggregated groups of students, measure performance on the state tests, API, and school-based growth data and authentic assessments to assess academic performance from year to year.

Data will be reported both in absolute scores and year-to-year gains and losses. AHCCS’ student performance data will be reported to school staff, parents and guardians. Subject areas teachers and the teacher advisors will record into AHCCS’ electronic data collection system ongoing student performance assessments that track students’ progress toward

achieving their identified learning objectives. These electronic records will reflect the daily performance of students regarding specific content and behavioral skills. The teacher advisor will meet with their individual student advisees to discuss ongoing performance and to identify changes needed in attitudes, effort, and focus on task. The teacher advisor will summarize the conclusions of the conference and will communicate these to the subject area teachers.

At least each semester, individual students will receive a report card indicating level of performance for each core academic subject, with separate indicators for knowledge, skills, and attitudes. This report card will stand as the record of note for parents, home districts, students, and court appointed officers. Additional, AHCCS teachers will complete written narrative progress reports twice per year (once each semester). Teacher advisors will schedule parent conferences to discuss issues related to student academic performance. These conferences may be scheduled as telephone conferences or school site meetings. The parent contact is essential to the integration of the student's school performance and treatment program.

In sum, we will analyze our student performance data, ensure that all staff, board members, and parents are kept abreast of how AHCCS students are performing, and make appropriate changes to our instruction to ensure continuous improvement, both of our students' progress, and of our educational program.

3. Affirmation of Assessments Alignment to Mission, Outcomes & Curriculum

Aim High Community Charter School strongly believes that in order to cultivate a strong school culture, the school's philosophy must be explicitly woven throughout all parts of campus life. Aim High Community Charter School will be a supportive school environment designed for students working to excel in both academic and non-academic life. The curriculum and exit outcomes closely parallel the overall philosophy of the school. For example, in including both the histories of western and non-western cultures, we will model interest in and respect for the diverse ethnic backgrounds of the students within the school. Another important piece of aligning the school's mission and outcomes is the Issues and Choices course that will foster a classroom community that combines academic rigor within a supportive personal setting— a model we will see throughout every part of Aim High Community Charter School. Below is a matrix of the alignment of school outcomes with the seven elements of the Aim High Community Charter School.

Element of Mission Statement	**Example of an Aligned Outcome**
Provide students with a challenging and vibrant school setting.	Humanities Outcome: Students will demonstrate strong reading, writing, listening, speaking and presentation skills, in multiple forms of expression (e.g. written, oral multimedia), with communication skills appropriate to the setting and audience.
Provide students with a personalized school setting.	Issues and Choices Outcome: Student will develop the ability to engage in responsible, compassionate peer relationships, by participating in conflict resolution training and serving on the peer dispute resolution board.

Element of Mission Statement	Example of an Aligned Outcome
Prepare students for high school and heighten college awareness.	High School counseling, college awareness and financial aid workshops for graduates of Aim High Community Charter School.
Prepare students for lifelong learning.	Math Outcomes: Students will have strong problem solving skills and develop abilities to reason logically.
Integration of collaborative partners from the Bay Area community.	Science Assessment: Short term assessments may include laboratory-based tests on the scientific method held both in class as well as in the field (i.e., through Exploratorium field trips).
Enable teachers to develop innovative approaches to teaching.	PBAs (problem based assessments) also allow teachers to create innovative curriculum designed with the needs of their specific students in mind.
Commitment to reaching, serving and educating a diverse population of students.	Humanities Outcome: Students will understand and apply civic, historical and geographical knowledge in order to serve as citizens in today's world of diverse western and non-western cultures.

D. Governance Structure of School

1. Role of Parents in Governance of the School and Related Governance Information

Parents will hold at least two seats on the Aim High Board of Trustees; these parents, like all other board members, will be interviewed, nominated and selected by the Trustees committee of the Board and approved by the full Board of Trustees. Additionally, we will establish a School Site Council of 7-10 parents, faculty and staff that will be deeply involved in supporting the faculty and overall educational program and developing and sustaining the daily life of school. The SSC will meet on a monthly basis and a representative (Chair or Co-Chairs) will meet on a regular basis with the Principal and Executive Director. The SSC will also report, on a regular basis, to the Aim High Board on progress and issues concerning the school and make recommendations on necessary action items.

We anticipate having the following four (4) committees of the School Site Council: Outreach and Enrollment, Faculty and Program Support, Facility, and Communication. Aim High Community Charter School will also work with parents and guardians to develop and adopt a set of parent involvement policies and strategies.

The Director of the Student/Parent Community Center at the Aim High Community Charter School will oversee parent engagement and involvement. Parents will have multiple opportunities for further involvement besides governance, such as Orientation, Back-To-School Nights, Cultural Days and other special events and parent/teacher conferences. We anticipate encouraging parents and families to contribute a reasonable number of work hours per year to the school.

The Aim High Community Charter School administrative team will be lead by the Executive Director and the Principal. The Principal will report directly to the Executive Director. The day-to-day operations of the school as well as curriculum development and faculty evaluation will be the responsibility of the Principal (see Element E). Key members of the administrative team will

include the school counselor/Issues and Choices coordinator and the Director of the Student/Parent and Community Center.
We anticipate having regular meetings among the Executive Director, the Principal and the faculty that will take place once a week, which will ensure teacher input in the ongoing development and day-to-day operation of Aim High Community Charter School. Grade-level faculty teams will also meet once per week. Additionally, there will be a seat on the governing board reserved for the Principal or a faculty member. A Leadership Team will be established at the school, as well as a Student Life Team.
Aim High Community Charter School will be non-sectarian in its programs, admissions policies, employment practices and all other operations, shall not charge tuition and shall not discriminate on the basis or race, ethnicity, national origin, gender or disability.

2. Governing Board/Structure and Development Team

This charter petition is being submitted by a diverse group of Aim High teachers, parents and trustees from the Aim High Board of Trustees. The submission of this charter petition has been approved by the Aim High Board of Trustees. Aim High Community Charter School will operate under the existing Aim High non-profit organization.
Our development team is a dedicated group of Aim High constituents comprised of: summer program site directors, teachers, parents, Aim High graduates, members of the Aim High Board of Trustees and the Executive Director.
The current Aim High Articles of Incorporation and By-laws are attached as supplemental information; the by-laws are a comprehensive set of governance policies that outline the roles and responsibilities of our governance system, as described below. The by-laws may be adjusted if necessary during the planning phase.
The members of the Aim High Community Charter School Development Team are as follows:
Alec Lee, *Development Team Director* -- School administrator/teacher, 22 years; co-founder and Executive Director of Aim High summer program, non-profit organization; co-founder of Aim High Academy; co-founder of the Bay Area Teachers Center.
Jessie Beckwett-McWalter - *Aim High Board of Trustees* – Attorney
Scott Wu - Founder and partner, Tasman Financial Group and President of the Aim High Board of Trustees.
Joan Boyle – Aim High summer school parent and Aim High volunteer
Brian David - *Aim High Board of Trustees* – Vice President, Visage/Mobile, board member of the Full Circle Fund
Matt Reno - *Director of Operations,* teacher for twelve years, administrator for ten years, Aim High summer program site director.
Shafia Zaloom - teacher for twelve years, administrator for five years, Aim High summer program site director.
Eric Premack, *Consultant* – CSDC co-director; extensive expertise in all areas of charter school development, legislation, finance, policy and operations.
Laurie Gardner, *Consultant* – CSDC co-director; former school director; extensive expertise in all areas of charter school development, evaluation, assessment and accountability.
Laura Foulke – Director of Development, Aim High; former Dean of students at Neighborhood Charter School, Boston, MA.
Michelle Burns – Director of Aim High Student/Parent and Community Center
Marites Alves – Aim High summer school site director, KIPP Academy teacher.

Marlies Mccallum – Resource Specialist, SFUSD, Aim High Academy and Gateway High School.
Michael Fox – Science Teacher, James Denman Middle School.
David Woulfin - Science Teacher, Aim High Academy
Stacy Thomas - Aim High summer school site director and teacher, Lionel Wilson Preparatory School (Aspire Public Schools).
Richard Lautze – Director, Aim High Headlands Environmental Home
Malia Dinell - Science Teacher, Bret Harte Middle School, Oakland
Miles Denniston, *Consultant* – CSDC staff member

3. Aim High Board of Trustees

The Aim High Board of Trustees' roster is attached to this charter submission. The size of the Board of Trustees is 20 trustees.
The non-profit maintains in effect general liability and board errors and omissions insurance policies. For many years, the non-profit has purchased its insurance policy through Sweet and Baker (the firm works with many schools and non-profits) and a sample insurance policy is available upon request.
The governing board's major roles and responsibilities include upholding the organization's mission, approving major educational initiatives, approving major contracts, overseeing the budget and fiscal affairs, monitoring the school's educational and operational performance; fundraising; hiring and evaluating the Executive Director. Board members are appointed based on their commitment to Aim High and its educational programs and their expertise in educational, legal, financial and development areas. The Board's work is handled in committees, which include Development, Finance, Trustees and Aim High Community Charter School. As previously mentioned, a School Site Council will also be established by AHCCS. We intend to recruit at least two new members of the Board, which meets on a regular basis, from the parents/guardians of AHCCS students. We plan to create a committee of the Board whose sole responsibility will be overseeing and providing advice and support to the Aim High Community Charter School's leadership. We plan to identify a SFUSD representative as a non-voting member of the governing Board. The representative of SFUSD would serve as a non-voting member to facilitate communication and mutual understanding between the district and the school.

3a) Election, Term, and Removal Process for Board Member

Board appointment, election, and terms are clearly spelled out in the Board by-laws. Board members are selected and nominated by the Trustees Committee and approved by the entire board.

1. At fall meetings of the AHCCS School Site Council, parents will recommend their representatives for the Board of Directors. There will be open nominations of candidates for the Board of Directors. Candidates will give brief presentations regarding their qualifications for the position and then assembled parents will vote by secret ballot if there is more than one candidate for each opening.
2. The AHCCS Principal will also be an ex-officio member of the board.
3. SFUSD may appoint a member to the board of directors if it so desires

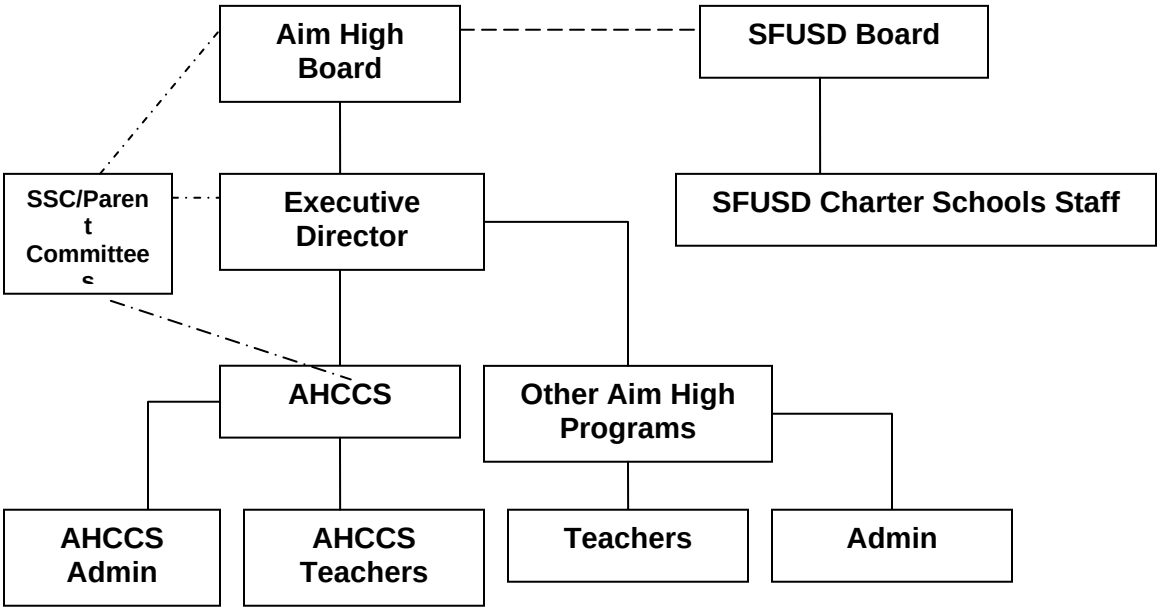
Aim High board members may recommend the removal of a board member pursuant to the Board of Directors' removal policy and procedure that will be set forth in the school's bylaws.

3b) Aim High Board Responsibilities

The Aim High Board of Trustees and School Site Council will be responsible for the following activities:

1. Developing annual goals for the school and long range plans with input from the Executive Director, teachers, and parent action committee
2. Establishing and approving all major educational and operational policies
3. Approving all major contracts
4. Approving the school's annual budget and overseeing the school's fiscal affairs
5. Evaluating the performance of the Executive Director via a process to be approved by the board
6. Assessing AHCCS goals, objectives, academic achievements / student progress, financial status, and any need for redirection
7. Evaluating school and student performance
8. The Board of Trustees is the responsible agent for the accountability requirements established by the California Charter Schools Act of 1992 and the school's Charter. As a part of this responsibility, the board will submit a yearly programmatic performance review to the SFUSD, including an assessment of the school's educational performance and its administrative and financial fitness. This report will also assess how well the school is fulfilling the programs outlined in this charter, specifically regarding student progress
9. Receiving reports from, and providing recommendations to, the Aim High Executive Director and AHCCS Principal and staff

The following is an outline of the proposed governance structure of AHCCS:



4. School's Legal Status & Relationship to the Charter Granting Agency

The role of the authorizing public chartering agency will be as follows:

- **Oversight:** The San Francisco Unified School district will provide performance monitoring, in compliance with the Education Code, described below, charter renewal/revocation as necessary and in compliance with the Charter Act; and dispute resolution processes as specified in Element N of this charter.
- **Governance:** As noted above, the chartering agency will be invited to have a nonvoting representative on the school's governing board to facilitate communications and mutual understanding between the school and agency.
- **Provision of Services:** In the planning phase, Aim High Community Charter School will consult with a financial /managerial expert to determine which business/operational functions can efficiently be performed by school personnel and which services would best be contracted out. With this understanding, Aim High Community Charter School may negotiate with SFUSD to receive needed business (e.g., accounting, payroll) and operational support (e.g., legal, insurance) services. Presently, the non-profit employs a full-time Director of Operations, who oversees all financial aspects of the organization. We also use a non-profit accounting firm, Armanino McKenna to prepare our monthly financial reports (balance sheet, income statement, cash flow statement), and our year-end financial statements. The non-profit contracts with Lautze and Lautze for our annual 990/tax return.
- **Special Education/SELPA Issues:** Aim High Community Charter School and the SFUSD pledge to work in cooperation with each other to ensure that a free and appropriate education is provided to all students with exceptional needs. During its first year of operation, Aim High Community Charter School intends to function as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education code Section 47641(b). During each school year that Aim High Community Charter School operates as an arm of the SFUSD, the school shall pay to the district an amount of funding per unit of average daily attendance equal to the district's direct costs of providing special education and related services minus the district's revenues from all special education and transportation funding sources. In return, the SFUSD shall provide the school with all the funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.
- **MOU:** Aim High Community Charter School and the SFUSD shall annually and in good faith negotiate and enter into a written agreement (Memorandum of Understanding or MOU) to more clearly specify the desired mix of special education funding and services to be provided. Aim High Community Charter School shall enjoy reasonable flexibility to decide whether to receive services, funding or some combination of both pursuant to Education Code Section 47646(b). Aim High Community Charter School and the SFUSD shall work in good faith to document the specific terms of this relationship in the annual contract or MOU. After consulting with the SFUSD SELPA Director, the initial and annual MOU will address, but not be limited to, the following issues: Referral, Assessment, Instruction, Due Process, and Allocation of actual and excess costs. The MOU will also clearly describe the process of notifying the SFUSD when a special education student enrolls, becomes

eligible/ineligible and/or leaves the charter school. The MOU will also describe the transition to or from the SFUSD when a student with an IEP enrolls in, or transfers out of, Aim High Community Charter School.

- Aim High Community Charter School also declares the following assurances: Aim High Community Charter School will comply with all provisions of IDEA; no student shall be denied admission based on disability or lack of available services; the Student Study Team shall be integrated into the school program and overseen by the Counselor/Issues and Choices coordinator; and, any student in need of section 504 services will be the responsibility of Aim High Community Charter School.
- **Annual Agreement:** The *SFUSD* agrees to develop an annual agreement or agreements with Aim High Community Charter School that outlines how supervisory and oversight duties, described above, will be provided. In addition, the agreement(s) will cover the provision of facilities, special education services and funding, transfer of funds, and the provision of any additional services that the school contracts with the district to provide. This agreement will be negotiated in a timeline manner after the charter has been granted. The agreement shall be completed no later than the commencement of the school year on an annual basis.
- **Oversight, Reporting, Revocation and Renewal**: San Francisco Unified School District may inspect or observe any part of the school at any time, but shall provide the Executive Director and Principal of Aim High Community Charter School reasonable notice prior to any observation or inspection unless such notice would prevent the performance of reasonable oversight functions. San Francisco Unified School District shall endeavor to provide such notice at least three working days prior to the inspection or observation unless the school's board or director agrees otherwise. Inspection, observation monitoring, and oversight activities may be assigned or subcontracted to a third party by San Francisco Unified School District without the mutual consent of the governing board of the school, though the charter prefers to be informed of such decision.
- Aim High Community Charter School will also compile and provide to the district an annual performance report. This report will, at a minimum, include the following data:
- Summary data showing student progress toward the goals and outcomes specified in Element B from assessment instruments in Element C.
- An analysis of whether student performance is meeting the goals specified in Element B. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary and analysis of the school's performance on state-mandated assessments including the Academic Performance Index or alternate Academic Performance Index.
- An annual educational program audit may also include data from the following sources:
  - θ Rubrics showing student progress over time in all curricular areas
  - θ Teacher observations and narratives
  - θ Parent and staff surveys, focus groups and input
  - θ Community input

- θ Input from the SFUSD
- A summary of major decisions and policies established by the school's governing board during the year.
- Data on the level of parent involvement in the school's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey. Feedback from these surveys will be used to strengthen the school program.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year. Information demonstrating whether the school implemented the means listed in the charter Element G to achieve a racially and ethnically balanced student population.
- An overview of the school's admission practices during the year and data regarding the numbers of student enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to the compliance with the terms of the charter generally.
- The charter school and the SFUSD will jointly develop the content, evaluation, criteria, timelines and process for the annual performance reports. The school and granting agency will also jointly develop an annual site visitation process and protocol to enable the grantor to gather information needed to confirm the school's performance and compliance with the terms of this charter.
- This audit will be reviewed by the Board of Trustees to ensure continuous improvement and faithfulness to the charter. It will be submitted to the chartering LEA, the State Controller, and to the California Department of Education by December 15th of each year.

5. Special Education Governance

The Aim High Community Charter School and the San Francisco Unified School District pledge to work in cooperation to ensure that a free and appropriate education is provided to all students with exceptional needs in accordance with all state and federal laws regarding provision of special education services.

During its first year of operations, the Aim High Community Charter School intends to function as a public school of the San Francisco Unified School District for purposes of providing special education and related service pursuant to Education Code Section 47641(b). The Aim High Community Charter School and the district shall annually, and in good faith, negotiate and enter into a written agreement, via a memorandum of understanding or annual operational agreement, to clearly specify the desired mix of special education funding and services to be provided and to detail the specific terms of such services and funding.

After its first year of operations, Aim High Community Charter School shall have the right to pursue independent local education agency (LEA) and/or special education local plan area (SELPA) status pursuant to Education Code Section 47641(a) and the district shall not hinder or otherwise impede the efforts of the charter school to do so. AHCCS has no immediate plans to pursue LEA status. In the event that AHCCS opts not to establish independent LEA and/or SELPA status, it shall remain an arm of the district for special education purposes as required

by Education Code Section 46741(b), and shall continue to receive funding and services pursuant to the terms of this section and the annual agreement.

E. Qualifications to be met by Employees

AHCCS will ensure that all legal qualification requirements will be met for teachers, staff, paraprofessionals and other administrative employees of the school. Each certificated employee at the charter school will meet the state licensing requirements for the position that he/she holds. No state licensing requirements exist for most non-certificated positions. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the Aim High board and/or the Executive Director. The number, type, mix and salary levels of each employee are outlined in detail in the financial plan, attached. All persons working on campus or when students are present must submit to a criminal background check pursuant to Education Code 45125 and must have a current TB test on file with the charter school.
AHCCS will adhere to the No Child Left Behind (NCLB) requirements with respect to teachers and paraprofessional employees. Teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(l). Teachers of core, college preparatory subjects (i.e. English language arts, math, science, history/social science, special education) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. As specified in NCLB, as applicable to charter schools, AHCCS will have flexibility regarding the qualifications needed for teachers in non-core subject areas. In order to ensure implementation of the school's mission and educational philosophy, preference will be given to teachers who have experience designing and implementing a curriculum aligned to state standards.

1. Executive Director & Principal

The administrative leadership of the school will be primarily in the hands of the Executive Director and the Principal. These two skilled educators will have primary responsibility for the management of the school, including policy and administrative oversight; recruitment, hiring, supervision and evaluation of faculty; educational program development and oversight; financial management; fundraising; parent, staff and student relations; and site maintenance oversight. The Executive Director and Principal will be supported in these functions by the Board of Trustees and by standing committees of the School Site Council and by a skilled office manager. We reserve the right to change the administrative structure as the school's needs change.

1a) Leadership Competence

- The ability to articulate and support the philosophy and direction of the AHCCS academic program;
- The ability to implement program initiatives through appropriate professional development for staff;
- The ability to lead effectively within a team environment;
- The ability to be the main liaison to and communicate effectively with staff, students, parents, community, private partners and outside agencies (including SFUSD) to better meet the needs of the students in the school;

- The ability to use appropriate communication tools, especially current technologies;
- The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation;
- The ability to implement a shared decision making process agreed upon by all stakeholders;
- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission and goals for the school;
- The ability to make informed, objective judgments;
- The ability to work with all staff to create an effective staff development plan for all staff;
- The desire and ability to engage in continuing education and skills upgrading.

1b) Administrative Competence

- The ability to create and maintain a safe, orderly, positive and effective learning environment;
- The ability to annually evaluate the performance of all school-based staff;
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records;
- The ability to work well with the school governing board;
- The ability to create and maintain a climate of respect and fairness for all staff and students.

1c) Overall Qualifications (Desired/Preferred but not required)

- School management and administration experience;
- At least 5 years experience in the education field;
- Curriculum implementation expertise;
- Experience with school budgets;
- Willingness to learn about charter school leadership.

2. Teachers

For all core classes, Aim High Community Charter School will retain or employ teaching staff who hold valid California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These teachers will teach the core academic classes of Mathematics, Science, Humanities (language arts and social studies combined course) and Issues & Choices. These teachers will be responsible for overseeing the students' academic progress, monitoring grading and matriculation decisions as specified in the school's operational policies, and communicating regularly with parents in both formal (parent conferences) and informal ways (phone calls home). At each grade level, one teacher will serve as a grade-level coordinator overseeing curriculum planning and development for that grade level. The Issues and Coordinator will oversee the advising system and students life and discipline issues.

2a) Qualifications for Teacher include

- Valid credential from the California Commission on Teacher Credentialing
- College Graduate/Bachelors Degree
- Optional, yet strongly encouraged: Teaching Experience in the Aim High summer school program.
- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student.

- Possession of a CLAD credential.
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading.
- Knowledge of assessment strategies and the ability to use data to drive teaching and ensure continuous improvement of student learning.
- Ability to effectively use a broad range of instructional strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and back mapping, among others.
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning.
- Outstanding classroom management skills.
- Belief in our mission that all students will learn and successfully master the content and skills necessary for advanced post-secondary education.
- Experience working with diverse youth.
- Willingness to work as a vital part of the AHCCS team to ensure continuous improvement for students, staff and AHCCS community as a whole.
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.
- Love of students, enthusiasm for teaching, the belief that each student can and will succeed and the willingness to do what it takes to make that happen.
- Desire and ability to engage in continuing education, staff development and skill upgrading.
- Positive references from most recent employment and/or college or graduate school.

3. Specialists

Specialists, such as art and music teachers, will have similar qualifications to Lead Teachers and will be similarly responsible for assessment of student progress, but will not have primary responsibility for parent communication. We will aggressively pursue funding for these positions with foundations that have supported Aim High in the past. We have already begun the process of extending existing partnerships between Aim High and the Exploratorium and between Aim High and the Golden Gate National Recreation Area .We also plan to work closely with Sports4Kids to provide Physical Education for AHCCS students. Additionally, a counselor and Parent Liaison will be key members of our faculty, fully integrated into the leadership of the school.

3a) Qualifications for Specialists and Non-core Teaching Staff include:

- College Graduate/Bachelors Degree
- Optional, yet strongly encouraged: Teaching Experience in the Aim High summer school program
- Experience relevant to their specialty area

4. Support Staff

An office manager will be responsible for overseeing the office on a day-to-day basis. Responsibilities will include: Receptionist duties, monitoring attendance, grades and transcripts and student files, coordinating parent volunteers, and school office management responsibilities. We anticipate that auditing, accounting, and other necessary services will be

contracted out as necessary. As the school grows, we may hire additional support staff as necessary.

The school will seek administrative and operational staff members who have demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements. All non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and the school's adopted personnel policies. We expect the support staff to be familiar with the current Aim High program and the mission and goals of Aim High Community Charter School.

5. General Requirements, Hiring and Performance Review

Prior to employment, and within thirty days of hiring, each employee will submit to a criminal background check as required by Education Code §44237. AHCCS will adhere to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. AHCCS will comply with the provisions of the No Child Left Behind (NCLB) Act as they apply to certificated personnel and paraprofessionals. Each employee must furnish proof of tuberculosis (TB) testing, as well as documents establishing legal employment status. The Executive Director and/or administrative designees will be responsible for monitoring and maintaining documentation of criminal investigation clearances, as required by California and federal laws. Those employees that require a criminal background check and do not have a current background check will be required to undergo such a check through such services as a Live Scan fingerprint process. AHCCS will pay for such services on behalf of its prospective employees. These services will occur where the Live Scan service is offered, which may be located at district, county or local college facilities.

The Executive Director will have the authority to create formal job descriptions for each position, recruit and interview candidates. The Aim High board has the right, if it so chooses, to review these candidates' credentials before a job offer is made to the candidate. The Executive Director and Principal will have the responsibility of evaluating the performance of the teaching and administrative staff on a yearly basis. The Aim High board has the right, if it so chooses, to review these performance evaluations before they are delivered to the staff members. The Executive Director and Principal, with input from the Aim High board, will determine the criteria by which to judge the performance of these employees. The Aim High board has created a job description and will review the performance of the Executive Director, on a yearly basis.

6. Hiring Plan

AHCCS aims to hire a diverse faculty composed of highly qualified, fully credentialed teachers in our core subject areas. Aim High has extensive experience working with the educational community in the San Francisco area, including educators who AHCCS believes would be a good match for our program. In addition to attracting talented personnel in the immediate San Francisco area, AHCCS plans to contact regional and national graduate schools of education to publicize AHCCS for experienced educators. We will also seek staff through teacher recruitment fairs, professional publications, newspapers and through our website.

Our education program calls for the employment of 4.5 1.0 FTE teaching and high-level administrative positions, which include three 1.0 FTE certificated teachers, a half-time counselor and a full-time Principal. The Aim High Executive Director is a full-time employee of

the non-profit organization. All planned positions are clearly depicted in the Staffing and Personnel Data section of our attached five-year operating budget.

7. Employee Qualifications Conclusion

Aim High Community Charter School will begin in the fall of 2007 with a faculty of four full-time credentialed teachers: Humanities, Math, Science, and Issues and Choices (taught by the school counselor). The Issues and Choices teacher/school counselor will also coordinate the advising system and oversee student life. Teachers will also serve as academic advisors to a small group of students. Most faculty and specialists will offer at least one afternoon co-curricular activity (i.e., Art or newspaper/ literary magazine). The afternoon activities will allow teachers and students to interact in a different environment and heighten personalization. We encourage our incoming teachers to commit to teaching in the Aim High summer school (most or all will probably already be teachers in the program) and to participate in a two-week teacher-training/school development institute. Teachers must be dedicated to the mission and vision of Aim High Community Charter School. We plan to advertise positions in January of 2007.

F. Health & Safety Procedures

"The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in section 4437. " Education Code Section 47605 (b) (5) (F)

Prior to commencing instruction, the Aim High Community Charter School will adopt and implement a comprehensive set of health, safety, and risk management policies. A draft set of health, safety and risk management policies is included in Supplemental Information A. These policies will be developed in consultation with the school's insurance carriers and at minimum include the following procedures:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required by law, including mandatory tuberculosis screening for staff and volunteers expected to have prolonged contact with students.
- Policies and procedures for school wide training to respond to natural disasters and emergencies, including fires and earthquakes (Disaster Plan). This Disaster Plan will be appropriate to the school site.
- Polices relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined the facilities present no substantial seismic safety hazard.
- Policies and procedures for the immediate reporting of suspected child abuse, acts of violence, or other improprieties, and the role and obligation of staff in the reporting of child abuse pursuant to CA Penal Code Section 11164.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee of the school submits to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237. The school will comply with the provisions of the California Education Code, Section 44237.
- Policies relating to preventing contact with blood-borne pathogens.

- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
  These policies and procedures will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies. It is important to note that the existing Aim High program – a non-profit organization - has a comprehensive employee handbook that includes detailed health and safety procedures. We will use this handbook as a foundation for developing similar policies for Aim High Community Charter School.

G. Achieving a Racial/Ethnic Balance

"The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." Education Code Section 47605(b)(5)(G).

Aim High Community Charter School does not anticipate any difficulty in attracting the fall, 2007 full enrollment (75-6th grade students) or subsequent classes, given the network of families who have already expressed strong interest in the school as well as the additional 600 families who are currently being served by the Aim High summer school program. In addition, we are planning an aggressive outreach strategy to ensure a diverse applicant pool. We intend to work closely with the SFUSD and may choose to utilize the district's diversity index, or a similar tool, to ensure a diverse student body.

Aim High Community Charter School will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the district.

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- Announcements about the Aim High Community Charter School at the parent/guardian orientations at all Aim High summer school campuses each year. From these meetings, we will compile an extensive list of families who are interested in sending their children to the charter school.
- A series of public meetings each winter, in a variety of neighborhoods to inform parents about the school, with Spanish and Cantonese speakers where appropriate;
- The distribution of promotional and informational materials in Spanish, Cantonese and English to a broad variety of community groups and agencies that serve a diverse mix of race an ethnicity;
- A "no-hassle" application process, with no essay or other burdensome requirements.
- Inclusion in the SFUSD fall enrollment fair and related enrollment activities.
- A random selection process will be used each school year and a ranked waiting list created to fill openings as they occur.

Because we seek a targeted student population whose families may not be reachable by traditional means, AHCCS plans to utilize direct outreach strategies such as direct mailing and community and home meetings targeted in specific communities in the San Francisco area. AHCCS also may use bus stop signage and church and community group bulletin boards in an effort to tailor outreach efforts to a diversity of students/families.

H. Admission Requirements

Aim High Community Charter School will actively recruit a diverse student population from the district who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Admission to the school shall be open to any resident of the State of California. Prospective students and their parents or guardians will be briefed regarding the school's instructional and operational philosophy and will be informed of the school's student-related policies. The school will establish an annual recruiting and admissions cycle, which shall include reasonable time for all of the following: (1) outreach and marketing, (2) orientation/information sessions for parents and students, (3) an admissions application period, (4) an admissions lottery if necessary, and (5) enrollment. The school may fill vacancies or openings that become available after this process using either a waiting list or any other non-discriminatory process. One of the standing committees of the School Site Council will be "Enrollment and Outreach" and will be responsible for monitoring our enrollment activities.
In the event that the number of students seeking admission to any grade or class exceeds capacity, the school shall have the right to grant priority in admissions to siblings of current students, children of staff, and residents of the charter-granting district.
Aim High Community Charter School has no requirement for admission and must admit any child that wishes to apply. We do, however, have a family-school agreement which all parents will be asked to sign and orientation meetings which parents will be asked to attend. A family cannot be turned away for refusing to sign this agreement or refusing to attend an orientation. In no instance will a student be refused admission nor subjected to any form of discipline for failure of a parent to sign or comply with the family school agreement.

1. Family School Agreement

This is an agreement to abide by the academic and behavioral rules of the school. Parents/legal guardians will be asked to sign a family school agreement stating that they understand the academic and behavior policies of Aim High Community Charter School and will support those policies and will work to ensure that their children abide by the rules of the school.

2. No Admission Testing

Post matriculation, Aim High Community Charter School may hold a grade-level knowledge-based examination, which allows the administrator or testing coordinator to assess the students' readiness for the grade of entrance; however, such assessments will not be used as a means to prohibit or discourage certain students from attending. Post matriculation, various assessments may be administered to further determine readiness or maintenance of the said grade. These instruments aid in the development of individualized learning plans for children. Children who are working below grade level or simply need a little extra help will be asked to attend voluntary summer and after school programs designed to remediate any deficiencies.

3. Application and Enrollment Process

The school will establish an annual recruiting and admissions cycle, which shall include reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for students and parents, (3) an admissions application period, (4) an admissions lottery, if necessary, and (5) enrollment. The school may fill vacancies or openings that become available after this process using either a waiting list or any other non-discriminatory process.

