

Agenda--March 12-13, 2003

California State Board of Education (SBE) meeting agenda.

FULL BOARD Public Session

AGENDA

March 12-13, 2003

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

[Schedule of Meeting and Closed Session Agenda](#) (PDF; 166KB; 4pp.)

Wednesday, March 12, 2003 - 9:00 a.m.± (Upon adjournment of Closed Session if held)
California Department of Education, 1430 N Street, Room 1101, Sacramento , California

- Call to Order
- Salute to the Flag
- Approval of Minutes (March 2003 Meeting)
- Announcements
- Communications
- REPORT OF THE SUPERINTENDENT
- SPECIAL PRESENTATIONS

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

ITEM 1 (PDF; 112KB; 4pp.)	STATE BOARD PROJECTS AND PRIORITIES. Including, but not limited to, future meeting plans; agenda items; State Board office budget; staffing, appointments, and direction to staff; declaratory and commendatory resolutions; update on litigation; bylaw review and revision; review of the status of State Board-approved charter schools as necessary; and other matters of interest.	INFORMATION ACTION
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ITEM 2 (PDF; 71KB; 1pp.)	PUBLIC COMMENT. Public Comment is invited on any matter <u>not</u> included on the printed agenda. Depending on the number of individuals wishing to address the State Board, the presiding officer may establish specific time limits on presentations.	INFORMATION
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ITEM 3 (PDF; 69KB; 1pp.)	No Child Left Behind (NCLB) Act, Including, But Not Limited to, Update on NCLB	INFORMATION ACTION
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ITEM 4 (PDF; 89KB; 1pp.)	No Child Left Behind (NCLB): School Accountability Report Card (SARC). <ul style="list-style-type: none">• Supplemental Green (PDF; 479KB; 53pp.)	INFORMATION
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[ITEM 5](#) (PDF; 98KB; 2pp.) The May 1, 2003 submission to the United States Department of Education of specified information pertaining to the No Child Left Behind (NCLB) Act. INFORMATION

- [Last Min. 1](#) Blue (PDF; 134KB; 7pp.)
- [Last Min. 2](#) Blue (PDF; 270KB; 25pp.)
- [Last Min. 3](#) Blue (PDF; 95KB; 4pp.)

[ITEM 6](#) (PDF; 210KB; 3pp.) Standardized Testing and Reporting (STAR) Program: Adoption of Performance Standards (Levels) for the California Integrated Science Standards Tests. INFORMATION ACTION

[ITEM 7](#) (PDF; 107KB; 3pp.) Standardized Testing and Reporting (STAR): Including, but not limited to, the Plan for Releasing California Standards Test (CST) Items. INFORMATION ACTION

[ITEM 8](#) (PDF; 89KB; 1pp.) California English Language Development Test (CELDT): Including, but not limited to, 2002 Preliminary Results. INFORMATION ACTION

- [Supplemental](#) Green (PDF; 162KB; 13pp.)
- [Last Min.](#) Blue (PDF; 98KB; 2pp.)

[ITEM 9](#) (PDF; 60KB; 1pp.) California High School Exit Examination (CAHSEE): Including, but not limited to, CAHSEE Program Update. INFORMATION ACTION

[ITEM 10](#) (PDF; 68KB; 1pp.) Golden State Examination (GSE) Program: Update on the GSE Program. INFORMATION ACTION

- [Supplemental](#) Green (PDF; 221KB; 11pp.)

[ITEM 11](#) (PDF; 179KB; 17pp) Proposed intervention for 24 schools in Cohort 1 of the Immediate Intervention/Underperforming Schools Program (II/USP) that failed to show significant growth in 2000-2001 and 2001-2002. INFORMATION ACTION

- [Supplemental](#) Green (PDF; 91KB; 3pp.)

[ITEM 12](#) (PDF; 87KB; 1p.) 2003 Foreign Language Primary Adoption Instructional Materials Advisory Panel (IMAP) and Language Expert (LE) applications for the 2003 K-8 Foreign Language Adoption of Instructional Materials - Third Cohort. INFORMATION ACTION

- [Supplemental](#) Green (PDF; 111KB; 4pp.)

[ITEM 13](#) Implementation of the AB 466 Mathematics and Reading Professional INFORMATION

(PDF; 77KB; 1p.) Development Program (Chapter 737, Statutes of 2001): Including, but not Limited to, Approval of Training Providers and Training Curricula. ACTION

- [Supplemental](#) Green (PDF; 49KB; 1p.)

[ITEM 14](#) (PDF; 116KB; 3pp.) Approval of Local Educational Agencies (LEAs) and Consortia applications for funding under The Principal Training Program (AB 75). ACTION

[ITEM 15](#) (PDF; 79KB; 1p.) AB 75 Principal Training Program (Chapter 697, Statutes of 2001): Including, but not Limited to, Modification of Module 1 Criteria and Guidelines for Provider Applicants and Local Education Agencies. INFORMATION ACTION

[ITEM 16](#) (PDF; 66KB; 1p.) For Information: Guidelines for administration and reporting locally-adopted tests of achievement as indicators in the Alternative Schools Accountability Model (ASAM). INFORMATION

- [Supplemental](#) Green (PDF; 136KB; 6pp.)

Thursday, March 13, 2003 - 8:00 a.m. ± (Upon Adjournment of Closed Session, if held)

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

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

SPECIAL PRESENTATIONS

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

ITEMS DEFERRED FROM PRECEDING DAY

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

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

[ITEM 17](#) (PDF; 106KB; 2pp.) Assignment of Numbers for Charter School Petitions ACTION

[ITEM 18](#) (PDF; 92KB; 4pp.) 2002-3 (and beyond) determination of funding requests from charter schools pursuant to Senate Bill 740 (Chapter 892, Statutes of 2001), specifically Education Code Sections 47612.5 and 47634.2. ACTION

[ITEM 19](#) (PDF; 73KB; 2pp.) High Priority Schools Grant Program Implementation Grant Awards. ACTION

- [Supplemental](#) Green (PDF; 61KB; 1p.)

[ITEM 20](#) High Priority Schools Grant Program - New Implementation Grant Awards. ACTION
(PDF;
71KB;
2pp.)

[ITEM 21](#) Approval of 2002-2003 Consolidated Applications. ACTION
(PDF;
69KB;
1p.)

- [Supplemental](#) Green (PDF; 70KB; 2pp.)

[ITEM 22](#) Legislative Update: Including, but not limited to, information on committee appointments and legislation. INFORMATION ACTION
(PDF;
62KB;
1 p.)

- [Last Min.](#) Blue (PDF; 149KB; 6pp.)

[ITEM 23](#) Charter Schools participation in Special Education Local Plan Areas (SELPA's). INFORMATION
(PDF;
79KB;
1p.)

[ITEM 24](#) Repeal State Board of Education Waiver Policy: ACTION
(PDF;
146KB;
2pp.)

Administrator/Teacher Ratio and Related Penalty
Adopted 10/14/88; 6/8/90

WAIVER REQUEST

CONSENT MATTERS

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

ADULT INNOVATION AND ALTERNATIVE INSTRUCTIONAL DELIVERY PROGRAM

[ITEM WC-1](#) Request by Simi Valley Unified School District to waive *Education Code* ACTION
(PDF;
138KB;
4pp.)

Section 52522(b) to increase their Adult Education state block entitlement of 5 percent to 7 percent maximum for implementation of approved programs (Adult Innovation and Alternative Instructional Delivery Program).
CDSIS-3-12-2002
(Recommended for APPROVAL WITH CONDITIONS)

CHARTER SCHOOL ATTENDANCE

[ITEM WC-2](#) Request by the Capistrano Opportunities for Learning Charter School ACTION
(PDF;
87KB;
2pp.)

under the authority of *Education Code* 33054 to waive Title 5 CCR Section 11960(a), related to charter school attendance.
CDSIS-13-1-2002
(Recommended for APPROVAL WITH CONDITIONS)

Education Code Section 33051(c) will apply

INSTRUCTIONAL MATERIALS SUFFICIENCY (Audit Findings)

ITEM WC-3 (PDF; 117KB; 4pp.)	Request by six school districts and two county offices of education for a retroactive waiver of <i>Education Code</i> (EC) Section 60119 regarding Annual Public Hearing on the availability of textbooks or instructional materials. These districts have audit findings for fiscal year 2001-2002 that they 1) failed to hold the public hearing, or 2) failed to properly notice (10 days) the public hearing and/or 3) failed to post the notice in the required three public places. CDSIS-17-01-2003 - Curtis Creek Elementary School District CDSIS-07-01-2003 - Lassen View Elementary School District CDSIS-05-01-2003 - Orchard Elementary School District CDSIS-16-01-2003 - Riverside County Office of Education CDSIS-09-01-2003 - Roseville Joint Union High School District CDSIS-26-01-2003 - Westminster Elementary School District CDSIS-07-02-2003 - Whittier Union High School District CDSIS-06-02-2003 - Ventura County Superintendent of Schools (Recommended for APPROVAL)	ACTION
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STATE MEAL MANDATE (summer school session)

ITEM WC-4 (PDF; 85KB; 2pp.)	Request by four school districts for a renewal to waive <i>Education Code</i> Section 49550, the State Meal Mandate during the summer school session. CDSIS-11-12-2002 Foresthill Union School District CDSIS-21-1-2003 Elk Hills School District CDSIS-23-1-2003 Lowell Joint School District CDSIS-3-2-2003 McKittrick School District (Recommended for APPROVAL)	ACTION
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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.

ADULT INNOVATION AND ALTERNATIVE INSTRUCTIONAL DELIVERY PROGRAM

ITEM W-1 (PDF; 141KB; 4pp.)	Request by Torrance Unified School District for a renewal to waive <i>Education Code</i> Section 52522(b) to increase their Adult Education state block entitlement of 5 percent to 7 percent maximum for implementation of approved programs (Adult Innovation and Alternative Instructional Delivery Program). CDSIS-4-12-2002 (Recommended for APPROVAL WITH CONDITIONS) <ul style="list-style-type: none">• Supplemental Green (PDF; 64KB; 1p.)	ACTION
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EXTENDED SCHOOL YEAR (special education students)

[ITEM W-2](#) Request by Anaheim City School District to waive *Title 5, California Code of Regulations, Section 3043(d)* , requiring 20 school days (4 hours each) of attendance for extended school year for Special Education students. ACTION
(PDF; 87KB; 2pp.)
CDSIS-4-1-2003
(Recommended for APPROVAL WITH CONDITIONS)

INSTRUCTIONAL TIME PENALTY

[ITEM W-3](#) Request by Tipton Elementary School District to waive *Education Code* Section 46201(c)(1)(2)(3), the longer day instructional time penalty and *Education Code* Section 46202(a), the penalty for falling below the instructional time 1982-83 baseline for the 2000-2001 school year for kindergarten at Tipton Elementary School. ACTION
(PDF; 105KB; 2pp.)
CDSIS-12-1-2003
(Recommended for APPROVAL WITH CONDITIONS)

INSTRUCTIONAL MATERIALS SUFFICIENCY (Audit Findings)

[ITEM W-4](#) Request by Emery Unified School District for a retroactive waiver of *Education Code* (EC) Section 60119 regarding Annual Public Hearing on the availability of textbooks or instructional materials. The district has an audit finding for the 2000-2001 fiscal year that they failed to "prove" the required posting in three places for 10 days. ACTION
(PDF; 96KB; 2pp.)
CDSIS-11-1-2003
(Recommended for APPROVAL)

- [Supplemental](#) Green (PDF; 77KB; 1p.)

LOW INCIDENCE FUNDING (Braille)

[ITEM W-5](#) San Diego Unified School District is requesting that *Education Code* Section 56836.22(c) which designates funds for purchase of specialized books, materials and equipment - to be instead spent on staff time to transcribe those materials into Braille for use by blind students. ACTION
(PDF; 89KB; 2pp.)
CDSIS-21-12-2002
(Recommended for APPROVAL WITH CONDITIONS)

NON PUBLIC SCHOOL/AGENCY (child specific)

[ITEM W-6](#) Request by Valley Center-Pauma Unified School District to waive *Education Code* Section 56520(a)(3), which prohibits the use of aversive procedures to eliminate maladaptive behavior, in order to employ a self-injurious behavior inhibitor system (SIBIS) with James G. ACTION
(PDF; 99KB; 3pp.)
CDSIS-6-8-2002
(Recommended for APPROVAL WITH CONDITIONS)

[ITEM 25](#) Title 5 Regulations on Administration of Medication to Pupils at Public Schools. ACTION
(PDF; 129KB;

- [Supplemental](#) Green (PDF; 114KB; 2pp.)

2pp.)

[ITEM 26](#)

(PDF;
87KB;
2pp.)

Request by the Academy of Culture and Technology Petitioners to Approve a Petition to Become a Charter School Under the Oversight of the State Board of Education.

INFORMATION
ACTION

- [Supplemental](#) Green (PDF; 136KB; 14pp.)

ADJOURNMENT OF MEETING

For more information concerning this agenda, please contact Rae Belisle, Executive Director of the California State Board of Education, or Deborah Franklin, Education Policy Consultant, at 1430 N Street, Room 5111, Sacramento, Ca, 95814; telephone (916) 319-0827; fax (916) 319-0175. To be added to the speaker's list, please fax or mail your written request to the above referenced address/fax number. This agenda is posted on the [State Board of Education's Web site](http://www.cde.ca.gov/be/) [http://www.cde.ca.gov/be/]. Questions: State Board of Education | 916-319-0827

Last Modified: Tuesday, June 28, 2011

California Department of Education

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CALIFORNIA STATE BOARD OF EDUCATION

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Secretary & Executive Officer
Hon. Jack O'Connell

Executive Director
Richard W. Brandsma

AGENDA

March 12-13, 2003

SCHEDULE OF MEETINGS

LOCATION

Wednesday, March 12, 2003

9:00 a.m. ±

STATE BOARD OF EDUCATION

Closed Session – IF NECESSARY

(The public may not attend.)