Aim High Community Charter School will develop a standardized application packet and form required of all prospective students. Included with the application packet will be information detailing the educational philosophy, discipline policy, and parent participation plan of the Aim High Community Charter School. The application form will only gather basic contact information about the applicant. Parents/legal guardians must fill out and sign the application form and will be encouraged to sign the information sheet signifying that they agree to sign a binding contract to abide by AHCCS' policies should their child be admitted to the school.

3a) Timeline for first year of operation

We anticipate that applications for admission will be made available in January, 2007 (or earlier) and will be due by March 1st, 2007.

3b) Timeline for subsequent years of operation

Applications for admission will be made available in December of the previous year and will be due by the third Friday in March. The school will hold at least three parent information meetings between January and March so parents can learn more about the school before they apply.

3c) The Lottery and Priority Admissions

If the number of applications for admission to a grade exceeds the number of available slots in that grade, the spaces for that grade will be filled by random lottery. This lottery will be held in a public setting. Drawings will be held on a grade-by-grade basis to fill the available slots per grade. This lottery will take place during the last week in March (the lottery for opening year 2007 will occur no later than June 1, 2007). The lottery will be conducted with the following admissions preferences being given:

1. Students residing within the territorial jurisdiction of the San Francisco Unified School District (as required in education code section 47605(d)(2)(b); and
2. All others.
3. After the lottery, families will receive their official enrollment forms and will be informed of the enrollment process detailed below. If the number of applications does not exceed the number of spaces available in each grade in the school, there will be no lottery, and all students who submitted complete contact information will be enrolled.

Currently enrolled students will not participate in the random drawing, as they are automatically reserved a space for the following year.

3d) Enrollment Process

Each spring, after the lottery for admission, the school will hold at least one orientation meeting for parents. At the first meeting, staff and parents will review school policies and be asked to sign the family-school contract and official enrollment papers. The enrollment packet also includes information such as an immunization record and a list of emergency contacts. Parents and legal guardians will also receive a family-student handbook during this orientation. This is a mandatory meeting. Parents who cannot make this meeting must make a personal appointment with the charter school's Principal or designee to address the information covered in the meeting. A second orientation meeting may occur the week before school opens.

4. Assurances

The Aim High Community Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

The Aim High Community Charter School will comply with applicable public agency, state and federal laws, regulations and codes during its operations.

I. Financial Audit

Aim High non-profit board of trustees will utilize its finance committee, or form an audit committee to oversee selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required by applicable federal law, the audit scope will be expanded to include items and processes specified in any Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed by December 15th each year and that a copy of the auditor's findings will be forwarded to the chief financial officer of San Francisco Unified School District and the California Department of Education, as well as to any other entities specified by law.
The school's audit committee will review any audit exceptions or deficiencies and report to the school's board of directors with recommendations on how to resolve them. The board will report to the charter-granting agency regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element N.

J. Pupil Suspension & Expulsion

Aim High Community Charter school will develop and maintain a comprehensive set of student discipline policies. These policies will be outlined in the school's student handbook and will clearly describe the school's academic and behavioral expectations. Each student and his or her parent/caregiver will be required to verify that they have reviewed the policy and agree to work in partnership with the school to maintain high expectations for all students' safety and learning environment. Students who violate the school's policies, who are a serious disruption to the education process, and/or who present a health or safety threat may be suspended for up to five schools days with the possibility of extended suspension dependent on the severity of the infraction. The school will notify the student of the reason for the suspension and confer with the student's parent/caregiver as soon as possible regarding the suspension to ensure due process. If the severity of the infraction merits consideration for expulsion, a committee designated by the governing board will hold a hearing regarding the offense, and written notice of facts, allegations, and student/parent rights will be shared with the parent/caregiver prior to the expulsion hearing. If the committee determines that the case merits expulsion, the student may be expelled or offered conditional reinstatement to the school. These processes will be amended as required by law to protect the rights of students with disabilities or exceptional needs. This includes, but is not limited to, convening an individualized educational plan team if a suspension lasts beyond ten days or in the even that expulsion is recommended. The school will notify the district of any expulsions and will include suspension and expulsion data in its annual performance report.

In developing disciplinary procedures, Aim High Community Charter School will closely follow SFUSD guidelines and policies and utilize the SFUSD's "Students' Rights and Responsibilities" as well as the California Education Code as a foundation for our policies.
Discipline matters will be handled entirely by the Aim High staff and, in the case of expulsion, the Aim High Board of Trustees and School Site Council will be informed. Disputes resulting from disciplinary procedures will be handled according to the processes outlined in Element N of this charter. Complaints directed to the charter-granting agency regarding matters of discipline will be referred to the school according to the processes outlined in Element N of this charter.
Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students with similar rights to due process. These disciplinary rules and procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. In addition to these suspension and expulsion policies required for this charter, prior to completing student enrollment, AHCCS will develop a complete set of student discipline policies and procedures which shall be distributed to each student/parent as part of the Student Handbook.
Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension and expulsion.
Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.
For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to the charter school property.
The charter school Principal shall ensure that students and parents/guardians are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. Transfer students and their parents/guardian shall be so advised upon enrollment. The notice shall state that these disciplinary rules and procedures are available on request at the charter school office.
Suspended or expelled students shall be excluded from all school-related extracurricular activities unless otherwise agreed during the period of suspension or expulsion.
A student identified as an individual with disabilities pursuant to the Individual with Disabilities Education Act is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except to the extent that federal and state law or the student's Individual Learning Plan (ILP) mandates additional or different procedures for that student. AHCCS will follow all federal and state law when imposing any form of discipline on a student identified as an individual with disabilities and according due process to such students.

1. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for any of the enumerated acts listed below if the act is related to school activity or school attendance occurring at Charter School or at any other school: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a

school-sponsored activity. An AHCCS student *shall be* recommended for suspension or expulsion for the following acts:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the charter school Head of School or designee's concurrence.
3. Unlawfully possessed, used sold or otherwise furnished, or was under the influence of, any controlled substance as defined Health and Safety code sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit a sexual assault as defined in Penal code section 261, 266c, 286, 288, 288, 288a or 289, or committed a sexual battery as defined Penal Code 243.4.
6. Made terrorist threats against school officials and /or school property.
7. Committed sexual harassment as defined in Education code Section 212.5.
8. Caused, attempted to cause, threatened to cause, or participated n an act of hate violence as defined in Education Code Section 233. (e)

An AHCCS student *may be* recommended for suspension or expulsion for the following acts:

1. Committed or attempted to commit robbery or extortion.
2. Caused or attempted to cause damage to school property or private property.
3. Stole or attempted to steal school property or private property.
4. Possessed or used tobacco or any product containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
5. Committed an obscene act or engaged in habitual profanity or vulgarity.
6. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in the Health and Safety Code sections 11014.5
7. Disrupted school activities or otherwise willfully defied the valid authority of supervisor, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
8. Knowingly received stolen school property or private property.
9. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

10. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and /or retaliating against that student for being a witness.
11. Intentionally harassed, threatened or intimidated a student or group of students to the extent having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

2. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

2a) Informal Conference

Suspension shall be preceded by an informal conference conducted by the charter school Principal and Executive Director or designee with the student and whenever practicable, the teacher, supervisor or school employee who referred the student to the charter school Executive Director.

The conference may be omitted if the charter school Principal or Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

2b) Notice to Parents/Guardians

At the time of the suspension, a charter school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the students may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

3. Authority to Expel

Only the charter school School Site Council, or Board of Trustees, upon the recommendation of the expulsion panel may expel a student. The Board of Directors may expel any student found to have committed an expellable offense(s) listed above in the “Grounds for Suspension and Expulsion.”

Except for expulsions for offenses listed under Education Code Section 48915(c), a student may only be expelled upon the findings and recommendations of the expulsion panel if the charter school Board of Directors finds that the student committed the expellable offense and that at least one of the following findings may be substantiated:

That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

4. Expulsion Procedure

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty school days after the charter school

Principal or Executive Director or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred.
The hearing will be presided over by the charter school Principal or Executive Director who will make a recommendation to the **expulsion panel**. The Aim High Board of Directors will initially serve as the expulsion panel; however, during the AHCCS planning year (the year prior to opening) and during the first year of operation, the school will explore the possibility of participating with other charter schools in creating panels of certified teachers who will review expulsion decisions. If AHCCS finds that panels of certificated charter school teachers are the most appropriate method for reviewing expulsion decisions, the school reserves the right to use such procedure.
Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include:

1. The date and place of the hearing;
2. A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
3. A copy of charter school's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status in charter school to any other district in which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;

4a) Record of Hearing
A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.
4b) Presentation of Evidence
While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the expulsion panel to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion" above.
Finding of facts shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.
The decision of the expulsion panel shall be in the form of a recommendation to the charter school Board of Directors, who will then make a final determination regarding the expulsion.

4c) Written Notice to Expel

The charter school Principal or Executive Director or designee following a decision of the charter school Board of Directors to expel shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

The specific offense committed by the student from the acts listed in "Grounds for Suspension and Expulsion" above

Notice of the right to appeal the expulsion to the County Board of Education (the SFUSD Board of Commissioners).

Notice of the student's or parent /guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the charter school

The charter school Principal or Executive Director or designee shall send written notice of the decision to expel to the Student's district of residence and the SFUSD Board of Education. This notice shall include the following:

1. The student's name
2. The specific offense committed by the student for any of the acts listed in "Grounds for Suspension or Expulsion" above.

The County Board of Education (SFUSD Board of Commissioners) has the right to hear appeals of the expelled student and, in some cases, has the right to reinstate a student.

AHCCS and the SFUSD will work together in all student transfer, suspension and expulsion procesdures. AHCCS, to the extent possible, will design final policies consistent with the district's expulsion policies, once they are finalized. It is the intent of the AHCCS to review and adopt, with some modifications, the Suspension and Expulsion process of the SFUSD to avoid issues regarding due process.

K. Staff Compensation, Benefits & Retirement System

"The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security." Education Code Section 47605(b)(5)(K).

For retirement benefits, AHCCS currently anticipates that it will offer STRS to its certificated staff and a 403b plan in conjunction with Social Security for the rest of its non-certificated full-time staff, see attached financial plan.

Non-certificated staff at AHCCS will participate in the federal social security system and will have access to other school-sponsored retirement plans according to policies developed by the board of directors and adopted as the school's employee policies.

AHCCS retains the option for its board of directors to choose to participate in California's State Teacher Retirement System (STRS), Public Employees Retirements System (PERS) or Social Security depending upon employee eligibility and what the board determines is in the best interest of the staff and the school as a whole. . Aim High acknowledges that SFUSD does not participate in PERS and it is unlikely that our organization will choose to participate in PERS. AHCCS will participate in Social Security as required by law. If the board chooses STRS in accordance with Education Code Section 47611.3, the county shall create any reports required by STRS. At the county's request, the school shall pay the county a reasonable fee for the provision of such services.

Regarding salary levels, AHCCS does not anticipate adopting a formal salary schedule. Although AHCCS does not plan to use a formal salary schedule, AHCCS recognizes that many

of our teachers and staff members might also be considering positions in surrounding school districts. AHCCS will therefore seek salary levels similar to the general salary levels being offered by these surrounding districts. Additional salary increases and bonus compensation may be provided to individual employees for their contribution to school and student success. We are also prepared to offer individual candidates higher compensation than they would receive from local districts if this is necessary to attract high quality candidates to our program. This philosophy is reflected in the attached financial plan. We reserve the right to adopt a formal salary scale in the future.

The Executive Director, with approval from the Aim High board, will have the authority to determine the salary and benefit levels, working conditions and work year characteristics (e.g., length of year and day, vacation policies, etc.) for all employees that will allow AHCCS to attract and retain the caliber of employees necessary for AHCCS' success.

L. Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." Education Code Section 47605(b)(5)(L).

No student is required to attend the Aim High Community Charter School. Students who do not attend the school may attend their local school or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

Parents or guardians of each student enrolled in the charter school will be informed upon enrollment and within the student/parent handbook that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment in AHCCS, except to the extent that such a right is extended by the San Francisco Unified School District.

M. Description of Employee Rights

"Description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school." Education Code Section 47605 (b)(5)(M)."

Employees of AHCCS who were not previous employees of the San Francisco Unified School District will not become employees of the San Francisco Unified School District and will not have the right to employment within the district upon leaving the employment of the charter school. In compliance with the Leave Provisions of the SFUSD collective bargaining agreement, all certificated employees must make an election within a year to return to the district if they take a leave. AHCCS employees do not accrue service credit or seniority which will be applied to SFUSD employment.

Upon dismissal from the charter school no previous SFUSD employee may return to the district for employment without the prior written consent of the SFUSD. San Francisco Unified School District employees cannot be required to work at AHCCS, nor can the district require the charter school to hire district non-certificated, certificated, or confidential employees, with the exception of district employees provided to the charter school as part of the administrative services paid for by the charter school under a separately negotiated agreement for services or memorandum of understanding. Charter school employees are not subject to district transfers without written consent of that employee.

AHCCS faculty/staff are not eligible to carry over sick/vacation leave to and from the charter school and SFUSD.

The charter school shall adopt comprehensive personnel policies and procedures, approved by the non-profit board of directors that will be provided to each employee upon hire. These policies will set forth personnel obligations, rights, responsibilities, complaint procedures, discipline procedures, and other pertinent policies essential to preserving a safe and harmonious work environment. The non-profit Executive Director and AHCCS Principal will resolve complaints and grievances and will administer any personnel discipline, with the assistance of the district when necessary, in accordance with these policies. Disputes over personnel discipline will not be covered by the charter school dispute resolution process, and instead, will be resolved through the personnel policies and procedures.

N. Dispute resolution Process

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." Education Code Section 47605(b)(5)(N).

1. Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on SFUSD, (3) insure a fair and timely resolution of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

2. Public Comments

The members of the Board of Directors and the staff of the charter school and the district agree to resolve all disputes regarding this charter school pursuant to the terms of this section. Our hope is that both AHCCS and the SFUSD will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process; however, we do acknowledge that the district (Board and staff) has the right to publicly comment on disputes.

3. Disputes Arising from within the School

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations and Board of Directors members of the school, shall be resolved by the charter school and the Board of Directors pursuant to policies and procedures developed by the charter school Board of Directors.
Our hope is that the district will not intervene in any such internal disputes without the consent of the Board of Directors of the charter school; we also hope that the SFUSD will refer any complaints or reports regarding such disputes to the chairperson of the Board of Directors, the School Site Council, the Executive Director or Principal of AHCCS for resolution pursuant to the charter school's policies. It is our preference that the district will intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of Directors of the charter school has requested the district to intervene in the dispute. We do recognize that the district has the right to intervene in any internal dispute involving students, staff, parents, parent organizations and its Board of Directors if the district believes that Aim High is not complying with state or federal law. AHCCS recognizes that the Education Code specifically provides that the chartering entity will have the right to investigate complaints by the charter school community.

4. Disputes between the School and the Charter-Granting Agency

In the event that the charter school and the district have disputes regarding the terms of this charter or any other issue regarding the charter school, both parties agree to follow the process outlined below.

In the event of a dispute between the school and the district, the staff and Board of Directors members of the school and district agree to first frame the issue in written format and refer the issue to the district superintendent, or his/her designee, and the charter school Executive Director. In the event that the district superintendent believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The charter school Executive Director and the district superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the superintendent of the district and the Executive Director of the charter school and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the superintendent and the Executive Director shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly. The superintendent and Executive Director shall incorporate informal rules of evidence and procedure into the arbitration format unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be binding. The charter school and the district shall each bear its own costs incurred as a result of its compliance with this dispute resolution process.

If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the governing board of the School in writing, noting the specific reasons for which the charter may be revoked, and grant the School reasonable time to respond to the notice and take appropriate corrective action, unless the alleged violation presents an immediate threat to health or safety. San Francisco Unified School District agrees to receive and renew the annual fiscal and programmatic audit and annual performance report as specified in Element I. Within two months of the receipt of this annual report, the charter-granting agency must notify the governing board as to whether it considers the school to be making satisfactory progress relative to the goals specified in this charter. The annual notification will include the specific reasons for the charter-grating agency's conclusions.

5. Oversight, Reporting, Revocation, and Renewal

The San Francisco Unified School District Board may inspect or observe any part of the charter school at any time, but shall provide reasonable notice to the charter school Executive Director prior to any observation or inspection. The district shall provide such notice at least three working days prior to any inspection, observation, or monitoring. If the Board of Education of the San Francisco Unified School District believes it has cause to revoke this charter, the board agrees to notify the charter school Board of Directors in writing, noting the specific reasonable time to respond to the notice and take corrective action. AHCCS understands and accepts that the Board of SFUSD may have legal right to revoke this charter if it has found legal and reasonable grounds for revocation specifically set forth in the law, provided however that SFUSD has given AHCCS prior notice of any grounds for revocation and reasonable opportunity to cure such violation, unless the district determines, in writing, that the violation constitutes a 'severe and imminent threat to the health or safety of pupils' (EC 47607d). AHCCS

agrees to respond promptly to all reasonable inquiries, including inquires regarding its financial records.
The board of the San Francisco Unified School District agrees to receive and review the annual fiscal and programmatic performance review and annual audit. Within two months of the receipt of this review, the district must notify the Board of Directors of the charter school as to whether it considers the charter school to be making satisfactory progress relative to the goals specified in the charter. This annual notification will include the specific reasons for the district's conclusions.

6. Annual Performance Report

Please refer to Element D (Governance) and Element I (Financial Audit)

O. Labor Relations

Aim High Community Charter School will be considered the exclusive public school employer for the purposes of the Educational Employment Relations Act. Under the EERA, AHCCS employees shall have the right to form a collective bargaining unit and to negotiate directly with the charter school. If the employees lawfully form a collective bargaining unit with a representative designated to negotiate with the charter school on their behalf, the charter school shall negotiate matters covered by the EERA directly with that representative. These matters may include such items as salary levels (which may be based upon such factors as educational degree attained, years of teaching experience and/or other factors), employee benefits (health plan provider, levels of coverage and co-payments, retirement plans, vacation days, dental and vision coverage, etc.), number of work days per year and number of teaching hours per day, and work rules (including required breaks).

P. Closure of Charter School

In the event that AHCCS closes (whether due to a decision by the charter authorizer or State Board of Education to revoke the school's charter, a decision by the charter authorizer not to renew the charter, or a decision by the school voluntarily to close), the assets and liabilities of the school will be disposed of by the Aim High board to another charter school, nonprofit or other appropriate entity in accordance with the asset disposition provisions of the school's bylaws and in accordance with California law governing non-profit organizations. The Board of Directors will attend to enumerating and disposing of the assets and liabilities as directed in the bylaws and the board chairperson shall ensure that a final audit of the school's assets and liabilities is performed.

At the end of each school semester or term, and upon graduation, parents/guardians of students will be provided with a printed or electronic transcript of their students' academic progress at the school, along with other relevant information. Thus, in the event of a school closure, parents/guardians and students will possess an independent copy of potentially necessary pupil records. The school's Board of Directors may also provide for the transfer of such records to a responsible and willing school district, county office of education, or other qualified entity, if available at the time the school closes.

School resources allowing, former charter school staff may be retained for a period of designated weeks or months after school closure to ensure that student records are transferred to the families and/or appropriate agencies. In the event that no such willing

repository is available, the records shall be disposed of or destroyed in a fashion that will ensure confidentiality of the records.

District Impact Statement

Aim High Community Charter School and
San Francisco Unified School District

Intent

This section is intended to satisfy the requirement of *Education Code section 47605(g)* that the charter school provide the district with a district impact statement. This section provides information regarding the proposed operation and potential effects of AHCCS on the SFUSD. It is intended to assist the SFUSD in understanding how AHCCS may affect the SFUSD but it is not intended to govern the relationship of the school and SFUSD. Further details regarding the relationship between AHCCS and SFUSD will be detailed in an annual memorandum of understanding between the charter school and the district.

Administrative Services

AHCCS will be a program of Aim High for High School, a California Public Benefit Corporation, which is governed by a board of directors as described above. A school Executive Director will enjoy lead responsibility for administering the school under policies adopted by the school's Board of Directors. The school anticipates that it will provide most of its own administrative services independent of the SFUSD. These include financial management, personnel, and instructional program development. If AHCCS desires to purchase any administrative services from SFUSD, AHCCS will seek to define the specific terms and cost for any such services in an annual memorandum of understanding with the SFUSD. In addition, SFUSD will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests.

Facilities

AHCCS anticipates enrolling approximately 75 students during its inaugural year and growing to a full enrollment of 225 in three years.

Aim High Community Charter School plans to be located within the physical boundaries of San Francisco Unified School District. We would prefer to be located on the Eastern side of San Francisco, in either the South-East quadrant, the Mission, the Bayview District or the Western Addition. We plan to be actively engaged in the work of the SFUSD Facilities Master Plan. We are also submitting this charter petition prior to November 15th, 2006 in order to be eligible for a district facility in fall, 2007, through Proposition 39 legislation. Although we would prefer to operate in a district building, we are also investigating non-district opportunities in San Francisco.

Regarding a facility for Aim High Community Charter School, it is important for Aim High Community Charter School to preserve the "Culture and Community" environment that it so vital to the summer program. When Aim High Community Charter School reaches its full enrollment, we may need a stand-alone facility. We are, however, interested and more than willing to share space with another small district or charter school with a similar mission and vision. Our initial facility needs to be a space that is distinct and clearly dedicated to Aim High Community Charter School. We need four to six classrooms, including a Science classroom and access to a computer lab. We need a viable faculty workspace, dedicated office space and a multi-purpose room for community meetings, drama activity and indoor sports and fitness. We also

need a playground that is appropriate for sports and games and access to a cafeteria. A standing facilities committee from the SSC will work with the SFUSD to conduct research toward securing a permanent school site. We have developed a list of both minimum and ideal specifications for the school site. After December 1, 2006, we will meet with the staff of SFUSD, as well as San Francisco city, county, and business leaders, to ascertain the best location for the school. The facilities committee will also study issues of liability insurance, ADA compliance, Field Act approval, and other zoning or regulatory requirements.

School Location

This charter authorizes the operation of Aim High Community Charter School, which shall operate within the geographic boundaries of the San Francisco Unified School District's geographic boundaries, unless the School is unable to locate within district boundaries and opts to locate outside of the district as authorized pursuant to Education Code 47605(a)(5).
It is the policy of Aim High to provide for safe and accessible buildings to support the educational programs of Aim High. For a more specific listing of the facility policies of Aim High, including building maintenance, replacement and expansion policies, please see the Facilities Development section of the draft Health and Safety Policies of Aim High. For facility-related financial projections, please see the attached detailed financial plan for AHCCS.
All facilities and sites will meet federal, state, and local building codes and requirements applicable to California charter schools prior to the site being used by the AHCCS. Because of our high percentage of socio-economically disadvantaged students, AHCCS may apply and qualify for facilities financing assistance under the state's Charter School Facilities Grant Program, and/or the state-administered Charter School Facilities Incentive Grants. These programs are designed to provide facilities assistance to charter schools serving high percentages of free and reduced-priced lunch students by paying a portion of a charter school's monthly facilities costs. If eligible, AHCCS could have up to seventy-five percent of its on-going facilities costs covered by these programs.

Civil Liability

AHCCS will be a program of Aim High, a California non-profit public benefit corporation. As such, the school's founders presume that the SFUSD will not be liable for the debts or obligations of the charter school pursuant to Education Code Section 47604(c). In the event that the SFUSD does not complete its responsibilities for charter school oversight under the Charter Schools Act, the SFUSD may expose itself to liability. The school intends to purchase liability and property insurance as outlined above to protect the school's assets, staff, Board of Directors members, and, where appropriate SFUSD personnel.

Additional Clauses

Term

The term of this Charter shall be 1st of July 2007 through the 30th June 2012. This Charter may be renewed for one or more subsequent five (5) year terms upon the mutual agreement of the parties.

Revisions

Material revisions of the provisions contained in this Charter may be made in writing with the mutual consent of the SFUSD board of trustees and the Aim High Board of Directors. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in

Education Code Section 47605; provided however that the charter school shall not be required to obtain petition signatures prior to making material amendments to the charter petition.

Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the respective boards of AHCCS and SFUSD. The district and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Miscellaneous

The San Francisco Unified School District and the charter school shall engage in a mutually agreeable MOU, which outlines further details of the relationship between the district and the charter school.

The MOU shall include, but not be limited to the following:

Services to be purchased by the charter school from the district, and the fee schedule for such services, transportation and food services to be provided by the district, if any, special education services and funding formulas, hold harmless indemnification, if required by the district, cash advances to handle cash flow issues, if necessary, charter school's receipt of mandated cost reimbursement, fiscal reporting requirements to the state, either independently or through the district, and district support for the charter school in seeking additional funding. The charter school may procure administrative services from the district, including site budgeting, instructional programs, development, custodial services, and food services accounting, payroll and purchasing services and some degree of personnel support. Specific terms of most of these services should be covered by the memorandum of understanding. The district will also be expected to provide oversight and performance monitoring services, including the monitoring of school and student performance data, reviewing the school's financial statement and audit reports, performing annual site visits, and considering charter amendment and renewal requests.

This MOU will delineate the liability of SFUSD if AHCCS should default. As a nonprofit organization, AHCCS anticipates that SFUSD's liability will be minimal as long as the district performs its oversight functions, according to law.

AHCCS reserves the rights to purchase additional administrative or other goods or services from any third party as needed.

Communication

All official communication between the charter school and the San Francisco Unified School District will be sent via first class mail or other appropriate means to the Charter School Executive Director and the Superintendent of the district:

Alec Lee – Executive Director
Aim High
P.O. Box 170340
San Francisco, CA 94117

San Francisco Unified School District
555 Franklin St.
San Francisco, CA 94102

APPENDICES

APPENDIX A

SAMPLE CURRICULUM

6th Grade Science

7th Grade Science

8th Grade Science

AIM HIGH COMMUNITY CHARTER SCHOOL

6th Grade Earth Science

The following document serves as a curriculum timeline, as well as a table of contents, for a year long, 6th Grade Earth Science course. "Science Content Standards" for 6th Grade.

Course Outline and Index

Unit 1: Introduction to Science – 6 weeks (1a through 1f; additionally, "Scientific Thinking Processes" appropriate for 6-8 graders will be covered in this unit. This includes the following skills: observing; communicating; comparing; organizing; relating; and, inferring.)

The unit begins with what will be, for most students, their first introduction to a more formal study of Science. Through a series of laboratory activities, students learn the "doing" of Science, beginning with a look at lab safety, followed by an introduction to observation and inference, quantitative measurement, the organization of data, and the development of scientific models that logically explain patterns observed in the data.

The unit concludes with an introduction to a few basic themes that help define the course: the immense magnitude of geologic time, the particulate model of matter, the unique chemistry of water, and the relationship between the transfer of heat energy between masses and the phase changes of matter. Students are introduced to these themes through a series of systematic observations and experiments that also teach how science is done.

Unit 2a: Density and Convection – 2 weeks (3c and 3d).

The concepts of "density" and "convection" occur with regularity throughout the study of Earth Science. An understanding of weather and plate tectonics, two of the key topics studied in 6th grade, is impossible without an understanding of density and convection. Therefore, Unit 2 begins with a short sequence of activities designed to expose students to density and convection in as many settings as possible.

Unit 2b: Weather – 4 weeks (3a through 3e).

The main unifying focus for this unit is an understanding that air masses have a characteristic temperature, pressure, and humidity, and these properties lead to the formation of weather. The unit looks at the phenomena of wind, clouds, and fronts, and how these phenomena are affected by the uneven transfer of heat energy through radiation and convection on, or near, Earth's surface. Throughout the unit, students are given an opportunity to collect qualitative and quantitative data related to weather patterns, and to relate observed data patterns to future weather phenomena.

Unit 3a: Geology – 4 weeks (4b and 4f):

The unit begins with a series of activities involving the classification of objects based on their properties. Students are then given an opportunity to examine and classify a set of rocks and minerals common to California. Then, through a series of investigations, they learn how geologists classify rocks based on how they are formed; the difference between rocks and minerals; and, the process in and on the Earth that create the "Rock Cycle."

Unit 3b: Plate Tectonics – 4 weeks (4a through 4g).

The second half of Unit 3 builds on the hands-on knowledge students gained through their investigation of rocks and minerals. Students learn about Earth's structure, the vastness of geologic time, and the dynamic processes involving heat transfer deep inside Earth that help drive the movement of tectonic plates on the surface of our planet. The theory of plate tectonics is then connected to the formation and destruction of landforms such as mountains and volcanoes, the creation and destruction of oceans, and the occurrence of earthquakes. The

concept of viscosity if introduced, as students explore the role viscosity plays in influencing the properties of volcanic eruptions. Each topic is introduced in a real world context, with special attention devoted to how tectonic processes affect California. An important aspect of this local focus centers on what students and their families can do to improve their own safety in the event of a large earthquake. Students also explore how buildings and structures can be designed to survive the magnitude of earthquakes common to the Bay Area.

Unit 4: Shaping Earth's Surface – 4 weeks ("Landforms," which is found in the 5th grade "Science Content Standards," but is part of the 6th grade state Science standards).

The unit begins with students developing their abilities to create models of various Earth features. Specifically, students learn how geologists use topographic maps to model Earth's surface. Then, through a series of investigations, students explore how plate tectonics, blowing wind, running water, and ocean waves, combined with the force of gravity, combine to alter the appearance of Earth's surface through the processes of weathering and erosion.

Unit 5: Ecology & Resources – 5 weeks (5a through 5e, and 6a through 6d).

In unit 5, students explore the interaction between organisms and the environment as they exchange energy and nutrients. The themes of renewable energy resources, food webs, and biomes, are explored through a series of investigations presented in the form of an "environmental detective story."

Science and technology are placed in a social context, as students work in teams to solve an environmental mystery: what is killing the fish in a watershed? The complex chain of events that result when organisms interact with the environment are explored, and students learn that sometimes, solutions require compromise.

Unit 6: Astronomy – 5 weeks (2a through 2c).

The astronomy unit gives students a chance to apply what they have learned about geologic processes on Earth to an investigation of other objects in our Solar System. In studying the structure and geologic processes of the planets, moons, asteroids, comets, and meteors of our Solar System, we in turn learn more about our own planet – both its past, and its future. Key themes in this unit include: the scale and magnitude of the Solar System and the Universe; and, the size of our Sun and how this determines the lifespan of our Sun and of our Solar System; "our place in the Universe." Finally, students will be given a chance to explore the possibilities of extraterrestrial life.