California Department of Education

1430 N Street, Room 1101

Sacramento, California

(916) 319-0827

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

CLOSED SESSION AGENDA

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

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

For more information concerning this agenda, please contact Richard W. Brandsma, Executive Director of the California State Board of Education, or Deborah Franklin, Education Policy Consultant, at 1430 N Street, Room 5111, Sacramento, CA, 95814; P.O. Box 944272, Sacramento, CA 94244-2720; telephone (916) 319-0827; fax (916) 319-0176. To be added to the speaker's list, please fax or mail your written request to the above-referenced address/fax number. **This agenda is posted on the State Board of Education's website: www.cde.ca.gov/board.**

- *Chapman, et al., v. California Department of Education, et al.*, United States District Court, Northern District of California, Case No. C-01-1780 BZ
- *City Council of the City of Folsom v. State Board of Education*, Sacramento County Superior Court, Case No. 96-CS00954
- *Coalition for Locally Accountable School Systems v. State Board of Education*, Sacramento County Superior Court, Case No. 96-CS00939
- *Comité de Padres de Familia v. Honig*, Sacramento County Superior Court, Case No. 281124; 192 Cal.App.3d 528 (1987)
- *Crawford v. Honig*, United States District Court, Northern District of California, C-89-0014 DLJ
- *CTA, et al. v. Wilson*, United States District Court, Central District of California, Case No. 98-9694 ER (CWx) and related appeal
- *Daniel, et al v. State of California, et al.*, Los Angeles Superior Court, Case No. B C214156.
- *Donald Urista, et al. v. Torrance Unified School District, et al.*, United States District Court, Central District of California, Case No. 97-6300 ABC
- *Educational Ideas, Inc. v. State of California, et al.*, Sacramento Superior Court, Case No. 00CS00798
- *Emma C. et al. v. Delaine Eastin et al.*, United States District Court, Northern District of California, Case No. C 96 4179
- *Ephorm, et al., v. California Board of Education, et al.*, Los Angeles Superior Court, Case No. TC013485
- *Larry P. v. Riles*, 495 F.Supp 926 (N.D. Ca. 1979) aff'd in part, rev'd in part, 793 F.2d 969 (9th Cir. 1986)
- *Maria Quiroz, et al. v. State Board of Education, et al.*, Sacramento County Superior Court, Case No. 97CS01793 and related appeal
- *Maureen Burch, et al. v. California State Board of Education*, Los Angeles County Superior Court, Case No. BS034463 and related appeal
- *McNeil v. State Board of Education*, San Mateo County Superior Court, Case No. 395185
- *Meinsen et al. v. Grossmont Unified School District et al.*, C 96 1804 S LSP, U.S. District Court, Southern District of California (pending)
- *Ocean View School District, et al. v SBE, et al.*, Superior Court of San Francisco, Case No. CGC-02-406738
- *Porter, et al., v. Manhattan Beach Unified School District, et al.*, United States District Court, Central District, Case No. CV-00-08402.
- *Roxanne Serna, et al., v. Delaine Eastin, State Superintendent of Public Instruction, et al.*, Los Angeles County Superior Court, Case No. BC174282
- *San Francisco NAACP v. San Francisco Unified School District, et al.*, United States District Court, Northern district of California, Case No. 78-1445 WHO
- *San Mateo-Foster City School District, et al., v. State Board of Education*, San Mateo County Superior Court, Case No. 387127
- *San Rafael Elementary School District v. State Board of Education, et. al.*, Sacramento Superior Court, Case No. 98-CS01503 and related appeal
- *Shevtsov v. California Department of Education*, United States District Court, Central District of California, Case No. CV 97-6483 IH (CT)
- *Valeria G., et al. v. Wilson, et al.*, United States District Court, Northern District of California, Case No. C-98-2252-CAL; *Angel V. v. Davis*, Ninth Circuit No. 01-15219
- *Wilkins, et al., v. California Board of Education, et al.*, Los Angeles Superior Court, Case No. TC014071
- *Williams, et al. v. State of California, et al.*; San Francisco Superior Court, Case No. 312236.
- *Wilson, et al. v. State Board of Education, et al.*; Los Angeles Superior Court, Case No. BC254081

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

For more information concerning this agenda, please contact Richard W. Brandsma, Executive Director of the California State Board of Education, or Deborah Franklin, Education Policy Consultant, at 1430 N Street, Room 5111, Sacramento, CA 95814; P.O. Box 944272, Sacramento, CA 94244-2720; telephone (916) 319-0827; fax (916) 319-0176. To be added to the speaker's list, please fax or mail your written request to the above-referenced address/fax number. **This agenda is posted on the State Board of Education's website: www.cde.ca.gov/board.**

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

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

Wednesday, March 12, 2003

9:00 a.m. ± (Upon Adjournment of Closed Session, if held)

STATE BOARD OF EDUCATION
Public Session

California Department of Education

1430 N Street, Room 1101
Sacramento, California
(916) 319-0827

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

Thursday, March 13, 2003

8:00 a.m. ±

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

California Department of Education

1430 N Street, Room 1101
Sacramento, California
(916) 319-0827

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

Thursday, March 13, 2003

8:00 a.m. ± (Upon Adjournment of Closed Session, if held)

STATE BOARD OF EDUCATION
Public Session

California Department of Education

1430 N Street, Room 1101
Sacramento, CA 95814
(916) 319-0827

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

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

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

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990*, any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the California State Board of Education (SBE), may request assistance by contacting the SBE Office, 1430 N Street, Room 5111, P.O. Box 944272, Sacramento, CA, 94244-2720; telephone, (916) 319-0827; fax, (916) 319-0176.

For more information concerning this agenda, please contact Richard W. Brandsma, Executive Director of the California State Board of Education, or Deborah Franklin, Education Policy Consultant, at 1430 N Street, Room 5111, Sacramento, CA 95814; P.O. Box 944272, Sacramento, CA 94244-2720; telephone (916) 319-0827; fax (916) 319-0176. To be added to the speaker's list, please fax or mail your written request to the above-referenced address/fax number. **This agenda is posted on the State Board of Education's website: www.cde.ca.gov/board.**



MARCH 2003 AGENDA

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

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

Summary of Previous State Board of Education Discussion and Action.

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

Summary of Key Issue(s).

N/A

Fiscal Analysis (as appropriate).

N/A

Background Information Attached to this Agenda Item.

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

PROPOSED 2004 STATE BOARD OF EDUCATION MEETING SCHEDULE

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

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

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

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

AGENDA PLANNER 2003

MARCH 12-13, 2003 MEETINGSACRAMENTO

Other Activities of Interest to the State Board:

- NCLB Liaison Team, Sacramento, March 4
- Advisory Commission on Charter Schools, Sacramento, March 19
- Curriculum Development and Supplemental Materials Commission, Sacramento, March 20-21
- 2003 Foreign Language Adoption, IMAP/LE Training and Publisher Presentations, Sacramento, March 24-28
- Advisory Commission on Special Education, Sacramento, March 26-28

APRIL 9-10, 2003.....SACRAMENTO

Board Meeting

- STAR, item release plan
- CAHSEE, preliminary discussion on STAR performance as a supplement to CAHSEE
- CELDT, action on measurable achievement objectives
- NCLB, action on state plan, including the definition of highly qualified teachers

Other Activities of Interest to the State Board:

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

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

Board Meeting

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

Other Activities of Interest to the State Board:

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

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

Board Meeting

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

Other Activities of Interest to the State Board:

- Advisory Commission on Charter Schools, Sacramento, June 18

AGENDA PLANNER 2003

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

Board Meeting

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

AUGUST 2003..... NO MEETING SCHEDULED

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

Board Meeting

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

Other Activities of Interest to the State Board:

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

OCTOBER 8-9, 2003SACRAMENTO

Board Meeting

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

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

Board Meeting

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

Other Activities of Interest to the State Board:

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

DECEMBER 10-11, 2003SACRAMENTO

Board Meeting

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



MARCH 2003 AGENDA

SUBJECT: PUBLIC COMMENT. Public Comment is invited on any matter <u>not</u> included on the printed agenda. Depending on the number of individuals wishing to address the State Board, the presiding officer may establish specific time limits on presentations.	<input type="checkbox"/>	ACTION
	<input checked="" type="checkbox"/>	INFORMATION
	<input type="checkbox"/>	PUBLIC HEARING

RECOMMENDATION:

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

Summary of Previous State Board of Education Discussion and Action.

N/A.

Summary of Key Issue(s).

N/A.

Fiscal Analysis (as appropriate).

N/A.

Background Information Attached to this Agenda Item.

None.



MARCH 2003 AGENDA

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

Recommendation:

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

Summary of Previous State Board of Education Discussion and Action

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

Summary of Key Issue(s)

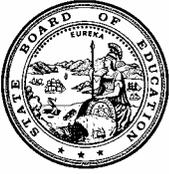
California's approved Consolidated State Application and the NCLB Act require that many activities and decisions be accomplished over the next eight months. This standing item will allow CDE and SBE staff to brief the Board on timely topics such as new federal regulations and Guidance, the status of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

Fiscal Analysis (as appropriate)

N/A

Attachment(s)

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



MARCH 2003 AGENDA

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

Recommendation

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

Summary of Previous State Board of Education Discussion and Action

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

Summary of Key Issue(s)

The request for SBE approval of definitions and template design for use in 2003-2004 represents the third reporting cycle since this function became a requirement of state law and the first to incorporate NCLB requirements. The United States Department of Education (USDE) is in the process of approving the State of California's Consolidated State Application Accountability Workbook that was submitted in January 2003. Issues related to data definitions as well as template design may arise as a result of the federal peer review and approval process. Any changes that are necessitated by this process subsequent to SBE approval of definitions and the template will be incorporated by the CDE consistent with agreements reached between the USDE and the State of California.

Fiscal Analysis (as appropriate)

None.

Attachment(s)

Additional material will be provided in supplemental mailing.

Supplemental Memorandum

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

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

Re: ITEM #4

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

Please include the following attachments:

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

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

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

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

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

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

The *California Education Code* requires the SBE to annually approve data definitions and adopt a report template that local educational agencies (LEAs) may use to prepare School Accountability Report Cards (SARCs). The passage of the No Child Left Behind Act (NCLB) resulted in additional requirements regarding the content of local accountability reports. NCLB requirements should be integrated with California's SARC definitions and template so that by 2003-04 LEAs are able to prepare a single report meeting both state and federal requirements.

The majority of the definitions and the template are unchanged from the prior year. In a few instances there are issues that SBE and/or CDE will need to clarify and resolve with the United States Department of Education as part of the approval process for California's accountability plan. These issues include the following:

- California's proposal to utilize the California High School Exit Examination (CAHSEE) as a proxy for reporting the graduation rate until statewide longitudinal student-level data are available;
- Procedures that will be used to collect and include in the SARC data about highly qualified teachers; and

- How to keep reports manageable in terms of length and complexity (a stated objective of NCLB) in light of requirements in state and federal law to report academic data by grade level and by numerous subgroups.

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

	Specific Requirement	Recommendation
1.	<p>Contact information pertaining to any organized opportunities for parental involvement.</p> <p>{Per EC Sec. 33126 (b), (22)}</p>	No Change
2.	<p>Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter.</p> <p>(b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256.</p> <p>Per SB334, EC Sec. 35294.6.</p>	No Change
3.	<p>Safety, cleanliness, and adequacy of school facilities.</p> <p>{Per EC Sec. 33126 (b), (9)}</p>	No Change
4.	<p>Classroom discipline and climate for learning, including suspension and expulsion rates for the most recent three-year period.</p> <p>{Per EC Sec. 33126 (b), (11)}</p>	No Change
5.	<p>Pupil achievement by grade level, as measured by the standardized testing and reporting programs pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33.</p> <p>{Per EC Sec. 33126 (b), (1) (A)}</p>	As a result of requirements in No Child Left Behind (NCLB) that data be reported by proficiency level, changes are proposed with legislative implications.
6.	<p>Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments described in subsection (b)(3) (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student);</p> <p>Public Law 107-110 Section 1111(h)(2)(</p>	New element required by NCLB. This item is similar to #5 above, which is a California requirement.

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

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

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

	{Per EC Sec. 33126 (b), (18)} {Per SB1x, EC Sec. 52056. (a)}	
13.	Information on the performance of local educational agencies in the State regarding making adequate yearly progress (AYP), including the number and names of each school identified for school improvement under section 1116. Public Law 107-110 Section 1111(h)(2)(B)(i)(I) Public Law 107-110 Section 1111(h)(1)(C)(vii)	New element required by NCLB. This item is similar to #12 above, which is a California requirement. It includes some additional new requirements.
14.	Whether a school qualified for the Immediate Intervention Underperforming Schools Program pursuant to Section 52053 and whether the school applied for, and received a grant pursuant to, that program. {Per EC Sec. 33126 (b), (19)}	No Change
15.	Whether the school qualifies for the Governor's Performance Award Program. {Per EC Sec. 33126 (b), (20)}	No Change
16.	In the case of a local educational agency, the number and percentage of schools identified for school improvement under section 1116(c) and how long the schools have been so identified. Public Law 107-110 Section 1111(h)(2)(B)(i) (I)	New element required by NCLB.
17.	In the case of a local educational agency, information that shows how students served by the local educational agency achieved on the statewide academic assessment compared to students in the State as a whole. Public Law 107-110 Section 1111(h)(2)(B)(i) (II)	New element required by NCLB.
18.	In the case of a school, whether the school has been identified for school improvement Public Law 107-110 Section 1111(h)(2)(B)(ii) (I)	New element required by NCLB.
19.	In the case of a school, information that shows how the school's students achievement on the statewide academic assessments and other indicators of adequate yearly progress compared to students in the local educational agency and the State as a whole.	New element required by NCLB.