AIM HIGH COMMUNITY CHARTER SCHOOL

7th Grade Life Science

Unit 1 - Intro to Science, Measurement and the Human Body
Unit 2 - Skeletal, Muscular and Digestive Systems
Unit 3 - Circulatory and Respiratory Systems, Eyes and Ears
Unit 4 - Microscope and Cells
Unit 5 - Plant and Human Reproduction
Unit 6 - Genetics and Evolution

7th Grade Life Science Curriculum Outline

Unit	Lessons and Activities	Materials Provided	7th Grade California Standards
1 - Intro to Science, Measurement and the Human Body	1. Definition of Science (2+ class periods) What is Science? Science Types Review Puzzle Ways to Study Vocabulary Words Quiz 2. Scientific Thinking (4+ class periods) Archeology Mystery Observation vs. Inference Quiz 3. Nuclear Fleas (1-2 class periods) Sewer Lice/Nuclear Fleas 4. Basic Measurement (2 class periods) Student Rulers 5. Human Body Intro (1.5 weeks) Skinny Students Meter Sticks A Body of Knowledge 6. Levels of Organization Cells R Us 7. Organ Systems Organ System Puzzle	Adding Machine Tape Cardstock Overhead Transparencies	5a,b 7a-e
2 - Skeletal, Muscular and Digestive System	1. Intro to the Skeletal System (1 week) Paper Bridges Pre-Test/Post Test Name That Bone Animal Bones 2. Five Functions of the Skeletal Sys. (3+ days) Notes Broken Bone Interview Cow Femur Dissection 3. Movement and Joints (1 days) Bone Joint Notes 4. Owl Pellets (1 week) Owl Pellet Notes Owl Pellet Lab Handout Food Web/Skulls/Vole Skeleton 5. Muscular System (1+ week) Muscle Names Handout To Choose or Not to Choose How do Muscles Work? Chicken Wing Dissection Notes	Torso Model Human Machine Video Eyewitness Skeletons Video Digestion Chemicals Droppers Bottles Owl Pellets	5a-c 6h,i 7a-e Grade 5 – 2b-d

	6. Nutrients in Food (3+ days) Energy From Food Demo Calories in Your Kitchen What's in Your Lunch? 7. Digestive System (3+ days) Construct a Gut Digestion Demonstration Farside Cartoons		
3 - Circulatory, Respiratory, Eyes and Ears	1. Circulatory System (2 weeks) Stethoscopes Heart Rate Labs Diagram of a Heart Blood and Blood Vessels Circulation through the Heart Direction of Blood Flow A Fish Tale Heart Dissection Notes and Clues Heart Transplant 2. Respiratory System (1 weeks) Respiratory System Lung Model Am I Blue? Smoking Poster Project Sample Quizzes Teaching Cartoon 3. The Ears and Sound (3 days) Ear Diagram Sound Activities 4. Light and the Eyes (2 weeks) Pupil Pinhole Magnifier Blind Spot Harris Ranch Order Form Cow Eye Dissection Worksheet Cow Eye Dissection Procedure Various Eye Handouts Travel Brochure	Stopwatches Color Analyzers Guide Small Balloons Large Balloons Razor Blades Color Filters For schools that didn't receive them last year: Stethoscopes Color Analyzers	5a,b,g 6a-g,j 7a-e
4 - Microscopes and Cells	Microscope Use (2 weeks) 1. Cartwheels (1 day) Water Lenses 2. The Compound Microscope (4+ days) My Microscope Study Sheet Microscope Rules & License Microscope Maintenance 3. How Big Is It? (1 days) 4. Give Me An "e" (1-2 days) Fake or Counterfeit? 5. Sew Long (1 days) 6. Sounds Fishy to Me (1 days) Lab Helper (Slide Organize) Cell Structure (2 weeks) 7. Water, Water Everywhere (2 days) How to Label Microscope Diagrams Protist Key Hay Infusion Instructions	box of plastic microscope slides (144) box of plastic cover slips (100) plastic box for storing slides 1 pad of lens paper 10 medicine droppers For large schools with over 4 science classrooms, their plastic slide box contains 10 prepared human anatomy slides and 10 prepared slides of onion root tip showing stages of mitosis. Open carefully!	1a-f 2e 5a 7a-e

	8. Greensleeves (1 day) 9. Onion Rings (1 day) 10. Don't Be Cheeky (3+ days) Cell Projects Cell Processes (1 week) 11. Diffusion (2 day) Screen Play The Green Machine 12. Mitosis (2 days) Mitosis Story	For schools that didn't receive them last year: "The Microscope Book" by Levine & Johnstone	
5 - Plant and Human Reproduction	1. Plant Reproduction (1 week) Flower Dissection Fruit Dissection Build a Flower 3D Flower Model 2. Human Reproduction (3 weeks) Sample Letter Animal vs. Plant Reproduction Anatomy Miracle of Life Notes Events in a Menstrual Month STDs/Phenolphthalein Egg Baby 3. Genetics (part 1) (1 week) ABC's of DNA Tasty DNA Gene Wheel Take a Class Survey	Miracle of Life Video Phenolphalien PTC Paper + Control	1c,f 2a-e 5a,b,d,e,f 7a-e
6 - Genetics and Evolution	Genetics (2 weeks) Gene Wheel ABC's of DNA Tasty DNA Gene Wheel Genetics – Punnett Squares Heredity #3 Reebops (2 days) Evolution (4 weeks) Variation In A Species Adaptation Evolution & Natural Selection Speciation Creating Fossils Ages of Rock Layers Geologic Time Walking with Prehistoric Beasts Science Fiction Project	Fossil Models Walking with Beasts Video	2a-e 3a-e 7a-e

DRAFT

AIM HIGH COMMUNITY CHARTER SCHOOL

8th Grade Physical Science

Approximate Time Frame	Topics from Standards
September- mid October (~ 6 weeks)	DENSITY AND BUOYANCY • Floating and sinking objects • Measuring mass and volume • Graphing mass and volume to determine density • Density of solids • Density of gases
Mid October- November (~6 weeks)	STATES OFMATTER • Solids, liquids and gases • Melting ice • Freezing water • Making ice cream • Boiling Liquids • Dry ice investigations
December- Mid January (~6 weeks)	STUCTURE OF MATTER • Static electricity • Atomic model • Atomic mass and number • Periodic Table
Mid January- February (~6 weeks)	REACTIONS • Chemical reactions • Balancing chemical equations • Chemical and physical changes • Acids and bases
March-Mid April (~6 weeks)	MOTION • Speed and velocity • Graphing distance and or velocity vs. time • Changing velocity
Mid April – May (~5 weeks)	FORCES • Nature and kinds of forces • Cumulative effect of two or more forces • Balances and unbalanced forces and their relation to motion

APPENDIX B

ACADEMIC CALENDAR

Appendix B - Academic Calendar

AHCCS will offer at least the minimum number of instructional days per year (175 days) and number of instructional minutes per grade (grades 4-8 = 54,000). We anticipate offering significantly more than these minimums each year. AHCCS will open by September 30th of its first year of operation.

We anticipate the following academic calendar and schedule for the 2007/08 school year and reserve the right to adjust the calendar during our planning year:

Anticipated First day of school 2007-2008 : September 6, 2007
Anticipated Last Day of school : June 15, 2008
Anticipated First day of summer session : June 25, 2008
Instructional days will be at least : 175
Number of Instructional Minutes will exceed: 54,000
Anticipated start time of Instructional Day : 8 a.m.
Anticipated end time of Instructional Day: 3:30 p.m.
Anticipated # of professional development days: 10 in summer, 2007 and 5 during school year.

Anticipated holiday schedule:

Holiday	**Dates**
Labor Day	September 4, 2007
Veteran's Day	Nov 11, 2007
Thanksgiving	Nov. 24-25, 2007
Winter Recess	Dec. 19-30, 2007
MLK Holiday	Jan 15, 2008
President's Day(s)	Feb. 12-20, 2008
Cesar Chavez	March 31, 2008
Spring Recess	April 08 - 15, 2008
Memorial Day	May 28, 2008

SUPPLEMENTAL INFORMATION

These supplemental documents are for informational purposes only. The details of these supplemental documents are very likely to change. These documents are in draft form, are informational, do not constitute a legally binding contract or agreement and are not a part of the Charter of the AHCCS or any related agreements.

SUPPLEMENTAL INFORMATION A

DRAFT HEALTH AND SAFETY POLICY

These supplemental documents are for informational purposes only. The details of these supplemental documents are very likely to change. These documents are in draft form, are informational, do not constitute a legally binding contract or agreement and are not a part of the Charter of the AHCCS or any related agreements.

Draft Health & Safety Policy

The Aim High Community Charter School ("AHCCS" or "the School") is committed to providing and maintaining a healthy and safe environment for all students, employees, visitors, and guests. Accordingly, AHCCS has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all students and personnel [*to be designed, approved, and implemented prior to commencing instruction*]. Every employee will receive a copy of the Injury and Illness Prevention Program, which is kept by the school's Executive Director and is available for your review. Employees are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. Employees are required to immediately report to the AHCCS Executive Director any potential health or safety hazards and all injuries or accidents.
In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.
The School has also developed guidelines to help maintain a secure workplace.

Student Health Examinations

Health Examination Certificates or Waivers

Upon enrollment, the School will verify that the student's file contains a certificate of the health examinations required under Health & Safety Code section 124040, or a waiver from those requirements.

Health Examinations by the School

The Governing Board recognizes that periodic health examinations of students may lead to the detection and treatment of conditions that impact learning. Health examinations also may help in determining whether special adaptations of the School's program are necessary. The School shall conduct health examinations of students as needed to insure proper care of the students.

Vision and Hearing Tests

Upon first enrollment in the School and at least every third year thereafter until the child has completed the eighth grade, the School shall test the student's vision and hearing. The vision test shall include tests for visual acuity and color vision, although the color vision shall be appraised once and only on male students, the results of which shall be entered in the health records. Classroom teachers are responsible for continuous observation of the appearance, behavior and complaints of students that might indicate vision problems. Where a student's school performance begins to give evidence that the existence of the problem might be caused by a visual difficulty, a visual evaluation shall be done in consultation with the school nurse.
The vision evaluation may be waived by the parents/guardians if they present a certificate from a physician and surgeon or an optometrist setting out the results of a determination of the child's vision, including visual acuity and color. Parents/guardians may also avoid the testing and observation if they file with the School Director a statement in writing that they adhere to the faith or teachings of any well-recognized

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religious sect, denomination, or organization and in accordance with its creed, tenets or principles depend for healing upon prayer in the practice of their religion.
A parent/guardian may file annually with the School's Director a statement in writing, signed by the parent/guardian, stating that he/she will not consent to a physical examination of his/her child. The student will thereafter be exempt from physical examinations, but if there is good reason to believe that the student is suffering from a recognized contagious or infectious disease, the student will be sent home and not be permitted to return to school until the School Director is satisfied that any contagious or infectious disease does not exist.

Scoliosis Screening

Every female student in grade 7 and every male student in grade 8 shall be screened for the condition known as scoliosis. The screening shall be in accordance with standards established by the State Department of Education. The screening shall take place during the regular school day and any staff time devoted to these activities shall be redirected from other ongoing activities not related to the student's health care. If a student is suspected of having scoliosis, the School will notify the parents. The notice will include an explanation of scoliosis, the significance of treating it at an early age, and the public services available, after diagnosis, for treatment.
The Director, or designee, shall ensure that staff employed to examine students are fully qualified to do so and exercise proper care of each student and that examination results are kept confidential. Records related to these examinations shall be available only in accordance with law.
The School Director may make reports to the Governing Board regarding the number of students found to have physical problems and the effort made to correct them from time to time. The reports shall in no way reveal the identity of students.

Immunizations

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Board of Directors desires to cooperate with state and local health agencies to encourage immunization of all district students against preventable diseases.

Admission

Students shall not be unconditionally admitted to the School unless prior to his/her first admission to the School, he/she presents an immunization record which shows at least the month and year of each immunization the student has received, in accordance with law. Students may be conditionally admitted in accordance with the regulations promulgated by the Department of Health Services. If a student conditionally admitted fails to fulfill the conditions of admission, the School will prohibit from further attendance until that student has been fully immunized as required by law.
Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with the School's record-keeping policy.

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If the School discovers that an admitted student has not received all required immunizations, the School will notify his/her parent/guardian. If, within 10 school days of the notice, the child does not provide documentation of having received all required immunizations, the School shall exclude the student from attendance.

Exemptions from Requirements

Students will be exempted from immunization requirements if his/her parent or guardian files with the School a letter or affidavit stating that the immunization is contrary to his or her beliefs. Additionally, a student will be exempted from the immunization requirements, to the extent indicated in the written statement, if his/her parent or guardian files with the School a written statement by a licensed physician to the effect that the physical condition of the student is such, or medical circumstances relating to the student are such, that the immunization is not considered safe. However, whenever there is good cause to believe that the person has been exposed to a communicable disease for which immunization is required, that student may be temporarily excluded from the School until the local health officer is satisfied that the person is no longer at risk of developing the disease.

The School will file a written report on the immunization status of new entrants to the School with the Department of Health Services as required by law.

The Executive Director, or designee, may arrange for qualified medical personnel to administer immunizations at School to any Student whose parent/guardian has consented in writing.

Administration of Medications

The following policy regarding the administration of medications is applicable when the AHCCS staff is responsible for the administration of, or assisting in the administration of, medication to students attending school during regular school hours, including before or after-school programs, field trips, extracurricular and co-curricular activities, and camps or other activities that typically involve at least one overnight stay away from home, because administration of the medication is absolutely necessary during school hours and the student cannot self-administer or another family member cannot administer the medication at school.

Requirements for Administration or Assistance

Before AHCCS will allow a student to carry and self administer prescription auto-injectable epinephrine, or inhaled asthma medication, or have authorized School personnel administer medications or otherwise assist a student in administering his or her medication, the School must receive a copy of the following:

- A written statement executed by the student's authorized healthcare provider specifying the medication the student is to take, the dosage, and the period of time during which the medication is to be taken and a statement that the medication must be taken during regular school hours, as well as detailing the method, amount and time schedule by which the medication is to be taken.
- A written statement by the student's parent or guardian initiating a request to

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have the medication administered to the student or to have the student otherwise assisted in the administration of the medication, in accordance with the authorized healthcare provider's written statement. The written statement shall also provide express permission for the School to communicate directly with the authorized healthcare provider, as may be necessary, regarding the authorized healthcare provider's written statement.

- In the cases of self-administration of asthma medication or prescription auto-injectable epinephrine, the School must also receive a confirmation from the authorized healthcare provider that the student is able to self-administer the medication and a written statement from the parent/guardian consenting to the student's self-administration and releasing the School and its personnel from civil liability if the self-administering student suffers an adverse reaction by self-administering his/her medication.
- New statements by the parent/guardian and the authorized healthcare provider shall be required annually and whenever there is a change in the student's authorized healthcare provider, or a change in the medication, dosage, method by which the medication is required to be taken or date(s), or time(s) the medication is required to be taken. If there is not a current written statement by the student's parent or guardian and authorized healthcare provider, the School may not administer or assist in administration of medication. The School will provide each parent with a reminder at the beginning of each school year that they are required to provide the proper written statements.

Parent(s)/guardian(s) of students requiring administration of medication or assistance with administration of medication shall personally deliver (or, if age appropriate, have the student deliver) the medication for administration to the school's Executive Director.

Responses to the Parent/Guardian upon Request

The School shall provide a response to the parent/guardian within 10 business days of receiving the request for administration and the physician statement regarding which School employees, if any, will administer medication to the student, and what the employees of the School will do to administer the medication to the student or otherwise assist the student in the administration of the medication.

Termination of Consent

Parent(s)/guardian(s) of students who have previously provided consent for the School to administer medication or assist a student with the administration of medication may terminate consent by providing the School with a signed written withdrawal of consent on a form obtained from the office of the Executive Director.

Authorized Personnel

A nurse who is employed by or under contract with the School and certified in accordance with Education Code section 44877 will administer or assist in administering the medication to students. If not available, a designated School employee who is

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legally able to and has consented to administer or assist in administering the medication to students will administer the medication or otherwise assist the students.

Storage of Medication

Medication for administration to students shall be maintained in the medical office in a locked cabinet. It shall be clearly marked for easy identification. If the medication requires refrigeration, the medication shall be stored in a refrigerator in a locked office, which may only be accessed by the School nurse and other authorized personnel. If stored medication is unused, discontinued or outdated, the medication shall be returned to the student's parent/guardian where possible. If not possible, the School shall dispose of the medication by the end of the school year in accordance with applicable law.

Confidentiality

School personnel with knowledge of the medical needs of students shall maintain the students' confidentiality. Any discussions with parents/guardians and/or authorized healthcare providers shall take place in an area that ensures student confidentiality. All medication records or other documentation relating to a student's medication needs shall be maintained in a location where access is restricted to the Executive Director, the School nurse or other designated School employees.

Medication Record

The School shall maintain a medication record for each student that is allowed to carry and self-administer medication and for each student to whom medication is administered or other assistance is provided in the administration of medication.

The medication record shall contain the following: 1) The authorized healthcare provider's written statement; 2) The written statement of the parent/guardian; 3) A medication log (see below); 4) Any other written documentation related to the administration of the medication to the student or otherwise assisting the pupil in the administration of the medication.

The medication log shall contain the following information: 1) Student's name; 2) Name of the medication the student is required to take; 3) Dose of medication; 4) Method by which the pupil is required to take the medication; 5) Time the medication is to be taken during the regular school day; 6) Date(s) on which the student is required to take the medication; 7) Authorized healthcare provider's name and contact information; and 8) A space for daily recording of medication administration to the student or otherwise assisting the student, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

Deviation from Authorized Healthcare Provider's Written Statement

If a material or significant deviation from the authorized healthcare provider's written statement is discovered, notification as quickly as possible shall be made as follows: 1) If discovery is made by a licensed healthcare professional, notification of the deviation shall be in accordance with applicable standards of professional practice; 2) If discovery is made by an individual other than a licensed healthcare professional, notification shall be given to the Executive Director, the student's parent/guardian, any School employees that are licensed healthcare professionals and the student's authorized healthcare provider.

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Emergencies

First Aid and CPR

Teachers are certified in first aid and CPR and are re-certified every year in either first aid or CPR. Every classroom has a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, trained staff shall make every effort to resuscitate him/her. The School does not accept or follow any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed. The Executive Director, or his/her designee, shall ensure that all parents/guardians are informed of this policy.

Emergency Contact Information

For the protection of a student's health and welfare, the School shall require the parent(s)/guardian(s) of all students to keep current with the School emergency information including the home address and telephone number, business address and telephone number of the parent(s)/guardian(s), and the name, address and telephone number of a relative or friend who is authorized to care for the student in any emergency situation if the parent/guardian cannot be reached.

Emergency Aid to Students with Anaphylactic Reaction

The School will provide emergency epinephrine auto-injectors to trained School personnel and those trained personnel may use those epinephrine auto-injectors to provide emergency medical aid to persons suffering from an anaphylactic reaction. The training provided to School personnel shall be in compliance with the requirements of Education Code section 49414.

Trained School personnel shall immediately administer an epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms of anaphylaxis at School or a School related activity when a physician is not immediately available.

The Executive Director shall create a plan addressing the following issues: 1) Designation of the individual(s) who will provide the training for administration of emergency epinephrine auto-injectors; 2) Designation of a licensed healthcare provider or local emergency medical services director for consultation for the prescription of epinephrine auto-injectors; 3) Documentation as to which School personnel will obtain the prescription from the individual identified under subparagraph (2) and the medication from a pharmacist; and 4) Documentation as to where the medication is stored and how the medication will be made readily available in case of an emergency.

Head Lice

To prevent the spread of head lice infestations, School personnel shall report all suspected cases of head lice to the School nurse, or designee, as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students

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or members of the same household in accordance with the School's health examination policy. If nits or lice are found, the student(s) shall be excluded from attendance and parent(s)/guardian(s) informed about recommended treatment procedures and sources of further information.
In the event of one or more persons infested with lice, an exposure notice with information about head lice shall be sent home to all parents/guardians of the students that have been exposed to the head lice.
School personnel shall maintain the privacy of students identified as having head lice and excluded from attendance.
Excluded students may return to School when reexamination by the nurse, a designee, or other authorized healthcare representative shows that all nits and lice have been removed. After returning, the student may be reexamined by the nurse as appropriate to ensure that re-infestation has not occurred.

Tuberculosis Testing

Except for employees transferring from other schools, no person shall be employed by the School unless the employee has submitted proof of an examination within the past 60 days that the employee is free of active tuberculosis. Employees transferring from other public or private schools within the State of California must either provide proof of an examination within the previous 60 days or a certification showing that he or she was examined within the past four years and was found to be free of communicable tuberculosis. It is also acceptable practice for the employee's previous school employer to verify that it has a certificate on file that contains the showing that the employee was examined within the past four years and was found to be free of communicable tuberculosis.
The tuberculosis test shall consist of an approved intradermal tuberculin test, which if positive shall be followed by an X-ray of the lungs.
All employees shall be required to undergo the foregoing examination at least once every four (4) years, excepting "food handlers" who shall be examined annually. After such examination, each employee shall cause to be on file with the School a certificate from the examining physician showing the employee was examined and found free from active tuberculosis.
The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required of existing employees shall also be borne by the applicant or their respective insurance carrier. Employees should follow the School's reimbursement procedures.
The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this testing may be announced by the School.

Criminal Background Checks

As a condition of employment, the School requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining

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criminal record summary information from the Department of Justice and Federal Bureau of Investigation. The School will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. The School will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

Drug and Smoke Free Workplace

It is the School's policy to maintain a drug and alcohol-free workplace. No employee may use, possess, offer for sale or be under the influence of any illegal drugs or alcohol during working hours, including lunch and break periods, in the presence of pupils or on School property at any time.

Engaging in any of the activities above shall be considered a violation of School policy and the violator will be subject to discipline, up to and including termination. The School complies with all federal and state laws and regulations regarding drug use while on the job.

All School buildings are non-smoking facilities.

Workplace Safety and Violence Prevention

AHCCS takes the safety and security of its employees seriously. The school does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect AHCCS or that occur, or are likely to occur, on School property. You should report any act or threat of violence immediately to the Executive Director.

Be aware of unknown persons loitering in parking areas, walkways, entrances, exits and service areas. Report any suspicious persons or activities to security personnel or the Executive Director. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your workstation that may be accessible. You should immediately notify your supervisor when keys are missing or if security access codes, identification materials, or passes have been breached. The security of the facilities, as well as the welfare of our employees, depends upon the alertness and sensitivity of every individual.

Facilities Development

It is the policy of the Board of Directors to provide facilities which offer safe, comfortable, accessible, efficient, and attractive spaces to accommodate and facilitate the organizational and instructional pattern that support AHCCS's educational philosophy and instructional goals.

It is the policy of the Board of Directors to develop educational specifications for new buildings and those undergoing extensive remodeling with a high level of input from the full staff and the community.

It is the policy of the Board of Directors to provide for the systematic maintenance of major and critical building infrastructure components.

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It is the policy of the Board of Directors to provide for the systematic renewal of Charter School facilities.
It is the policy of the Board of Directors to use building design and construction that will provide decreased maintenance costs and the conservation of energy, consistent with current and future budgetary considerations. The following factors will also be given special consideration.
Each AHCCS building will have:

1. Safe, effective and efficient mechanical systems, including electrical, plumbing, wiring, ventilation, and air conditioning.
2. Sound structural elements including roof, doors, floors, walls, and windows.
3. Effective and efficient illumination.
4. Adequate classroom space for all students.
5. Adequate, safe, outdoor space for the physical education/recreation activities of the School program.
6. Adequate supplementary space to support the programs required for instruction of the students required to attend the school, including space for itinerant staff and staff who provide special programs in addition to the regular instructional program and/or on a resource basis.
7. Infrastructure required to support instructional and administrative technology.
8. Full compliance with all current building safety codes at the time of construction or renovation.
9. Full compliance with the access requirements specified in the Americans with Disabilities Act.

Child Neglect and Abuse Reporting

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the police or sheriff's department, or to the county probation department. Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect.
Child abuse should be reported immediately by phone to the police or sheriff's department, or to the county probation department. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours. There is no duty for the reporter to contact the child's parents.
Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the Executive Director, a School counselor, coworker or other person shall not be a substitute for making a mandated report to the police or sheriff's department, or to the county probation department.

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Sexual Harassment Policy and Procedures

Sexual harassment of or by any student or member of the AHCCS staff shall not be tolerated. The Board of Directors considers sexual harassment to be a major offense, which may result in disciplinary action, including dismissal or expulsion, of the offending student or staff member, or other appropriate sanction.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when it interferes with an individual's performance at school and/or creates an intimidating, hostile or offensive educational environment. The conduct described above is also sexual harassment when submission to it is made either explicitly or implicitly a term or condition of an individual's access to education.

Sexual harassment regulated by this policy pertains to behavior of a sexual nature while students are under the jurisdiction of the School.

Students may receive age-appropriate training and/or instruction on the prohibition of sexual harassment at the School. Copies of this policy, implementing administrative regulations containing rules and procedures for reporting charges of sexual harassment and for pursuing available remedies shall be available at the School's administrative office.

Any student who believes that he or she has been harassed or has witnessed sexual harassment is encouraged to immediately report such incident to his or her teacher or to the Executive Director. The Investigator will promptly investigate all such incidents in a confidential manner.

Statement Against Sexual Harassment

- **No toleration policy -** Sexual harassment of or by any faculty, staff or student is illegal and will not be tolerated. The Board of Directors prohibits sexual harassment, and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state or local law or ordinance or regulation.
- **To whom the policy applies -** This policy applies to all persons involved in the operation of the School and prohibits unlawful harassment by faculty, staff, and students.
- **Discipline -** The Board of Directors considers sexual harassment to be a major offense and any individuals who violate this policy are subject to discipline up to and including dismissal, expulsion or other appropriate sanction.
- **Prompt and Thorough Investigation -** All claims of harassment will be taken seriously and will be investigated promptly and thoroughly.
- **Confidentiality -** Sexual harassment advisers and others responsible to implement this policy will respect the confidentiality and privacy of individuals reporting or accused of sexual harassment to the extent appropriate.

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- **No Retaliation -** Retaliation against any employee or student who in good faith reports or provides information related to harassment in violation of this policy is against the law and will not be tolerated. Intentionally providing false information, however, is grounds for discipline.

Sexual Harassment Defined

Unwelcome sexual advances, requests for sexual favors, and other visual, verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made implicitly or explicitly a term or condition of employment or educational development;
- Submission or rejection of such conduct is used as a basis for employment or education decisions affecting individuals; or
- Such conduct has a purpose or effect of unreasonably interfering an individual's work or educational performance, or creating an intimidating, hostile or offensive working or educational environment.
- Sexual harassment in California also includes:
  - θ Verbal harassment, such as epithets, derogatory comments or slurs;
  - θ Physical harassment such as assault or physical interference with movement or work; and
  - θ Visual harassment, such as derogatory cartoons, drawings or posters.
  - θ Unwelcome sexual advances of an employer towards an employee or student of the same sex and harassment on the basis of pregnancy disability are unlawful sexual harassment. Employees and students in California are protected from discrimination based on their actual or perceived sexual orientation. Sexual orientation is defined as "heterosexuality, homosexuality, and bisexuality."
- Specifically, sexual harassment may occur as a pattern of degrading sexual speech or actions and may include, but is not limited to the following examples:
  - θ Vulgar remarks;
  - θ Sexually derogatory comments regarding a person's appearance;
  - θ Physical touching, pinching, patting, or blocking free movement;
  - θ Sexual propositions or advances (with or without threats to a person's job or promotion if that person does not submit);
  - θ Sexually suggestive or degrading posters, cartoons, pictures or drawings;
  - θ Offensive sexual jokes, slurs, insults, innuendos or comments; or
  - θ Physical assault.

Notification

- A Sexual Harassment Policy Information Sheet shall be provided to all School students and employees at the beginning of the first semester of each school year with the disbursement of the first paycheck, noting whether any amendments have been made.
- A copy of the Policy Information Sheet and Board Sexual Harassment Policy

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will be provided as part of new student orientation and at the beginning of each new school term.

- New employees to the School will receive a copy of the Information Sheet and Board Sexual Harassment Policy upon acceptance of employment.
- The Board Sexual Harassment Policy will be displayed in a prominent location at the School.
- A copy of the Board Sexual Harassment Policy shall appear in any publication of the School that sets forth the comprehensive rules, regulations, procedures and standards of conduct from the School.

Employees or students who have questions concerning this Board Policy are encouraged to contact the Executive Director.

Complaint Filing Procedure

- Informal Resolution **-** The Board encourages communication among its employees and students. If a student feels harassed by another student, if reasonably possible, we suggest informing the party directly that his or her conduct is unwelcome or offensive, and that it must stop. If this is not possible, or if the alleged harasser is an employee of the School, or if the behavior continues, follow the complaint filing procedure.
- Written Complaint – Complaints should be submitted within one (1) year of the alleged incident to ensure a prompt, thorough investigation.
- Any student who believes he or she has been harassed, or believes he or she has witnessed harassment by a peer, or agent of the School should promptly report in writing, using the attached form, incident(s) to the his or her supervisor and / or the Executive Director.
- It is important to fill in as much information as accurately as possible. A copy of this form can be obtained from the Executive Director.
- The Executive Director, or designee, will investigate all reported incidents within 10 days of receiving a written complaint form, unless the Executive Director, or designee, is the subject of the investigation, in which case the Board of Directors shall appoint an investigator. The individual responsible for the investigation will hereinafter be referred to as the “Investigator.” If the Investigator deems it necessary, he or she will convene a Team of trained investigators to proceed in the investigation.

Investigation

- Complaints will be treated seriously and investigated immediately.
- Complaints will be handled confidentially.
- Complainants will be promptly and fully informed of their rights pursuant to this policy.
- All witnesses and the accused will be properly and fully informed of their rights and remedies pursuant to this policy.
- All interviews of the accused, witnesses and the complainant shall be conducted in a private area.

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- The Investigator will be properly trained to listen to the allegations, make complete notes, attempt to identify all persons involved, as well as all possible witnesses, and interview the accused.
- No complainant, witness, or party who assists in the investigation will be retaliated against.
- The School will take steps to prevent the recurrence of any harassment and will correct any discriminatory effects on the complainant and others.

The Investigator will initiate an investigation to determine whether there is reasonable cause to believe that a violation of the Board's sexual harassment policy has occurred. "Reasonable cause" is shown if a person of ordinary caution or prudence would be led to believe and conscientiously entertain a strong suspicion of a violation of the sexual harassment policy.

- All individuals involved in the investigation including the complainant, witnesses and the accused shall be fully informed of their rights under this policy.
- The accused shall be provided with a copy of the complaint form and an opportunity to respond to the allegations within seven (7) days of receipt of the request for a formal inquiry. The investigation will include interviews with the complainant and other witnesses as determined by the circumstances.
- The Investigator shall fully and effectively conduct an investigation that includes interviewing:
  1. The complainant;
  2. The accused;
  3. Any witnesses to the conduct; and
  4. Any other person who may be mentioned during the course of the investigation as possibly having relevant information.
- When appropriate, interim protections or remedies for the complainant, such as limitations on contact, alternative course schedules, and the like, may be recommended to the appropriate School administrator at any time during the process. The complainant will be kept informed of the status of the complaint, consistent with the Board's policy and regulation and applicable law.
- The formal investigation shall typically be completed within sixty days of the date of the filing of the request.
- The final determination of the Investigator's investigation shall result in a report which shall contain, at the minimum:
  1. a statement of the allegations and issues;
  2. the positions of the parties;
  3. a summary of the evidence received from the parties and the witnesses;
  4. any response the accused wishes to add to the report; and
  5. all findings of fact.
- The final determination report shall state a conclusion that the Investigation

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Team:

1. Found reasonable cause that the accused violated the sexual harassment policy; or
2. Did not find sufficient evidence to find reasonable cause that the accused violated the sexual harassment policy. Where the Investigator did not find reasonable cause but believes the behavior complained of may constitute misconduct, the Investigator may state such a conclusion and refer the matter to the appropriate School administrator.

- The report shall be submitted to the appropriate School administrator(s) for action, within thirty (30) days of the completion of the investigation or as soon thereafter as is feasible. The Investigator will inform the complainant and the accused that the report has been forwarded and to whom. The appropriate administrator(s) will ensure that the complainant and the accused are timely notified in writing of the disciplinary action taken.
- Within fifteen (15) days of disciplinary action being taken against the accused, or as required by applicable Board procedures, the appropriate administrator(s) shall provide written notification to the complainant indicating:
  1. individual remedies available to the complainant; and
  2. all sanctions against the accused of which the complainant needs to be aware in order for the sanctions to be fully effective
- Within fifteen (15) days of taking disciplinary action against the accused, the appropriate administrator(s) shall provide written notification to the Investigator indicating
  1. the results of any disciplinary actions and the initiation of any appeals; and
  2. all further individual remedies available to the complainant.
- If the final determination is that sexual harassment has occurred, a prompt, relevant and effective remedy shall be provided to the complainant and appropriate disciplinary action taken against the harasser.

Appeal

Appeal of Sexual Harassment Investigation Finding of No Reasonable Cause - There are different ways to appeal a finding of no reasonable cause depending on whether the complainant is a student, faculty, or staff. In most cases, existing School complaint procedures provide a mechanism for such an appeal, and where available, such procedures must be utilized.

Notice to the Complainant

Where the Investigator concludes that there is no reasonable cause to believe that a violation of the Board's sexual harassment policy has occurred and the complaint is to be dismissed, a copy of the report will be sent to the complainant and the accused in accordance with the Board policies/regulations applying to the disclosure of information from School records.

These supplemental documents are for informational purposes only. The details of these supplemental documents are very likely to change. These documents are in draft form, are informational, do not constitute a legally binding contract or agreement and are not a part of the Charter of the AHCCS or any related agreements.

Written Appeal

A written appeal must be directed to the appropriate administrator, as designated by the Executive Director, within thirty (30) days of notification to the complainant of the dismissal of the complaint.

Basis for Appeal

The appeal may be based only on one of the following grounds:

1. There is newly discovered important evidence not known at the time of the report;
2. Bias on the part of an Investigator member; or
3. The Investigator failed to follow appropriate procedures.

Decision

The Executive Director or his or her designee will consider the appeal and will provide a written decision to the complainant and the Investigator within thirty (30) days of receipt of the appeal.

Extensions of Deadlines

Extensions of all deadlines contained in these procedures may be granted at the discretion of the Investigator for good cause. The Executive Director shall be consulted before a decision is made on requests for extensions involving faculty and staff.

Disaster & Emergency Preparedness Plans

The intent of this plan is to clarify school procedures in the case of an emergency. The objectives of our plan are the following:

1. To provide for action which will minimize injuries and loss of life of students, and school and emergency personnel, if an emergency occurs during school hours;
2. To provide for maximum use of school personnel and school facilities;
3. To ensure the safety and protection of our students and school personnel immediately after a disaster;
4. To arrange for a calm and efficient plan for parents to retrieve their children from school, should it be necessary, following a disaster.

To meet these objectives, in the event a disaster should occur when children are at school, the following action plan would be implemented.

The Teacher Will Follow these Guidelines

1. Give “duck, cover and hold” instructions in event of earthquake.
2. Evacuate building in case of fire or after an earthquake
   - Take emergency folder and duffel bag and evacuate students to assigned area.
   - Take first aid kit and duffel bag only when evacuating after an earthquake.
   - Hold students in assigned yard area, take role, and wait for further instructions from authorized school or emergency personnel.
   - Remain with class and report anyone who is missing.
   - Take appropriate first aid action.
   - Refrain from re-entering buildings until deemed safe.

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3. Dismiss students to go home only to parent or responsible adult designated on child's emergency release form. The student must be signed out by a parent, or a responsible adult.

The Assigned Principal or Executive Director Will Follow these Guidelines

1. In the event of a fire, shut off gas, electricity and water (in that order).
2. In the event of an earthquake, if gas is smelled, turn off gas; if there is an electrical problem, turn off electricity; if there are water leaks, turn off water.
3. Inspect buildings for damage.
4. Report to Executive Director for further instructions.
5. Set up and coordinate a first aid center.
6. Assign available adults to tasks as needed.
7. Decide if evacuation to a designated shelter is necessary.

The School Secretary Will Follow these Guidelines

1. If telephones are operable:
   - Notify the police department and/or fire department.
   - Monitor incoming phone calls.
2. Maintain communication with staff and outside agencies.