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

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

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

	pupil. {Per EC Sec. 33126 (b), (7)}	
25.	The total number of the school's fully credentialed teachers, the number of teachers relying upon emergency credentials, the number of teachers working without credentials, and any assignment of teachers outside their subject areas of competence for the most recent three-year period. {Per EC Sec. 33126 (b), (5)}	No Change
26.	The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials Public Law 107-110 Section 111(h)(2)(B)(i)(I) Public Law 107-110 Section 1111(h)(1)(C) (viii)	New element required by NCLB. The State Board of Education is in the process of approving a definition for "well qualified teacher." Once a definition has been approved, it will be utilized to complete this section of the report.
27.	The percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which, for the purpose of this clause, means schools in the top quartile of poverty and the bottom quartile of poverty in the State. Public Law 107-110 Section 111(h)(2)(B)(i)(I) Public Law 107-110 Section 1111(h)(1)(C) (viii)	New element required by NCLB. The State Board of Education is in the process of approving a definition for "well qualified teacher." Once a definition has been approved, it will be utilized to complete this section of the report.
28.	Adequacy of teacher evaluations and opportunities for professional improvement, including the annual number of school days dedicated to staff development for the most recent three-year period. {Per EC Sec. 33126 (b), (10)}	No Change
29.	Availability of qualified substitute teachers. {Per EC Sec. 33126 (b), (8)}	No Change
30.	Quality of school instruction and leadership. {Per EC Sec. 33126 (b), (13)}	No Change
31.	Teacher and staff training, and curriculum improvement programs.	No Change

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

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

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

	{Per EC Sec. 33126 (b), (24)}	
39.	The degree to which pupils are prepared to enter the workforce. {Per EC Sec. 33126 (b), (14)}	No Change
40.	The beginning, median, and highest salary paid to teachers in the district, as reflected in the district's salary scale. EC Sec. 41409.3.(a)	No Change
41.	The average salary for school site principals in the district. EC Sec. 41409.3.(b)	No Change
42.	The salary of the district superintendent. EC Sec. 41409.3.(c)	No Change
43.	Based upon the state summary information provided by the Superintendent of Public Instruction pursuant to subdivision (b) of Section 41409, the statewide average salary for the appropriate size and type of district for beginning, midrange, and highest salary paid to teachers. EC Sec. 41409.3.(d)(1)	No Change
44.	Based upon the state summary information provided by the Superintendent of Public Instruction pursuant to subdivision (b) of Section 41409, the statewide average salary for the appropriate size and type of district for school site principals. EC Sec. 41409.3.(d)(2)	No Change
45.	Based upon the state summary information provided by the Superintendent of Public Instruction pursuant to subdivision (b) of Section 41409, the statewide average salary for the appropriate size and type of district for district superintendents. EC Sec. 41409.3.(d)(3)	No Change
46.	The statewide average of the percentage of school district expenditures allocated for the salaries of administrative personnel for the appropriate size and type of district for the most recent fiscal year, provided by the Superintendent of Public Instruction Per subdivision (a) of Section 41409. EC Sec. 41409.3.(e)	No Change

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

47.	<p>The percentage allocated under the district's corresponding fiscal year expenditure for the salaries of administrative personnel, as defined in Sections 1200, 1300, 1700, 1800, and 2200 of the California School Accounting Manual published by the State Department of Education.</p> <p>EC Sec. 41409.3.(f)</p>	No Change
48.	<p>The statewide average of the percentage of school district expenditures allocated for the salaries of teachers for the appropriate size and type of district for the most recent fiscal year' Provided by the Superintendent of Public Instruction, pursuant to subdivision (a) of Section 41409.</p> <p>EC Sec. 41409.3.(g)</p>	No Change
49.	<p>The percentage expended for the salaries of teachers, as defined in Section 1100 of the California School Accounting Manual published by the State Department of Education.</p> <p>EC Sec. 41409.3.(h)</p>	No Change
50.	<p>Estimated expenditures per pupil and types of services funded.</p> <p>{Per EC Sec. 33126 (3)}</p>	No Change

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

	Specific Requirement	Definition(s) Currently In Use	Guiding Prompts/Source References
General Information			
1.	<p>Contact information pertaining to any organized opportunities for parental involvement.</p> <p>{Per EC Sec. 33126 (b), (22)}</p>	<p>Contact person name</p> <p>Contact person phone number</p> <p>Description of organized opportunities for parental involvement</p>	<p>Information and narrative are developed by the local educational agency/school.</p>
School Safety and Climate for Learning			
2.	<p>Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter.</p> <p>(b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256.</p> <p>Per SB334, EC Sec. 35294.6.</p>	<p>The dates that the School Safety plan was last reviewed, updated and discussed with school faculty as well as a brief description of key elements included in the plan.</p>	<p>Safe Schools: A Planning Guide for Action, 2002 Edition provides a two-component model and step-by-step guidance for schools to develop a comprehensive safe school plan. It also reviews the legal requirements and the benefits of safety planning to help schools annually revise and amend their safe school plan. The guidelines document and a list of regional safe school plan development training sessions is located on the SSVPO web site at:</p> <p>http://www.cde.ca.gov/spbranch/safety</p>

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

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

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

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

2003-04 School Accountability Report Card Data Element Definitions

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

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

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

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

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	<p>under this section are required;</p> <p>Public Law 107-110 Section 1111(h)(2)(B)(i)(I) Public Law 107-110 Section 1111(h)(1)(C) (iv)</p>	<p>State Board of Education has established performance levels. Data are reported as the percentage of students achieving at each proficiency level. Data are disaggregated for specific subgroups (if they are numerically significant at the school level). Subgroups include English Learners/Not English learners, Socio-Economically Disadvantaged (SED) and students with disabilities.</p>	<p>2001/02 and 2002/03</p> <ul style="list-style-type: none"> • Mathematics in grades 2-11 for 2001-02 and 2002/03 • Science in Grades 9-11 for 2001-2002 and 2002/03 • History/Social Science in Grades 9-11 for 2001-2002 and 2002/03. <p>Data are reported from STAR and may obtained at the following website:</p> <p>http://star.cde.ca.gov/</p> <p>(See item #5 above for the equivalent California requirement)</p>
<p>9.</p>	<p>Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards;</p> <p>Public Law 107-110 Section 1111(h)(2)(B)(i)(I) Public Law 107-110 Section 1111(h)(1)(C)(v)</p>	<p>Norm-Referenced Test (NRT) the most recent three-year period: Data are provided for math and reading (and must be disaggregated for specific subgroups, if they are numerically significant at the school level) or each grade level as the percent of students taking the state-approved norm-referenced test that scored at or above the 50th percentile. These subgroups include: gender, race/ethnicity English Learner/Not English Learner, socio-economically disadvantaged (SED) not SED (as defined by STAR) and program participation in Migrant Education.</p>	<p>Reading and mathematics results from the NRT adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test 6 in 2003 are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. (See item #6 above for the equivalent California requirement)</p> <p>Data are reported from STAR and may obtained at the following website:</p> <p>http://star.cde.ca.gov/</p> <p>(See item #5 above for the equivalent California requirement)</p>
<p>10.</p>	<p>Pupil achievement in and progress toward meeting reading, writing, arithmetic,</p>	<p>For the most recent three-year period: Data are provided by grade level for reading, writing and math as the percentage of students</p>	<p>If the local school is utilizing an assessment tool other than the state approved NRT or CST, the results should be reported for any grade levels in which there are data and a brief description</p>

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	<p>and other academic goals, including results by grade level from the assessment tool used by the school district using percentiles when available for the most recent three-year period.</p> <p>{Per EC Sec. 33126 (b), (1) (B)}</p>	<p>achieving at the proficiency level (either meeting or exceeding the standard).</p>	<p>of the assessment tool should be included. If no assessment tools other than state approved NRT and CST are being utilized, this table may be excluded from the SARC.</p>
11.	<p>After the state develops a statewide assessment system pursuant to Chapter 5 (commencing with Section 60600) and Chapter 6 (commencing with Section 60800) of Part 33, pupil achievement by grade level, as measured by the results of the statewide assessment.</p> <p>{Per EC Sec. 33126 (b), (1) (C)}</p>	<p>For the most recent year reported: The percent of students scoring in the healthy fitness zone on all six fitness standards, reported by total and disaggregated by gender.</p> <p>Data are to be reported for the school and include district and statewide results for the purpose of comparison.</p>	<p>Note: EC 60800 refers to a requirement that schools with grades 5, 7, and 9 shall administer to each pupil in those grades the physical performance test designated by the State Board of Education.</p>
12.	<p>The Academic Performance Index, including the disaggregation of subgroups as set forth in Section 52052 and the decile rankings and a comparison of schools.</p>	<p>For the most recent three year period:</p> <ul style="list-style-type: none"> • The percent of students tested at the school • The base API score • The school wide growth target • The school's statewide API rank 	<p>Data are reported from API and may be obtained at the following website:</p> <p>http://api.cde.ca.gov</p>

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	<p>{Per EC Sec. 33126 (b), (18)}</p> <p>{Per SB1x, EC Sec. 52056. (a)}</p>	<ul style="list-style-type: none"> • The similar schools rank • The school wide growth API score • Actual growth • Subgroup scores for specific ethnic groups defined for the API (when they are numerically significant) including the subgroup growth target Base API score, the API growth score, the growth target and the actual growth for numerically significant ethnic subgroups 	
<p>13.</p>	<p>Information on the performance of local educational agencies in the State regarding making adequate yearly progress (AYP), including the number and names of each school identified for school improvement under section 1116.</p> <p>Public Law 107-110 Section 1111(h)(2)(B)(i)(I) Public Law 107-110 Section 1111(h)(1)(C)(vii)</p>	<p>Indicate whether the local educational agency, the school and at the school level each of the following subgroups has met its AYP requirement. These subgroups include: gender, race/ethnicity English Learner/Not English Learner, socio-economically disadvantaged (SED) not SED (as defined by STAR) and program participation in Migrant Education.</p> <p>Also, or the most recent three year period:</p> <ul style="list-style-type: none"> • The percent of students tested at the school • The base API score • The school wide growth target • The school's statewide API rank • The similar schools rank • The school wide growth API score • Actual growth 	<p>The federal No Child Left Behind Act requires that all students perform at or above the proficient level on the State's standards based assessment by 2014. Prior to 2014, In order to achieve this goal and meet annual requirements for improved performance, LEAs and schools must improve each year according to set requirements. The AYP requirement in 2003 for English Language Arts is 13.6 percent at or above proficient. For Mathematics the target is 16.0 percent.</p> <p>To fulfill the requirement for a second indicator, California utilizes the API (See #12 above for the equivalent California requirement)</p> <p>Data are reported from API and may be obtained at the following website:</p> <p>http://api.cde.ca.gov</p>

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

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

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1111(h)(2)(B)(ii) (II)			
<i>School Completion & Secondary Schools)</i>			
20.	<p>When available, the percentage of pupils, including the disaggregation of subgroups as set forth in Section 52052, completing grade 12 who successfully complete the high school exit examination, as set forth in Sections 60850 and 60851, as compared to the percentage of pupils in the district and statewide completing grade 12 who successfully complete the examination.</p> <p>{Per EC Sec. 33126 (b), (21)}</p>	<p>The reporting of these data will be required in 2004 when the first complete set of results is in from the High School Exit Exam for a graduating class.</p>	<p>Information about the California High School Exit Exam may be obtained at the following website:</p> <p>http://cahsee.cde.ca.gov</p>
21.	<p>Progress toward reducing dropout rates, including the one-year dropout rate listed in the California Basic Education Data System or any successor data system for the school site over the most recent three-year period, and the graduation rate, as defined by the State Board of Education, over the most recent three-year period when available pursuant to Section</p>	<p>For the most recent three-year period: Data are provided regarding progress toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS).</p> <p>Until statewide student-level longitudinal data are available, data reported regarding graduation rates will be derived from the California High School Exit Exam (CAHSEE). The formula for calculating the rate is the</p>	<p>The formula for the one-year dropout rate is: (Grades 9-12 Dropouts/Grades 9-12 Enrollment)*100.</p> <p>State certification/release dates for dropout data occur too late for inclusion of 2002-2003 data with other data from that year. Therefore, 2001-21 data are utilized for SARCs prepared during 2003-04.</p> <p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p>