Special Information For Parents

Telephones/Communications

In the event of an earthquake, flood or other natural disaster, keep your radios tuned to your local radio station for advisory information. Please do not call the school as we must have the lines open for emergency calls.

Dismissal

Should there be a major earthquake, students will remain under the supervision of school authorities until parents or responsible adults can pick them up.

Student Release Procedure

1. Go directly to the entrance of the school or evacuation area.
2. Inform teacher, aide or adult responsible for that classroom that you are taking the student from the class line.
3. Proceed with child back to Student Release Tables just outside the school entrance to sign a Student Release form for each child you are taking. Do not remove your child or any other child from school without signing the emergency release form. This provides us a record of where each child is when someone else arrives later looking for the student.
4. Unless you are staying to volunteer, please leave as quickly as possible after signing out your student.
5. Adults will be needed to help with first aid, dismissing students, helping with classes, monitoring traffic, etc. If you are able to volunteer to help, go directly to

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the Command Center where the Volunteer coordinator will give you an assignment. Volunteers should leave children with their classes and not sign student release form until they are ready to leave.

If You Cannot Get to the School

Should a major disaster occur, it is likely that many parents will not be able to reach the school right away. If conditions make it necessary, we will release your child to the adult indicated on your child's Emergency Release form. We will keep a written record of the child and the adult to whom the child has been released.
The Executive Director or teacher in charge will determine the need to leave the building. In the event the building cannot be reoccupied or if a fire requires evacuation of the school, the students will be transferred to the nearest available safe shelter.
If the children are caught in a disaster between home and school, it is recommended that they go immediately to school.

Food and Water

In the event that children would need to remain on campus for several hours after any sort of a disaster, there will be a supply of fresh water and limited food, in the school earthquake kit.

Fire Drills and Evacuation

In the case of fire at the school, the school will be immediately evacuated according to the floor plan set forth at the beginning of each school year. Teachers are required to keep a student roster with them at all times, checking attendance immediately after evacuation. Fire drills will be conducted at least once per year with the evacuation of the local fire department.

Bomb Threats

In the case of a bomb threat at the school, the school will be immediately evacuated according to the fire evacuation plan; appropriate emergency personnel will be summoned. Students and teachers will not re-enter the building until it has been deemed safe by emergency personnel.

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SUPPLEMENTAL INFORMATION B

BOARD ROSTER & SENIOR STAFF

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AIM HIGH Board Roster and Terms

Scott Wu, President 1999 – 2006 (3rd term)	Tasman Group
David Simpson, Vice President 2002 – 2006 (2nd term)	GoldMail, Inc.
Lawrence K. Weiss, Vice President *Aim High parent* 2001 – 2006 (2nd term)	Lau Financial Services
Glenn A. Shannon, Treasurer 2003 – 2006 (1st term)	Shorenstein Properties
Jan Blaustein Scholes, Secretary 2002 – 2006 (2nd term)	Babcock & Brown
Albert M. Adams, EdD, Head ex officio	Lick-Wilmerding High School
Jessica Beckett-McWalter 2005 – 2006 (1st term)	Farella Braun & Martel
Malia Cohen *Aim High Graduate* 2004 – 2006 (1st term)	San Francisco Mayor's Office
Stephen Davenport 1997 – 2006 (3rd term)	Writer & Volunteer
Brian David 2005 – 2006 (1st term)	Visage Mobile
Lara Druyan 2004 – 2006 (1st term)	Allegis Capital
Robert L. Falkenberg 1998 – 2006 (3rd term)	Babcock & Brown
James Harris *Aim High Graduate* 2004 – 2006 (1st term)	Morgan Media Group

Larry Kane 2005 – 2006 (1st term)	Orrick Herrington & Sutcliffe
Alec L. Lee., Jr, Executive Director ex officio	Aim High
Karan A. Merry, Head ex officio	St. Paul's Episcopal School
Edward G. Poole 2001 – 2006 (2nd term)	Anderson & Poole
Mark Salkind, Director ex officio	The Urban School of San Francisco
Douglas W. Shorenstein 2003 – 2006 (1st term)	Shorenstein Properties
Sandra Diane Yuen, PhD *Aim High parent* 2005 – 2006 (1st term)	Consultant

Aim High Non-Profit - Senior Staff Information

Aim High employs three full-time staff – the Executive Director, Directors of Operations & Program, and Director of Development. In addition, Aim High employs a part-time Director for the Aim High Headlands Environmental Program. In September, Aim High will also employ a full-time Director of the Student and Parent Center.

Alec L. Lee, Jr., Executive Director (1.0 FTE) – Alec Lee is an accomplished educator, founded Aim High in 1986 and serves as the full-time executive director. Alec has a Masters in Education from Harvard University, and received a Klingenstein Fellowship from Columbia Teachers College. Alec taught History at Lick-Wilmerding High School, a high school in San Francisco, for 17 years. As the Executive Director, Alec ensures high quality programming is implemented at all Aim High sites, including: overseeing policy and administrative decisions; recruiting, supervising and evaluating site directors; overseeing educational program development; overseeing the finances, and fundraising efforts; managing relationships with staff, students and parents.

Matt Reno, Director of Operations (1.0 FTE) – Matt Reno is an experienced educator and administrator. Matt has been a teacher and site director at Aim High for 15 years, and became a full-time employee in August 2004. Before joining the Aim High staff, Matt was the Dean of St. Joseph's of the Sacred Heart, a college preparatory school in Atherton, CA, for nine years. Matt has a Masters in Education from University of San Francisco, and a BS degree in Marketing from San Francisco State. As the Director of Operations, Matt has primary responsibility for the day-to-day management of the finances of the program, manages the data collection and evaluation efforts for the program, leads the development of winter phase activities, and provides technical support to site directors.

Laura Foulke, Director of Development (1.0 FTE) – Laura Foulke has over fourteen years of experience in education and nonprofit management. Before joining Aim High in September 2004, Laura served the Dean of Student Support Services at a K-8 charter school in Boston, was the Director of Early College Awareness and oversaw a GEAR UP partnership between Harvard University and a middle school in Boston focused on helping middle school students prepare for and pursue post-secondary education, and was a Program Officer at a small foundation in San Francisco. Laura has a Masters in Education from Harvard University and a BA in English from Bowdoin College. As the Director of Development, Laura has primary responsibility for fundraising and external relations for Aim High.

Richard Lautze, Director for Environmental Program (.5 FTE) – Richard Lautze, veteran teacher at Urban School teacher, has worked part-time for Aim High for over 15 years and has served as the Director of the Headlands Program for the last eight years. Richard works closely with Alec Lee, the Founder and Executive Director of Aim High and Brian O'Neill, the Superintendent of the GGNRA, supervises six part-time staff in the summer. Richard has also worked with part-time interns during the year through the Site Stewardship Program of the Golden Gate National Parks Association (GGNPA). Richard also works closely with lead teachers from the three collaborating middle schools that are involved in the program during the academic year.

Michelle Burns, Director of Student, Parent and Community Center (1.0 FTE) – Michelle Burns has been a teacher at Aim High for two years. She has worked in San Francisco public middle schools for three years teaching health education, supporting administration, faculty and

staff, and creating supportive environments to foster both academic and social growth. Currently, at Aim High Academy, Michelle has developed a growing Parent and Community Center and coordinated the after-school tutorial program including the recruitment and support of community volunteers. Michelle has a BS in Health Science from San Francisco State University and a teaching credential in Health Education for secondary school.

Portions of this charter petition were adapted with permission from "The Charter School Development Guide," @2005 by Eric Premack

Michael Fletcher, "Connectedness Called Key to Student Behavior", Washington Post, April 17th, 2002, discusses several recent studies which illustrate that in large, traditional schools, student isolation often leads to unhealthy behavior. In particular, results from the national Longitudinal Study of Adolescent Health. This is the first study to point to school size as a factor in student health, behavior and commitment to school. Additionally, Ann Lieberman, "The Work of Restructuring Schools: Building from the Ground up" examines schedules, block periods, and advising groups.

[1] Linda Darling-Hammond, "Redesigning Schools: What Matters and What Works" discusses the advantages of serving special needs student in a small or redesigned school setting. Helene Gordon, *1999 and 2000 Evaluation Report, Aim High*, SFUSD, Department of Research, Planning and Evaluation.

[1] The interdisciplinary treatment of a health topic, for example, by a science or math educator does not diminish the importance of the health educator's discipline. Interdisciplinary instruction should enrich all perspectives on a topic, not replace any. "Standards, Instruction, and Student Assessment", *[Online]* Available: http://www.ridoe.net/standards/frameworks/health/part3_resources.htm

[1] Too often, unfortunately, these early instincts (curiosity and experimentation) are buried by later experiences, including what can feel like the chore of learning science in school...it is (our) task to nurture children's instincts of exploration." Koch, Janice. "Science Stories: Teachers and Children as Science Learners." Houghton Mifflin Company: 1996 (pp 1-2)

[1] Barry, M. E. (Ed.). (1996). Team teaching. *AskERIC InfoGuide*.[Online]. Available: http://askeric.org/Old_Askeric/InfoGuides/alpha_list/teamteach12_96.html

[1] Compelling evidence demonstrates that reducing class size, particularly for younger children, will have a positive effect on student achievement overall and an especially significant impact on the education of poor children. Reducing class size is a significant means of improving student achievement, but it is not the only piece. American Federation of Teachers *[Online]* available: http://www.aft.org/issues/class_size.html; [1] Linda Darling-Hammond, "Redesigning Schools: What Matters and What Works" discusses the advantages of serving special needs student in a small or redesigned school setting.

[1] Again and again, studies of successful schools point to mission alignment and focus as a hallmark of a focused and effective program. (here is one reference, but others will be easy to find) http://www.dpi.state.wi.us/dpi/dlsea/sit/cssintro.html Our mission outlines four main goals, each of which is supported by instructional strategies. These are summarized below.

[1] IBID. Helene Gordon, *1999 and 2000 Evaluation Report, Aim High*, SFUSD, Department of Research, Planning and Evaluation.

[1] Linda Darling-Hammond, "Redesigning Schools: What Matters and What Works" discusses the advantages of serving special needs student in a small or redesigned school setting.

ITEM #40

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

SUBJECT	
Facilities for Charter Schools (Proposition 39): Approve Commencement of the Rulemaking Process for Additions and Amendments to Article 3 (commencing with Section 11969.1) of Subchapter 19, of Chapter 11, of Division 1, of Title 5 of the *California Code of Regulations*	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

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

- Approve the proposed regulations;
- Approve the Initial Statement of Reasons;
- Approve the Notice of Proposed Rulemaking; and
- Direct staff to conduct a public hearing and commence the rulemaking process.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Education Code (*EC*) Section 47614, established by Proposition 39 (November 2000), requires each school district to make available to each charter school operating within the district "facilities sufficient for the charter school to accommodate all of the charter school's in-district students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending other public schools of the district." *EC* Section 47614 also requires that facilities made available to a charter school be "contiguous, furnished, and equipped" and that the district "make reasonable efforts to provide the charter school with facilities near to where the charter school wishes to locate, and shall not move the charter school unnecessarily." The facilities "remain the property of the school district."

When a school district makes facilities available to a charter school, the district may charge the school for the facilities costs paid for by the district with unrestricted general fund revenues. The charge is to be pro rata, i.e., based upon the ratio of the space allocated to the charter school divided by the district's total space. When a charter school desires to be allocated space, it must annually submit a reasonable projection of average daily attendance generated by in-district students. If a charter school that has been allocated space generates less average daily attendance than projected, the charter school must reimburse the district for the over-allocated space.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION (cont)

In 2002, the SBE adopted regulations to implement the provisions of *EC* Section 47614. These regulations were the product of a workgroup process that involved representation from many interests, including charter schools, school administrators, school board members, and teachers. A key provision of the regulations related to dispute resolution was ultimately rejected by the Office of Administrative Law because the Department of Finance disagreed with the SBE's finding that the dispute resolution regulations would impose no costs on governmental entities. However, all of the other provisions of the regulations have been operative for the past four years.

SUMMARY OF KEY ISSUES

The SBE joined State Superintendent Jack O'Connell in requesting that a workgroup of similar composition be formed to review the existing regulations in light of experiences to date. The workgroup met on numerous occasions (as well as having various subgroup meetings) between January and August 2006. The workgroup members were exceedingly generous in contributing their time and expertise to develop ideas for consideration. As expected, the workgroup did not reach consensus on all matters. However, using the workgroup input, proposed regulatory changes were prepared by CDE staff.

The proposed regulatory additions and amendments are displayed in Attachment 1, and they are described in narrative fashion in the Initial Statement of Reasons, which is Attachment 2. Key additions and amendments include the following:

- A three-step dispute resolution process. The "initiating party" formally sets forth its concerns to the governing board (or authority) of the "responding party." If not resolved by action of the governing board, a second step of mediation is offered, if both parties agree. If not resolved by mediation, the matter proceeds to the third step of "immediate resolution" in which an administrative law judge or arbitrator hears both sides and renders a decision with which both parties must comply. If either party finds the decision to be specifically contrary to law, judicial review can be pursued. The costs of mediation or arbitration are typically divided evenly.
- Elaboration regarding charter schools established at an existing public school site. The existing regulations do not address the status of these charter schools beyond the first year of operation.
- Elaboration regarding the definition of "contiguous" to reflect a major appellate court decision.
- Expansion of the discussion of "conditions reasonably equivalent" to cover the situation where a "comparison group" of schools as envisioned in the existing regulations cannot be identified.
- Modification of requirements related to charter school facilities requests both as to time line and content.

SUMMARY OF KEY ISSUES (cont)

The proposed regulatory additions and amendments were presented to the Advisory Commission on Charter Schools (ACCS) on November 27, 2006. By unanimous vote of the members present, the ACCS recommended that the SBE initiate the rulemaking process with a direction to staff "to reexamine various provisions of the draft regulations that were identified in presentations" to the ACCS. In addition, one member of the ACCS specifically requested that the record reflect that his support of the motion did not reflect his endorsement of all the proposed changes. Finally, a commitment was made by CDE staff to enumerate for the SBE any differences between the version of the regulations presented to the ACCS, and the version presented to the SBE. Accordingly, the following list identifies and summarizes those changes.

- On page 3, lines 12-18, two sentences are added addressing the issue of a lack of schools to form a comparison group. The approach presented declares that the comparison group includes all of the school sites serving any of the grade levels served by the charter school. A contiguous facility is then defined as a facility that is most consistent with the needs of students in the grade levels served at the charter school.

  The previous approach had been to address two options – allocating space at a single site, or allocating space at multiple sites – with the default being to allocate space as requested by the charter school. The alternative approach maintains the focus on student needs rather than desires of either the school district or the charter school.
- On page 4, line 6, clarification is added that a school district may chose to pay for facility modifications needed to accommodate charter school students.
- On page 4, lines 16-17, updates are made to the *CCR*, Title 2, references.
- On page 5, lines 6-7, a technical clarification is made that "educational programs" refers to the educational programs of both the school district and the charter school.
- On page 5, line 28, through page 6, line 30, modifications have been incorporated to eliminate references to "conversion" charter schools, and instead refer to charter schools "established at an existing public school site" pursuant to specified *EC* sections. Largely technical in nature, these changes will avoid any potential legal confusion regarding whether a "conversion" has occurred.
- On page 9, lines 21-23, a sentence has been added to allow school districts to provide explanatory information regarding per-square-foot charges posted on the CDE Web site.
- On page 9, lines 24-28, a technical rewording has been incorporated pertaining to the reference to *EC* Section 47613.
- At several places on pages 11 and 12, changes have been incorporated to place new and continuing charter schools on the same time line for submission and consideration of facilities requests.

SUMMARY OF KEY ISSUES (cont)

- On page 11, line 13, the proposal has been revised to allow new charter schools to be allocated facilities in a forthcoming fiscal year if they are authorized by March 15. Previously the proposal had specified achieving numbering by the SBE by March 15.
- On page 12, lines 19-20, consultation with the Office of Public School Construction has been incorporated to take advantage of the staff expertise of that agency.
- On page 13, lines 1-3, modification of charter school projections of average daily attendance has been tied back to information received from the school district.
- On page 13, lines 11-12, a requirement has been added for a description of the methodology used to determine a district's pro rata share amount.
- On page 13, lines 13-15, a requirement has been added for the district to include a list of the schools in the comparison group used to develop its preliminary proposal.
- On page 16, lines 27-29, and on page 17, lines 1-3, language has been included to shorten the time line for charter schools and school districts to respond in the initial step of the dispute resolution process.

FISCAL ANALYSIS (AS APPROPRIATE)

The Economic and Fiscal Impact Statement finds that no additional costs or savings will result from the proposed regulations.

ATTACHMENT(S)

Attachment 1: Additions and Amendments to Article 3 (commending with Section 11969.1), facilities for charter schools, of Subchapter 19, of Chapter 11, of Division 1, of Title 5, of the *California Code of Regulations* (19 pages)

Attachment 2: Initial Statement of Reasons (13 pages)

Attachment 3: Notice of Proposed Rulemaking (4 pages)

Attachment 4: Economic and Fiscal Impact Statement (6 pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.)

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 11. Special Programs

Subchapter 19. Charter Schools

Article 3. Facilities for Charter Schools

§ 11969.1. Purpose and Stipulation.

(a) This article governs provision of facilities by school districts to charter schools under Education Code section 47614.

(b) If a charter school and a school district mutually agree to an alternative to specific compliance with any of the provisions of this article, nothing in this article shall prohibit implementation of that alternative.

NOTE: Authority cited: Section 47614(b), Education Code. Reference: Section 47614, Education Code.

§ 11969.2. Definitions.

(a) Average Daily Classroom Attendance. As used in Education Code section 47614(b), "average daily classroom attendance," or "classroom ADA," is average daily attendance (ADA) for classroom-based apportionments as used in Education Code section 47612.5. "In-district classroom ADA" is classroom ADA attributable to in-district students. Nothing in this article shall prohibit a school district from allowing a charter school to include nonclassroom-based ADA in average daily classroom attendance, but only:

(1) to the extent of the instructional time that the students generating the nonclassroom-based ADA are actually in the classroom under the direct supervision and control of an employee of the charter school; and

(2) if the school district and charter school agree upon the time(s) that facilities devoted to students generating nonclassroom-based ADA will be used.

(b) Operating in the School District. As used in Education Code section 47614(b), a charter school is "operating in the school district" if the charter school meets the requirements of Education Code section 47614(b)(5) regardless of whether the school

district is or is proposed to be the authorizing entity for the charter school and whether the charter school has a facility inside the school district's boundaries.

(c) In-district Students. As used in Education Code section 47614(b), a student attending a charter school is an "in-district student" of a school district if he or she is entitled to attend the schools of the school district and could attend a school district-operated school, except that a student eligible to attend the schools of the school district based on interdistrict attendance pursuant to Education Code section 46600 et seq. or based on parental employment pursuant to Education Code section 48204(f) shall be considered a student of the school district where he or she resides.

(d) Contiguous. As used in Education Code section 47614(b), facilities are "contiguous" if they are contained on the school site or immediately adjacent to the school site. If the in-district average daily classroom attendance of the charter school cannot be accommodated on any single school district school site, contiguous facilities also includes facilities located at more than one site, provided that the school district shall minimize the number of sites assigned and shall consider student safety. In evaluating and accommodating a charter school's request for facilities pursuant to Education Code section 47614, the charter school's in-district students must be given the same consideration as students in the district-run schools, subject to the requirement that the facilities provided to the charter school must be contiguous.

(e) Furnished and Equipped. As used in Education Code section 47614(b), a facility is "furnished and equipped" if it includes ~~all the~~ reasonably equivalent furnishings and equipment necessary to conduct classroom~~-based~~ instruction ~~(i.e., at a minimum, desks, chairs, and blackboards)~~ and to provide for student services that directly support classroom instruction as found in the comparison group schools established under section 11969.3(a) and (as applicable) consistent with the use of the terms furnishings and equipment in the California School Accounting Manual, excluding furnishings and equipment acquired with non-district resources.

NOTE: Authority cited: Section 47614(b), Education Code. Reference: Section 47614, Education Code.

§ 11969.3. Conditions Reasonably Equivalent.

The following provisions shall be used to determine whether facilities provided to a charter school are sufficient to accommodate charter school students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending public schools of the school district providing facilities, as required by Education Code section 47614(b).

(a) Comparison Group.

(1) The standard for determining whether facilities are sufficient to accommodate charter school students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending public schools of the school district providing facilities shall be a comparison group of ~~school~~ district-operated schools with similar grade levels. If none of the district-operated schools has grade levels similar to the charter school, then the comparison group of schools shall be all of the district-operated schools that serve any of the grade levels served by the charter school. When a comparison group includes schools that do not serve similar grade levels, a contiguous facility within the meaning of subdivision (d) of Section 11969.2 shall be a facility that is most consistent with the needs of students in the grade levels served at the charter school.

(2) The comparison group shall be the school district-operated schools with similar grade levels that serve students living in the high school attendance area, as defined in Education Code section 17070.15(b), in which the largest number of students of the charter school reside. The number of charter school students residing in a high school attendance area shall be determined using in-district classroom ADA projected for the fiscal year for which facilities are requested.

(3) For school districts whose students do not attend high school based on attendance areas, the comparison group shall be three schools in the school district with similar grade levels that the largest number of students of the charter school would otherwise attend. For school districts with fewer than three schools with similar grade levels, the comparison group shall be all schools in the school district with similar grade levels.

(4) If a charter school's grade level configuration is different from the configuration of the district's schools, the district is not obligated to pay for the modification of a school site to accommodate the charter school's grade level configuration. However, nothing in this article shall preclude the district from entering into an agreement with the charter school to modify a school site, with the costs of the modifications being paid exclusively by the charter school or by the school district, or paid jointly by the district and the charter school.

(b) Capacity.

(1) Facilities made available by a school district to a charter school shall be provided in the same ratio of teaching stations to ADA as those provided to students in the school district attending comparison group schools. School district ADA shall be determined using projections for the fiscal year and grade levels for which facilities are requested. Charter school ADA shall be determined using in-district classroom ADA projected for the fiscal year and grade levels for which facilities are requested. The number of teaching stations shall be determined using the classroom inventory prepared pursuant to California Code of Regulations, title 2, s~~S~~ection ~~1859.30~~ 1859.31 ~~of Title 2 of the California Code of Regulations~~, adjusted to exclude classrooms identified as interim housing portables.

(2) If the school district includes specialized classroom space, such as science laboratories, in its classroom inventory, the space allocation provided pursuant to subdivision (b)(1) shall include a share of the specialized classroom space and/or a provision for access to reasonably equivalent specialized classroom space. The amount of specialized classroom space allocated and/or the access to specialized classroom space provided shall be determined based on three factors:

(A) the grade levels of the charter school's in-district students;

(B) the charter school's total ~~and shall be commensurate with the~~ in-district classroom ADA ~~of the charter school.~~ ; and

(C) the per-student amount of specialized classroom space in the comparison group schools.

(3) The ~~S~~school districts shall allocate and/or provide access to non-teaching station space commensurate with the in-district classroom ADA of the charter school and the

per-student amount of non-teaching station space in the comparison group schools. Non-teaching station space is all of the space that is not identified as teaching station space or specialized classroom space and includes, but is not limited to, administrative space, kitchen, multi-purpose room, and play area space. If necessary to implement this paragraph, the district shall negotiate in good faith with the charter school to establish time allocations and schedules so that educational programs of the charter school and school district are least disrupted.

~~(4) Space allocated to a charter school may be shared with school district-operated programs. Sharing arrangements may involve use of a space by a charter school and a school district-operated program at the same time or at different times.~~

(c) Condition.

(1) All of the factors listed below shall be used by the school district and charter school to determine whether the condition of facilities provided to a charter school is reasonably equivalent to the condition of comparison group schools. Condition is determined by assessing such factors as age (from latest modernization), quality of materials, and state of maintenance.

(A) School site size.

(B) The condition of interior and exterior surfaces.

(C) The condition of mechanical, plumbing, electrical, and fire alarm systems.

(D) The ~~conformity~~ condition of mechanical, plumbing, electrical, and fire alarm systems, including conformity to applicable codes.

(E) The availability and condition of technology infrastructure.

(F) The ~~suitability~~ condition of the facility as a safe learning environment including, but not limited to, the suitability of lighting, noise mitigation, and size for intended use.

(G) The ~~manner in which the facility is furnished and equipped~~ condition of the facility's furnishings and equipment.

(H) The condition of athletic fields and/or play area space.

(2) Notwithstanding ~~subdivision~~ paragraph (1) of subdivision (c), at a charter school~~s~~ established ~~through the conversion from~~ at an existing public school site ~~as described in~~ pursuant to Education Code section~~s~~ 47605(a)(2), 52055.5, 52055.55, or 52055.650, the condition of the facility previously used by the school district at the ~~conversion~~ site

shall be considered to be reasonably equivalent to the condition of school district facilities for the first year the charter school uses the facility. During its first year of operation, the charter school shall be subject to charges for pro rata costs pursuant to section 11969.7, but shall not be subject to reimbursement for over-allocated space pursuant to section 11969.8.

(d) Additional Provisions Relating to a Charter School Established at an Existing Public School Site.

The following provisions apply only to a charter school established at an existing public school site pursuant to Education Code sections 47605(a)(2), 52055.5, 52055.55, or 52055.650 and that operated at the site in its first year pursuant to paragraph (2) of subdivision (c).

(1) The school site, as identified in the school's charter, shall be made available to the school for its second year of operation and thereafter upon annual request pursuant to Education Code section 47614. The district is entitled to charge the charter school pro rata costs for the school site pursuant to section 11969.7, and the district is entitled to receive reimbursement for over-allocated space from the charter school pursuant to section 11969.8, except as provided in paragraph (3).

(2) If, by material revision of the charter, the location of a charter school is changed, or if one or more additional sites are approved pursuant to Education Code section 47605(a)(4), then the school is entitled to request and the district shall provide for the use of facilities by the school in accordance with the revised charter, Education Code section 47614, and the provisions of this article.

(3) If, by February 1 of its first year of operation, a charter school notifies the district that it will have over-allocated space in the following fiscal year, the space identified is not subject to reimbursement for over-allocated space pursuant to section 11969.8 in the following year or thereafter, and the district is entitled to occupy all or a portion of the space identified. To recover space surrendered to the district pursuant to this paragraph, a charter school must apply to the district. An application to recover surrendered space shall be evaluated by the district in accordance with the provisions of this article.

NOTE: Authority cited: Section 47614(b), Education Code. Reference: Section 47614, Education Code.

§ 11969.4. Operations and Maintenance.

(a) Facilities and furnishings and equipment provided to a charter school by a school district shall remain the property of the school district.

(b) The ongoing operations and maintenance of facilities and furnishings and equipment is the responsibility of the charter school. Projects eligible to be included in the school district deferred maintenance plan established pursuant to Education Code section 17582 and the replacement of furnishings and equipment supplied by the school district in accordance with school district schedules and practices, shall remain the responsibility of the school district. The ~~school district may require that the~~ charter school shall comply with school district policies regarding the operations and maintenance of the school facility and furnishings and equipment, except to the extent variation is approved by the district. However, ~~school districts may not require~~ the charter school~~s to~~ need not comply with policies in cases where actual school district practice substantially differs from official policies.

NOTE: Authority cited: Section 47614(b), Education Code. Reference: Section 47614, Education Code.

§ 11969.6. Location.

A school district may satisfy the requirements of Education Code section 47614 by providing facilities that are located outside the school district's boundaries, subject to other provisions of this article and subject to the restrictions on location of charter schools established in Education Code sections 47605 and 47605.1. No school district is required to provide facilities that are located outside the school district's boundaries to a charter school.

NOTE: Authority cited: Section 47614(b), Education Code. Reference: Section 47614, Education Code.

§ 11969.7. Charges for Facilities Costs.

If t~~T~~he school district ~~may~~ charges the charter school a pro rata share of its facilities costs for the use of the facilities~~.~~, t~~T~~he pro rata share ~~amount~~ shall not exceed (1) a per-square-foot amount equal to those school district facilities costs that the school district pays for with unrestricted general fund revenues, as described ~~on pages 203-1 and 305-1 of Part I of the 2001 edition~~ in Procedures 105 and 305 of the California School Accounting Manual (at ~~www.cde.ca.gov/fiscal/sacs/csam~~ http://www.cde.ca.gov/fg/ac/sa), divided by the total space of the school district times (2) the amount of space allocated by the school district to the charter school. The following provisions shall apply to the calculation of the pro rata share of facilities costs:

(a) For purposes of this section, facilities costs that the school district pays with unrestricted general fund revenues includes those costs associated with plant maintenance and operations, facilities acquisition and construction, and facilities rents and leases, as defined ~~on page 81 of Part II of the 2001 edition~~ in Procedure 325 of the California School Accounting Manual (at ~~www.cde.ca.gov/fiscal/sacs/csam~~ http://www.cde.ca.gov/fg/ac/sa). For purposes of this section, facilities costs also includes:

(1) ~~the~~ contributions from unrestricted general fund revenues to the school district's Ongoing and Major Maintenance Account (Education Code section 17070.75), Routine Restricted Maintenance Account (Education Code section 17014), and/or deferred maintenance fund,

(2) costs paid from unrestricted general fund revenues for projects eligible for funding but not funded from the deferred maintenance fund, and

(3) costs paid from unrestricted general fund revenue for replacement of facilities-related furnishings and equipment, that have not been included in subdivisions (a)(1) and (a)(2), according to school district schedules and practices.

For purposes of this section, facilities costs do not include any costs that are paid by the charter school, including, but not limited to, costs associated with ongoing operations and maintenance. The value of any tangible items paid for by the charter school shall be adjusted in keeping with a customary depreciation schedule for each item.

(b) For purposes of this section, the cost of facilities shall include debt service costs.

(c) "Space allocated by the school district to the charter school" shall include a portion of shared space where a charter school shares a campus with a school district-operated program. Shared space ~~may~~ includes but is not limited to those facilities needed for the overall operation of the campus, whether or not used by students. The portion of the shared space to be included in the "space allocated by the school district to the charter school" shall be calculated based on the amount of space allocated for the exclusive use of the charter school compared to the amount of space allocated to the exclusive use of the school-district-operated program.

(d) The per-square-foot charge shall be determined using actual facilities costs in the year preceding the fiscal year in which facilities are provided and the largest amount of total space of the school district at any time during the year preceding the fiscal year in which facilities are provided.

(e) The per-square-foot charge shall be applied equally by the school district to all charter schools that receive facilities under this article and, beginning in 2008-09, each charter school using school district facilities pursuant to Education Code section 47614 shall report the per-square-foot charge it is paying in the current fiscal year to the California Department of Education (CDE). The per-square-foot charge information (as applicable) shall be included in the notification each charter school makes to the CDE by June 1 pursuant to Education Code section 47630.5(b). The CDE shall post the per-square-foot amounts reported by charter schools on its publicly accessible Web site. The CDE shall offer the opportunity to each school district to provide explanatory information regarding its per-square-foot charge and shall post any information received.

(f) If a school district charges a charter school for facilities costs pursuant to this article, and if the district is the charter school's authorizing entity, the facilities are not substantially rent free within the meaning of Education Code section 47613, and the district may only charge for the actual costs of supervisorial oversight of the charter school not to exceed 1 percent of the school's revenue.

NOTE: Authority cited: Section 47614(b), Education Code. Reference: Section 47614, Education Code.

§ 11969.8. Reimbursement Rates for Over-Allocated Space.

(a) Space is considered to be over-allocated if (1) the charter school's actual in-district classroom ADA is less than the projected in-district classroom ADA upon which the facility allocation was based and (2) the difference is greater than or equal to a threshold ADA amount of 25 ADA or 10 percent of projected in-district classroom ADA, whichever is greater. The per-pupil rate for over-allocated space shall be equal to the statewide average cost avoided per pupil set pursuant to Education Code section 42263. The reimbursement amount owed by the charter school for over-allocated space shall be equal to (1) this rate times the difference between the charter school's actual in-district classroom ADA and the projected in-district classroom ADA upon which the facility allocation was based, less (2) this rate times one-half the threshold ADA. For purposes of this subdivision, the actual in-district classroom ADA shall be determined using the report submitted pursuant to ~~S~~section 11969.9(i) in conjunction with the second principal apportionment under Education Code section 41601.

(b) A charter school must notify the school district when it anticipates that it will have over-allocated space that could be used by the school district. Upon notification by a charter school that the charter school anticipates having over-allocated space, a school district may elect to use the space for school district programs. The school district must notify the charter school whether or not it intends to use the over-allocated space within 30 days of the notification by the charter school. If the school district notifies the charter school that it intends to use all or a portion of the over-allocated space, payments for over-allocated space and pro rata share payments shall be reduced accordingly beginning at the time of the school district notification to use the space. If the school district notifies the charter school that it does not intend to use the space, the charter school must continue to make payments for over-allocated space and pro rata share payments. The school district may, at its sole discretion, reduce the amounts owed by the charter school.

(c) With respect to charter schools established at existing public school sites pursuant to Education Code sections 47605(a)(2), 52055.5, 52055.55, or 52055.650, the provisions of this section are limited by the applicable provisions of subdivisions (c) and (d) of section 11969.3.

NOTE: Authority cited: Section 47614(b), Education Code. Reference: Section 47614, Education Code.

§ 11969.9. Procedures and Timelines for the Request for, Reimbursement for, and Provision of, Facilities.

(a) A charter school must be operating in the school district as defined in Education Code section 47614 before it submits a request for facilities. A new or proposed new charter school is operating within the school district and, therefore, eligible to request facilities for a particular fiscal year only if it submitted its charter petition ~~to a local education agency~~ pursuant to Education Code sections 47605, 47605.6, or 47605.8 on or before November ~~15~~ 1 of the fiscal year preceding the year for which facilities are requested. A new charter school is entitled to ~~receive~~ be allocated and/or provided access to facilities only if it ~~received~~ receives approval of the petition before March 15 of the fiscal year preceding the year for which facilities are requested.

(b) To receive facilities during a particular fiscal year, a charter school must submit a written facilities request to the school district ~~by October~~ on or before November 1 of the preceding fiscal year. ~~However, a new charter school, defined as a charter school that did not receive funds pursuant to Education Code section 47633 in the fiscal year preceding the fiscal year for which facilities are requested, must submit its written facilities request before January 1 of the preceding fiscal year. In the absence of a successful local school bond measure, a charter school making a request for facilities under this article in compliance with the procedures and timelines established in this section shall be entitled to receive facilities beginning on November 8, 2003.~~

(c)(1) The written facilities request must include:

(A) reasonable projections of in-district and total ADA and in-district and total classroom ADA;

(B) a description of the methodology for the projections;

(C) if relevant, documentation of the number of in-district students meaningfully interested in attending the charter school;

(D) the charter school's instructional calendar;

(E) information regarding the general geographic area in which the charter school wishes to locate; and

(F) information on the charter school's educational program that is relevant to assignment of facilities.

(2) Projections of in-district ADA, in-district classroom ADA, and the number of in-district students shall be broken down by grade level and by the school in the school district that the student would otherwise attend.

(3) (A) Until subparagraph (B) becomes operative, ~~S~~school districts may require the charter school to submit its facilities request containing the information specified in subdivisions (c)(1) and (2) on a form available from the ~~California Department of Education~~ CDE and developed in consultation with the Advisory Commission on Charter Schools or another form specified by the school district. School districts may also require the charter school either to distribute a reasonable number of copies of the written facilities request for review by other interested parties, such as parents and teachers, or to otherwise make the request available for review.

(B) Beginning with the facilities to be used in 2008-09, the charter school shall submit its facilities request containing the information specified in subdivisions (c)(1) and (c)(2) on a form made available (and periodically revised) by the CDE following consultation with the Advisory Commission on Charter Schools and the Office of Public School Construction. The CDE shall post and maintain the form on its publicly accessible Web site.

(d) The school district shall review the ~~projections and provide the charter school a reasonable opportunity to respond to any concerns raised by the school district regarding the projections~~ charter school's projections of in-district and total ADA and in-district and total classroom ADA and, on or before December 1, express any objections in writing and state the projections the district considers reasonable. If the district does not express objections in writing and state its own projections by the deadline, the charter school's projections are no longer subject to challenge, and the school district shall base its offer of facilities on those projections.

(e) On or before January 2, the charter school shall respond to any objections expressed by the school district and to the district's projections provided pursuant to

subdivision (d). The charter school shall reaffirm or modify its previous projections as necessary to respond to the information received from the district pursuant to subdivision (d). If the charter school does not respond by the deadline, the district's projections provided pursuant to subdivision (d) are no longer subject to challenge, and the school district shall base its offer of facilities on those projections.

(f) On or before February 1, ~~The~~ the school district shall prepare a preliminary proposal regarding the space to be allocated to the charter school and/or to which the charter school is to be provided access. At a minimum, the preliminary proposal shall include (1) the projections of in-district classroom ADA on which the proposal is based, (2) the specific location or locations of the space, (3) all conditions pertaining to the space, and (4) the ~~associated~~ projected pro rata share amount and a description of the methodology used to determine that amount ~~provide the charter school a reasonable opportunity to review and comment on the proposal~~. The district shall also provide the charter school a list of the comparison group schools used in developing its preliminary offer.

(g) On or before March 1, the charter school shall respond to the school district's preliminary proposal made pursuant to subdivision (f), expressing any concerns and/or making counter proposals.

(h) On or before April 1, having reviewed any concerns and/or counter proposals made by the charter school pursuant to subdivision (g), the school district shall submit a final notification of the space offered to the charter school. The notification shall include a response in writing to the charter school's concerns and/or counter proposals (if any). The notification shall

~~(e) The school district must provide a final notification of the space offered to the charter school by April 1 preceding the fiscal year for which facilities are requested. The school district notification must~~ specifically identify:

(1) the teaching station, specialized classroom space, and non-teaching station space offered for the exclusive use of the charter school and the teaching station, specialized classroom space, and non-teaching station space to which the charter is to be provided access on a shared basis with district-operated programs;

(2) for shared space, the arrangements for sharing;

(3) the in-district classroom ADA assumptions for the charter school upon which the allocation is based and, if the assumptions are different than those submitted by the charter school pursuant to subdivision (e), a written explanation of the reasons for the differences;

(4) the specific location or locations of the space;

(5) all conditions pertaining to the space;

~~(4)~~(6) the pro rata share amount; and

~~(5)~~(7) the payment schedule for the pro rata share amount, which shall take into account the timing of revenues from the state and from local property taxes.

~~(f)~~(i)The charter school must notify the school district in writing whether or not it intends to occupy the offered space. This notification must occur by May 1 or 30 days after the school district notification pursuant to subdivision (h), whichever is later. The charter school's notification can be withdrawn or modified before this deadline. After the deadline, if the charter school has notified the school district that it intends to occupy the offered space, the charter school is committed to paying the pro rata share amount as identified. If the charter school does not notify the school district by this deadline that it intends to occupy the offered space, then the space shall remain available for school district programs and the charter school shall not be entitled to use facilities of the school district in the following fiscal year.

~~(g)~~(j) The space allocated to the charter school by the school district (or to which the school district provides the charter school access) must be furnished, equipped and available for occupancy by the charter school for a period of at least ~~seven~~ ten working days prior to the first day of instruction of the charter school. For good cause, the period is subject to reduction by the school district, but to no fewer than seven working days.

~~(h)~~(k) The school district and the charter school shall negotiate an agreement regarding use of and payment for the space. The agreement shall contain at a minimum, the information included in the notification provided by the school district to the charter school pursuant to subdivision ~~(e)~~(h). In addition~~, if required by the school district, the agreement shall provide that the charter school shall~~:

(1) ~~Maintain~~ The charter school shall maintain general liability insurance naming the school district as an additional insured to indemnify the school district for damage and

losses for which the charter school is liable. The school district shall maintain first party property insurance for the facilities allocated to the charter school. ~~; and/or~~

(2) ~~Comply~~ The charter school shall comply with school district policies regarding the operations and maintenance of the school facility and furnishings and equipment.

(3) A reciprocal hold-harmless/indemnification provision shall be established between the school district and the charter school.

(4) The school district shall be responsible for any modifications necessary to maintain the facility in accordance with Education Code section 47610(d).

~~(i)~~(l) The charter school must report actual ADA to the school district every time that the charter school reports ADA for apportionment purposes. The reports must include in-district and total ADA and in-district and total classroom ADA. The charter school must maintain records documenting the data contained in the reports. These records shall be available on request by the school district.

~~(j) The charter school and the school district may negotiate separate agreements and/or reimbursement arrangements for specific services not considered part of facilities costs as defined in Section 11969.7. Such services may include, but are not limited to, the use of additional space and operations, maintenance, and security services.~~

~~(k) Notwithstanding any of the other provisions of this section, a charter school and the school district may mutually establish different timelines and procedures than provided in this section. A school district may establish timelines as much as two months earlier than provided in this section provided that (1) it notify charter schools of the changes, (2) it does not change the dates for submission of facility requests, and (3) charter schools have the same amount of time to respond to the school district's offer of space.~~

NOTE: Authority cited: Section 47614(b), Education Code. Reference: Section 47614, Education Code.

§ 11969.10. Procedures and Timelines for Dispute Resolution Regarding Facilities for Charter Schools.

(a) A charter school has standing to initiate the dispute resolution process established in this section only if one of the following conditions applies.

(1) The charter school believes it filed a facilities request in accordance with Education Code section 47614 and this article, but that the school district did not meet its obligations by the deadlines specified in subdivisions (d), (e), or (f) of section 11969.9. Initiation of the dispute resolution process for this purpose must occur not later than ten working days following the deadline alleged to have been missed.

(2) The charter school believes the facilities offer it was provided pursuant to subdivision (h) of section 11969.9 does not comply with Education Code section 47614 or this article. Initiation of the dispute resolution process for this purpose must occur not later than April 15.

(3) The charter school believes the school district otherwise failed to comply with Education Code section 47614 or this article.

(b) A school district has standing to initiate the dispute resolution process established in this section only if the school district believes the charter school has failed to comply with Education Code section 47614 or this article.

(c) If a school district is also the authorizing entity of a charter school, disputes between the school district and the charter school regarding an alleged violation, misinterpretation, misapplication, or failure to comply with Education Code section 47614 or this article shall be resolved using the dispute resolution process identified in the school's charter. If either party does not want to resolve the dispute in the manner identified in the school's charter, or if the school district is not the charter school's authorizing entity, then the following steps apply to resolve the dispute:

(1) The first step in the dispute resolution process is:

(A) If the charter school initiates the dispute resolution process, it shall bring the dispute before the school district's governing board, and the district governing board shall respond within 30 days or at the conclusion of the governing board's next regularly scheduled meeting at which the matter can be appropriately noticed for action, whichever is earlier.

(B) If the school district initiates the dispute resolution process, it shall bring the dispute before the charter school's governing authority as identified in the charter, and

the school's governing authority shall respond within 30 days or at the conclusion of the governing authority's next regularly scheduled meeting at which the matter can be appropriately noticed for action, whichever is earlier.

(C) If a school district governing board or charter school governing authority response pursuant to subdivision (c)(1) does not resolve the dispute, or if a response is not received within 30 days, the party initiating the dispute resolution process shall notify the other party (responding party) in writing that it intends to proceed with the second step of the dispute resolution process.

(2) The second step in the dispute resolution process is mediation, but it is applicable only if agreeable to both parties. If mediation is not agreeable to both parties, the third step in the dispute resolution process applies. Mediation consists of the following:

(A) The initiating party shall select a mediator, subject to the agreement of the responding party. If, though agreeing to mediation, the parties are unable to agree upon a mediator, the CDE shall be requested by the initiating party to appoint a mediator within seven days to assist the parties in resolving the dispute. The mediator shall meet with the parties as quickly as possible.

(B) Within seven days of the selection or appointment of the mediator, the party initiating the dispute resolution process shall prepare and send to both the responding party and the mediator a notice of dispute that shall include the following information:

(i) The name, address, and phone numbers of designated representative of the parties;

(ii) A statement of the facts of the dispute, including information regarding the parties' attempts to resolve the dispute;

(iii) The specific sections of the statute or regulations that are in dispute; and

(iv) The specific resolution sought by the initiating party.

(C) Within seven days of receiving the information specified in sudivision (c)(2)(B), the responding party shall file a written response.

(D)(i) The mediation procedure shall be entirely informal in nature. However, copies of exhibits upon which either party bases its case shall be shared with the other party. The relevant facts should be elicited in a narrative fashion to the extent possible, rather

than through examination and cross-examination of witnesses. The rules of evidence will not apply and no record of the proceedings will be made.

(ii) If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the school district and the charter school. The agreement shall not set a precedent for any other case.

(iii) If the school district and the charter school fail to meet within the specified time line, have not reached an agreement within 15 days from the first meeting held by the mediator, or if the mediator declares the parties at impasse, the mediation is terminated, and the parties proceed to the third step in the dispute resolution process.

(E) The costs of the mediation are divided equally by the two parties and paid promptly.

(3) The third and final step in the dispute resolution process is immediate resolution. Immediate resolution consists of the following:

(A) The party initiating the dispute resolution process shall request the CDE to immediately resolve the dispute. CDE, at its discretion, shall take either of the following actions, balancing in that decision its determination of the method that will be less expensive and more expeditious:

(i) Submit the matter to the Office of Administrative Hearings (OAH) for consideration and resolution by an administrative law judge.

(ii) Prepare within five working days a list of five charter school facility arbitrators. Beginning with the responding party, the parties shall alternatively strike names from the list until only one name remains. Striking names from the list shall occur within five days of the receipt of the list by the responding party. The initiating party shall contact the CDE regarding the selection of the arbitrator. Arbitration shall be scheduled and conducted as quickly as possible following the selection of the arbitrator.

(B) Prior to the administrative hearing or the arbitration, the parties shall meet to attempt to frame the issue or issues to be submitted to the administrative law judge or arbitrator, share all evidence, determine whether a court reporter is necessary, and attempt to settle the dispute, if possible.

(C) The administrative law judge or arbitrator shall hold an administrative hearing or arbitration concerning the dispute and render a decision. Both parties shall comply with

the decision. The administrative law judge or arbitrator is empowered to include the award of any remedies he or she determines to be reasonable, proper, and in compliance with Education Code section 47614 and this article.

(D) Unless otherwise specified by the administrative law judge or arbitrator, all costs of the administrative hearing or arbitration, including, but not limited to, the fees of the OAH or the arbitrator's fees, per diem, travel, and subsistence expenses, and the cost, if any, of a hearing room and transcription of the hearing, shall be divided equally by the school district and the charter school and paid promptly.

(E) Only after the administrative procedures established in this section have been exhausted may judicial review be sought regarding a dispute related to an alleged violation, misinterpretation, misapplication, or failure to comply with Education Code section 47614 or this article.

(F) If judicial review is sought of a decision rendered pursuant to subdivision (c)(3)(C), it shall be incumbent upon the party pursuing judicial review to establish conclusively that the decision does not comply with a provision of Education Code section 47614 or of this article

NOTE: Authority cited: Section 47614(b), Education Code. Reference: Section 47614, Education Code.

12-6-06 [California Department of Education]

Initial Statement of Reasons
Facilities for Charter Schools

SECTION 11969.1 PURPOSE.
SECTION 11969.2. DEFINITIONS.
SECTION 11969.3. CONDITIONS REASONABLY EQUIVALENT.
SECTION 11969.4. OPERATIONS AND MAINTENANCE.
SECTION 11969.6. LOCATION.
SECTION 11969.7. CHARGES FOR FACILITIES COSTS.
SECTION 11969.8. REIMBURSEMENT RATES FOR OVER-ALLOCATED SPACE.
SECTION 11969.9. PROEDUCRES AND TIMELINES FOR THE REQUEST FOR, REIMBURSEMENT FOR, AND PROVISION OF, FACILITIES.
SECTION 11969.10. PROCEDURES AND TIMELINES FOR DISPUTE RESOLUTION REGARDING FACILITIES FOR CHARTER SCHOOLS.

SPECIFIC PURPOSE OF THE REGULATION

The proposed amendments will clarify and expand existing provisions and add content to the section pertaining to procedures and timelines for dispute resolution.

NECESSITY/RATIONALE

Education Code (*EC*) sections 47605 and 47605.6 authorize the establishment of charter schools upon the approval of charter petitions that meet specified requirements. Depending on particular circumstances, petitions may be approved by school district governing boards, county boards of education, or the State Board of Education (SBE). The body approving a petition is known as the charter authorizer.

Proposition 39 (November 2000) lowered the percentage necessary to pass local school bonds from two-thirds to 55 percent. The change has lead to the approval of some $30 billion in additional local school bonds over the past six years. Along with this substantial benefit to school districts, Proposition 39 established *EC* Section 47614. Regardless of the charter authorizer, *EC* Section 47614 requires each school district to make available to each charter school operating within the district "facilities sufficient for the charter school to accommodate all of the charter school's in-district students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending other public schools of the district." *EC* Section 47614 also requires that facilities made available to a charter school be "contiguous, furnished, and equipped" and that the district "make reasonable efforts to provide the charter school with facilities near to where the charter school wishes to locate, and shall not move the charter school unnecessarily." The facilities "remain the property of the school district."

When a school district makes facilities available to a charter school, the district may charge the school for the facilities costs paid for by the district with unrestricted general

fund revenues. The charge is to be pro rata, i.e., based upon the ratio of the space allocated to the charter school divided by the district's total space. When a charter school desires to be allocated space, it must annually submit a reasonable projection of average daily attendance generated by in-district students. If a charter school that has been allocated space generates less average daily attendance than projected, the charter school must reimburse the district for the over-allocated space.

In 2002, the State Board of the Education adopted regulations to implement the provisions of *EC* Section 47614. The regulations are located in *California Code of Regulations*, Title 5, Division 1, Chapter 11, Subchapter 19, Article 3 (commencing with Section 11969.1). These regulations were developed with assistance from a workgroup broadly representative of the education community, including charter schools, school administrators, school boards, and teachers. A key provision of the regulations (*CCR*, Title 5, Section 11969.10) related to dispute resolution procedures. Though in effect temporarily, this section was ultimately rejected by the Office of Administrative Law because the Department of Finance disagreed with the State Board's finding that the dispute resolution provision would impose no costs on governmental entities. However, all of the other provisions of the regulations have been and continue to be operative.

California Department of Education (CDE) staff received direction to review the existing regulations with the assistance of a similarly representative workgroup. The specific objective was to identify amendments that would update, clarify, or enhance the existing regulations based on the past four years' experience, including pertinent published appellate level decisions. The workgroup process commenced in January 2006 and ended in August 2006. The workgroup members were exceedingly generous in contributing their time and expertise to develop ideas for consideration. The workgroup was not convened with the expectation of reaching complete consensus, nor were its members (or the organizations they represented) bound in any way to support the final package in whole or in part.

Using the workgroup input and other sources of information, including the knowledge and expertise of staff, proposed regulatory amendments were prepared by the CDE and presented to the Advisory Commission on Charter Schools (ACCS) on November 27, 2006. The ACCS recommended that the SBE proceed with initiation of the rulemaking process following further review and incorporation of changes as necessary.

Specifically, the proposed regulatory additions and amendments do the following:

Section 11969.1. Currently, this section consists solely of a general purpose statement indicating that the article governs the provision of facilities by school districts to charter schools.

- An additional subdivision stipulates that nothing in the article shall prohibit, by mutual agreement, an alternative to specific compliance. The workgroup process revealed that some charter schools and school districts viewed the regulations'

existence as precluding any alternative except where narrowly and specifically allowed within the regulations themselves. The additional subdivision addresses that issue, specifying that, if a charter school and a school district mutually agree to an alternative to specific compliance, nothing in the article shall prohibit implementation of the alternative (without limitation).

Section 11969.2. This section defines certain terms used in Education Code section 47614.

- Subdivision (a) currently defines "average daily classroom attendance" as being only average daily attendance (ADA) claimed for classroom-based apportionments. The addition states that nothing prohibits a school district from allowing a charter school to also include nonclassroom-based ADA in average daily classroom attendance, but only to the extent of the instructional time that the students generating the nonclassroom-based ADA are actually in the classroom under the direct supervision and control of an employee of the charter school, and only if the school district and the charter school agree upon the time(s) that facilities devoted to the students generating nonclassroom-based ADA will be used.

  Some nonclassroom-based charter schools (known as "hybrid" or "personalized learning" schools) serve students in the classroom for a portion of the students' total instructional time. However, the portion of in-classroom time is less than 80 percent of the affected students' total instructional time. Therefore, pursuant to Education Code section 47612.5, the students do not generate ADA for classroom-based apportionments. The workgroup process revealed that some districts felt obligated to prohibit the inclusion of nonclassroom-based ADA in average daily classroom attendance regardless of circumstance. The addition makes clear that a school district is not prohibited from allowing the inclusion of nonclassroom-based ADA to the extent students generating the ADA are actually served in the classroom, provided the school district and charter school agree upon the time(s) that facilities devoted to students generating nonclassroom-based will be used.

- Subdivisions (b) and (c) define, respectively, "operating in the school district" and "in-district students." No changes are proposed.

- Subdivision (d) defines "contiguous." In *Ridgecrest Charter School v. Sierra Sands Unified School District* (30 Cal.Rptr.3d 648), the Court of Appeal addressed the issue of a school district making facilities available to a charter school at multiple locations. Review of the *Ridgecrest* decision in the workgroup process revealed an addition that would be beneficial to this subdivision. Under the addition, in reviewing a charter school's request for facilities, a school district is required to give the charter school's in-district students the same consideration as students in the district-run schools, subject to the requirement that the

facilities provided to the charter school must be contiguous. In other words, a school district (1) is not permitted to treat a charter school's in-district students with less consideration than students in the district-run schools and (2) in allocating and providing access to facilities to a charter school, a school district must begin from the premise that the facilities are to be on a single school site, except where the district is unable to accommodate the students on a single site. In moving along the continuum away from a single site, the obligations of a school district are to minimize the number of sites and to consider student safety. The process the school district follows to meet these obligations should be documented in the public record.

- Subdivision (e) defines "furnished and equipped." The proposed changes are as follows:

  (1) The reference to "all" furnishings and equipment is modified to "reasonably equivalent" furnishings and equipment and tied back to "the comparison group schools." Input received in the workgroup process indicated that both changes would make the subdivision more amenable to practical administration.

  (2) The reference "conduct classroom-based instruction" is divided into two component parts: "conduct classroom instruction" and "provide for student services that directly support classroom instruction." The division into the two components makes the reference clearer, and brings this subdivision into alignment with Section 11969.3 which provides (in addition to teaching station space) for the inclusion of specialized classroom space and non-teaching station space. This reorganization more clearly reflects the intent of Education Code section 47614 that the facilities made available to a charter school (whether teaching station space, specialized classroom space, or non-teaching station space) be furnished and equipped.

  (3) The subdivision does not currently reference to the use of the terms "furnishings and equipment" in the California School Accounting Manual (CSAM). A reference to CSAM, which is a reliable and reasonably exhaustive source document, is added. The CSAM reference replaces a limited, partial list of examples of furnishings and equipment.

  (4) The subdivision does not currently exclude furnishings and equipment acquired with non-district resources. That oversight is rectified. A school district should not be obligated to provide furnishings and equipment that have been acquired in comparison group schools by non-district resources, such as parent fundraising, grants, or donations from businesses.

Section 11969.3. This section addresses "conditions reasonably equivalent" within the meaning of Education Code section 47614. The section currently consists of

three subdivisions. Changes to these existing subdivisions are described below, along with the addition of a fourth subdivision.

- Subdivision (a) describes the creation of a comparison group of schools. Following consideration of input received through the workgroup process, two sentences have been added to paragraph (1). These added sentences address the situation in which a comparison group as envisioned in the existing regulations cannot be assembled. In such a situation, the comparison group includes all of the district-operated schools serving any of the grade levels served by the charter school. A contiguous facility in such a situation is a facility that is most consistent with the needs of students in the grade levels served at the charter school.

  An example of a situation in which this might be applicable is a charter school that serves kindergarten through grade eight in a school district that is configured solely of sites that are either for elementary grades (kindergarten through grade five) or for middle grades (grades six through eight). In such a situation, the issue of a "contiguous" facility as required by law is to be determined based on consistency with the needs of students in the grade levels served at the charter school, recognizing that modification of a site may be necessary to serve the charter school's students.

  A fourth paragraph is added to address the situation in which space allocated to a charter school needs modifications to meet the needs of the school's students. This additional paragraph makes it clear that the school district is not obligated to pay for the modifications. The modifications may be paid for exclusively by the charter school, by the district, or under a collaborative arrangement between the district and the school.

- Subdivision (b) addresses capacity of facilities. It currently consists of four paragraphs.

  - Paragraph (b)(1) addresses teaching station space. No change is proposed.

  - Paragraph (b)(2) addresses specialized classroom space. A technical change provides for consistency in the use of the term "access." Another technical change clarifies that the paragraph references "in-district" students. Finally, a third factor is added to the determination of specialized classroom space that a charter school is allocated (or to which it is provided access). The third factor is the per-student amount of specialized classroom space in the comparison group schools. This factor, which emerged from input received in the workgroup process, provides an important tie back to the comparison group schools concept.

- Paragraph (b)(3) addresses non-teaching station space. A technical change provides for consistency in the use of the term “access.” Another technical change clarifies that non-teaching space is the remainder after taking away both teaching station space and specialized classroom space. Finally, an added requirement specifies that good faith consultation will take place to establish time allocations for the sharing of non-teaching station space, if necessary. For example, if a school site is being shared, use of the kitchen facilities would need to be scheduled to ensure that the charter school’s pupils and the pupils in district-run programs are served meals efficiently. In some cases (e.g., where a charter school occupies a whole school site), good faith consultation on time allocations would not be necessary.

- Paragraph (b)(4) is permissive and, thus, not in appropriate form. Moreover, pertinent aspects of this paragraph have been consolidated into paragraph (3). Thus, this paragraph is proposed for elimination.

- Subdivision (c) addresses condition of facilities. It consists of two paragraphs.

  - Paragraph (c)(1) lists factors to be used in determining whether the condition of facilities provided to a charter school is reasonably equivalent to the condition of facilities in comparison group schools.

    One change provides for general guidance that the listed factors are to be viewed in association with overriding factors such as the facilities’ age (from latest modernization), quality of materials, and state of maintenance. Within the workgroup process, it was revealed that the listed factors have been narrowly reviewed in some instances. For example, the focus would be whether an exterior surface is painted, without regard to the age of the paint, the quality of the paint, and the maintenance of the painted surface.

    A group of technical changes modifies subparagraphs (D), (F), and (G) to be consistent in structure.

    Subparagraph (H) is added to include athletic fields and/or play area space in the listing of factors to be used. The workgroup process revealed that athletic fields and/or play area space was not necessarily being considered in all instances, but that they are essential to evaluating the condition of facilities.

  - Paragraph (c)(2) addresses charter schools that are established at an existing public school site pursuant to specified provisions of the Education Code and that are in their first year of operation.

    Technical changes incorporate all of the Education Code sections under which such charter schools may be established.

An additional sentence specifies that charter schools established under the specified Education Code section can be charged pro rata for facilities costs during their first year of operation, but are not subject to reimbursement for over-allocated space. In the workgroup process, the lack of specificity was noted concerning the status of these types of charter schools in their first year of operation as regards charges for pro rata costs and reimbursement for over-allocated space. This change addresses the issue. It is appropriate not to subject a conversion charter school in its first year of operation to reimbursement for over-allocated space, given that the retention of prior-year students in the circumstance of first-year operation is inherently problematic.

- Subdivision (d) is proposed to address on a continuing basis the school sites at which charter schools are established pursuant to the Education Code sections identified in paragraph (2) of subdivision (c). The proposed subdivision consists of three paragraphs. The workgroup process revealed that the existing body of regulations lacks specificity regarding conversion charter schools beyond the first year of operation.

    - Paragraph (d)(1) takes account of the special status of these types of charter schools, which are specifically tied to particular school sites by their charters. The paragraph states that an affected charter school retains its site if so requested annually pursuant to Education Code section 47614. The paragraph also states that the charter school is subject to pro rata charges for facilities costs and is subject to reimbursement for over-allocated space after its first year of operation.

    - Paragraph (d)(2) indicates that such a charter school can be assigned the use of different or additional sites based on the school's application, but only if a material revision to the charter changes the school's location.

    - Paragraph (d)(3) addresses the circumstance where such a charter school does not fully utilize its site. The charter school is exempt from over-allocated space reimbursement in its first year of operation. However, under this paragraph, the school is obligated to report over-allocated space by February 1 of that first year of operation. Once identified as over-allocated, the space is permanently exempt from over-allocated space reimbursement, but the school district is empowered to occupy space for its own programs. Recovery of surrendered space requires the affected charter school to request the space in the annual process of requesting the use of space from the school district.

Section 11969.4. This section addresses operations and maintenance. The section consists of two subdivisions. No changes are proposed in subdivision (a) which declares that facilities, furnishings, and equipment made available to charter schools

under Education Code section 47614 remain the property of the school district. Technical changes are proposed in subdivision (b) to eliminate permissive phrasing.

Section 11969.5. This section addresses the availability of facilities. No changes are proposed.

Section 11969.6. This section addresses the location of facilities made available to charter schools pursuant to Education Code section 47614. A technical change is made to account for restrictions on the location of charter schools enacted since the existing body of regulations was adopted.

Section 11969.7. This section addresses charges for facilities costs. The opening paragraph is technically restructured to eliminate the permissive phrasing and to provide a lead-in sentence for the subdivisions that follow. In addition, the specific reference to the California School Accounting Manual is updated, though substantively it is the same.

- Subdivision (a) addresses what is included in facilities costs. The specific reference to the California School Accounting Manual is updated, though substantively it is the same. Specific references are included to contributions of unrestricted general fund monies to the Ongoing and Major Maintenance Account and the Routine Restricted Maintenance Account (in addition to the deferred maintenance fund). Finally, a paragraph is added concerning the exclusion of costs paid by the charter school, as well as the value of tangible items paid for by the charter school (which are to be depreciated). For example, if the charter school were to pay for resurfacing of the play area, the depreciated value of the resurfacing would be annually deducted from facilities costs.

- Subdivision (b) addresses debt service costs. No changes are proposed.

- Subdivision (c) addresses shared space. A technical change eliminates permissive phrasing in one sentence.

- Subdivision (d) addresses determination of the per-square-foot charge on which the charter school's pro rata share is based. No changes are proposed.

- Subdivision (e) addresses application of the per-square-foot charge. An addition to this subdivision requires charter schools that use school district facilities pursuant to Education Code section 47614 to annually report their per-square foot charge to the California Department of Education, beginning in 2008-09. The report is made on the charter schools' annual funding survey pursuant to Education Code section 47630.5(b). The California Department of Education is required to Web post all per-square-foot charges so that the information is publicly accessible. The workgroup process revealed considerable variation in per-square-foot charges. This proposed change allows for public scrutiny of the

variations at virtually no cost. School districts are provided the opportunity to submit explanatory information of Web posting as they see fit.

- Subdivision (f) is added to coordinate Education Code section 47614 with the pre-existing provisions of Education Code section 47613. Under Education Code section 47613, a school district (which authorizes a charter) may collect actual costs of supervisorial oversight of up to 3 percent of a charter school's revenue if the district provides the charter school substantially rent free facilities. This subdivision states that if a school district collects facilities costs pursuant to this article, the facilities are not substantially rent free, and the district may only charge for the actual costs of supervisorial oversight not to exceed 1 percent of the school's revenue.

Section 11969.8. This section addresses reimbursement rates for over-allocated space. It is currently comprised of two subdivisions. No change is proposed in either. A third subdivision is proposed for the technical purpose of conforming this section to the provisions added to Section 11969.3 relating to conversion charter schools.

Section 11969.9. This section addresses procedures and timelines for the request for, reimbursement for, and provision of facilities to charter schools. This section is revised extensively to provide for a revised timeline and revised procedures.

- Subdivision (a) includes several technical changes to (1) more specifically identify when a new or proposed new charter school is operating in the school district for purposes of Education Code section 47614, (2) include new or proposed new countywide benefit and statewide benefit charters, and (3) reference the provisions of access to space. Submission of facilities requests by new or proposed new charter schools is advanced from "before November 15" to "on or before November 1," thus placing new, proposed new, and continuing charter schools on the same time line for submission of facilities requests. Finally, to qualify for facilities, a new or proposed new charter school must be approved before March 15, instead of being approved before March 1.

- Subdivision (b) addresses the submission of facilities requests by charter schools that were in operation in the preceding year. The submission date is delayed from "before October 1" to "on or before November 1." The delay will enable the school to prepare more accurate projections of in-district classroom ADA for the forthcoming year. Technical amendments ensure alignment of this subdivision with subdivision (a). Finally, an outdated sentence in the existing regulations (pertaining to local school bonds) is eliminated.

- Subdivision (c) addresses the written facilities request. It consists of three subdivisions.

- Paragraph (c)(1) lists the required content of a facilities request. No changes are proposed.

- Paragraph (c)(2) elaborates on ADA projections to be included in the facilities request. No changes are proposed.

- Paragraph (c)(3) currently addresses a template form, prepared by the California Department of Education (CDE) in consultation with the Advisory Commission on Charter Schools) that school district may require charter schools to use. The paragraph is changed to require the submission of facilities requests on the CDE-prepared beginning the request for facilities to be used in 2008-09. Input received in the workgroup process suggested that a common, standardized form for submission of facilities requests would greatly assist with implementation of Education Code section 47614.

- Subdivision (d) is rewritten to introduce a new step in the process of considering facilities requests. On or before December 1, the school district is provided the opportunity to object to the charter school's projections of ADA and state its own projections. If the district fails to respond and to state its own projections, the district must base its offer on the charter school's projections. ADA projections are arguably the most essential single element in creating offers of facilities. Thus, focusing attention on the ADA projections separate from all other aspects of a facilities request is appropriate.

- Subdivision (e) is added to complete the step of reviewing ADA projections. By January 2, the charter school is provided the opportunity to respond to the district's objections and ADA projections and reaffirm or modify its previous ADA projections. If the charter school fails to respond, the district's ADA projections are the base for the offer of facilities.

- Subdivision (f) is added to require, on or before February 1, that the school district provide the charter school a preliminary proposal for space allocation and access. The preliminary proposal must address, at a minimum, ADA projections, location or locations of the space, all conditions pertaining to the space, and the projected pro rata share (i.e., the cost of the facilities to be paid by the charter school), including a description of the methodology for determining the pro rata share, as well as a list of the comparable schools on which the preliminary proposal is based. Currently, this section calls for preparation of a preliminary proposal, but establishes no deadline for its submission to the charter school.

- Subdivision (g) is added to require, on or before March 1, that the charter school respond to the school district's preliminary proposal, expressing any concerns and/or making counter proposals. Currently, this section sets no deadline for the charter school to respond to the school district's preliminary proposal.