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	<p>52052. {Per EC Sec. 33126 (b), (2)}</p>	<p>number of students passing both the Reading/Language Arts and math components of the CAHSEE divided by Grade 10 enrollment.</p>	<p>CAHSEE results may be found at the following web address: http://www.cde.ca.gov/statetests/cahsee/index.html</p>
<p>22.</p>	<p>Graduation rates for secondary school. Public Law 107-110 Section 1111(h)(2)(B)(i)(I) Public Law 107-110 Section 1111(h)(1)©(vi)</p>	<p>Until statewide student-level longitudinal data are available, data reported regarding graduation rates will be derived from the California High School Exit Exam (CAHSEE). The formula for calculating the rate is the number of students passing both the Reading/Language Arts and math components of the CAHSEE divided by Grade 10 enrollment</p>	<p>CAHSEE results may be found at the following web address: http://www.cde.ca.gov/statetests/cahsee/index.html (See item #21 above for the equivalent California requirement)</p>
<p>23.</p>	<p>Progress toward reducing class sizes and teaching loads, including the distribution of class sizes at the school site by grade level, the average class size, and, if applicable, the percentage of pupils in kindergarten and grades 1 to 3, inclusive, participating in the Class Size Reduction Program established pursuant to Chapter 6.10 (commencing with Section 52120) of Part 28, using California Basic Education Data System or any successor data system information for the most recent three-year period.</p>	<p>For the most recent three-year period, as defined by CBEDS:</p> <ul style="list-style-type: none"> • Distribution of class sizes at the school site by grade level or by department (as appropriate). • Average class size, by grade level. • Percentage of pupils in grades K to 3, inclusive, participating in the Class Size Reduction Program. 	<p>Note: CBEDS calculation of the average class size, by grade level and the class size distribution by grade level excludes classrooms of 50 or more students from the equation.</p> <p>For schools/grades organized in self-contained classrooms (e.g. k-6 grades in elementary schools) data are reported as the number of classrooms within each of the following class sizes: 1-20, 21-32, and 33 or more.</p> <p>For high schools and middle schools with departmentalized programs, data are reported as the number of classrooms with a distribution of teaching loads and the average teaching load for each of the following four subject areas: English, Mathematics, Science and Social Science.</p>

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	{Per EC Sec. 33126 (b), (4)}		
24.	The availability of qualified personnel to provide counseling and other pupil support services, including the ratio of academic counselors per pupil. {Per EC Sec. 33126 (b), (7)}	FTE and type of counselors and pupil support personnel.	Data are derived from CBEDS based on data collected on the Professional Assignment Information Form.
<i>Teacher and staff Information</i>			
25.	The total number of the school's fully credentialed teachers, the number of teachers relying upon emergency credentials, the number of teachers working without credentials, and any assignment of teachers outside their subject areas of competence for the most recent three-year period. {Per EC Sec. 33126 (b), (5)}	For the most recent three-year period: <ul style="list-style-type: none"> • Total Number of Teachers • Full Credential (fully credentialed and teaching in subject area) • Teaching Outside Subject Area (fully credentialed but teaching outside subject area) • Emergency Credential (includes District Internship, University Internship, Pre-interns and Emergency Permits) • Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit) 	Data are derived from CBEDS based on data collected on the Professional Assignment Information Form. Results may be found at the following web address: http://data1.cde.ca.gov/dataquest/
26.	The professional qualifications of teachers in the State, the percentage of such teachers	<i>Note: The State Board of Education is in the process of approving a definition for "well qualified teacher." Once a definition has been</i>	<i>Note: The California Department of Education is reviewing alternatives and timelines by which these data might be collected by the state. If a mechanism for collecting these</i>

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

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	{Per EC Sec. 33126 (b), (10)}		<ul style="list-style-type: none"> • Special/unscheduled evaluations <p>What are the evaluation criteria?</p> <ul style="list-style-type: none"> • Differences among tenured, probationary, emergency-permit teachers • Specified versus open <p>Who gets the results of teacher evaluations?</p> <ul style="list-style-type: none"> • Confidentiality • Satisfactory versus in need of improvement versus unsatisfactory
29.	<p>Availability of qualified substitute teachers.</p> <p>{Per EC Sec. 33126 (b), (8)}</p>	<p>Statement regarding whether the school has had any difficulties in securing qualified substitute teachers. If so, a statement regarding whether the lack of available credentialed substitute teachers has had an impact upon the instructional program.</p>	<p>Narrative is developed by the local educational agency/school.</p>
Curriculum and Instruction			
30.	<p>Quality of school instruction and leadership.</p> <p>{Per EC Sec. 33126 (b), (13)}</p>	<p>School Leadership: Description of the experience and tenure of the principal. If the school has a designated leadership team, description of its membership, roles, and purpose.</p> <p>Instruction: Description of the instructional program for all students, the supports and services for students with special needs and the process for monitoring student progress toward</p>	<p>Narrative is developed by the local educational agency/school.</p> <p>What is the experience and tenure of the principal?</p> <p>How does the administrator involve parents and staff in decision-making?</p> <p>Does the school have a “recognized” leadership team? If yes:</p> <ul style="list-style-type: none"> • Members

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		standards.	<ul style="list-style-type: none"> • Purpose/roles and responsibilities <p>What is the instructional program for all students?</p> <ul style="list-style-type: none"> • Instructional focus (school wide) • Standards-based instruction • Access to core curriculum) <p>What supports and services are available for students with special needs?</p> <ul style="list-style-type: none"> • GATE students • At-risk students • English Language Learners • Special Education Students • After-school programs • Tutoring • Peer tutoring <p>How do we know how students are doing?</p> <ul style="list-style-type: none"> • Processes for monitoring student performance and progress • Reporting student progress to staff, students, parents, the school community
31.	<p>Teacher and staff training, and curriculum improvement programs.</p> <p>{Per EC Sec. 33126 (b), (12)}</p>	<p>Description of how teachers and staff are trained for instructional improvement.</p> <p>Indicate the number of days for professional development and continuous professional growth.</p>	<p>Narrative is developed by the local educational agency/school.</p> <p>How teachers and staff participate in staff development to help them improve instruction:</p> <ul style="list-style-type: none"> • All classroom teachers • New teachers (e.g., BTSA) • Non-classroom teachers • National Board Certified Teachers

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			<ul style="list-style-type: none"> • Teachers experiencing difficulty/in need of improvement (e.g., Peer Assistance and Review) • Paraprofessionals (e.g., instructional aides, teacher assistants) • Non-instructional support staff (e.g., clerical, custodial) <p>List the <i>primary/major</i> areas of focus of staff development and specify how they were selected. (For example, was student achievement data used to determine the need for professional development in reading instruction?)</p> <p>What are the methods by which professional development is delivered? (For example, in after-school workshops, by conference attendance, through individual mentoring.)</p> <p>How are teachers supported during implementation? (For example, through in-class coaching, teacher-principal meetings, student performance data reporting.)</p>
32.	<p>Quality and currency of textbooks and other instructional materials, including whether textbooks and other materials meet state standards and have been adopted by the State Board of Education for kindergarten and grades 1 to 8, inclusive, and adopted by the governing boards of school districts for grades 9 to 12, inclusive, and</p>	<p>List of the textbooks/instructional materials used in the core subjects (English language arts, mathematics, science, and history/social science), including:</p> <ul style="list-style-type: none"> • The year in which they were adopted, and • Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (kindergarten and grades 1 to 8, inclusive) or the local governing board (grades 9 to 12, inclusive), consistent with the state textbook adoption cycle. 	<p>List and narrative are developed by the local educational agency/school.</p> <p>For subject areas in which there has not yet been a standards-aligned state adoption:</p> <ul style="list-style-type: none"> • In which year is the state expected to adopt such materials? • In which year does the district expect to select and implement new materials from the state-approved list? <p>Do all students have access to textbooks and other instructional materials in each core subject area that are</p>

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	<p>the ratio of textbooks per pupil and the year the textbooks were adopted.</p> <p>{Per EC Sec. 33126 (b), (6)}</p>	<p>For textbooks and instructional materials that are not from the most recent state-approved list, explanation of why non-adopted materials are being used and how they are aligned with state standards.</p> <p>Description of how each student has access to current, standards-based textbooks and other instructional materials.</p>	<p>current and in good condition? If not,</p> <ul style="list-style-type: none"> • What are the reasons? • What is being done or planned to provide such access?
<p>33.</p>	<p>The total number of instructional minutes offered in the school year, separately stated for each grade level, as compared to the total number of the instructional minutes per school year required by state law, separately stated for each grade level.</p> <p>{Per EC Sec. 33126 (b), (15)}</p>	<p>List the total number of overall instructional minutes by grade level in comparison to 36,000 minutes for Kindergarten; 50,400 minutes for grades 1 to 3 inclusive; 54,000 minutes for grades 4 to 8, inclusive; and 64,800 minutes for grades 9 to 12, inclusive.</p>	<p>The Education Code section governing instructional minutes is EC 46201)</p> <p>On-Campus passing times between classes (up to 10 minutes) are considered part of the total of instructional minutes.</p>
<p>34.</p>	<p>The total number of minimum days, as specified in Sections 46112, 46113, 46117, and 46141, in the school year.</p> <p>{Per EC Sec. 33126 (b), (16)}</p>	<p>Statement regarding the number of days students attended school on a shortened day schedule, (less than a regular school day).</p> <p>Description of the reasons for the shortened day schedule.</p>	<p>Information and narrative are developed by the local educational agency/school.</p>

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<i>Post-Secondary Preparation</i>			
35.	The number of advanced placement courses offered, by subject. {Per EC Sec. 33126 (b), (17)}	The number of advanced placement courses and classes offered, and the enrollment in various Advanced Placement (AP) or International Baccalaureate (IB), by subject.	Data are reported from CBEDS and may be obtained at the following website: http://www.cde.ca.gov/demographics/
36.	For secondary schools, the percentage of graduates who have passed course requirements for entrance to the University of California and the California State University pursuant to Section 51225.3 and the percentage of pupils enrolled in those courses, as reported by the California Basic Education Data System or any successor data system. {Per EC Sec. 33126 (b), (23)}	Data provided are: <ul style="list-style-type: none"> • Number of pupils enrolled in grades 9-12, and the number and percentage enrolled in those courses required for entrance to the University of California and the California State University • Number of graduates, and the number and percentage that have passed course requirements for entrance to the University of California and the California State University • 	Data are reported from CBEDS and may be obtained at the following website: http://www.cde.ca.gov/demographics/
37.	Secondary schools with high school seniors shall list both the average verbal and math Scholastic Assessment Test scores to the extent provided to the school and the percentage of seniors taking that exam for the most recent three-year period.	For the most recent three-year period: Grade 12 enrollment from CBEDS, percent of students taking the SAT-1, average verbal, and average math score comparison to district and state.	Some schools may wish to include ACT results in addition to those from the SAT. SAT results may be found at the following web address: http://www.cde.ca.gov/ope/research/sat/ ACT results may be found at the following web address:

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	{Per EC Sec. 33126 (b), (1) (D)}		http://www.cde.ca.gov/ope/research/act/
38.	Whether the school has a college admission test preparation course program. {Per EC Sec. 33126 (b), (24)}	Indicate whether the school has a college admission test preparation course program. If so, describe the program.	Narrative is developed by the local educational agency/school.
39.	The degree to which pupils are prepared to enter the workforce. {Per EC Sec. 33126 (b), (14)}	<p>Description of:</p> <ul style="list-style-type: none"> • Programs and classes offered by the school that are specifically focused on career preparation and/or preparation for work • How these programs and classes are integrated with academic courses and how they support academic achievement • How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students • The measurable outcomes of these programs and classes, and how they are evaluated for effectiveness in attaining those outcomes. <p>Provide enrollment, concentration and completion data on all career-technical education programs and classes, including academic and skills achievement, as reported</p>	<p>Description of the size and scope of the career-technical programs (CTE) and courses offered:</p> <ul style="list-style-type: none"> • Directly at the school • Through Regional Occupational Centers and Programs (ROCPs) • In Partnership Academies and career academies • In Specialized Secondary Programs, etc. <p>Description of how these programs and classes support academic achievement as evidenced by:</p> <ul style="list-style-type: none"> • Courses that have been revised to incorporate state-adopted academic standards • Courses that satisfy the district's graduation requirements • Courses that satisfy the A-G entrance requirements for the UC and CSU systems <p>Description of steps the school takes to assure equitable access and successful outcomes for all students in career-technical programs and courses by:</p> <ul style="list-style-type: none"> • Counseling and guidance • Professional development

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

		<p>in Carl D. Perkins Vocational and Technical Education Act program data.</p>	<ul style="list-style-type: none"> • Additional support services such as child care, transportation, etc. • Collaborating with youth development and economic development systems in the region. <p>ption of the outcomes or criteria utilized by the school to measure the effectiveness of these programs and courses, such as:</p> <ul style="list-style-type: none"> • Mastery of “employment readiness standards,” both basic and industry-specific • Results of career-technical skills assessments • Business, labor, and other community stakeholder support • Participation in career-technical student organizations • Placement of program completers in employment, postsecondary education or the military. <p>Statistical data may be found in “Report of Student Enrollment and Program Completion in Career/Technical Education Programs Conducted by Unified and Union High School Districts, County Offices of Education, Adult education and ROCs.”</p> <ul style="list-style-type: none"> • Enrollment-Page 1. • Number Secondary CTE Students Concentrators-Page 3, Column A • Number Secondary CTE Students Completers-Page 3, Column B • Number of Grade 12 Students Prog. completers-Page 3, Column C
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2003-04 School Accountability Report Card Data Element Definitions
(Based on data from the 2002-2003 School Year)

			<ul style="list-style-type: none"> • Number of Grade 12 Students Earning Diploma- Page 3, Column D • Rate that Concentrators Completed CTE Program- Middle of Page. 3, just after table • Rate that Grade 12 CTE Completers Earned a Diploma-Middle of Page 3, just after table. <p>Other data available on outcomes of the school’s CTE programs, including data from related programs, such as the Workforce Investment Act, may also be provided.</p> <p>Additional guidance for reporting on this data element may be found at the following web sites:</p> <p>www.cde.ca.gov/shsd www.cde.ca.gov/perkins</p>
<i>Fiscal and Expenditure Data</i>			
40.	<p>The beginning, median, and highest salary paid to teachers in the district, as reflected in the district's salary scale.</p> <p>EC Sec. 41409.3.(a)</p>	<p>The beginning, median, and highest salary paid to teachers in the district, as reflected in the district's salary scale. Average salary data are based on salaries actually paid to teachers.</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARC's prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address:</p> <p>http://www.cde.ca.gov/fiscal/financial/</p> <p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p>