- Subdivision (h) replaces existing subdivision (e) and requires the school district to submit a final notification to the charter school on or before April 1 and to identify the elements to be included in the final notification. The elements include a response in writing to the charter school's concerns and/or counter proposals (regarding the district's preliminary proposal). The list of other elements is largely the same as the existing regulations, except for technical changes, and the addition of the location or locations of the space and all conditions pertaining to the space.

- Subdivision (i) replaces existing subdivision (f) with one technical addition.

- Subdivision (j) replaces existing subdivision (g). However, the timeline for the charter school to occupy space is modified from the existing "at least seven days" to "at least ten working days," although a provision is added that for good cause the period may be lessened to no fewer than seven working days.

- Subdivision (k) replaces existing subdivision (h). It includes technical changes for clarity. It also adds requirements for establishment of a reciprocal hold-harmless/indemnification provisions between the school district and the charter school, as well as stating that the school district shall be responsible for modifications of the facilities necessary to meet the California Building Code as locally adopted and enforced in accordance with Education Code section 47610(d).

- Subdivision (l) replaces existing subdivision (i) with no change in the text.

- Existing subdivisions (j) and (k) are eliminated because they are permissive and unnecessary.

Section 11969.10. This section is added to address procedures and timelines for dispute resolution regarding facilities for charter schools. It consists of three subdivisions.

- Subdivision (a) specifies when a charter school has standing to invoke the dispute resolution process.

- Subdivision (b) specifies when a school district has standing to invoke the dispute resolution process.

- Subdivision (c) describes the dispute resolution process.

    - The subdivision begins by recognizing that the school's charter specifies a dispute resolution mechanism that shall be used unless either party does not want to use it.

- The subdivision next outlines a first step of dispute resolution as the initiating party bringing the dispute before the governing board or authority of the responding party. The governing board or authority is given 30 days to respond.

- If the governing board or authority does not resolve the dispute, then a second step (mediation) is offered. Mediation is bypassed unless both parties agree.

- Mediation involves selection of a mediator by the initiating party with the agreement of the responding party. If agreement on a mediator cannot be reached, the California Department of Education (CDE) is to be called upon to appoint a mediator. Mediation is to begin as quickly as possible. If, within 15 days of beginning mediation, no resolution is reached or if the mediator declares impasse, the parties proceed to the third and final step of the dispute resolution process. Costs of mediation are divided equally by the two parties.

- The third and final step in the dispute resolution process is immediate resolution. Under immediate resolution, the CDE (at its option) arranges for the matter to be heard before an administrative law judge within the Office of Administrative Hearings or before an independent arbitrator selected by a specified process.

- The administrative law judge or arbitrator is to hold a hearing or arbitration as quickly as possible and render a decision, including the award of any remedies determined reasonable, proper, and in compliance with Education Code section 47614 and this article. The parties shall comply with the decision.

- The costs of the administrative hearing or arbitration, unless otherwise specified by the administrative law judge or the arbitrator, shall be divided equally between the school district and the charter school.

- Judicial review of disputes is prohibited until the administrative process of the article have been exhausted. If judicial review of the decision of an administrative law judge or arbitrator is sought, the burden of the party initiating the judicial review is to establish conclusively that the decision does not comply with Education Code section 47614 or this article.

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

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

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

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

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

The SBE has not identified any alternatives that would lessen any adverse impact on small business.

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

The proposed regulations would not have a significant adverse economic impact on any business because the regulations only apply to charter schools, school district, and the California Department of Education.

STATE OF CALIFORNIA ARNOLD SCHWARZENEGGER, *Governor*

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

NOTICE OF PROPOSED RULEMAKING AMENDMENTS TO EXISTING PROVISIONS OF THE CALIFORNIA CODE OF REGULATIONS, TITLE 5 REGARDING FACILITIES FOR CHARTER SCHOOLS

[Notice to be published January 19, 2007]

NOTICE IS HEREBY GIVEN that the State Board of Education (SBE) proposes to adopt the regulations described below after considering all comments, objections, or recommendations regarding the proposed action.

PUBLIC HEARING

California Department of Education (CDE) staff, on behalf of the SBE, will hold a public hearing beginning at **1:00 p.m. on March 5, 2007**, at 1430 N Street, Room 1101, Sacramento. The room is wheelchair accessible. At the hearing, any person may present statements or arguments, orally or in writing, relevant to the proposed action described in the Informative Digest. The SBE requests that any person desiring to present statements or arguments orally notify the Regulations Coordinator of such intent. The SBE requests, but does not require, that persons who make oral comments at the hearing also submit a written summary of their statements. No oral statements will be accepted subsequent to this public hearing.

WRITTEN COMMENT PERIOD

Any interested person, or his or her authorized representative, may submit written comments relevant to the proposed regulatory action to:

Debra Strain, Regulations Coordinator
LEGAL DIVISION
California Department of Education
1430 N Street, Room 5319
Sacramento, California 95814

Comments may also be submitted by facsimile (FAX) at (916) 319-0155 or by e-mail to regcomments@cde.ca.gov. Comments must be received by the Regulations Coordinator prior to **5:00 p.m. on March 5, 2007**.

AVAILABILITY OF CHANGED OR MODIFIED TEXT

Following the public hearing and considering all timely and relevant comments received, the SBE may adopt the proposed regulations substantially as described in this Notice or may modify the proposed regulations if the modifications are sufficiently related to the original text. With the exception of technical or grammatical changes, the full text of any modified regulation will be available for 15 days prior to its adoption from the Regulations Coordinator and will be mailed to those persons who submit written comments related to this regulation, or who provide oral testimony if a public hearing is held, or who have requested notification of any changes to the proposal.

AUTHORITY AND REFERENCE

Authority: Section 47614, Education Code.

Reference: Section 47614, Education Code.

INFORMATIVE DIGEST/POLICY STATEMENT OVERVIEW

Education Code (*EC*) sections 47605 and 47605.6 authorize the establishment of charter schools upon the approval of charter petitions that meet specified requirements. Depending on particular circumstances, petitions may be approved by school district governing boards, county boards of education, or the SBE. The body approving a petition is known as the charter authorizer.

Regardless of the charter authorizer, *EC* Section 47614, established by Proposition 39 (November 2000), requires each school district to make available to each charter school operating within the district "facilities sufficient for the charter school to accommodate all of the charter school's in-district students in conditions reasonable equivalent to those in which the students would be accommodated if they were attending other public schools of the district."

In 2002, the SBE adopted regulations to implement the provisions of *EC* Section 47614. The regulations are located in *California Code of Regulations*, Title 5, Division 1, Chapter 11, Subchapter 19, Article 3 (commencing with Section 11969.1).

CDE staff received direction to review the existing regulations with the assistance of a workgroup broadly representative of the education community, including charter schools, school administrators, school boards, and teachers. The specific objective was to identify amendments that would update, clarify, or enhance the existing regulations based on the past four years' experience, including pertinent published appellate level decisions.

DISCLOSURES REGARDING THE PROPOSED REGULATION

The SBE has made the following initial determinations:

Mandate on local agencies or school districts: None

Cost or savings to state agencies: None

Costs to any local agencies or school districts for which reimbursement would be required pursuant to Part 7 (commencing with section 17500) of Division 4 of the Government Code: None

Other non-discretionary cost or savings imposed on local educational agencies: None

Cost or savings in federal funding to the state: None

Significant, statewide adverse economic impact directly affecting business including the ability of California businesses to compete with businesses in other states: None

Cost impacts on a representative private person or businesses: The SBE is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Adoption of these regulations will not 1) create or eliminate jobs within California; 2) create new businesses or eliminate existing businesses within California; or 3) affect the expansion of businesses currently doing business within California.

Effect on housing costs: None

Effect on small businesses: The proposed regulations would not have a significant adverse economic impact on any business because they relate only to charter schools, school district, and the California Department of Education, and not to small business practices.

CONSIDERATION OF ALTERNATIVES

The SBE must determine that no reasonable alternative it considered or that has otherwise been identified and brought to the attention of the SBE, would be more effective in carrying out the purpose for which the action is proposed, or would be as effective as and less burdensome to affected private persons than the proposed action.

The SBE invites interested persons to present statements or arguments with respect to alternatives to the proposed regulations at the scheduled hearing or during the written comment period.

CONTACT PERSONS

Inquiries concerning the content of this regulation may be directed to:

Greg Geeting, Consultant
Charter Schools Division
California Department of Education
1430 N Street, Room 5401
Sacramento, CA 95814
Telephone: (916) 323-3906
E-mail: GGeeting@cde.ca.gov

Inquiries concerning the regulatory process may be directed to the Regulations Coordinator or Connie Diaz, Regulations Analyst, at (916) 319-0860.

INITIAL STATEMENT OF REASONS AND INFORMATION

The SBE has prepared an initial statement of reasons for the proposed regulation and has available all the information upon which the proposal is based.

TEXT OF PROPOSED REGULATION AND CORRESPONDING DOCUMENTS

Copies of the exact language of the proposed regulation and of the initial statement of reasons, and all of the information upon which the proposal is based, may be obtained upon request from the Regulations Coordinator. These documents may also be viewed and downloaded from the CDE's Web site at http://www.cde.ca.gov/re/lr/rr.

AVAILABILITY AND LOCATION OF THE FINAL STATEMENT OF REASONS AND RULEMAKING FILE

All the information upon which the proposed regulations are based is contained in the rulemaking file which is available for public inspection by contacting the Regulations Coordinator.

You may obtain a copy of the final statement of reasons once it has been prepared, by making a written request to the Regulations Coordinator.

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the *Rehabilitation Act of 1973,* the *Americans with Disabilities Act of 1990,* and the *Unruh Civil Rights Act,* any individual with a disability who requires reasonable accommodation to attend or participate in a public hearing on proposed regulations, may request assistance by contacting Greg Geeting, Consultant, Charter Schools Division, 1430 N Street, Room 5401, Sacramento, CA, 95814; telephone, (916) 323-3906, or by e-mail at GGeeting@cde.ca.gov. It is recommended that assistance be requested at least two weeks prior to the hearing.

CALIFORNIA STATE BOARD OF EDUCATION
1430 N Street, Suite 5111
Sacramento, CA 95814
Phone: (916) 319-0827
Fax: (916) 319-0175

STAFF MEMORANDUM

TO: STATE BOARD OF EDUCATION MEMBERS

FROM: SBE STAFF

DATE: JANUARY 5, 2007

RE: BOARD ITEM #40 – Facilities for Charter Schools (Proposition 39): Approve Commencement of the Rulemaking Process for Additions and Amendments to Article 3 (commencing with Section 11969.1) of Subchapter 19, of Chapter 11, of Division 1, of Title 5 of the *California Code of Regulations*

Program

Proposition 39 was approved by California voters in November 2000 to address several California school facilities matters. In pertinent part, the Proposition 39 sections applying to charter schools were codified in Education Code section 47614. The State Board of Education (Board or SBE) approved regulations implementing this program after the law was passed, following stakeholder input in the form of a working group that included charter school advocates and other major education stakeholders. The Proposition 39 charter schools program requires a school district to make facilities space available to local charter schools, provided that all requisite conditions are met.

With the benefit of five years of experience in program operation, last year the State Board of Education and the Superintendent of Public Instruction directed CDE staff to recommend revisions to the regulations to improve the program. To gather input, CDE reconvened a group of interested stakeholders similar in composition to the original group of stakeholders. CDE took forward a proposed draft set of regulatory amendments to the Board's Advisory Commission on Charter Schools (ACCS), which recommended that the regulations be forwarded to the Board for consideration with CDE and Board staff input. CDE and Board staff have worked together to recommend changes to the regulations, taking into consideration testimony received at the ACCS meeting.

Issue

Should the Board vote to commence the rulemaking process for the revised Proposition 39 regulations as proposed in their current form?

Recommendation

Support CDE recommendation to commence the rulemaking process for the Proposition 39 regulations, provided however that the Board consider two additional changes to the regulations before commencing the rulemaking process.

Recommendation 1:
Provide *pro rata* facilities space to those charter school programs considered "hybrid" programs – those programs that are designed to provide a percentage of their instruction as traditional classroom instruction and a percentage of their instruction as self-directed, independent study. The currently proposed regulations recommend that the local school district have the option to consider whether or not it will provide facilities space to a charter school for the portion of a charter school's program that is conducted as classroom instruction. Board staff recommends that all charter schools that meet the eligibility requirements for facilities be given equal access to facilities. The law seemingly does not differentiate among types of charter school programs. The Board staff believes that the regulations should not make such a distinction.

Recommendation 2:
Add greater clarification to the proposed language in the regulations regarding the school district classroom count. Part of a charter school's classroom eligibility under Proposition 39 is determined by calculating a school district's student-to-classroom ratio. The charter school is intended to be given facilities in comparable ratio to that of the school district's student-to-classroom ratio. The proposed regulations have been revised to add greater specificity to what should be included and excluded in the student-to-classroom ratio; however, the definition of what is meant by "interim housing portables" in the proposed regulations has been left ambiguous. This ambiguity in the definition of "interim housing portables" provides a lack of guidance to districts and schools regarding the appropriate calculation of the student-to-classroom ratio. SBE staff recommends that the Board consider language to add greater specificity to this term. Options that the Board may consider are as follows: 1) tying the definition of "interim" specifically to portable classrooms that are being used during a new construction or modernization project that will be replaced by permanent classrooms when the construction project is finished, or 2) adding an acceptable time limit within which the portable classrooms can be considered interim (e.g. those portable classrooms that have been in use on the current school site for greater than two years shall not be considered "interim" for purposes of the school district classroom count). Regardless of the option the Board selects, Board staff recommends greater specificity and clarity in the meaning of "interim housing portables."

SBE Staff Contact Person
Gary Borden (916) 319-0705

ITEM # 41

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

Legislative update, including, but not limited to information on legislation from the 2007-08 legislative session	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) is providing the following item to the State Board of Education (SBE) for information and action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The November 2006 update included a summary of the legislation that was signed or vetoed by the Governor during second half of the 2005-06 legislative session.

SUMMARY OF KEY ISSUES

Dates of note for the upcoming legislative session:

- The Legislature will reconvene for the 2007-08 legislative session on January 3, 2007.
- The budget bill must be submitted by the Governor by January 10, 2007.
- January 26, 2007, is the last day to submit bill requests to Legislative Counsel
- February 23, 2007, is the last day for bills to be introduced.

FISCAL ANALYSIS (AS APPROPRIATE)

The fiscal impact will be noted as necessary and appropriate.

ATTACHMENT(S)

None.

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **San Mateo Union High School District** to waive *Education Code (EC)* Section 52522(b) to increase from 5 percent to 7 percent the proportion of their adult education state block entitlement that may be used to implement approved Adult Education Innovation and Alternative Instructional Delivery Programs. Waiver Number: 2-11-2006	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

For two years less one day so that *EC* Section 33051(c) will not apply.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Waivers of this type have been approved by the State Board Of Education (SBE) since 2001, in more recent years "permanent" under *EC* Section 33051(c) waivers have been granted.

SUMMARY OF KEY ISSUES

In 1993 the California Legislature passed *EC* Section 52522 permitting the Superintendent of Public Instruction to approve adult school plans to spend up to five percent of their block entitlement on innovation and alternative instructional delivery.

Application requirements include reimbursement and accountability worksheets for all courses. Courses must be approved by the California Department of Education (CDE) per *EC* Section 52515, and certification of an approved attendance accountability system is required. All ten mandated adult education program areas are eligible, however the majority of approved applications offer coursework in Elementary Basic Skills, English as a Second Language, Citizenship, and Parent Education.

Increased access to instruction for hard-to-serve adults is a basic tenet of adult education innovation and alternative instructional delivery programs. Checking out video and print materials, a decidedly low-cost, low-tech approach, has been the most prevalent intervention, however approved alternative instructional delivery modes also include live cable broadcast; audio check out, text, workbook and study packet assignments; and computer-based delivery.

The SBE adopted waiver guidelines in March 2002 for local educational agencies (LEAs) that apply for a waiver to increase the percentage of their state block entitlement

expendable for innovation and alternative instructional delivery from five percent to an amount not greater than seven percent.

San Mateo Unified High School District has submitted all items requested in the SBE waiver guidelines and the review of documentation supports waiver approval. San Mateo UHSD has demonstrated improved student assessment. At a representative site, distance learning students with paired test data achieved higher results over their counterparts attending regular ESL classes (82% distance learning students had benchmark results compared to 71% by students attending regular classes).

The CDE recommends approval for two years less one day so that *EC* Section 33051(c) will not apply.

WAIVER GUIDELINES

The waiver request includes the following:

1. Verification that all other requirements of the Adult Education Program in the LEA are in current statutory compliance.

   ☒ Approval ☐ Denial

   San Mateo UHSD verification has been submitted and is on file.

2. Verification that the ratio of average daily attendance for adult education innovation and alternative instructional delivery of pupils to certificated employees responsible for adult education innovation and alternative instructional delivery shall not exceed the equivalent ratio of pupils to certificated employees for all other adult education programs operated by the district.

   ☒ Approval ☐ Denial

   San Mateo UHSD verification has been submitted and is on file.

3. Verification that the district's prior three-year history for annual apportionment indicates growth, stability, or not more than a 4.5 percent decline per year. Changes in the number of students with limited access that may support overall ADA loss in the regular adult education state apportionment program must be documented.

   ☒ Approval ☐ Denial

   Verification indicates stability with growth during the prior three-year history for annual apportionment. San Mateo UHSD's verification has been submitted and is on file.

4. A request for an increase from **five percent to an amount not greater than seven percent** of the amount of the adult block entitlement that may be used for innovation and alternative instructional delivery programs to include a description of the program and a rational for change. Information and documentation in all of the following three areas is required for consideration of the waiver:

    - Increase In Number of Students with Limited Access to Traditional Education Options

    San Mateo UHSD verification of increase in the student population with limited access to traditional education options has been submitted and is on file.

    ☒ Approval ☐ Denial

    - Increase In Program Capacity

    San Mateo UHSD verification of increased program capacity has been submitted and is on file. Program expansion increasing curriculum delivery and access to curriculum is documented.

    ☒ Approval ☐ Denial

    - Improved Student Assessment Documentation

    San Mateo UHSD verification of improved student assessment documentation has been submitted and is on file.

    ☒ Approval ☐ Denial

Authority for Waiver: *EC* Section 33050

Period of request: July 1, 2006 to June 29, 2008.

Local board approval date(s): October 26, 2006

Public hearing held on date(s): October 26, 2006

Bargaining unit(s) consulted on date(s): May 17, 2006

Name of bargaining unit/representative(s) consulted: AFT Local 4681; David Willey, President

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose

Public hearing advertised by (choose one or more):
☒ posting in the newspaper ☐ posting at each school ☐ other (specify)

Advisory committee(s) consulted: Community Advisory Board

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: May 12, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval adjusts the percentage within the district's fixed adult education block entitlement. No additional funding would result from approval of this waiver request.

ATTACHMENTS

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

☒ **Federal Waiver**

SUBJECT	
Request by **Los Molinos Unified School District** for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-26-2006	☒ **Action** ☒ **Consent**

RECOMMENDATION

☒ Approval ☐ Approval with conditions ☐ Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) approved a revision to State Board of Education Waiver Policy 01-01, Carl D. Perkins Vocational and Applied Technology Education Act: Consortium Requirement for Minimum Allocation on November 9, 2006. This waiver meets that new criteria, so is coming to the SBE on the consent calendar.

SUMMARY OF KEY ISSUES

Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) requires local educational agencies (LEAs) whose allocations are less than $15,000 to enter into a consortium with other LEAs for the purpose of meeting the $15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- A district or agency in a rural, sparsely populated area (as defined by National Center for Education Statistics (NCES) Locale OR
- A public charter school operating secondary vocational and technical education programs, AND

The LEA:

- Demonstrates that it is unable to enter into a consortium for purposes of providing activities under this section.

CDE staff contacted the Los Molinos Unified School District and verified that the LEA received its first consortium waiver in the 1999-2000 program year and that the LEA meets the new waiver criteria. The Los Molinos Unified School District is located along Hwy 99 approximately 27 miles north of Chico. There are no existing

consortiums in this area. Several districts were contacted, none of which are willing to form in a consortium with Los Molinos.

The department recommends approval.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2006, through June 30, 2010

Local board approval date(s): September 28, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the Los Molinos Unified School District to receive its annual Perkins funds (estimated to be $5,357.00) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds, statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

ITEM #WC-3

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

☒ **General Waiver**

SUBJECT	
Request by the **Stockton Unified School District** to waive *California Code of Regulations (CCR)*, Title 5, Section 11960(a), to allow the charter school attendance to be calculated as if it were a regular multi-track school for the **Rosa Parks Academy** (Aspire Charter Schools). Waiver Number: 9-11-2006	☒ **Action** ☒ **Consent**

RECOMMENDATION

☒ **Approval** ☐ **Approval with conditions** ☐ **Denial**

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Under *Education Code* (*EC*) Section 33050, a school district governing board may request a waiver of various provisions of statute and regulation for any school operated under its auspices. With respect to requests to waive provisions of *CCR*, Title 5, Section 11960, pertaining to regular average daily attendance in charter schools, the State Board of Education (SBE) adopted waiver guidelines in July 2000. The guidelines incorporate specific criteria that California Department of Education staff apply in reviewing waiver requests. If a request meets the criteria, it is to be agendized as a consent matter.

SUMMARY OF KEY ISSUES

Under this waiver request, if approved, the Rosa Parks Academy would be entitled to operate two educational tracks for one year only (2006-07). The temporary waiver is needed while a recently acquired facility to expand the Rosa Parks Academy is prepared for student occupancy.

During this interim period each of the two tracks will operate for 175 days. One track, serving students in kindergarten through grade four, will provide 68,255 annual instructional minutes. The other track (operated at a satellite location), serving students in grades five and six, will provide 70,200 annual instructional minutes.

Each track will have completed at least 55 percent of its 175 instructional days prior to April 15, 2007. Average daily attendance for each track will be calculated separately by the method set forth in *CCR*, Title 5, Section 11960, and the resulting figures will be combined to yield the school's total ADA for 2006-07.

This waiver request is consistent with the SBE-adopted waiver guidelines, and the CDE recommends that the SBE approve it.

Authority for Waiver: *EC* Section 33050

Period of request: July 1, 2006, to June 30, 2007

Since this waiver is for 2006-07 only, the provisions of *EC* Section 33051(c) would not apply, and this waiver would not continue to be operative beyond June 30, 2007.

Local board approval date(s): November 14, 2006

Public hearing held on date(s): November 14, 2006

Bargaining unit(s) consulted on date(s): Rosa Parks Academy does not have a bargaining unit.

Name of bargaining unit/representative(s) consulted: Rosa Parks Academy does not have a bargaining unit.

Position of bargaining unit(s) (choose only one):
☐ Neutral ☐ Support ☐ Oppose
Comments (if appropriate): Rosa Parks Academy does not have a bargaining unit.

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☐ posting at each school ☐ other (specify)

Advisory committee(s) consulted: Aspire Public Schools Board of Directors

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: September 12, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of this waiver would have essentially no impact on state funding, either for local assistance or state operations. If the affected students were not served in the multi-track format, they would be served in another setting and generate essentially the same amount of state funding.

ATTACHMENTS

Consent Item: Backup materials, waiver request forms and supporting documents are not available for Web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Yuba City Unified School District** for a renewal to waive portions of *Education Code (EC)* Section 51222(a), related to the statutory minimum of 400 minutes of physical education required each ten days for grades nine through twelve in order to implement a block schedule at a new school, **River Valley High School.** Waiver Number: 12-10-2006	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That this waiver meets all seven of the criteria cited in State Board of Education (SBE) Policy 99-03 as revised in July 2006, and the California Department of Education (CDE) recommends approval with the following conditions:

- The district has developed and is implementing physical education courses that provide each high school student with required course content in the following areas: (1) the effects of physical activity upon dynamic health; (2) mechanics of body movement; (3) aquatics; (4) gymnastics and tumbling; (5) individual and dual sports; (6) rhythms/dance; (7) team sports; (8) combatives (may include self defense).

- Students receive physical education instruction a minimum of 18 weeks in 90 minute daily periods for one semester of the regular school year on a four-by-four block schedule.

- The district provides evidence that alternative day scheduling for physical education rather than alternative term scheduling has been thoroughly investigated and reasons why alternative day scheduling will not work must be clearly explained.

- The district monitors students' maintenance of a personal exercise program during the weeks the student is not participating in a physical education course.

- The physical education curriculum is aligned with the *Physical Education Framework for California Public Schools.*

- All grade nine students are prepared for and participate in the physical performance testing program during the months of February, March, April, or May as specified in *EC* Section 60800.

- The district has a physical education professional development plan for teachers who deliver instruction in physical education at that school(s).

- *EC* Section 33051(c) will apply.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

SBE Policy #99-03, establishes criteria for granting of waivers related to physical education instructional minutes for the purpose of implementing a block schedule. Over 30 waivers have been approved by the SBE since 1997, none have been denied.

In July 2006, amendments were made and approved in this same policy the by the SBE. In January 2006, the SBE approved a one year waiver for River Valley High School regarding physical education instructional minutes. This request extends that waiver.

SUMMARY OF KEY ISSUES

EC 51222 establishes requirements for minimum instructional minutes of physical education, 400 minutes every ten school days for grades seven through twelve.

River Valley High School has implemented a block schedule that does not provide each student with physical education instruction for 400 minutes every 10 school days. Students are enrolled in physical education courses for only eighteen weeks of the school year (one semester).

The district has provided evidence that it meets five of the six criteria outlined in SBE Policy # 99-03 for granting a waiver for block scheduling, and the sixth criteria will be met within 30 days of the request. CDE staff have reviewed and approved all curriculum, monitoring forms and other documents as a part of this waiver analysis.

A school granted a waiver of *EC* Section 51222 in order to implement a block schedule shall be selected to be monitored each cycle as a part of the district's Categorical Program Monitoring (CPM) process. This shall only occur when the district has been identified for a CPM visit by CDE. The California Physical Fitness Test data will be reviewed for school(s) who request a waiver, initially and on request for renewal of the waiver to determine improvement or at minimum, maintenance of students' levels of health-related fitness.

The CDE recommends approval of this waiver with the conditions described above. It is expected that the first criteria will be met by February 15, 2007. Technical assistance from the CDE will be available to the district upon request.

Authority for Waiver: *EC* 33050

Period of request: January 12, 2007 to January 11, 2009

Local board approval date(s): October 10, 2006

Public hearing held on date(s): October 10, 2006

Bargaining unit(s) consulted on date(s): Not required for renewal waivers.

Name of bargaining unit/representative(s) consulted: Not required for renewal waivers.

Position of bargaining unit(s) (choose only one): Not required for renewal waivers.

☐ Neutral ☐ Support ☐ Oppose
Comments (if appropriate):

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☒ posting at each school ☐ other (specify)

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of this waiver will have no fiscal impact.

ATTACHMENTS

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2007 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Mission Valley ROP** for a waiver of *Education Code (EC)* Section 52314.6(a) regarding the 3 percent limit on enrollment of students under the age of sixteen in the Regional Occupational Program (ROP). Waiver Number: 4-10-2006	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That (1) All State Board of Education (SBE) waiver guidelines must be adhered to, (2) age sixteen enrollment be limited to10 percent of the average daily attendance funding in the prior year Annual Apportionment.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Waiver requests of this type have been approved by the SBE under the SBE Waiver Policy Number 00-06, Regional Occupational Centers and Programs: Percentage of Students Under the Age of 16, approved in June 2000.

Beginning with fiscal year 2007-08, this waiver will no longer be needed, as the *Education Code* has been changed.

SUMMARY OF KEY ISSUES

Mission Valley ROP is requesting this waiver. The waiver is requested to allow students recommended by their counselors/administrators to have access to, and benefit from, Regional Occupational Program (ROP) instruction in all of their participating districts for the remainder of the 2006-07 fiscal year.

In many cases, students are enrolled in career pathways and academy programs that begin in the ninth or tenth grade, but because of the under age sixteen limitation of 3 percent, cannot participate in the learning opportunities ROPs provide. This waiver ensures the availability of ROP training and services necessary to meet the greatest needs of individual students and schools by allowing the percentage under sixteen to go up to 10 percent for the remainder of the 2006-07 fiscal year.

Mission Valley ROP has also provided assurances that they agree to all of the conditions specified by the SBE Policy 00-06 dated June 2000. These assurances meet all the requirements of the State Board of Education's waiver policy for a waiver of *EC* Section 52315.6.

Authority for Waiver: *EC* Section 33050

Period of request: July 1, 2006 to June 31, 2007

Local board approval date(s): September 20, 2006

Public hearing held on date(s): September 20, 2006

Bargaining unit(s) consulted on date(s): Mission Valley ROP does not have a bargaining unit.

Name of bargaining unit/representative(s) consulted: Mission Valley ROP does not have a bargaining unit.

Position of bargaining unit(s) (choose only one): Mission Valley ROP does not have a bargaining unit.

☐ Neutral ☐ Support ☐ Oppose
Comments (if appropriate):

Public hearing advertised by (choose one or more):
☐ posting in a newspaper ☒ posting at each school ☒ other (specify) Web Site

Advisory committee(s) consulted: Participating districts, and program advisory committees

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: September 20, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

There is no fiscal impact to the Department or the ROP.

ATTACHMENTS

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **El Segundo Unified School District** to waive *Education Code (EC)* Section 56362 (c), allowing the caseload of the resource specialist to exceed the maximum caseload of 28 students by no more than 4 students (32 maximum). **Jessica Gray** and **Julie Reese** assigned at **El Segundo High School**. Waiver Number: 5-10-2006	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That El Segundo Unified School District agrees to provide six hours of daily instructional aide time to both resource teachers.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

EC Section 56101 and *California Code of Regulations (CCR),* Title 5, Section 3100, allows the State Board of Education to approve waivers of resource specialists to exceed the maximum caseload of 28 students by no more than 4 students. However, there are specific requirements in these regulations, which must be met for approval; if these requirements are not met, the waiver must be denied.

A resource specialist is a credentialed teacher who provides instruction and services to children with individualized education programs (IEPs) that are with regular education teachers for the majority of the school day. The resource specialist coordinates special education services with the regular school programs for their students. Statute limits caseload for resource specialists to no more than 28 pupils, unless the State Board of Education (SBE) grants a waiver.

SUMMARY OF KEY ISSUES

Due to an unanticipated number of students with disabilities moving into the district and new referrals for assessment, the El Segundo Unified School District submitted a Specific Waiver Request for Resource Specialist Caseload for two teachers.

The California Department of Education staff confirmed, on November 7, 2006, that Jessica Gray and Julie Reese, resource specialists from El Segundo Unified School District, have agreed to increase their caseloads from 28 to 32 students from September 18, 2006 through June 22, 2007. Both specialists assured the CDE that the increased caseloads will not hinder the implementation of students' IEPs.

Daphne Moot, President, El Segundo Teachers' Association participated in the development of the waiver request on September 18, 2006. The El Segundo Unified School District has agreed to provide each teacher with six hours of instructional aide time. It is recommended that the SBE approve this request as allowed by the *California Code of Regulations*, Title 5, Section 3100.

Authority for Waiver: *EC* 56101, *CCR,* Title 5, Section 3100

Period of request: September 18, 2006 through June 22, 2007

Local board approval date(s): September 28, 2006

Bargaining unit(s) consulted on date(s): September 18, 2006.

Name of bargaining unit/representative(s) consulted: Daphne Moot, President, El Segundo Teachers' Association

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose

FISCAL ANALYSIS (AS APPROPRIATE)

If the waiver is denied, the district will need to employ additional qualified staff or persons with emergency qualifications to provide services to the special education students.

ATTACHMENTS

Consent Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

☒ **Federal Waiver**

SUBJECT	
Request by **Mt. Diablo Unified School District** for a waiver of No Child Left Behind Act (NCLB); Title IV, Part A, Section 4115 (a)(1)(c) to use Safe and Drug Free Schools and Communities funds to support the cost of *Building Effective Schools Together (B.E.S.T.)* - a Comprehensive Health, Substance Abuse, Violence Prevention Program. Waiver Number: Fed-27-2006	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ Approval ☒ Approval with conditions ☐ Denial

The district must submit a report to the Safe and Healthy Kids Program Office (SHKPO) no later than January 30, 2008, that describes the progress made by the University of Oregon's Institute on Violence and Destructive Behavior in submitting the *B.E.S.T.*, program for review and possible designation as Research Validated by the California Healthy Kids Resource Center (CHKRC). In addition, the district must submit a report to the SHKPO no later than January 30, 2009, that describes the progress made by the University of Oregon in conducting a randomized trial of the use of *B.E.S.T.* in middle schools (as funded by the National Institute on Drug Abuse). The district must be willing to take part in a formal evaluation, if requested. The district must also implement and evaluate its own comprehensive prevention program in accordance with the District's approved Local Educational Agency (LEA) Plan.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

State Board of Education (SBE) Policy 03-01 contains guidelines for approval of applications for waiver of the No Child Left Behind (NCLB) Act of 2001 requirements that Title IV funds be used for "science-based" prevention programs. The SBE has not previously approved a waiver of the *B.E.S.T.* program.

SUMMARY OF KEY ISSUES

Developed by the Institute on Violence and Destructive Behavior (IVOB) at the University of Oregon, the *B.E.S.T.* program is a research-based and research-proven method for improving school safety and improving student outcomes, both academic and behavioral. Using the goal of implementing innovative practices, this program establishes systems to collect and analyze data for decision-making for schools to reduce office referrals and improve student learning.