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

			<ul style="list-style-type: none"> • Beginning teachers are those teachers in their first year of teaching. • For mid-range teacher salaries, districts should select a teacher with ten years of experience and a bachelor's degree plus 60 semester units. • For the highest teachers' salary, districts should select the highest paid teacher in the district. • Districts that did not employ a teacher in one of these categories during the fiscal year should review their salary schedule and determine what salary they would have paid a teacher in the appropriate category.
41.	<p>The average salary for school site principals in the district.</p> <p>EC Sec. 41409.3.(b)</p>	<p>The average annualized salary for school site principals reported in Section IV: "Other Salary Data" on Form J-90.</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARC's prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address:</p> <p>http://www.cde.ca.gov/fiscal/financial/</p> <p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p>
42.	<p>The salary of the district superintendent.</p> <p>EC Sec. 41409.3.(c)</p>	<p>The District superintendent's annualized salary reported in Section IV: "Other Salary data" on Form J-90.</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARC's prepared during 2003-04. Additional information regarding the calculation of average salary data are available</p>

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

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

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

	<p>site principals. EC Sec. 41409.3.(d)(2)</p>	<p>information collected on Form J-90, Salary and Benefits Schedule for the Certificated Bargaining Unit (Form J-90). The averages reflect only those salaries in school districts that submitted Form J-90. A weighted methodology was used to determine average paid salaries.”</p>	<p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p>
<p>45.</p>	<p>Based upon the state summary information provided by the Superintendent of Public Instruction pursuant to subdivision (b) of Section 41409, the statewide average salary for the appropriate size and type of district for district superintendents. EC Sec. 41409.3.(d)(3)</p>	<p>Definition and Information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the CDE. “Statewide salary averages are derived from information collected on Form J-90, Salary and Benefits Schedule for the Certificated Bargaining Unit (Form J-90). The averages reflect only those salaries in school districts that submitted Form J-90. A weighted methodology was used to determine average paid salaries.”</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARC’s prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address: http://www.cde.ca.gov/fiscal/financial/ Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p>
<p>46.</p>	<p>The statewide average of the percentage of school district expenditures allocated for the salaries of administrative personnel for the appropriate size and type of district for the most recent fiscal year,</p>	<p>Definition and information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the CDE.</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARC’s prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address:</p>

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

	<p>provided by the Superintendent of Public Instruction Per subdivision (a) of Section 41409.</p> <p>EC Sec. 41409.3.(e)</p>	<p>“Percentage of expenditures allocated to salaries of administrative personnel, as defined in object of expenditure classifications 1200, 1300, 1700, 1800, and 2200 (Objects 1300 and 2300 using the standardized account code structure coding) of the <i>California School Accounting Manual</i>.”</p>	<p>http://www.cde.ca.gov/fiscal/financial/</p> <p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p>
<p>47.</p>	<p>The percentage allocated under the district's corresponding fiscal year expenditure for the salaries of administrative personnel, as defined in Sections 1200, 1300, 1700, 1800, and 2200 of the California School Accounting Manual published by the State Department of Education.</p> <p>EC Sec. 41409.3.(f)</p>	<p>The sum of California Accounting Manual Object of Expenditure Accounts 1200,1300,1700,1800, and 2200 divided by total general fund accounts 1000 through 7999</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARC's prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address:</p> <p>http://www.cde.ca.gov/fiscal/financial/</p> <p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p>
<p>48.</p>	<p>The statewide average of the percentage of school district expenditures allocated for the salaries of teachers for the appropriate size and type of district for the most recent fiscal year' Provided by the Superintendent of Public Instruction, pursuant to subdivision (a) of Section 41409.</p>	<p>Definition and information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the CDE.</p> <p>“Percentage of expenditures allocated to salaries of teachers, as defined in object of expenditure classification 1100 of the <i>California School Accounting Manual</i>”</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARC's prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address:</p> <p>http://www.cde.ca.gov/fiscal/financial/</p> <p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may</p>

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

	EC Sec. 41409.3.(g)		be added, if appropriate.
49.	<p>The percentage expended for the salaries of teachers, as defined in Section 1100 of the California School Accounting Manual published by the State Department of Education.</p> <p>EC Sec. 41409.3.(h)</p>	<p>Definition and information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the CDE.</p> <p>Total expenditures reported in California School Accounting Manual Object of Expenditure Account 1100 divided by total general fund accounts 1000 through 7999.</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARC's prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address:</p> <p>http://www.cde.ca.gov/fiscal/financial/</p> <p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p>
50.	<p>Estimated expenditures per pupil and types of services funded.</p> <p>{Per EC Sec. 33126 (3)}</p>	<p>Total district expenditures from the General Fund as well as categorical funds, district average expenditures per pupil, district average expenditures per pupil for districts in the same category and state average expenditures per pupil for all districts.</p> <p>Description of the programs and supplemental services that are provided at the school either through categorical funds or other sources.</p>	<p>Schools may wish to provide additional site-specific information if their site expenditures differ significantly from the district average (e.g., due to additional grants or participation /nonparticipation in certain categorical programs).</p>

School Accountability Report Card School Year 2003-2004

(Based on data from the 2002-03 school year)

-DRAFT- Modification date: 2/25/03

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

School Description and Mission Statement

Narrative to be provided by LEA

Opportunities for Parental Involvement (Optional under NCLB)

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

I. Demographic Information

Student Enrollment, by Grade Level

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

Student Enrollment, by Ethnic Group

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

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

II. School Safety and Climate for Learning

School Safety Plan

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

School Programs and Practices that Promote a Positive Learning Environment

<i>Narrative to be provided by LEA</i>
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Suspensions and Expulsions *(Optional under NCLB)*

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

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

School Facilities

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

Percentage of students achieving by proficiency level.

Percent not tested: 99 -									
Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Advanced									
Proficient									
Basic									
Below Basic									
Far Below Basic									

CST – History/Social Science

Percentage of students achieving by proficiency level.

Percent not tested: 99 -									
Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Advanced									
Proficient									
Basic									
Below Basic									
Far Below Basic									

CST - Subgroups - English Language Arts

Percentage of students achieving by proficiency level.

Subgroup Category – Percent not tested: 99 -- (Note: A separate table will be included in the report for each of the following category of students with sufficient numbers to yield statistically reliable information: race, ethnicity, gender, English proficiency as well as socioeconomic, disability and migrant status.)									
Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Advanced									
Proficient									
Basic									
Below Basic									
Far Below Basic									

Norm Referenced Test (NRT)

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

NRT- Reading

Percentage of students scoring at or above the 50th percentile

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

NRT- Mathematics

Percentage of students scoring at or above the 50th percentile

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

NRT- Subgroups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							

Local Assessment

Percentage of students meeting or exceeding the district standard

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

California Fitness Test

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

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

Academic Performance Index (API)

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

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. **Subgroup APIs and Targets:** In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

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

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

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

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

School Wide API

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

API Subgroups – Racial/Ethnic Groups

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

API Subgroups - Socioeconomically Disadvantaged

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

Awards and Intervention Programs

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

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

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

Adequate Yearly Progress (AYP)

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

AYP Reporting Category	Met Target (Y/N)	AYP Reporting Category	Met Target (Y/N)
Local Educational Agency (All students)		-----	-----
School (All students)		-----	-----
Disaggregated by Race/Ethnicity:		Disaggregated by Gender:	
African-American		Female	
American Indian or Alaska Native		Male	
Asian-American		Socioeconomically Disadvantaged	
Filipino-American		Students with Disabilities	
Hispanic or Latino		English Language Learners	
Pacific Islander		Migrant	
White (Not Hispanic)			

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

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

Class Size Reduction

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

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

VI. Teacher and Staff Information

Teacher Credential Information

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

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

Professional Qualifications of Teachers

Narrative to be provided by LEA

Teacher Evaluations

Narrative to be provided by LEA

Substitute Teachers

Narrative to be provided by LEA

Counselors and Other Support Staff

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

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

Academic Counselors

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

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

VII. Curriculum and Instruction

School Instruction and Leadership

Narrative to be provided by LEA

Professional Development

Narrative to be provided by LEA

Quality and Currency of Textbooks and Other Instructional Materials

Narrative to be provided by LEA

Instructional Minutes

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

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

Continuation School Instructional Days

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

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

Total Number of Minimum Days

Narrative to be provided by LEA

VIII. Post-Secondary Preparation (Secondary Schools)

Advanced Placement/ International Baccalaureate Courses Offered

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

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

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

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

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

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

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

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

SAT I Reasoning Test

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

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

College Admission Test Preparation Course Program

Narrative to be provided by LEA

Degree to Which Students Are Prepared to Enter Workforce

Narrative to be provided by LEA

Enrollment and Program Completion in Career/Technical Education Programs

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

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

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2000-2001)

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

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

Additional Compensation for Administrators

Narrative to be provided by LEA

Expenditures (Fiscal Year 2000-2001)

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

Types of Services Funded

Narrative to be provided by LEA



MARCH 2003 AGENDA

SUBJECT		ACTION
The May 1, 2003 submission to the United States Department of Education of specified information pertaining to the No Child Left Behind (NCLB) Act	X	INFORMATION
		PUBLIC HEARING

Recommendation:

Information only

Summary of Previous State Board of Education Discussion and Action

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

Summary of Key Issue(s)

The U.S. Department of Education established a time line (see attachment) for submitting material on the implementation of NCLB. The next phase is due on May 1, 2003. The Board will receive information and options pertaining to the definition of highly qualified teachers, paraprofessionals qualifications, establishing performance targets, options for cut scores on the CELDT exam, and science assessment options.

Fiscal Analysis (as appropriate)

N/A

Attachment(s)

Attached is the U.S. Department of Education time line for submission of required information pertaining to No child Left Behind implementation.

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

Timeline for Submission of Components of the Consolidated State Application

Application Section	Topic*	Date Due							
		6-12-02	9-15-02	1-31-03	5-01-03	9-01-03	5-01-06	12-01-06	12-01-08
Part I	Goals and Indicators								
	Adoption of Goals and Indicators	√							
	Setting State Targets				√				
	AYP Baseline Data				√				
	Non-AYP Baseline Data					√			
Part II	State Activities								
	1a Adopting academic content standards/grade-level expectations in math and reading	Timeline of major milestones			Evidence				
	1b Adopting academic content standards/grade-level expectations in science	Timeline of major milestones			Detailed timeline		Evidence		
	1c Developing and implementing required assessments	Timeline of major milestones			Detailed timeline			Evidence of 3-8	Evidence of science
	1d Setting academic achievement standards	Timeline of major milestones			Detailed timeline			Evidence of 3-8	Evidence of science
	1e Calculating starting point			√					
	1f Definition of AYP			√					
	1g Minimum number for statistical reliability & justification			√					
	1h Evidence of single accountability system	Plan			Evidence				
	1i Languages present, assessments in, assessments needed in	√							
	1j LEA assessment of English proficiency	√							
	1k Standards and objective for English proficiency	Status of efforts			Measurable objective				
	2 Subgrant process for each program with competitive subgrants	√							
	3 State system for monitoring, professional development, and technical assistance	√							
	4 Statewide system of support under Sec 1117	√							
	5 Activities related to: schoolwides, teacher quality, technology, parental and community involvement, securing baseline and follow-up data	√							
	6 Coordination of programs	√							
	7 Strategies for determining subgrantee progress	√							
Part III	Programmatic Requirements and Fiscal Information								
	ALL	√							
	Assurances & Certifications								
	ALL	√							
Appendix	Sec 6112 Enhanced State Assessments								
	ALL		√						

* Topics are listed in abbreviated form. See body of application package for full text of submission requirements.

ITEM 5

Requirements for Teachers Under No Child Left Behind March 11, 2003

Title I Regulations, December 2, 2002—pertinent parts handed out at last NCLB Liaison Team meeting and also available at

<http://www.ed.gov/legislation/FedRegister/finrule/2002-4/120202a.html>

Improving Teacher Quality, State Grants, Title II, Part A, Non-Regulatory Draft Guidance, December 19, 2002—pertinent parts handed out at last NCLB Liaison Team meeting and also available at

<http://www.ed.gov/offices/OESE/SIP/TitleIIguidance2002.doc>

Information about tests and assessments referenced in the attached charts can be found at

CSET http://www.cset.nesinc.com/CS_testguide_geninfo.htm

MSAT <http://www.ctc.ca.gov/profserv/examinfo/multiplesubject.html> and

<http://www.ets.org/praxis/>

TPA http://www.ctc.ca.gov/SB2042/TPA_FAQ.html

The charts that follow provide the following information.

The first chart lays out the requirements for various grade spans taught (elementary/middle/high school) and the teacher's status (new or veteran) under the definition of "highly qualified teacher" in NCLB.

The second chart describes a method of complying with the NCLB requirements for teachers in California.

The third chart includes other alternatives that have been suggested.

MEETING NCLB REQUIREMENTS FOR TEACHERS

The definition of “highly qualified” teacher in the No Child Left Behind Act (NCLB) requires that every teacher that teaches a core academic subject holds a bachelor’s degree, has obtained full State certification or licensure or is in an alternative route to such certification, and demonstrates subject matter competence. Therefore, teachers on emergency credentials, supplemental authorizations, state or local waivers and pre-interns do not meet the requirements under NCLB.

Depending upon the grade span taught (elementary/middle/high school) and the teacher’s status (new or veteran) different methods of demonstrating subject matter competency are allowed under NCLB. The chart below lays out the allowable methods in NCLB and possible California alternatives that comply with the allowable methods.

A	B	C	D
<p>New Elementary Teachers (required)</p> <p>Veteran Elementary Teachers (one option)</p>	<p>New middle school and high school teachers (one option)</p> <p>Veteran middle and high school teachers (one option)</p>	<p>New middle school and high school teachers (one option)</p> <p>Veteran middle and high school teachers (one option)</p>	<p>Veteran elementary teachers (one option)</p> <p>Veteran middle and high school teachers (one option)</p>
<p>Pass a rigorous State test to demonstrate subject knowledge and teaching skills in reading/language arts, writing, mathematics, other areas of basic elementary curriculum</p>	<p>Pass a rigorous State test in each academic subject taught.</p>	<p>Successful completion of</p> <p>a) undergraduate major,</p> <p>b) graduate degree</p> <p>c) coursework equivalent to undergrad major</p> <p>d) advanced certification or credentialing</p>	<p>Demonstrate competence in all subjects taught based on a high, objective, uniform State standard of evaluation that:</p> <ol style="list-style-type: none"> 1. is set by the State for both grade appropriate subject matter knowledge and teaching skills; 2. is aligned with State academic content and achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators; 3. provides objective, coherent information about the teacher’s attainment of core content knowledge in subjects taught; 4. is applied uniformly to all teachers in the same subject and grade level throughout the State; 5. takes into consideration, but not based primarily on, the time the teacher has taught subject matter; 6. is made available to the public upon request; and 7. may involve multiple, objective measures of teacher competency.

Methods of Complying in California

<p style="text-align: center;">A</p> <p style="text-align: center;">New Elementary Teachers (required)</p> <p style="text-align: center;">Veteran Elementary Teachers (one option)</p>	<p style="text-align: center;">B</p> <p style="text-align: center;">New middle school and high school teachers (one option)</p> <p style="text-align: center;">Veteran middle and high school teachers (one option)</p>	<p style="text-align: center;">C</p> <p style="text-align: center;">New middle school and high school teachers (one option)</p> <p style="text-align: center;">Veteran middle and high school teachers (one option)</p>	<p style="text-align: center;">D</p> <p style="text-align: center;">Veteran elementary teachers (one option)</p> <p style="text-align: center;">Veteran middle and high school teachers (one option)</p>
<p>Pass CSET-Multiple Subjects (California Subject Examinations for Teaching)</p> <p>-Recently developed based on unique needs and requirements of classroom teaching in California</p> <p>-Aligned to California K-12 content standards and curriculum frameworks</p> <p>-Currently available</p> <p>-Could be taken any time prior to a teacher or intern becoming the teacher of record in a classroom, including prior to the teacher preparation program so teacher candidates are not surprised late in the process.</p> <p>-Would obviate the need for</p>	<p>Pass CSET-Single Subject (California Subject Examinations for Teaching)</p> <p>-Recently developed based on unique needs and requirements of classroom teaching in California</p> <p>- Aligned to California K-12 content standards and curriculum frameworks</p> <p>-English, Math, Science, and Social Studies tests available in 2003. Others developed over next two years</p> <p>-Could be taken any time prior to a teacher or intern becoming the teacher of record in a classroom, including prior to the teacher preparation program so teacher candidates are not surprised late in the process.</p> <p>-Would obviate the need for CBEST</p> <p><i>Note: CTC and SBE are working to</i></p>	<p>a) undergraduate major,</p> <p>b) graduate degree</p> <p>c) coursework equivalent to undergrad major (Still need to determine, based on CTC information, the amount and/or type of coursework equivalent to undergrad major. Question C-19 of the Title II Guidance states that minors are not sufficient to demonstrate subject matter competence.)</p> <p>d) advanced certification or credentialing</p>	<p>Include as part of the Stull Act Review process, one-time certification that the teacher meets NCLB requirements. Since individual teachers already participate in a Stull Act review at least every other year, every veteran teacher will have participated in a Stull Act review before the end of 2005-2006.</p> <p>Certification would identify how the teacher met the subject matter competency requirements from the following list:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Passed a subject matter test in the subject taught (for elementary teachers-passed a multi-subject exam) <input type="checkbox"/> Has a major in the subject taught (available only for middle and high school teachers) <input type="checkbox"/> Has a graduate degree in the subject taught <input type="checkbox"/> Has coursework equivalent to undergrad major in the subject taught <input type="checkbox"/> Has an advanced certification or credentialing <input type="checkbox"/> Students in this teacher’s class have shown a certain level of growth while in this teacher’s class. (Needs to be defined.) <input type="checkbox"/> Has passed a standard evaluation of subject matter competency as outlined in SBE guidelines (to be developed) conducted at the time of their Stull Act review. (The guidelines would model current Stull Act Review practices as closely as possible, but would ensure that the federal requirements of a “a high, objective, uniform State standard of evaluation ” and the seven

CBEST	<i>resolve the validation issues.</i>		criteria for such evaluation in NCLB were also met.)
<p><i>Note: CTC and SBE are working to resolve the validation issues.</i></p> <p><i>In the future, could consider also allowing --</i></p> <p>Pass the National Teacher Subject Matter Exam (being developed by ABCTE)</p> <p><u>Pros:</u></p> <p>Teachers trained outside of California could take it</p> <p><u>Cons:</u></p> <p>-Not written yet</p> <p>-Not clear how closely the exam will test knowledge of California K-12 content standards</p>	<p><i>In the future, could consider also allowing--</i></p> <p>Pass the National Teacher Subject Matter Exam (being developed by ABCTE)</p> <p><u>Pros:</u></p> <p>Teachers trained outside of California could take it</p> <p><u>Cons:</u></p> <p>-Not written yet</p> <p>-Not clear how closely the exam will test knowledge of California K-12 content standards</p>		<p><i>Note: Certification would be required for each subject taught at the middle/high school level.</i></p> <p>Teachers would receive a certificate that identified that they met the NCLB requirements (bachelor’s degree, credential, and subject matter competency for particular grade spans and subjects). This certificate would be portable. Teachers would not have to prove NCLB compliance again even if they moved to another school district in California.</p> <p>(Please see Attachment A for a summary of the Stull Act Review)</p>

Teachers from other States

Nothing in NCLB prohibits California from accepting another State’s determination that an individual teacher meets the requirements of NCLB to teach a particular subject and/or grade span.

OR

In the future, consider allowing passing the National Teacher Subject Matter Exam, being developed by ABCTE, to be utilized to demonstrate subject matter competence. This would assist teachers trained outside of California, but it is not written yet and it is not clear how closely the exam will align with California K-12 content standards.

The chart below identifies other alternatives that have been considered.

<p style="text-align: center;">A</p> <p style="text-align: center;">New Elementary Teachers (required)</p> <p style="text-align: center;">Veteran Elementary Teachers (one option)</p>	<p style="text-align: center;">B</p> <p style="text-align: center;">New middle school and high school teachers (one option)</p> <p style="text-align: center;">Veteran middle and high school teachers (one option)</p>
<p>MSAT</p> <p>(Multiple Subjects Assessment for Teaching)</p> <p><u>Pros:</u></p> <ul style="list-style-type: none"> -Until recently has been use to test subject matter competency -Some states are using this test to meet NCLB requirements -Test publishers may revise MSAT to meet California’s content standards and unique needs at no cost to California <p><u>Cons:</u></p> <ul style="list-style-type: none"> -Not currently based on unique needs and requirements of classroom teaching in California -If test publisher is willing to revise MSAT to meet California’s needs and requirements, some amount of time would be necessary to revise test. Therefore, 	<p>SSAT</p> <p>(Single Subject Assessments for Teaching)</p> <p><u>Pros:</u></p> <ul style="list-style-type: none"> -Until recently has been use to test subject matter competency -Some states are using this test to meet NCLB requirements <p><u>Cons:</u></p> <ul style="list-style-type: none"> -Not based on unique needs and requirements of classroom teaching in California -Not aligned to California K-12 content standards and curriculum frameworks

not clear when the revised test would be available.

-Not aligned to California K-12 content standards and curriculum frameworks

Modified TPA

(Teaching Performance Assessments)

Pros:

Authorized in existing law

Cons:

-Subject matter needs to be added

-For Interns, occurs after teacher becomes the teacher of record which is too late for NCLB

-TPA process is being developed and won't be operational until Spring 2004 or later

Modified TPA

(Teaching Performance Assessments)

Pros:

Authorized in existing law

Cons:

-Subject matter needs to be added

-For Interns, who do not qualify by taking the CSET, occurs after teacher becomes the teacher of record which is too late for NCLB

-TPA process is being developed and won't be operational until Spring 2004 or later

Attachment A

Summary of the Stull Act Review

Education Code sections 44660-44665 requires that local governing boards establish a uniform system of evaluation and assessment of the performance of all certificated personnel within each school district. The system requires the development and adoption by each school district of objective evaluation and assessment guidelines, which are uniform throughout the district. Under this system, all veteran teachers must demonstrate competence in the subjects in which they teach.

Requirements of the evaluation system are as follows:

The governing board of each school district shall establish standards of expected pupil achievement at each grade level in each area of study.

The governing board of each school district shall evaluate and assess certificated employee performance as it reasonably relates to:

The progress of pupils toward the standards established pursuant to subdivision (above) and, if applicable, the state adopted academic content standards as measured by state adopted criterion referenced assessments.

The instructional techniques and strategies used by the employee.

The employee's adherence to curricular objectives.

The establishment and maintenance of a suitable learning environment, within the scope of the employee's responsibilities.

Evaluation and assessment of the performance of each certificated employee shall be made on a continuing basis, at least once each school year for probationary personnel and at least every other year for personnel with permanent status.

The evaluation shall include recommendations, if necessary, as to areas of improvement in the performance of the employee. If an employee is not performing his or her duties in a satisfactory manner according to the standards prescribed by the governing board, the employing authority shall notify the employee in writing of that fact and describe the unsatisfactory performance. The employing authority is required to confer with the employee making specific recommendations as to areas of improvement in the employee's performance and endeavor to assist the employee in his or her performance.

When any permanent certificated employee has received an unsatisfactory evaluation, the employing authority shall annually evaluate the employee until the employee achieves a positive evaluation or is separated from the district.

Last Minute Memorandum

To: STATE BOARD MEMBERS

Date: March 11, 2003

From: Camille Maben

Re: ITEM # 5

Subject NO CHILD LEFT BEHIND

CDE staff will provide an overview of the eight components of the consolidated state plan due to USDE May 1, 2003. This "information only" item will be presented by:

- Geno Flores
- Wendy Harris
- Camille Maben
- Jan Mayer
- Bill Padia
- Phil Spears

**Update on the Consolidated State Application
for No Child Left Behind (NCLB):
Components to be submitted by May 1, 2003**

California is prepared and well-positioned to submit the next round of required components for the NCLB Consolidated State Application by the May 1, 2003, deadline. The May 1st submission follows that of the Accountability Workbook, which was sent to the U.S. Department of Education (USDE) by the January 31, 2003, deadline. The Accountability Workbook included all of the mandated components indicated on the attached timeline prepared by USDE (“Timeline for Submission of Components of the Consolidated State Application”), including:

Under Part II – State Activities:

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

Subsequent to the submission of the Accountability Workbook was the follow-up Peer Review, which took place at CDE on February 26, 2003. As a result of the Peer Review, staff of CDE’s Policy and Evaluation Division has submitted supplemental evidence and information to USDE to address several issues raised during the Peer Review process. An official letter from USDE summarizing the findings and determinations of the Peer Review panel is expected within the next few weeks.

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

Under Part I – Goals and Indicators:

- Setting state targets
- AYP baseline data

Under Part II – State Activities:

- 1 a** – Evidence of adopting academic content standards/grade-level expectations in math and reading
- 1 b** – A detailed timeline for adopting academic content standards/grade-level expectations in science
- 1 c** – A detailed timeline for developing and implementing required assessments in science
- 1 d** – A detailed timeline for setting academic achievement standards in science
- 1 h** – Evidence of a single accountability system
- 1 k** – Standards and objectives for English proficiency (Annual Measurable Achievement Objectives)

These eight components will be fully addressed as part of California's May 1st submission to USDE. On the pages that follow are drafts for each component.