This application requests a waiver so that the LEA may use the "promising" prevention *B.E.S.T.* program. In accordance with SBE Policy 03-01, there are three conditions that must be satisfied before approving the use of a "promising" prevention program:

1. Is the Program Innovative?

Yes, this condition was met because the program uses innovative staff development aimed at improving school and classroom discipline and facilitates academic achievement and healthy social development.

2. Does the program demonstrate substantial likelihood of success?

Yes, the program demonstrates substantial likelihood of success by citing researchers using similar techniques and documenting the effects of the intervention in a series of studies implemented by researchers at the University of Oregon.

3. Is there a plan and timeline for submitting the program for review and recognition?

The third condition requires that the evaluation of the program be reviewed by one of the nationwide research groups identified in SBE Policy 03-01. The waiver request meets this criterion because the producer of the program, the University of Oregon, College of Education will submit the previous evaluations of the program to the CHKRC to be considered as a research-validated program. Following through on this commitment is therefore a condition for approval of the waiver. The District submitted supplement information that clarifies that in addition to a planned December 2006 submission of the *B.E.S.T.* program for review by the CHKRC, the University of Oregon is also launching a National Institute on Drug Abuse (NIDA) funded randomized trial of the *B.E.S.T.* program implemented in middle schools. Following through on this commitment is also a condition for approval of the waiver.

The California Department of Education recommends that this waiver request be approved as it meets each of the three criteria identified in SBE Policy 03-01.

Authority for Waiver: NCLB, Title IV, Part A, Section 4115(a)(3)

Period of request: January 2007 - January 2009

Local board approval date(s): October 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Waiver approval will allow the District to use Title IV, Safe and Drug Free Schools and Communities funds for this program. This is a programmatic change so there is no fiscal impact.

ATTACHMENTS

Consent Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by **Shandon Joint Unified School District** under the authority of *Education Code (EC)* Section 52863 for a renewal waiver of *EC* Section 52852, allowing one joint school site council to function for two small rural schools (Shandon Elementary School and Shandon High/Middle School). Waiver Number: 6-10-2006	☒ **Action** ☒ **Consent**

RECOMMENDATION

☒ Approval ☐ Approval with conditions ☐ Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Many waivers of this type have been approved under the SBE Waiver Policy: **Guidelines for Evaluating Requests of School Site Council Requirement for Schools Serving a Common Attendance Area**.

These waivers are limited to schools that are on a School-Based Coordinated Plan approved by their district and are only approved for two year terms under the waiver authority of *EC* 52863. This is a renewal of a waiver granted for the 2004-06 school years for Shandon Joint Unified School District (JUSD).

SUMMARY OF KEY ISSUES

Shandon JUSD is a small rural district in San Luis Obispo County which operates two small schools, Shandon Elementary with an enrollment of 199 students and Shandon High/Middle with enrollment of 161 students.

The two schools share the same attendance area, are within a block of each other and operate with a two-person administrative team, one parent organization, and one English Learner Advisory Committee. The two schools hold weekly collaboration days and have a common staff development program.

The department recommends approval of this waiver for two years.

Authority for the Waiver: *EC* 52863

Period of request: July 1, 2006 to June 30, 2008

Local board approval date(s): October 10, 2006

Bargaining unit(s) consulted on date(s): September 29, 2006

Name of bargaining unit(s)/representative(s):

Susan Jamele, CTA

Donna Heer, CSEA

Position of bargaining unit(s) (choose only one):

☒ Neutral ☐ Support ☐ Oppose

Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of this request would not result in additional costs to the district or to the state.

ATTACHMENTS

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **San Joaquin County Office of Education** to waive portions of *Education Code* (*EC*) Section 5091(a), the provisional appointment and special election requirements concerning filling a vacancy on a school district's governing board for the **Holt Union Elementary School District**. Waiver Number: 20-10-2006	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That if the responsibility for the education of the students of Holt Union Elementary School District (UESD) has not been transferred to the Tracy Unified School District (USD) by July 1, 2007, the San Joaquin County Office of Education (COE) has 60 days to call for an election or make a provisional appointment to fill the vacancy on the Holt UESD governing board.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) previously has approved similar waiver requests. The three most recent involved the Compton Community College District (Los Angeles County) in May 2006, West Fresno Elementary School District (Fresno County) in September 2005, and Klamath Trinity Joint Unified School District (Humboldt County) in May 2005.

SUMMARY OF KEY ISSUES

The San Joaquin COE requests that the SBE waive *EC* Section 5091(a) which would require the county superintendent of schools to order an election to fill a vacancy on the Holt UESD governing board. Specifically, *EC* Section 5091(a) provides that, within 60 days of the vacancy, a school district governing board must make a provisional appointment or order an election to fill the vacancy. If the district board fails to take action within 60 days, the county superintendent of schools must order an election to fill the vacancy. Pursuant to *EC* Section 5091(b), this election would be held at the next established election date.

The Holt UESD has a five member board, and two of its five positions are vacant. The district had ordered an election to fill the vacancies at the November 7, 2006 regular election, but no candidates filed to run. According to the county, the current district board is able to function with three members for what may be the few remaining months of the district's existence.

The Holt UESD is a single-school, direct-service elementary school district, located in a remote agriculture region of the San Joaquin delta, wholly within the boundaries of the Tracy USD. Holt UESD has had significant declining enrollment due to changes in the migration patterns of migrant farm workers and levee failure in the area, and currently has only 81 students. According to the county office, Holt UESD's property and liability insurance carrier has recently increased the district's deductibles by five-fold due to the general deterioration of the campus and the unsafe conditions to which students are exposed. These conditions include the lack of fire and emergency services, as the district is not within any fire district, as well as the fact that the local water supply is polluted and bottled water must be used for human consumption. The safety of the students is a major concern.

As a result of the enrollment trend and safety concerns, the Holt UESD is not considered to be a viable school district. The San Joaquin County Committee on District Reorganization has already considered and approved an uncontested plan for district reorganization and has begun the required local vote process (See following waiver number W-13.) A request will be coming to the SBE in early 2007 for the Holt UESD to be merged with the Tracy USD effective July 1, 2007. It is our understanding that this action is supported by all affected local agencies.

If this waiver request is not approved, the county would incur costs to call for an election to fill two vacant board positions for which there is no apparent local interest, given the district's attempt to fill the seats in November 2006.

Authority for Waiver: *EC* Section 5091

Period of request: July 1, 2006 to July 1, 2007

Local board approval date(s): October 18, 2006

Public hearing held on date(s): October 18, 2006

Bargaining unit(s) consulted on date(s): October 10, 2006, the Tracy USD consulted with Steve Sievers, President of the Tracy Educators' Association which declared a "neutral" position on the requested waivers.

On October 16, 2006, the Tracy USD consulted Liz Rouda, President of the California School Employees' Association Chapter #98 which declared a "neutral" position on the requested waivers.

The Holt USD has no employee bargaining units.

Position of bargaining unit(s) (choose only one):
☒ Neutral ☐ Support ☐ Oppose
Comments (if appropriate):

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☒ posting at each school ☐ other (specify) Three public places

Advisory committee(s) consulted:
On October 17, 2006, the Tracy USD consulted with the Superintendent's Parent Advisory Committee which declared a "neutral" position on the requested waiver.

On October 17, 2006, the Holt USD consulted with the leadership of its School Site Council which was also neutral on the waiver of the elections and date of transfer.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of a waiver would allow the county superintendent to avoid calling an election for the vacant board positions at HUESD, thereby avoiding a cost to the county for the election.

ATTACHMENTS

Attachment 1: General Waiver Request (4 Pages)

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Golden Valley Unified School District** to waive *Education Code (EC)* Section 15106, to allow the district to exceed its bonding limit of 2.5 percent of the taxable assessed value of property. (Requesting 4.71 percent) Waiver Number: 4-9-2006	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

Approve with the conditions that the: (1) bonded indebtedness of Golden Valley Unified School District not exceed 4.71 percent of the assessed valuation of taxable property of the district; (2) waiver is limited to the sale of the bonds approved by the voters in the June 1999 and 2006 elections; (3) bond repayment from property taxes not exceed the tax rate promised to the voters for the June 1999 and 2006 elections ($100 per $100,000 of assessed value and $60 per $100,000 of assessed value, respectively); and (4) waiver is effective until August 1, 2014.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has previously approved several bond limit waiver requests that have been limited to specific general obligation bond issues already approved by local voters in non-unified districts.

In November 2002, the SBE approved the only previous waiver for a unified school district, West Contra Costa Unified School District, with the condition that its bonded indebtedness not exceed 3.0 percent of its assessed valuation at any time.

SUMMARY OF KEY ISSUES

The Golden Valley Unified Union School District, in Madera County, is requesting a waiver of *Education Code* Section 15106 which limits the district to issuance of bonds totaling no more than 2.5 percent of the assessed valuation of taxable property of the district. The district issued bonds totaling $13 million; currently, the district's bonded indebtedness is equal to 1.25 percent of its assessed valuation. This waiver would allow the district to increase its bonded indebtedness to 4.71 percent.

In June 1999 and 2006, the voters approved general obligation bonds for $30 million and $70 million, with tax rates not to exceed $100 per $100,000 and $60 per $100,000, respectively. To date, the district has issued bonds totaling approximately $13 million and has remaining bonding authority of $87 million. In order to adhere to the bonded

indebtedness limit of 2.5 percent of its assessed valuation, the district is permitted to issue only $12 million of these remaining bonds. With this waiver, the district would be permitted to accelerate the sale of $33.5 million of bonds over the next year ($17 million remaining of the 1999 bonds and $16.5 million of the 2006 bonds) for construction and financing projects described below.

Over the past seven years, the district realized an annual growth in assessed valuation of approximately 12 percent. Based on a projection of 7 percent growth in assessed valuation, accelerating the bond sales, as specified, would result in the district reaching a bond debt to assessed value ratio of 4.71 percent, exceeding the 2.5 percent statutory cap by about 2.2 percent. The district anticipates falling back below the cap by 2013-14.

The Golden Valley Unified School District operates two elementary schools, one middle school, one high school, and one continuation school. The district plans to use the proceeds from the sale of the bonds to construct new, permanent middle school structures that would replace and expand the capacity of the existing, temporary structures ($32.6 million), complete several projects at the high school ($6.3 million), and repay a bond anticipation note due in March 2007 ($7 million). The high school projects include a vocational education classroom wing, stadium, completion of the athletic fields, and would add capacity for an additional 150 new students.

The district has been growing and in 2005-06, had 1,927 students. On July 1, 2005, a territory transfer added an elementary school and approximately 305 students to the district which will result in additional middle school students in the future. Over the last five years, 452 new residential units have been added to the district. During the next ten years, a new large development is expected to add approximately 8,450 new residential units. The new middle school and completion of the high school will enable the district to house the additional students anticipated when the new housing is completed.

By obtaining the waiver, the district will be able to reduce over the period of construction the number of general obligation bond issues to two. Based on the district's estimates, the district could save as much as $400,000 to $600,000 in bond issuance costs. According to the district, if the waiver is not approved, the district will need to obtain an alternative to bond financing. The district could incur $5.4 million to $6.5 million in interest and transaction costs, which are borne by bond holders if bonds are the source of financing. Delay in the construction of the middle school and completion of the high school also would result in additional costs associated with future construction costs increases.

Authority for Waiver: *EC* Section 33050

Period of request: January 10, 2007 to August 1, 2014

Local board approval date(s): August 22, 2006

Public hearing held on date(s): August 22, 2006

Bargaining unit(s) consulted on date(s): August 15, 2006

Name of bargaining unit/representative(s) consulted: Golden Valley Teacher's Association Linda Zinn, President, California School Employees Association (Cindy Landes, President)

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose
Comments (if appropriate):

Public hearing advertised by (choose one or more):
☐ posting in a newspaper ☒ posting at each school ☒ other (specify) Public library, Chamber of Commerce Office, Public Bulletin Board at the main shopping center in the community

Advisory committee(s) consulted: Golden Valley Chamber of Commerce

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: 8/21/06

FISCAL ANALYSIS (AS APPROPRIATE)

If the district had to obtain alternative financing to construct the needed projects it would cost the district $5 to $6 million in interest and other transaction costs. By obtaining the waiver, the district could avoid the interest costs and save as much as $400,000 to $600,000 in bond issuance costs by reducing the number of sales to two.

ATTACHMENTS

Attachment 1: General Waiver Request and Background Information (12 Pages) (This attachment is not available for Web viewing. A printed copy is available in the SBE Office or the Waiver Office.)

ITEM #W-3

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

☒ **General Waiver**

SUBJECT	
Request by the **Sequoia Union High School District** pertaining to the funding of High Tech High, Bayshore (a charter school authorized by the State Board of Education and located in the district) and proposing to waive either *California Code of Regulations (CCR)*, Title 5, Section 11967.6(a)(4) or *Education Code (EC)* sections 47632(j)(5) and 47635. Waiver Number: 15-11-2006	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☐ **Approval with conditions** ☒ **Denial**

The California Department of Education (CDE) recommends that the State Board of Education (SBE) deny this waiver request, because its approval would substantially increase state costs within the meaning of *EC* Section 33051(a)(6).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Under *EC* Section 33050, a school district governing board may request a waiver of various provisions of statute and regulation for one or more of the schools under its jurisdiction. The SBE has not previously considered a waiver pertaining to the funding of a charter school for which the SBE is the chartering authority.

Provisions of the *EC* pertaining to school funding are typically exempt from the general waiver authority. However, funding provisions related to charter schools are waivable for the most part, because they are located within the *Charter Schools Act of 1992* and are not identified as exceptions to the general waiver authority.

The SBE approved the renewal of the HTH Bayshore charter in March 2006, thus becoming the school's charter authorizer effective July 1, 2006. During 2005-06, HTH Bayshore was operated as a countywide benefit charter school of the San Mateo County Office of Education, but evidence was presented that the San Mateo County Board of Education had granted only a one-year charter and that the school's charter was thus denied renewal.

No opposition was expressed to the SBE's renewal of the HTH Bayshore charter either before the Advisory Commission on Charter Schools or in the public hearing held by the SBE. However, subsequent to the SBE's renewal of the HTH Bayshore charter, the allegation was made that the SBE did not have authority to renew the HTH Bayshore charter. Arguments toward that end are summarized in this waiver request.

SUMMARY OF KEY ISSUES

Under this waiver request, the Sequoia Union High School District (Sequoia) proposes two alternatives.

- Waive *CCR*, Title 5, Section 11967.6(a)(4)

The purpose of this waiver would be to allow HTH Bayshore to "join" the statewide benefit charter school granted by the SBE to the HTH organization in January 2006. If HTH Bayshore were to become a school site within the HTH statewide benefit charter school, the school would be funded exclusively by "state aid" (a term described in more detail below), and Sequoia would have no obligation to transfer any local property tax revenues to the school.

The CDE does not believe that *EC* Section 33050 empowers a school district governing board to apply for a waiver on behalf of a school that does not operate under the district's jurisdiction. Because HTH Bayshore is now chartered by the SBE, Sequoia does not have standing to submit a request on the school's behalf. Moreover, HTH could not be compelled by the granting of the waiver to incorporate the HTH Bayshore school site within its statewide benefit charter. Accordingly, the CDE believes that this alternative is not properly before the SBE and cannot be acted upon by the SBE.

- Waive *EC* Sections 47632(j)(5) and 47635

The purpose of this waiver would be to relieve Sequoia of the obligation to transfer any local property tax revenues to HTH Bayshore for the charter's five year term. Sequoia is a "basic aid" school district, meaning that it receives more in local property tax revenues than its "revenue limit," which is an amount of general purpose funding guaranteed by the state. In a typical district (not a basic aid district), local property tax revenues compose only a portion of this guaranteed general purpose funding level, and "state aid" makes up the remainder. Being a basic aid district, Sequoia receives essentially no state aid as part of this general purpose entitlement.

Under these two *EC* provisions (proposed to be waived, see strike-out of language in the waiver), a basic aid school district (such as Sequoia) is required to transfer to a countywide benefit charter school (from its local property tax revenues) the amount of the charter school's general purpose block grant for each student who resides within the district. For purposes of these two *EC* provisions, the CDE has determined that HTH Bayshore continues to be a countywide benefit charter school (its original status), even though the HTH Bayshore charter was renewed by the SBE. By waiving these two *EC* provisions, Sequoia would be relieved of responsibility for transferring any local property tax revenues to HTH Bayshore and, thus, enhance the funding it has available for students in district-run schools. For the most part, HTH Bayshore would become funded by the state.

HTH Bayshore does have a small number of students enrolled who reside in basic aid school districts other than Sequoia. This waiver would not extend to those districts. The districts would continue to be obligated to transfer local property tax revenues to HTH Bayshore for the general purpose block grant amount generated by the affected

SUMMARY OF KEY ISSUES (cont)

students. If this waiver is granted, the SBE should anticipate similar waiver requests from the other districts transferring local property tax revenues to HTH Bayshore, and possibly from other basic aid districts that transfer local property tax revenues to countywide benefit charter schools.

Sequoia transferred local property tax revenues to HTH Bayshore in 2005-06, when the school was operating under the auspices of the San Mateo County Office of Education. As noted above, HTH Bayshore retains its character as a countywide benefit charter schools even though its charter was renewed by the SBE. Accordingly, Sequoia continues to be obligated by statute to support the school (see fiscal analysis, below).

Shifting funding of HTH Bayshore to state aid would substantially increase state costs (see fiscal analysis, below) within the meaning of *EC* Section 33051(a)(6), and this establishes justification for the waiver's denial. The CDE believes it would set an undesirable precedent to waive provisions of the *EC* for the purpose of increasing funding available to an individual local educational agency. As indicated earlier, most provisions of statute governing funding are exempt from the waiver process.

Authority for Waiver: *EC* Section 33050

Period of request: July 1, 2006, through June 30, 2011

This waiver is being requested by the district for five years, from July 1, 2006, through June 30, 2011 (the period of the current renewal charter of HTH Bayshore.)

NOTE: If the SBE were to reject the CDE recommendation to deny, and approve this waiver, the provisions of *EC* Section 33051(c) would apply, and the district will not be required to reapply annually if information contained on the request remains current.

Local board approval date(s): November 15, 2006

Public hearing held on date(s): November 15, 2006

Bargaining unit(s) consulted on date(s): CTA/SDTA – November 6, 2006;
AFSCME – November 14, 2006

Name of bargaining unit/representative(s) consulted: CTA/SDTA – Mike Radoye;
AFSCME – Sandra Saunders and Kim Piuma

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose
Comments (if appropriate): None.

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☒ posting at each school ☐ other (specify)

Advisory committee(s) consulted: Presidents of Parent-Teacher Associations of all five district high schools.

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: October 23, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of this waiver request would have no effect on the amount of funding actually received by HTH Bayshore. However, to the extent HTH Bayshore's students reside within Sequoia's boundaries, the waiver would shift the source of funding for these students from Sequoia's local property taxes to state aid. The result would increase state costs by approximately $1.45 million in 2006-07, which is the amount of local property tax revenues that would otherwise be transferred to HTH Bayshore. This figure assumes that HTH Bayshore will have approximately 230 students who are Sequoia residents, and that the 2006-07 general purpose charter school block grant will be approximately $6,300 per student.

Assuming that Sequoia will serve approximately 7,800 students in 2006-07, approval of this waiver would result in the district having additional funding of about $185 per student. As a basic aid district, Sequoia will receive approximately $64.5 million in 2006-07 from local property taxes alone. If Sequoia were funded under the revenue limit, it would receive approximately $45.7 million in 2006-07. The difference is $18.8 million. The local property tax revenue Sequoia is obligated to transfer to HTH Bayshore, as noted above, is approximately $1.45 million or about eight percent of the difference.

Beyond 2006-07, the waiver would likely result in a proportionally similar (through slightly increasing) amount of additional state costs annually.

ATTACHMENTS

Attachment 1: General Waiver Request (8 Pages) (This attachment is not available for Web viewing. A printed copy is available in the SBE Office or the Waiver Office.)

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

☒ **General Waiver**

SUBJECT	
Request by the **Plumas Unified School District** to waive portions of *Education Code (EC)* Section 15282, regarding term limits for some of the membership of a Citizens' Oversight Committee for all construction bonds in the district. Waiver Number: 3-10-2006	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That seven of the nine members of the committee each be allowed to continue for one additional two year term. The waiver will end on or before December 31, 2008, so *EC* 33051(c) will not apply.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

There have been no similar waiver requests presented to the State Board of Education (SBE) in the past. However, there is one other similar waiver for Los Angeles Unified School District on this January 2007 meeting agenda.

SUMMARY OF KEY ISSUES

Under the provisions of *EC* sections 33050-33053, the Plumas Unified School District requests that specific language of a subsection of the *EC,* relating to term limits for members of a Citizens' Oversight Committee, be waived. The purpose of the Citizens' Oversight Committee is to inform the public concerning the expenditure of bond revenues. The citizens' oversight committee reviews and reports on the proper expenditure of taxpayers' money for school construction. The citizens' oversight committee holds public meeting and advises the public as to whether the district is in compliance with the all of the statutory requirements of the bond and school construction project(s).

The District wants to retain for one additional two-year term seven members of its COC, who were initially approved by the District's governing board in January of 2003. The terms of these seven Citizens' Oversight Committee members will expire in December 2006.

The last construction project utilizing bond funds is also scheduled to be completed within the next two years, it is therefore likely that the committee will be disbanded prior to December 31, 2008, the end of the third two-year term for the seven members included under this waiver.

The Governing Board and the current members of the Citizens' Oversight Committee have made personal contacts with many people in the area of the schools that they represent, and have been unable to find volunteers to replace members of the committee. Advertisements were sent to all parents in the school newsletter.

Finally an appeal through the local newspapers netted one new committee member appointed on October 10, 2006. The other member of the Citizens' Oversight Committee was appointed in 2004 and will be able to serve until the current statute, to serve until December 31, 2007. (See Attachment 2)

The District therefore requests that specific language of an *EC* Section be waived as follows:

> Section 15282 (a). The citizens' oversight committee shall consist of at least seven members to serve for a term of two years without compensation ~~and for no more than two consecutive terms~~.

The California Department of Education recommends approval of this waiver, for one more additional 2 year term for seven current members who were first appointed on January 7, 2003.

Attached is a list of the members, the areas of the district that they represent, and the appointment and ending dates for each member's current term.

Authority for Waiver: *EC* Section 33050

Period of request: January 1, 2007 to December 31, 2008

Local board approval date(s): August 10, 2006

Public hearing held on date(s): August 10, 2006

Bargaining unit(s) consulted on date(s): May 9, 2006

Name of bargaining unit/representative(s) consulted:

Plumas County Teacher's Association – Adrienne Stenson
CSEA, Chapter 193 – David Fogelman

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose

Comments (if appropriate):

Public hearing advertised by (choose one or more):
☐ posting in a newspaper ☒ posting at each school ☐ other (specify)

Advisory committee(s) consulted: Plumas Unified School District Measure A Citizens Oversight

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: July 18, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

If a local bond measure is approved, a school district has the statutory responsibility to appoint a Citizens' Oversight Committee to inform the public about the use of bond funds.

ATTACHMENTS

Attachment 1: General Waiver Request and Memorandum (3 Pages) (This attachment is not available for Web viewing. A printed copy is available in the SBE Office or the Waiver Office.)

Attachment 2: Bond Oversight Committee Member Appointments (1 Page) (This attachment is not available for Web viewing. A printed copy is available in the SBE Office or the Waiver Office.)

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

General Waiver

SUBJECT	☒ **ACTION**
Request by the **Los Angeles Unified School District** to waive portions of *Education Code (EC)* Section 15282, regarding term limits on membership of a Citizens' Oversight Committee for all construction bonds in the district. Waiver Number: 6-9-2006	☐ **CONSENT**

RECOMMENDATION

☐ Approval ☒ Approval with conditions ☐ Denial

That the six (6) members of the committee whose terms are ending on January 31, 2007 will each be allowed to continue for one additional two year term, less one day so that *EC* 33051(c) will not apply.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

There have been no similar waiver requests presented to the State Board of Education (SBE) in the past. However, there is one other similar waiver for Plumas Unified School District on this January 2007 meeting agenda.

SUMMARY OF KEY ISSUES

The Los Angeles Unified School District (USD) requests that specific language of a subsection of the *EC,* relating to term limits for members of a Bond Oversight Committee, referred to in the *EC* as a "Citizens' Oversight Committee" be waived. The purpose of the Citizens' Oversight Committee is to inform the public concerning the expenditure of bond revenues. The citizens' oversight committee reviews and reports on the proper expenditure of taxpayers' money for school construction. The citizens' oversight committee holds public meeting and advises the public as to whether the district is in compliance with the all of the statutory requirements of the bond and school construction project(s).

The district wants to retain for one additional two-year term, the six members of its Citizens' Oversight Committee who were first appointed under the statute in February 1, 2003, and whose terms would expire on January 31, 2007.

Therefore, Los Angeles USD therefore requests that specific language of *EC* Section 15282 (a) be waived as follows:

> Section 15282 (a). The citizens' oversight committee shall consist of at least seven members to serve for a term of two years without compensation ~~and for no more than two consecutive terms~~.

The district feels that the current members have been of particular value to its extensive school construction and modernization program, and that loss of all members after a four year (individual by member) term is not in the best interest of the process. During what will be a difficult transition period, the district feels that the continued participation of these experienced members will aid in continuing its ambitious and successful building and modernization program. There is nobody competing for membership positions on this committee at this point in time.

The California Department of Education recommends approval of this waiver, for one more additional two-year term for the six members expire on January 31, 2007. They are marked with an asterisk on the attached list of all 15 members, along with the groups that they represent, and the appointment, renewal and ending dates for each member.

Authority for Waiver: *EC* Section 33050

Period of request: January 31, 2007 – January 30, 2009
Two years less one day so that *EC* 33051(c) will not apply.

Local board approval date(s): September 12, 2006

Public hearing held on date(s): September 12, 2006

Bargaining unit(s) consulted on date(s): August 31, 2006

Name of bargaining unit/representative(s) consulted: UTLA – Sam Kresner

Position of bargaining unit(s) (choose only one):
☒ Neutral ☐ Support ☐ Oppose

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☐ posting at each school ☐ other (specify)

Advisory committee(s) consulted: The Los Angeles Unified School District Bond Oversight Committee

Objections raised (choose one): None ☒ Objections are as follows:

Opposition: The vote was 7 in favor and 1 opposed; the one objection was based upon preserving the historical precedent of term limits.

Date(s) consulted: September 20, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

By allowing this Citizens' Oversight Committee to retain its institutional expertise for the next two years, the District feels confident that it can continue to manage billions of dollars of its school construction and modernization funds well.

ATTACHMENTS

Attachment 1: General Waiver Request and Memorandum (5 Pages) (This attachment is not available for Web viewing. A printed copy is available in the SBE office or the Waiver Office.)

Attachment 2: Bond Oversight Committee Member Appointments (1 Page) (This attachment is not available for Web viewing. A printed copy is available in the SBE office or the Waiver Office.)

ITEM #W-6

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **San Rafael City High School District** for a waiver of *Education Code* (*EC*) Section 48661(a) relating to the temporary placement of a community day school on the same site as a continuation high school (Madrone). Waiver Number: 7-10-2006	☒ **Action** ☐ **Consent**

RECOMMENDATION

☒ **Approval** ☐ **Approval with conditions** ☐ **Denial**

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has approved several similar requests to allow the colocation of a community day school (CDS) with a continuation high school when the CDS could not be located separately and the district has been able to ensure appropriate separation of students between the two schools.

Community Day Schools (CDSs) serve students in elementary, middle, or high school grades referred by expulsion, probation or a School Attendance Review Board, and other high-risk youth in these grades. CDSs provide challenging academic curricula and also develop pro-social skills and resiliency.

Continuation education is a high school diploma program designed to meet the needs of students sixteen through eighteen years of age who have not graduated from high school, are not exempt from compulsory school attendance, and are deemed at risk of not completing their schooling.

SUMMARY OF KEY ISSUES

San Rafael City High School District requests a waiver of *Education Code* (*EC*) Section 48661(a) which states that a CDS shall not be situated on the same site as a continuation high school.

The district intends to temporarily locate Madrone Continuation High School on the same site as their community day school (CDS) until a construction of a separate site for Madrone is completed in June 2007. The district conducted an extensive search of facilities owned by the district and in the community. The district has certified that no appropriate separate facilities are available.

Consistent with Section 48661, the CDS will still provide the greatest possible separation from other traditional school classrooms and students, not being located

on the same site as an elementary, middle, or comprehensive high school.

The CDS and the continuation high school will be separated from each other by a series of physical barriers (fences, locked gates and "no student" zones). Arrival and departure are at separate times and locations to prevent intermingling of students. There are also different bell schedules and lunch periods. Each school has its own restrooms. Public Safety Officers assigned to each school will ensure that the schools' respective students are separated at all times. The CDE consultant physically visited the site to ensure these measures are in place. Attachment 2 is a map verifying that the two schools will be physically separated.

The district believes that the measures described above will provide a very high level of safety. The local board voted unanimously in support of the waiver request. The Site Councils and bargaining units representing students, parents, teachers, and administrators were consulted and all were neutral.

While the district believes that the measures described above would provide a very high level of safety, the district is only requesting, and the California Department of Education (CDE) recommends, approval of the waiver for the one school year until construction of the site for the continuation high school is completed, enabling the schools to operate completely separately in subsequent years.

The CDE recommends that the waiver be approved as requested.

Authority for Waiver: *EC* Section 33050

Period of request: October 2, 2006 to June 15, 2007

Local board approval date(s): August 7, 2006

Public hearing held on date(s): October 23, 2006

Bargaining unit(s) consulted on date(s): October 2 and 9, 2006

Name of bargaining unit/representative(s) consulted: San Rafael Federation of Teachers, Doug Milani and Board

Position of bargaining unit(s) (choose only one):
☒ Neutral ☐ Support ☐ Oppose
Comments (if appropriate):

Public hearing advertised by (choose one or more):
☐ posting in a newspaper ☒ posting at each school ☐ other

Advisory committee(s) consulted: CDS Advisory Committee

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: October 12, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of this waiver would not have a fiscal impact on the state.

ATTACHMENTS

Attachment 1: General Waiver Request (2 Pages) (This attachment is not available for Web viewing. A printed copy is available in the SBE Office or the Waiver Office.)

Attachment 2: Map of School Site (1 Page) (This attachment is not available for Web viewing. A printed copy is available in the SBE Office or the Waiver Office.)

ITEM #W-7

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Lake County Office of Education** for a waiver of portions of *Education Code (EC)* sections 48660 and 48916.1(d) to permit a community day school (CDS) to serve students in grade 4-6 with students in grade 7-8. Waiver Number: 3-11-2006	☒ **Action** ☐ **Consent**

RECOMMENDATION

☒ **Approval** ☐ **Approval with conditions** ☐ **Denial**

Education Code (EC) Section 33051(c) will apply and the district will not be required to reapply annually if information contained on the request remains current.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has approved prior requests to allow school districts to serve students in grade 4-6 with students in grades 7-8.

SUMMARY OF KEY ISSUES

The Lake County Office of Education (COE) requests a waiver of portions of *EC* sections 48660 and 48916.1(d) that provide for the maximum authorized grade span to be served in a community day school (CDS).

Current law was formulated to provide flexibility in establishing the grade spans for CDSs, authorizing any middle grades configuration used by the school district. Current law also provides for a K-8 district to establish a K-8 CDS. However, a COE that does not operate a middle school is still required to seek a State Board waiver in order to establish a CDS for this grade span.

COEs provide educational services to a number of local school districts who cannot provide these services themselves. Lake COE is requesting this waiver in order to match the grade span organization of its feeder districts. Lake COE's CDS is small. It would not be economically prudent to establish a second CDS in order to serve students in grades 4-6 separately from those in grades 7-8.

The District Board voted unanimously to support this request. The LCOE Community Schools' Advisory Council, representing students, parents, teachers, and administrators had no objections.

The Department recommends that the waiver be approved as requested.

Authority for Waiver: *EC* Section 33050

Period of request: November 1, 2006 to November 1, 2008

Local board approval date(s): October 11, 2006

Public hearing held on date(s): October 11, 2006

Bargaining unit(s) consulted on date(s): There are no bargaining units at the Lake County Office of Education

Name of bargaining unit/representative(s) consulted: There are no bargaining units at the Lake County Office of Education

Position of bargaining unit(s) (choose only one):
☐ Neutral ☐ Support ☐ Oppose
Comments (if appropriate): There are no bargaining units at the Lake County Office of Education

Public hearing advertised by (choose one or more):
☐ posting in a newspaper ☒ posting at each school ☒ other Notice also posted in three public places as well as at each school

Advisory committee(s) consulted: LCOE Community Schools' Advisory Council

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: October 19, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of this waiver would not have a fiscal impact on the state.

ATTACHMENTS

Attachment 1: General Waiver Request (3 Pages) (This attachment is not available for Web viewing. A printed copy is available in the SBE office or the Waiver Office.)

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Escalon Unified School District** for a renewal waiver of *Education Code (EC)* Section 37202(a), the equity length of time requirement, at four of the district's elementary schools: Dent, Collegeville, Farmington and Van Allen Elementary Schools. Waiver Number: 17-10-2006	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That *EC* 33051(c) will apply as long as the conditions of the waiver remain the same.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has approved similar types of waiver requests.