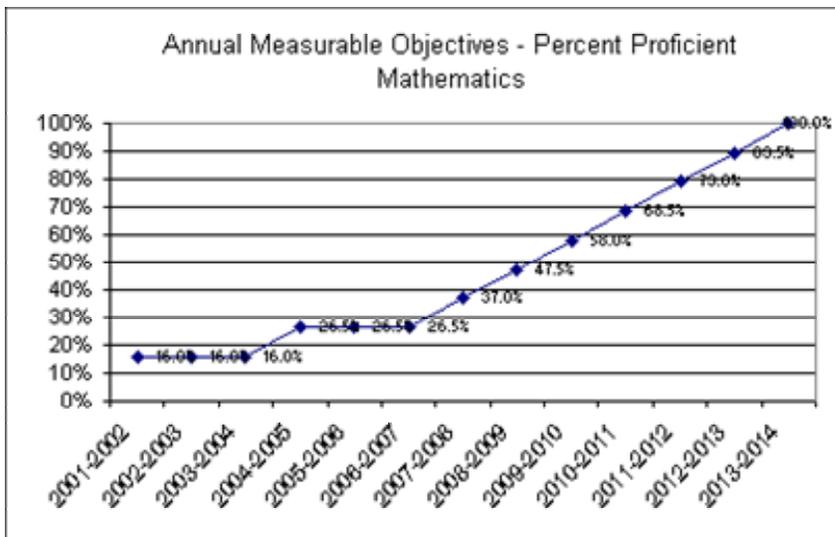
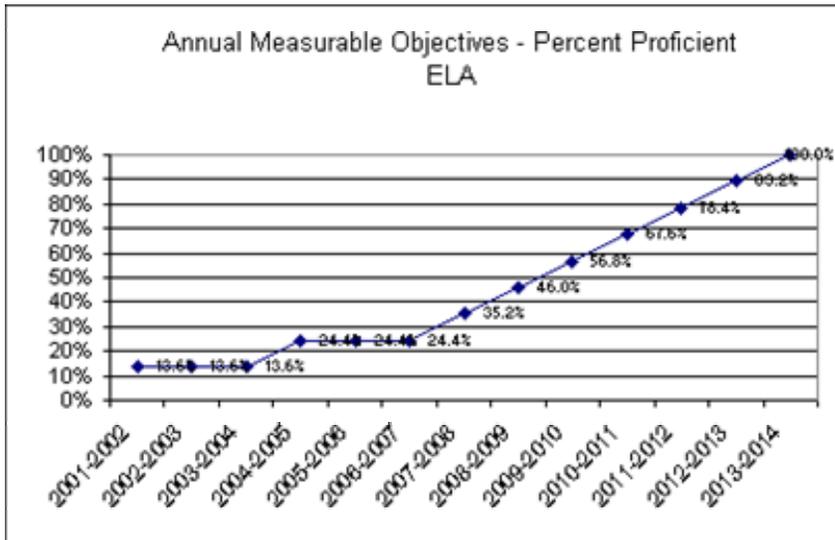
Setting State Targets

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

7 intermediate objectives, designated by asterisks

Annual Measurable Objectives – Percent at or above Proficient

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



AYP Baseline Data

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

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

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

Aggregate (data based on spring 2002 testing):	32.0
Groups	Subgroup Percentage
African American	19.6
American Indian or Alaska Native	28.1
Asian	51.0
Filipino	45.3
Hispanic or Latino	16.2
Pacific Islander	27.6
White	50.7
Socioeconomically disadvantaged	16.3
English language learners*	13.1
Students with disabilities	9.7
Male	29.0
Female	35.2
Migrant	7.9

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

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

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

Aggregate (data based on spring 2002 testing):	33.8
Groups	Subgroup Percentage
African American	18.1
American Indian or Alaska Native	27.8
Asian	60.5
Filipino	46.6
Hispanic or Latino	20.2
Pacific Islander	29.7
White	48.9
Socioeconomically disadvantaged	20.7
English language learners*	21.0
Students with disabilities	12.1
Male	34.1
Female	33.1
Migrant	14.4

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

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

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

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

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

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

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

Statewide completion rates based on the NCES completion rate formula:

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

Aggregate: 86.8

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

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

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

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

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

Statewide dropout rates based on the NCES dropout rate formula:

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

Aggregate: 2.8

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

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

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

1 a –

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

[Standards for both Mathematics and English-language Arts (which includes reading, writing, speaking, and listening standards) were adopted by the State Board of Education in 1997. All of California's grade-level academic content standards can be viewed via the Internet at:

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

1 b –

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

[Standards for Science were adopted by the State Board of Education in 1998. All of California's grade-level academic content standards can be viewed via the Internet at:
<http://www.cde.ca.gov/standards/>]

1 c –

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

1 d –

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

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

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

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

Date	Responsibility	Task
April 2003	ETS	Prepares scope of work and cost proposal for development and implementation of tests
May 2003	SBE	Approves scope of work and cost proposal
June 2003	CDE	Secures funding and Department of Finance approval for test development and program implementation
July/August 2003	CDE/SBE	Identifies and selects members for the NCLB Core Knowledge Science Committee
November 2003	Committee	Develops recommendation for test content and grade levels for test administration
January 2004	SBE	Approves test content and grade levels for test administration
February 2004	ETS	Develops preliminary blueprints for committee review
March 2004	Committee	Considers and recommends blueprints to SBE
April 2004	SBE	Adopts blueprints
May/June 2004	ETS	Develops test items
July 2004	CRP	Reviews items for accuracy and alignment to standards
August 2004	SPAR Panel	Reviews items for issues of privacy
August 2004	ETS	Builds field test forms and prepares Directions for Administration
October 2004	CDE	Reviews field test lasers
November 2004	ETS	Prints field test forms
Spring 2005	ETS	Administers field tests at designated grade levels
May/June 2005	ETS	Continue development of test items
July 2005	CRP	Reviews items for accuracy and alignment to standards
August 2005	SPAR Panel	Reviews items for issues of privacy
August 2005	ETS	Builds operational forms including field test items
Spring 2006	STAR Contractor	Administers operational forms including field test items
May/June 2006	STAR Contractor	Continue development of test items

Date	Responsibility	Task
July 2006	CRP	Reviews items for accuracy and alignment to standards
August 2006	SPAR Panel	Reviews items for issues of privacy
August 2006	CDE	Reports tests results of Spring 2006 Administration
August 2006	STAR Contractor	Completes technical manual
September 2006	STAR Contractor	Organizes and supervises standard setting following operational administration and recommends performance levels to SBE/CDE
October 2006	SBE	Approves performance levels
November 2006	SBE	Holds public hearings on approved performance levels
December 2006	SBE	Adopts performance levels
January 2007	CDE	Performance levels applied retroactively and results sent to districts
Spring 2007	STAR Contractor	Second operational test administered
August 2007	CDE	Results reported using adopted performance levels
August 2007	CDE	Results used to calculate new base science API and AYP

1 h –

Evidence of a

Single Accountability System

(Alignment of State and
Federal Systems)

California's School Classification Matrix

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

Key Features:

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

Critical Elements:

Annual Decisions

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

API/AYP Combinations

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

API Score and Number of Stars

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

Eligibility for Awards and Interventions

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

California's School Classification Matrix:
A System for Combining Performance on the
Academic Performance Index (API) with the
Federal Adequate Yearly Progress (AYP) Criteria
Prescribed Under the No Child Left Behind Act

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

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

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

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

ISSUES:

- NCLB calls for single integrated accountability system that applies to all schools. Aligning California's state and federal systems will provide a clearer focus for schools with a uniform set of expectations and will set priorities for use of resources.
- A key requirement of an aligned system is to eliminate or minimize differences among the various state and federal accountability programs. These differences manifest themselves in several areas:
 - Eligibility, entry, and exit criteria
 - Planning and program requirements
 - Timeframe for support, intervention, and sanction
 - Funding
- Now that AYP is defined, it is possible to move ahead in thinking through alignment issues in the aforementioned areas. The adoption of the classification matrix, which takes elements from both the API and AYP, is critical in driving thoughts around priorities for assistance and intervention. Priority for assistance and intervention is defined by status of schools in meeting state standards. Those schools in the "lowest groups" for meeting standards (one or two stars) would receive priority.
- In late January 2003, CDE formed a work group, which includes SBE staff, that is wrestling with the complex issues of alignment. The goal of the group is to finish the design of an aligned system through the remainder of March and the early part of April, then to bring the proposed design along with some open issues to the AB 312 committee and then to SBE in April. In the meantime, CDE looks forward to working both with Board liaisons and SBE staff toward a better and more comprehensive understanding of these issues by April.
- As an introduction to these issues, we are inclined to support some of the thinking of the Legislative Analyst's Office (LAO) as presented in its analysis of the 2003-04 Budget. This thinking includes the notions of: 1) focusing state intervention at the district level instead of the school level (in alignment with NCLB), and 2) reserving state intervention for only the lowest performing schools, such as those in the bottom tier of any "star" system. Some implications of moving in this direction may include, among others: 1) changes in state law related to the Immediate Intervention/Underperforming Schools Program (II/USP) and the High Priority (HP) Schools Grant Program, and 2) determining how to transition all the existing II/USP and HP funded schools into a single new system in a way that makes accountability seamless as soon as possible but that also follows through on existing sanction commitments to maintain credibility in an accountability system.

- Examples of open issues for discussion among SBE, the Legislature, and other stakeholders include:
 1. For how many years should the state fund school accountability support?
Three years? Four years?
 2. Should the notion of extending such funding for one year if a school makes “significant growth” be revisited?
 3. If support and technical assistance for low performing schools is concentrated at the district level, and state intervention are reserved for the lowest performing and neediest schools in a program such as HP, would such a program remain voluntary?

1k –

Standards and Objectives for

English Proficiency:

Annual Measurable

Achievement Objectives

(NCLB Performance Goal 2)

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

This section provides an overview of the Title III accountability requirements under NCLB and outlines the policy decisions that SBE will make in April 2003. The process CDE will use to analyze data on the 2001 and 2002 administrations of California English Language Development Test (CELDT) to recommend policy alternatives also will be addressed.

Overview of Accountability Requirements in Title III

NCLB, Title III requires states to develop annual measurable achievement objectives for limited-English-proficient (LEP) students that relate to their development and attainment of English proficiency. The objectives must be based upon results from the state's annual English language proficiency assessment, the CELDT.

States are required to consult with the following representative groups as part of the process in developing the annual measurable achievement objectives: local education agencies, education-related community groups and non-profit organizations, parents, teachers, school administrators, and researchers. On February 24, 2003, CDE staff convened a Title III accountability workgroup to meet the requirement for consultation. Following are several of the key issues identified by the workgroup regarding the development of the annual measurable achievement objectives for English language proficiency:

- ✓ Maintain a distinction between ELD proficiency and academic proficiency
- ✓ Consider differences between elementary and secondary models
- ✓ Need to guard against setting benchmarks too low or too high
- ✓ Analyze different levels and growth rates within the five CELDT proficiency levels to determine whether individual student progress is faster at the beginning levels of proficiency when compared to intermediate and early advanced CELDT levels
- ✓ Consider using scaled scores to measure growth within the five CELDT proficiency levels

Policy Decisions to be made by SBE in April

The State Plan for NCLB will include two major annual measurable achievement objectives in English language development (ELD) for English Learners:

- 1) Gains in the percentage of children meeting annual CELDT growth objectives
- 2) Annual increases in the percentage of students attaining English language proficiency as demonstrated by the CELDT

1. Gains in the percentage of children meeting annual CELDT growth objectives

SBE will need to consider the following in determining the annual CELDT growth objectives.

- Growth metric

SBE will need to determine what scoring metric will be used for growth: changes in scaled scores, rate of attaining proficiency, or some combination of both metrics.

- Differential growth rates for students in different grade spans

The CELDT test is given to four grade span groups: K-2, 3-5, 6-8, and 9-12. There may be different rates of growth for students in the earlier grade levels than for students in the upper grades and SBE may want to set differential growth rates by grade span.

- Differential growth rates depending on student proficiency level

SBE may want to consider whether or not to set growth targets that vary depending upon the student proficiency level.

- Percentage of students expected to meet the target beginning in 2002-03

The percentage of students expected to meet the target may vary depending on the rigor of the target. For example, if the data indicate that the target is achievable for most students we would expect a high percentage of students to meet the target beginning in 2002-03.

- Rate of increase in the percentage of students expected to meet the target from 2002-03 to 2013-14

NCLB requires that states set annual increases in the percentage of students meeting the target from 2002-03 to 2013-14. The rate of increase could be an equal rate from 2002-03 to 2013-2014, or we could require smaller increments of growth at the beginning, and larger increases in later years as school staffs increase their skills in helping students reach English language proficiency.

2. Annual increases in the percentage of students attaining English language proficiency

SBE will need to make the following policy decisions in determining the rate of attainment of English language proficiency.

- Definition of English Language proficiency

SBE has recommended that students be considered for reclassification if they have an overall proficiency score on the CELDT of early advanced and also intermediate or higher proficiency levels on each of the three skill areas. SBE may want to use this definition for the attainment of English language proficiency or they may want to choose some other definition.

- Number of years in a U.S. school that students need to meet proficiency

SBE will need to determine the number of years in a U.S. school that students need in order to reach their definition of English language proficiency. Empirical data from CELDT will be presented in order to help the SBE make that decision.

- Differential expectations for the time needed to reach proficiency by the current grade level of the student and the initial proficiency level of the student

SBE may want to consider whether the length of time needed to attain English language proficiency varies depending upon the grade level and the initial proficiency level of the student and if they want that reflected in the annual measurable achievement objectives.

- Percent of students in 2002-03 through 2013-14 that will be expected to attain English level proficiency after being enrolled in U.S. schools a given number of years.

SBE will need to set the percentage of students that will be expected to attain English level proficiency after being enrolled in US schools a given number of years. NCLB requires that this percentage be increased annually and targets set from 2002-03 to 2013-14. SBE will need to determine the initial rate and the annual rate of increase.

Process for Data Analysis and Recommending of Policy Alternatives

The 2002 CELDT data have just become available; this will allow staff to analyze and report empirical evidence based on two years of CELDT data. The patterns of CELDT progress overall, by grade span, and for different proficiency levels will be analyzed and reported to SBE. Data on the number of years it takes to reach proficiency will be analyzed based on different definitions of English proficiency. CDE also will prepare displays showing the number of schools that would meet the targets for the different policy options presented.

Item #5

Issues and Options for Title I Paraprofessional Requirements Prepared for State Board of Education, March 12, 2003

Title I Regulations, December 2, 2002, available at
<http://www.ed.gov/offices/OESE/SASA/cepprogressp.html#reg>

Draft Non-regulatory Guidance, November 15, 2002, is available at
<http://www.ed.gov/offices/OESE/SASA/paraguidance.pdf>

Summary of main requirements:

Title I paraprofessionals whose duties include instructional support and who were hired after January 8, 2002, must have (1) completed two years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) Section 1119(c) and (d).