SUMMARY OF KEY ISSUES

In 2006, the Escalon Unified School District's 2005-2006 auditors noted that the district was out-of-compliance with the equity length of time requirement of *EC* Section 37202 which states that all grades levels must operate at the same number of instructional minutes. The auditor recommended that the district apply for a waiver from the SBE to bring their schools into compliance with education code. The district applied for a waiver and in March of 2006, the SBE approved their request with the condition that they submit an evaluation before a renewal is considered. The finding was not apportionment significant.

As in the previous waiver request, the district's reasons for the varying times are linked to the transportation schedules at the schools. The attached chart displaying the differing instructional times indicates that the schools are offering a greater amount of instructional minutes than the state required minimums for each grade level. The district has three schools located within the city limits of Escalon and the rest of the schools are rurally located. In order to avoid impacting their general fund with higher transportation costs, instructional times at the different schools operate at varying lengths to accommodate the bussing schedules.

The district provided their evaluation of the results of the previous waiver and it is positive. They state that the test scores at each of the elementary schools met all their growth targets and that the average API is 763 for these four schools. Teachers, parents, and the bargaining units all had opportunities to comment on the varied school schedules and the district did not receive any negative feedback.

Therefore, since the district offers more than the required minimum instructional times at all schools involved in the waiver request, the educational needs of the students are being met, and that not seeking a waiver of *EC* 37202 would result in a financial hardship for the district, the department recommends approval and that *EC* 33051(c) will apply as long as the same conditions remain the same.

Authority for Waiver: *EC* Section 33050

Period of request: May 27, 2006 to August 14, 2007

Local board approval date(s): October 24, 2006

Public hearing held on date(s): October 24, 2006

Bargaining unit(s) consulted on date(s): October 17, 2006

Name of bargaining unit/representative(s) consulted: EUTA, Ray Roncale, President; CSEA, Kurt Pettit, President

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose
Comments (if appropriate):

Public hearing advertised by (choose one or more):
☐ posting in a newspaper ☒ posting at each school ☒ other (specify) Within district

Advisory committee(s) consulted: At the school site councils for Collegeville, Dent, Farmington, and Van Allen schools.

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: various dates in October of 2006

FISCAL ANALYSIS (AS APPROPRIATE)

There are no fiscal implications associated with this waiver request.

ATTACHMENT

Attachment 1: General Waiver Request Form (2 pages) (This attachment is not available for Web viewing. A printed copy is available in the SBE office or the Waiver Office.)

Attachment 2: Schedule Justification and Evaluation (1 page)

Attachment 3: Original Justification (1 page)

Attachment 4: Comparison Chart of Instructional Minutes (1 page)

Schedule Justification and Evaluation

This item was listed as an audit finding for the Escalon Unified School District for the year ended June 30, 2005. The district applied for and received a waiver of Education Code Section 37202 (a) for the 2005-06 school year (waiver # 9-1-2006-W-7). The district is now requesting a renewal of the original waiver. See attachment 3 for the original rationale for the waiver. It has not changed.

During the renewal process, the district has conducted an evaluation which has consisted of the following elements:

1) Review of test scores at each of the four elementary schools (Collegeville, Dent, Farmington, Van Allen) in the district to determine if sufficient progress is being made and if there were any effects related to differing instructional minutes. The 2005-06 Accountability Progress Report indicated that all four schools have met their Schoolwide Growth Targets. The average API score for the four schools was 763 and the average growth from the 2005 Base was 26. In addition, all four schools met all A YP criteria, including Participation Rate and Percent Proficient for both English-Language Arts and Mathematics.
2) Teachers in the district have been provided opportunities to state their opinions regarding the differences in instructional minutes at the various sites through the following means: site staff meetings, site council meetings, district grade-level meetings, and the Escalon Unified Teachers' Association bargaining unit. There has been no opposition to or negative comments expressed regarding the instructional minute schedules at the various sites.
3) Parents in the district have been provided opportunities to state their opinions regarding their differences in instructional minutes at the various sites through the site council meeting process at each site and the public hearings held during regularly scheduled Board Meetings. There has been no opposition to or negative comments expressed regarding the instructional minute schedules expressed by parents.
4) The main bargaining units associated with the district have reviewed and discussed the waiver process and differences in instructional minutes at the various sites. In both the original waiver request process and this renewal process, both units have expressed support for the waiver request.

In summary, the district feels that the small differences in instructional minutes offered at the four elementary school sites in the Escalon Unified School District have not affected the education provided to students in grades K-5. As indicated by the most recent test data, all four schools are meeting all of the state's accountability measures and moving towards the state's overall goals for elementary schools. The district requests that its waiver request be renewed.

Original Justification for Waiver Request:

This item was listed as an audit finding for the Escalon Unified School District for the year ended June 30, 2005. The elementary time schedules have not been an issue in the past. Escalon Unified School District is a rural district with three in-town schools (Dent Elementary, EI Portal Middle School, and Escalon High School) and three outlying elementary schools (Collegeville, Farmington and Van Allen-all at 180 students or less). Approximately 85% of the district's students receive home-to-school transportation. The nature of the district's transportation system requires that the same bus pick up students going to schools at each level-elementary, middle, and secondary. The district has developed pick-up schedules that meet these requirements and attempt to minimize overall transportation costs; annually, the cost of providing home-to-school transportation for all students heavily encroaches on the general fund; i.e., the cost of delivering the transportation service exceeds the funding provided by the state for this purpose.

In order to meet these transportation needs, the rural elementary schools start earlier than the schools located in the town of Escalon. Most elementary students are released at 2:10 with buses provided to take students home within localized areas in the schools' attendance areas and which allows the same buses to return to pick up all other students who are released from 3:00 to 3:10 (mainly at the district's middle school and high school). Given the different transportation needs, different schedules are created which result in differences in total instructional time for students in elementary classes.

All students are in classes that exceed the state's minimum requirements for each grade level and are within 4-5% of the longest school day within the district for each grade level. Instructional days for each grade level are within the following ranges: 1st-2nd grades (289-300 minutes); 3rd grade (290-304 minutes); 4th-5th grades (305-321 minutes). If changes in the schedules were to be made, the district would have to run all classes at the highest level for each grade in order to maintain instructional minutes as part of the longer day-longer year funding requirements. The district requests that it be granted a waiver to continue its existing elementary schedules.

Comparison of Instructional Minutes
Ed Code Requirements
And
Escalon Unified School District

Grade 1	
Ed Code Requirement	50,400
Collegeville	53,100
Dent	51,300
Farmington	51,131
Van Allen	51,315
Grade 2	
Ed Code Requirement	50,400
Collegeville	53,100
Dent	51,300
Farmington	51,131
Van Allen	51,315
Grade 3	
Ed Code Requirement	50,400
Collegeville	53,100
Dent	51,300
Farmington	53,816
Van Allen	51,315
Grade 4	
Ed Code Requirement	54,000
Collegeville	54,760
Dent	56,910
Farmington	56,869
Van Allen	54,020
Grade 5	
Ed Code Requirement	54,000
Collegeville	54,760
Dent	56,910
Farmington	56,869
Van Allen	54,020

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by the **Los Angeles County Office of Education** for a retroactive waiver of the audit penalty for the 2004/2005 fiscal year of *Education Code (EC)* Section 60119 regarding the annual public hearing and board resolution on the availability of textbooks and instructional materials for all students at all grade levels and subjects. Waiver Number: 19-06-2006	☒ **Action** ☐ **Consent**

RECOMMENDATION

☒ Approval ☐ Approval with conditions ☐ Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has been approving waivers of this type since 1999 under Waiver Policy number 01-06 Instructional Materials Sufficiency.

With the implementation of the Williams lawsuit settlement through the passage of SB 550 (Statutes of 2004), several new requirements are now in effect, such as the hearing must be within the first eight weeks of school, the hearing cannot be held during or immediately following school hours, and the resolution requirements have been increased. Due to these changes, the number of counties found out of compliance has increased.

Los Angeles County Office of Education (LACOE) has not had a prior year finding and waiver of this type.

SUMMARY OF KEY ISSUES

During the audit of fiscal year 2004-2005, it was discovered that LACOE did not post the notice of their annual public hearing for ten days prior to the meeting for the sufficiency of instructional materials as required by *EC* Section 60119.

In order to receive the waiver, LACOE held a fully compliant public hearing for fiscal year 2006-2007, on September 19, 2006, a date within the first eight weeks of the start of the school year. Along with the waiver request, LACOE submitted their resolution for 2006-07 which certifies that all students have sufficient texts and a copy of the currently used instructional materials (Attachment 4 and Attachment 5).

LACOE did have to revise their resolution for technical reasons and take it back to their board for approval after the September 19, 2006 date and re-submit it. The resolution, certification of compliance, and list of currently used instructional materials was

reviewed and verified by Waiver Office staff.

The Waiver Office is requesting that next year that the public hearing take place later than 4 p.m. in the afternoon. While 4 p.m. meets the requirement of not holding the public hearing during school hours or immediately following, holding the hearing later would accommodate more parents to be able to attend. LACOE has agreed to do this next year.

Therefore, the department recommends approval of LACOE's waiver request.

Authority for the Waiver: *EC* Section 41344.4

Period of request: 07/01/2004 to 06/30/2005

Local board approval date(s): September 19, 2006

Bargaining unit(s) consulted on date(s): October 24, 2006

Name of bargaining unit(s)/representative(s): Los Angeles County Employees Association (LACEA), Mark Lewis, President

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose
Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

If this waiver request is not approved, LACOE will lose their Instructional Materials Funds for the 2004-2005 school year.

ATTACHMENTS

Attachment 1: Specific Waiver Request from LACOE (2 pages) (This attachment is not available for web viewing. A printed copy is available in the SBE office or the Waiver Office.)

Attachment 2: Audit Report (1 page) (This attachment is not available for web viewing. A printed copy is available in the SBE office or the Waiver Office.)

Attachment 3: LACOE's Certification of Compliance (2 pages) (This attachment is not available for web viewing. A printed copy is available in the SBE office or the Waiver Office.)

Attachment 4: Board Resolution (2 pages) (This attachment is not available for web viewing. A printed copy is available in the SBE office or the Waiver Office.)

Attachment 5: List of Current Instructional Materials (13 pages) (This attachment is not available for web viewing. A printed copy is available in the SBE office or the Waiver Office.)

ITEM #W-10

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Alpine County Unified School District** to waive a portion of *Education Code (EC)* Section 35330(d) to authorize expenditure of school district funds for eighth grade students to travel to Washington, D.C., which is part of their study of American History and Government. Waiver Number: 6-11-2006	☒ **Action** ☐ **Consent**

RECOMMENDATION

☒ **Approval** ☐ **Approval with conditions** ☐ **Denial**

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has approved similar waiver requests in the past.

SUMMARY OF KEY ISSUES

EC Section 35330**(**d**)** states "…no expenses of pupils participating in a field trip or excursion to any other state, the District of Columbia, or a foreign country authorized by this section shall be paid with school district funds."

Alpine County Unified School District (ACUSD) requests a waiver of *EC* Section 35330(d) to allow their eighth grade students and two chaperones to use district funds to travel out-of-state to Washington, D.C., as part of their American studies program on October 5, 2006 through October 14, 2006. Without district support, these students would have missed this trip. This trip is both educationally and culturally enlightening for these rurally isolated students.

The district included an estimate of the cost of this trip at $11,359, which includes transportation, accommodations and food. The school site council has voted to contribute $5,000 towards the cost of the trip and participating students are to raise the rest of their portion of the expense and use funds left over from the previous year's fundraisers. The district will expend a total of $5,000 of school district funds.

As this trip will broaden the educational and cultural experiences of the participating students, the department recommends approval of this waiver request and that *EC* Section 33051(c) will apply to eighth grade students traveling out-of-state to Washington, D.C., as part of their American studies program as long as the conditions of the waiver remain the same.

Authority for Waiver: *EC* Section 33050

Period of request: October 5, 2006 to October 5, 2007

Local board approval date(s): October 12, 2006

Public hearing held on date(s): October 12, 2006

Bargaining unit(s) consulted on date(s): October 2, 2006

Name of bargaining unit/representative(s) consulted: Alpine Teachers Association, Joe Voss; ACUSD Classified Employee Organization, Bob Mortimer

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose
Comments (if appropriate):

Public hearing advertised by (choose one or more):
☐ posting in a newspaper ☒ posting at each school ☒ other (specify) 3 public places in the district

Advisory committee(s) consulted: Diamond Valley **s**chool site council

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: November 2, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

District wants to use $5,000 of school district funds to send eight students to Washington, D.C. Without approval of this waiver request, these students will not be able to reap the rewards of this enriching learning experience.

ATTACHMENTS

Attachment 1: General Waiver Request from Alpine County USD (2 Pages) (This attachment is not available for Web viewing. A printed copy is available in the SBE office or the Waiver Office.)

Attachment 2: Trip expense detail (1 Page) (This attachment is not available for Web viewing. A printed copy is available in the SBE office or the Waiver Office.)

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

☒ **General Waiver**

SUBJECT	
Request by two school districts to *Education Code (EC)* Section 35330(d) to allow out-of-state travel for students participating in the Environmental and Spatial Technology (EAST) Conference in Hot Springs, Arkansas. Waiver Number: 24-11-2006 Corning Union Elementary SD 16-11-2006 Lassen Union High SD	☒ **Action** ☐ **Consent**

RECOMMENDATION

☒ **Approval** ☐ **Approval with conditions** ☐ **Denial**

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has approved similar waiver requests in the past.

SUMMARY OF KEY ISSUES

EC Section 35330**(**d**)** states that "…no expenses of pupils participating in a field trip or excursion to any other state, the District of Columbia, or a foreign country authorized by this section shall be paid with school district funds."

Lassen Union High School District and Corning Union Elementary School District have students that were participating in the ECS East program and attended the West Regional EAST Partnership Conference held at the EAST training facility in Sacramento, California. The Sacramento facility relocated to Arkansas and the students are going to attend the only training available to them at the National EAST conference to be held in Hot Springs, Arkansas, February 27, to March 1, 2007. The districts want to use district funds to allow students to travel to the conference. The department is expecting more districts to request to waive *EC* 35330(d) for the same purpose.

Last year, a similar waiver was approved by the State Board of Education which allowed over 20 students to participate in the annual EAST Conference in Arkansas. Over the years, approval of these waivers has allowed over 100 students from all over the state of California the opportunity to participate in this unique program.

Therefore, the department recommends approval for this waiver request and the *EC* Section 33051(c) will apply for out-of-state travel for students participating in the EAST Program Conferences and other national leadership conferences.

Authority for Waiver: *EC* Section 33050

Period of request: Corning: 02/26/07 to 02/25/08; Lassen: 12/20/06 to 12/19/07

Local board approval date(s): Corning: 11/15/06; Lassen: 10/10/06

Public hearing held on date(s): Corning: 11/15/06; Lassen: 10/10/06

Bargaining unit(s) consulted on date(s): Corning: 09/21/06; Lassen: 09/17/06

Name of bargaining unit/representative(s) consulted: Corning: CEFA, Anthony Rypka, Representative; Lassen: This is a renewal of Waiver #3-3-2006-W-17

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose
Comments (if appropriate):

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☒ posting at each school ☐ other (specify)

Advisory committee(s) consulted: Respective school site councils

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: Corning: 10/19/06; Lassen: 10/08/06

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of this waiver request will allow the Corning Union Elementary SD to spend $4,984 to send 8 students and Lassen Union High SD to spend $3,250 to send 8 students to the EAST conference in Hot Springs, Arkansas in fiscal year 2006-2007.

ATTACHMENTS

Attachment 1: General Waiver Requests (Corning Union Elementary SD and Lassen Union High SD)(4 Pages) (This attachment is not available for Web viewing. A printed copy is available in the SBE Office or the Waiver Office.)

ITEM #W-12

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

☒ **Petition Waiver**

SUBJECT	
Petition request under *Education Code (EC)* sections 60421(d) and 60200 (g) by **Banning Unified School District** to purchase non-adopted Instructional Resources (*Houghton Mifflin Mathematics*, *Grade 6*) using Instructional Materials Funding Realignment Program (IMFRP) monies. Waiver Number: 13-10-2006	☒ **Action** ☐ **Consent**

RECOMMENDATION

☒ Approval ☐ Approval with conditions ☐ Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

This type of petition has been approved by the State Board of Education many times since 2001 for districts who want to keep to a sequence K-6 in Mathematics. The kindergarten through grade five (K-5) program was submitted and adopted under the 2001 Mathematics Adoption. The grade six program was completed after the state adoption of the grades K-5 program. However the program has been reviewed by a former member of the Curriculum Commission does address all the standards in 6th grade mathematics

This is the district's first request to use state instructional materials money for the purchase of this program.

SUMMARY OF KEY ISSUES

EC Section 60421(d) specifically authorizes the SBE to grant waivers for the purchase of non-adopted materials with IMFRP funds.

Banning Unified School District is requesting a waiver for the use of IMFRP funds for the purchase of *Houghton Mifflin Mathematic, Grade 6*. The kindergarten through grade five (K-5) program was submitted and adopted under the 2001 Mathematics Adoption. The grade six program was completed after the state adoption of the grades K-5 program. The district is requesting a waiver for a program that would continue or extend a currently adopted program.

In 2004, the Banning Unified School District went through a grade-level reconfiguration. Prior to that time, there were three elementary schools K-5, two middle schools (6-8) and a comprehensive high school (9-12). After the reconfiguration, BUSD had three K-4

elementary schools, one 5-6 elementary school, one 7-8 middle school, and a 9-12 comprehensive high school. The new 5-6 elementary school (Susan B. Coombs) was and continues to be a Program Improvement school.

Because of the Program Improvement status, in 2005, Coombs was assigned a consultant from the Riverside County Office of Education. The consultant recommended a number of changes that she felt would help increase student achievement at Coombs. Among the recommendations was a change of our 6th grade math text to the Houghton-Mifflin series so the 6th grade would be aligned with the K-5 program throughout the district. The district was previously using the SBE-adopted McDougal Littell *Concepts and Skills* text for 6thgrade.

The department recommends approval of this petition.

Authority for Petition: *EC* Section 60421(d) and 60200(g)

Period of request: July 1, 2006, through June 30, 2008.

Local board approval date(s): October 19, 2006

Public hearing held on date(s): October 19, 2006

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☐ posting at each school ☒ other (District Office)

FISCAL ANALYSIS (AS APPROPRIATE)

The district provided the following information:

Cost of grade six textbook: $55.45
Total cost (450 textbooks to be ordered): $24,952.50
Total cost of all materials for this adoption: $29,114.33.

According to information provided by the School Fiscal Services Division of the California Department of Education, the total IMFRP for Banning Unified School District for 2005-06 was $290,053.

ATTACHMENTS

Attachment 1: Petition Request (2 Pages) (This attachment is not available for Web viewing. A printed copy is available in the SBE office or the Waiver Office.)

Attachment 2: Email from Gordon Fisher (1 Page) (This attachment is not available for Web viewing. A printed copy is available in the SBE office or the Waiver Office.)

ITEM #W-13

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **San Joaquin County Office of Education** to waive *Education Code* (*EC*) Section 35710, the election requirements as well as *EC* Section 35533 and portions of Section 35534 to speed the completion of a proposed transfer of the entire **Holt Union Elementary School District** to the **Tracy Unified School District**. Waiver Number: 2-12-2006	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That the waiver will apply only to the November 15, 2006 territory transfer petition approved by the San Joaquin County Committee on School District Reorganization (County Committee).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) previously has approved similar waiver requests to eliminate the election requirement, most recently at the November SBE meeting for a proposed transfer of territory from the Turlock Unified School to the Delhi Unified School District. The SBE has also approved six other waivers that ask that the date of final effective date of the reorganization be done faster than the statute provides.

SUMMARY OF KEY ISSUES

As described in the previous waiver of the election requirements concerning filling a vacancy on a school district's governing board, as result of the enrollment trend and safety concerns, the Holt Union Elementary School District (UESD) is not considered to be a viable school district.

The County Committee conducted public hearings, unanimously found all the conditions of *Education Code (EC)* Section 35753 were met, and approved the proposed transfer of the entire territory of the Holt (UESD) to the Tracy Unified School District (USD). The findings of the County Committee are in Attachment 2.

It is our understanding that this action is supported by all affected local agencies. Holt UESD currently is a component elementary district of Tracy USD (pursuant to *EC* Section 35542(b)) so high school age students residing within the boundaries of Holt UESD already attend high school in the Tracy USD.

The San Joaquin County Office of Education (COE) requests that the SBE waive all of *EC* Section 35710, the requirement that after the County Committee approves a territory transfer, the County Superintendent must call an election (see Attachment 3). There are only a total of 81 students currently enrolled in the Holt UESD, and within the approximately 60 square miles of the district attendance area, there are less than 100 registered voters.

In addition, the San Joaquin COE requests that *EC* Section 35333 and portions of Section 35534 to speed the completion of a proposed transfer of the entire Holt UESD to the Tracy USD. These statutes (see Attachment 3) create a delay of one calendar year, after a territory transfer has been approved until the effective date of the transfer. Again due to the educational issues, as well as the health and safety issues for these students, it is preferable that the transfer be completed as soon as possible, as of July 1, 2007.

The California Department of Education recommends that the SBE approve the waiver request under the condition that the waiver will apply only to the election requirements of the November 15, 2006 territory transfer petition approved by the County Committee.

Authority for Waiver: *EC* Section 5091

Period of request: July 1, 2006 to July 1, 2007

Local board approval date(s): October 18, 2006

Public hearing held on date(s): October 18, 2006

Bargaining unit(s) consulted on date(s): October 10, 2006, the Tracy USD consulted with Steve Sievers, President of the Tracy Educators' Association which declared a "neutral" position on the requested waivers.

On October 16, 2006, the Tracy USD consulted Liz Rouda, President of the California School Employees' Association Chapter #98 which declared a "neutral" position on the requested waivers.

The Holt USD has no employee bargaining units.

Position of bargaining unit(s) (choose only one):
☒ Neutral ☐ Support ☐ Oppose
Comments (if appropriate):

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☒ posting at each school ☐ other (specify) Three public places

Advisory committee(s) consulted:
On October 17, 2006, the Tracy USD consulted with the Superintendent's Parent Advisory Committee which declared a "neutral" position on the requested waiver.

On October 17, 2006, the Holt USD consulted with the leadership of its School Site Council which was also neutral on the waiver of the elections and date of transfer.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of a waiver would allow the county superintendent to avoid calling an election for the vacant board positions at Holt UESD, thereby avoiding a cost to the county for the election.

ATTACHMENTS

Attachment 1: General Waiver Request (4 Pages) (This attachment is not available for Web viewing. A printed copy is available in the SBE Office or the Waiver Office.)

Attachment 2: Findings of the San Joaquin County Committee on District Reorganization (5 Pages)

SAN JOAQUIN COUNTY COMMITTEE ON SCHOOL DISTRICT ORGANIZATION
TERRITORY TRANSFER PROPOSAL
DESCRIPTION

A. A map of the territory to be covered by the proposed action is included for review as Exhibit A.

B. The school districts affected by the proposal include the Holt Union Elementary School District and the Tracy Unified School District.

C. The reasons for the proposed reorganization include:

1. The Holt Union Elementary School District is a direct service school district that lies within the Tracy Unified School boundaries, and is not adequate in terms of the number of students for an elementary school.

2. The territory is inhabited, constitutes 100% of the assessed valuation of the Holt Union Elementary School District, and the governing boards of both school districts have passed resolutions supporting the transfer of territory.

3. Two public hearings have been scheduled in the proposed area to collect input regarding the transfer of territory.

4. The San Joaquin County Committee on School District Organization has determined the Proposal meets the conditions for approval as outlined in Education Code §35753.

5. An Initial Study and intent to file a Negative Declaration have been completed, reviewed, and filed appropriately by the San Joaquin County Committee on School District Organization.

6. The San Joaquin County Committee on School District Organization has determined the territory transfer will not negatively impact the environment and has scheduled a public hearing relative to the California Environmental Quality Act.

7. The San Joaquin County Committee on School District Organization has made a General Waiver Request to the State Board of Education relative to Education Code section 35533 and 35534 concerning the effective date of this transfer of territory; Education Code section 35710 to allow for a mailed-ballot election for this transfer of territory; and, Education Code section 5091 allowing a waiver of filling vacancies on a school district's, governing board.

8. The transfer is in the best interest of students and families who reside in the proposed area.

REVIEW OF CRITERIA AFFECTING REORGANIZATION PROPOSALS
EDUCATION CODE § 35753

1. *Adequacy of student enrollment*:

   Holt Union Elementary School District is already part of the Tracy Unified School District and the boundaries are fully contained within the Tracy Unified School District. The Holt Elementary School campus will be closed due to its unsafe condition, and students will be absorbed into existing Tracy Unified schools.

2. *The proposal results in school districts being organized on the basis of a substantial community identity:*

   Throughout its history Holt Union Elementary School District students have attended Tracy High School. The Holt Union Elementary School District is fully contained within the boundaries of the Tracy Unified School District. Community identify already exists.

3. *The proposal will result in equitable division of property and facilities:*

   The Tracy Governing Board approved the annexation conditional upon not having to assume ownership of the Holt Union Elementary School District property. Upon successful completion of the proposed transfer of territory, the Holt Governing Board will be expected to deed the property to the San Joaquin County Office of Education effective June 30, 2007.

4. The *proposal will not promote racial or ethnic discrimination or segregation:*

   The 2005 CBEDS Repot indicates the ethnic population of the Holt Union Elementary School District is 88%, and the ethnic population of the Tracy Unified School District is 64%. The annexation will result in a greater ethnic diversity of the student population as a whole.

5. *The proposal will not result in any substantial increase in cost to the state*:

   The proposal will not result in any substantial increase in costs to the state. The only costs to the state will be those associated with the revenue limit calculation as defined by Education Code § 35735.1.

6. *The proposal will not significantly disrupt the educational programs in the districts and the districts will continue to promote sound education performance:*

   The greater resources of the Tracy Unified School District are expected to enhance the educational program of the students of Holt Elementary School.

7. *The proposal will not result in a significant increase in school housing costs:*

The Tracy Unified School District has the space capacity to absorb the current Holt Union Elementary School District student population.

8. *The proposal is not primarily designed to result in a significant increase in property values:*

   The proposed reorganization is expected to have no impact on property values in either school district.

9. *The proposal will not cause a substantial negative effect on the fiscal management or fiscal status of the existing districts affected by the proposed reorganization:*

   The proposed reorganization will mitigate the financially detrimental effects of declining enrollment on the Holt Union Elementary School District. Tracy Unified School District will benefit from the receipt of Holt Union Elementary School District students into existing unused space capacity within the Tracy Unified School District. The poor physical condition of the Holt Elementary School creates enormous liability for the district and it is extremely expensive, if not impossible, to remediate. Ongoing costs of employee salaries will be substantially funded by the revenue limit adjustment provided by Education Code § 35735.

Education Code § 35705.5 Criteria

This proposal, property currently owned by the Holt Union Elementary School District will be transferred to the Tracy Unified School District.

1. *Notice of the rights of the employees in the affected districts for continued employment:*

   This reorganization does not affect the rights of persons employed in positions not requiring certification qualifications to retain the salary, leaves, and other benefits that they would have had the reorganization not occurred. EC 35556, 45121.

   This reorganization does not affect the classification of certificated employees already employed by any school district affected. EC 35555.

2. *The revenue limit per unit of ADA for each affected district and the effect of the petition, if approved, on such revenue limit:*

   The Holt School District would cease to exist. The revenue limit of the Tracy Unified School District would be increased by approximately $190,000 per year due to the leveling up of salaries prescribed in Education Code § 35735.1.

3. *Whether the districts involved will be governed, in part, by provisions of a city charter and, if so, in what way:*

   The districts involved are not governed by provision of a city charter, and will remain a district with a separate board governed by general laws.

4. *Whether the governing boards of any proposed new district will have five or seven members:*

   This proposal does not involve the formation of a new district. The remaining governing board, Tracy Unified Governing Board, shall remain a seven member board.

5. *A description of the territory or districts in which the election, if any, will be held:*

   This transfer of territory involves 100% of the Holt Union Elementary School District territory, and the election area will include the voters in that school district.

6. *Where the proposal is not create two or more districts, whether the proposal will be voted on as a single proposition:*

   This proposal does not involve the formation of two or more districts.

7. *Whether the governing board of any new district will have trustee areas and, if so, whether the trustees will be elected by only the voters of that trustee area or by the voters of the entire district:*

   This proposal does not involve the formation of a new district. The remaining board, the Tracy Unified Governing Board, does have trustee areas and is elected by the voters of the entire district.

8. *A description of how the property, obligations, and bonded indebtedness of existing districts will be divided.*

   Holt Union Elementary school District does not have outstanding bonded indebtedness. As Holt is located fully within the boundaries of the Tracy Unified School District, Holt residents are already obligated to the bonded indebtedness of the Tracy Unified School District. Therefore, the transfer will have no affect on the bonded indebtedness of either school district.

   The Tracy Unified Governing Board approved the annexation conditional upon not having to assume ownership of the Holt Union Elementary School District property. Upon successful completion of the proposed transfer of territory, the Holt Governing Board will be expected to deed the property to the San Joaquin County Office of Education effective June 30, 2007.

9. *A description of when the first governing board of any, new district will be elected and how the terms of office for each new trustee will be determined.*

   This proposal does not involve the formation of a new district. The terms of office and election of board members will remain as determined by the standards of the Tracy Unified School District.

10. Whether each new district created in the reorganization of a school district with more than 500,000 pupils meet the conditions in Education Code § 35730.1.

    This reorganization proposal does not involve a school district with more than 500,000 pupils.

ITEM #W-14

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2007 AGENDA

☒ **General Waiver**

SUBJECT	
Request by thirteen local educational agencies (LEA) to waive the State Testing Apportionment Information Report deadline of December 31st in the *California Code of Regulations (CCR)*, Title 5, Section 11517.5(b)(1)(A) regarding the California English Language Development Test (CELDT), or *CCR* Title 5, Section 1225(b)(2)(A) regarding the California High School Exit Examination (CAHSEE), or *CCR*, Title 5, Section 862(c)(2)(A) regarding the Standardized Testing and Reporting Program (STAR). Waiver Numbers: see attached list for specific school districts	☒ **Action** ☐ **Consent**

RECOMMENDATION

☒ **Approval** ☐ **Approval with conditions** ☐ **Denial**

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has heard this type of waiver request as the deadline for submission of the State Testing Apportionment Information Reports were added to the *CCR* in 2005 with the approval of the SBE.

SUMMARY OF KEY ISSUES

The regulations for the State Testing Apportionment Information Report were amended in 2005 to include an annual deadline of December 31st for the return of the Apportionment Information Report for prior year testing for the STAR, the CAHSEE and the CELDT. The department sent letters announcing the new deadline in regulations to every local educational agency (LEA) advising them of this important change in the *CCR* in September of 2005. This deadline was enacted to speed the process of final reimbursement of testing costs to the LEAs.

The districts filing for this waiver request missed the deadline for requesting reimbursement due to the district closure during the holiday season or because the staff responsible for this report were new to the job and did not realize that there was a deadline of December 31st for turning in this report. A few districts reported that they did not receive the notice in time to respond to the deadline by December 31st although ninety percent of the LEAs submitted their reports on time. Staff verified that these districts needed the waiver and that each district submitted their report before the waiver request was recommended for approval.

These LEAs are now all aware of this important change in the timeline and must submit their reports to the Standard and Assessment Division office for reimbursement. Therefore, the department recommends the approval of these waiver requests as required by regulation prior to final reimbursement.

Authority for Waiver: *EC* Section 33050

Period of request: December 31, 2005 to December 31, 2006

Local board approval date(s): various dates

Public hearing held on date(s): various dates

Bargaining unit(s) consulted on date(s): various dates

Name of bargaining unit/representative(s) consulted: various

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose
Comments (if appropriate):

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☒ posting at each school ☒ other (specify)

FISCAL ANALYSIS (AS APPROPRIATE)

The LEAs will not receive the funding to reimburse them for the 2004-2005 tests administered. Attached is a list of the LEAs and the amounts that they will receive from the department if the waiver requests are approved.

ATTACHMENTS

Attachment 1: List of LEAs Requesting Waiver of State Testing Apportionment Information Report Deadline (1 Page)

LEAs Requesting Waiver of State Testing Apportionment
Information Report Deadline –January 2007

LEA Name	Waiver No.	Test Report Missing	Report Submitted Now?	Amount of Reimbursement
ABC Unified SD	19-10-2006	CELDT	Yes	$22,285.00
Arena Union Elementary SD	16-10-2006	CELDT	Yes	$305.00
Auburn Union SD	07-11-2006	CELDT	Yes	$1,210.00
Calexico Unified SD	11-11-2006	CELDT	Yes	$36,645.00
Fairfield-Suisun USD	03-12-2006	CAHSEE	Yes	7,666.44
Galt Joint Union High SD	18-11-2006	CAHSEE	Yes	$2,529.00
Mendota Unified SD	20-11-2006	CELDT	Yes	$9,135.00
Mojave Unified SD	12-11-2006	CELDT	Yes	$2,305.00
Point Arena Joint Union H SD	15-10-2006	CELDT	Yes	$125.00
St. Helena Unified School District	08-10-2006	CELDT	Yes	$2,045.00
Valle Lindo School District	10-10-2006	CELDT	Yes	$1,880.00
Vista Unified School District	09-10-2006	CELDT	Yes	$34,935.00
Wilsona SD	19-11-2006	CELDT	Yes	$6,865.00
TOTAL				$127,930.44