Paraprofessionals hired on or before January 8, 2002, and working in a program supported with Title I funds must meet these requirements by January 8, 2006.

All Title I paraprofessionals must have a secondary school diploma or its recognized equivalent.

Problematic Issues:

***Recommendations of the AB 312 NCLB Liaison Team are in bold.**

1.0 "Two years of study at an institution of higher education"

The Guidance defines an institution of higher education (B-3) as one that "admits a regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate". Our California Community Colleges admit students of 18 years or older, with or without a high school diploma. Strict adherence to the definition in the Guidance would eliminate the community colleges as a source for meeting the "two years of study at an institution of higher education" (IHE) option.

IHE Option 1: That the Community Colleges be included in the definition of IHE and be accepted and encouraged as a source for meeting the requirement. That the

CDE/SBE clarify that the full definition of an IHE in the Higher Education Act of 1965 would include community colleges.

IHE Option 2: That the State adhere to the definition offered in the Guidance, and accept only two years of study at IHEs who only admit high school graduates.

The Guidance also defines two years of study (B-2) as the equivalent of two years of full-time study, according to the State definition of “full-time study”, citing that in some states that may mean 12 credit hours per semester (for a total of 48), and in others, 15 units a semester (for a total of 60). In California, some districts are requiring 48 units, and others are announcing that 60 units are required.

Credit Hours Option 1: That the number of credit hours required be standardized statewide at 60 units, equivalent to one-half the 120 units needed for a four-year degree.

Credit Hours Option 2: That the number of credit hours required be standardized statewide at 56 semester units, equivalent to standing as a transfer/junior at CSUs .

Credit Hours Option 3: That the number of credit hours required be standardized statewide at 48 semester units, which is the one of the options considered in the USDE Guidance.

Credit Hours Option 4: That the number of credit hours required be left to local judgment.

The Guidance also suggests that the State determine what requirements, if any, it may choose to place on the coursework taken during the two years of study (B-4).

Coursework Option 1: That the State allow local flexibility in the coursework required.

Coursework Option 2: That the coursework to be taken to fulfill the paraprofessional requirements be defined or described by the CDE.

2.0 Paraprofessional Assessment

The Guidance states that the purpose of the assessment option is to demonstrate that the paraprofessional has the appropriate knowledge and ability to assist in instruction and is competent in required instructional techniques and academic content areas. It further explains that the law does not require a paper-pencil test (C-3) but that the assessment must be valid and reliable and the results be documented. The Guidance further explains that the USDE will not be approving assessments, but that it is the responsibility of each LEA, working in tandem with the State to ensure that the assessment meets the requirements. It notes that the assessment must ensure that more than just basic skills are being assessed (C-5).

The Guidance offers guidelines for SEAs in approving assessments and communicating that information as follows:

SEAs and LEAs have flexibility to determine the content and format of the assessment.

The content of the assessment should reflect both the State academic standards and skills expected for a child at a given school level as well as the ability to assist in instruction.

The Guidance further suggests that an SEA may wish to establish and communicate certain policies related to the assessment of paraprofessionals.

Information about the paraprofessional assessment issue is being collected, reviewed and summarized by the CDE to determine what assessments are being used within the state and in other states.

Assessment Selection Option 1: That the SEA not accept the federal suggestion to go on record establishing which assessments it has determined meet the statutory requirements, but that it should instead issue guidelines for the development or selection of LEA assessments.

Assessment Selection Option 2: That the SEA review currently available assessments and accept the federal suggestion to go on record establishing which assessments it has determined meet the statutory requirements.

Assessment Selection Option 3: That the state develop or select one assessment for statewide use.

Assessment Selection Option 4: That the development or selection of an assessment be a decision to be determined locally.

Assessment Selection Option 5: That the CDE explore the use of a structured observation process for determining paraprofessional knowledge and skills.

The Guidance also states (C-6) that the rigor of the assessment should be at a level equivalent to the second year of college (which would, theoretically provide consistency with the other two options—two years of college or an AA degree). This is extremely problematic, since we believe that the assessments currently in use or under development range from 3rd grade level to a maximum of 10th grade level when compared to California standards.

Assessment Rigor Option 1: That the SBE/CDE request more flexibility from the USDE in determining the rigor and grade level of the assessment.

Assessment Rigor Option 2: That the issue of rigor and grade level of the assessment be determined by each LEA.

Assessment Rigor Option 3: That the SBE/CDE review and evaluate the rigor and grade level equivalency of assessments currently in use to determine which, if any, are consistent with grade 14.

3.0 “Portability” of a paraprofessional’s qualifications

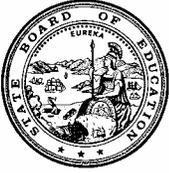
The Guidance states that a State may, at its discretion, establish a policy whereby qualified paraprofessionals can have reciprocity in the LEAs within the State (B-17).

Reciprocity Option 1: That the State establish a policy of reciprocity for all LEAs within the State if there is one statewide assessment or if there is a process for determining which assessments meet the statutory requirements.

Reciprocity Option 2: That reciprocity with other LEAs be determined at the discretion of each LEA.

Staff Contact:

Penni Hansen, Consultant, Professional Development and Curriculum Support Division



MARCH 2003 AGENDA

SUBJECT Standardized Testing and Reporting (STAR) Program: Adoption of Performance Standards (Levels) for the California Integrated Science Standards Tests.	X	ACTION
	X	INFORMATION
		PUBLIC HEARING

Recommendation:

Adopt the Performance Standards (Levels) for the California Integrated Science Standards Tests approved by the State Board of Education (SBE) in January as the standards for reporting performance levels for 2003.

Summary of Previous State Board of Education Discussion and Action

- The SBE approved the development and administration of the Integrated Science Standards Tests at the October 2002 SBE meeting replacing the previous integrated science (EBC, ECP, EBP, BCP) tests.
- At its January 2003 meeting, pending public hearings, SBE approved recommendations for performance standards (levels) for the California Integrated 1, 2, 3, and 4 Science Standards Tests.
- The approved performance standards were distributed for public review and comment at public hearings held between the January and February SBE meetings. A third hearing was held in Sacramento in conjunction with the February SBE meeting.
- No action was taken by SBE at its February meeting on performance standards (levels).

Summary of Key Issue(s)

- Regional public hearings were scheduled to provide the opportunity for comments from interested parties concerning the adoption of performance levels for the California Integrated Science Standards Tests. There were no comments submitted at any of the three scheduled hearings, nor were any submitted at any point during the time allowed for public review and comment.
- Results for Spring 2003 discipline-specific science tests will be reported as performance levels.
- The adoption of performance levels for integrated science will provide valuable information to schools on students' level of achievement of California Science Standards Tests and comparative data of student performance taking traditional science courses and those taking integrated science courses.

Fiscal Analysis (as appropriate)

None.

Attachment(s)

[Attachment 1](#): California State Board of Education, Proposed Performance Standards (Levels) for Integrated Science (California Standards Tests for Integrated Science, Grades 9-11) (Pages 1-2)

California State Board of Education
Proposed Performance Standards (Levels) for Integrated Science
(California Standards Tests for Integrated Science, Grades 9-11)

To be used in reporting the results of these tests in Spring 2003 and thereafter

Typically, the column identified as “% Students” would indicate the number of students statewide who are projected to achieve each performance standard (level) on the integrated science tests to be administered in Spring 2003. However, given that these are new tests, no projections of percentages of students are provided. In lieu of those projections, comparison information – students’ actual performance on the discipline-specific and integrated science tests given in 2002 – is provided on the following table.

California Standards Test	Far Below Basic			Below Basic			Basic			Proficient			Advanced		
	% Students	# Correct	% Items	% Students	# Correct	% Items	% Students	# Correct	% Items	% Students	# Correct	% Items	% Students	# Correct	% Items
Integrated 1		<19	N/A		19	32%		25	42%		39	65%		49	82%
Integrated 2		<18	N/A		18	30%		24	40%		38	63%		48	80%
Integrated 3		<18	N/A		18	30%		24	40%		38	63%		49	82%
Integrated 4		<19	N/A		19	32%		25	42%		40	67%		50	83%

Advanced	Advanced performance with respect to the California Science Content Standards
Proficient	Proficient performance with respect to the California Science Content Standards
Basic	Basic performance with respect to the California Science Content Standards
Below Basic	Below-basic performance with respect to the California Science Content Standards
Far Below Basic	Far-below-basic performance with respect to the California Science Content Standards

% Students	See note above.
# Correct	Minimum number of correct responses needed to achieve this performance standard (level).
% Items	Minimum percent of correct responses needed to achieve this performance standard (level).

EXAMPLES OF HOW TO READ THIS CHART: For the Integrated 1 California Standards Test in Science, correct responses to fewer than 19 test items (or less than 32% correct responses) would be designated as Far Below Basic. For the Integrated 2 California Standards Test in Science, correct responses to at least 48 test items (or 80% correct responses) would be designated as Advanced.

- The objective of our school system is to have all students achieve at or above the Proficient performance standard (level).
- The State Board of Education is to re-evaluate the performance standards (levels) following the 2007 administration of the California Standards Tests to determine the feasibility of raising the performance standards (levels).

FOR COMPARISON PURPOSES ONLY THE FOLLOWING INFORMATION IS PROVIDED REGARDING STUDENTS' ACTUAL PERFORMANCE ON THE 2002 CALIFORNIA STANDARDS TESTS IN SCIENCE

Student Performance on the California Standards Tests in Discipline-Specific Science Subjects, as Administered in 2002

California Standards Test	Far Below Basic			Below Basic			Basic			Proficient			Advanced		
	% Students	# Correct	% Items	% Students	# Correct	% Items	% Students	# Correct	% Items	% Students	# Correct	% Items	% Students	# Correct	% Items
Earth Science	25%	<19	N/A	25%	19	32%	34%	26	43%	13%	40	67%	3%	50	83%
Biology	6%	<17	N/A	14%	17	28%	43%	23	38%	27%	37	62%	10%	48	80%
Chemistry	10%	<19	N/A	20%	19	32%	45%	25	42%	18%	39	65%	7%	49	82%
Physics	15%	<19	N/A	20%	19	32%	39%	25	42%	20%	39	65%	7%	49	82%

Student Performance on the California Standards Tests in Integrated Science, as Administered in 2002

[The cut scores in this table were constructed based upon the discipline-specific performance standards (levels).]

California Standards Test	Far Below Basic			Below Basic			Basic			Proficient			Advanced		
	% Students	# Correct	% Items	% Students	# Correct	% Items	% Students	# Correct	% Items	% Students	# Correct	% Items	% Students	# Correct	% Items
Earth/Biology/Chemistry	28%	<19	N/A	32%	19	32%	33%	25	42%	6%	39	65%	1%	49	82%
Earth/Chemistry/Physics	22%	<18	N/A	35%	18	30%	40%	24	40%	3%	38	63%	0%	48	80%
Earth/Biology/Physics	16%	<18	N/A	31%	18	30%	43%	24	40%	10%	38	63%	0%	49	82%
Biology/Chemistry/Physics	35%	<19	N/A	40%	19	32%	21%	26	43%	2%	40	67%	0%	50	83%

Advanced	Advanced performance with respect to the California Science Content Standards
Proficient	Proficient performance with respect to the California Science Content Standards
Basic	Basic performance with respect to the California Science Content Standards
Below Basic	Below-basic performance with respect to the California Science Content Standards
Far Below Basic	Far-below-basic performance with respect to the California Science Content Standards

% Students	The percent of students statewide who actually achieved this performance standard (level) on the tests in Spring 2002. In the case of the integrated science tests, the performance standard (level) cut scores were based on the discipline-specific performance standards (levels).
# Correct	Minimum number of correct responses needed to achieve this performance standard (level).
% Items	Minimum percent of correct responses needed to achieve this performance standard (level).

EXAMPLES OF HOW TO READ THIS CHART: For the California Standards Test in Earth Science, correct responses to fewer than 19 test items (or less than 32% correct responses) resulted in a designation of Far Below Basic, and 25% of the student who took the test achieved at that performance standard (level). For the California Standards Test in Integrated Earth/Biology/Chemistry, correct responses to at least 49 test items (or 82% correct responses) would have been designated as Advanced in relation to constructed performance standard (level) designations based on the designations applicable to the discipline-specific tests.



MARCH 2003 AGENDA

SUBJECT Standardized Testing and Reporting (STAR): Including, but not limited to, the Plan for Releasing California Standards Test (CST) Items.	X	ACTION
	X	INFORMATION
		PUBLIC HEARING

Recommendation:

The plan to release items for the CSTs is submitted to the State Board of Education (SBE) for their information and review.

Summary of Previous State Board of Education Discussion and Action

In April of 2002, the SBE adopted the Three Year Plan for the Development of California’s Assessment System. One of the six principles states that “State assessment results should be designated to be as useful as possible to school administrators, teachers, parents, and students.” In accordance with this principal, the sub-score reporting for all standards tests was approved in order “provide parents and teachers important information concerning the strengths and weaknesses in student performance in each content strand,” as stated in the Three Year Plan.

In the December 2002 SBE meeting, the Report for Teachers was also approved by SBE in order to provide as much useful information as possible to teachers.

Under the 2003 STAR section of the Three Year Plan, it states, “Practice materials to reinforce the state’s content standards will be made available on the California Department of Education’s (CDE) Web site.” This board item addresses this goal. By releasing items, the public will have accessibility to the type of items that are part of the CSTs.

Summary of Key Issue(s)

Educational Testing Service (ETS), the current STAR contractor, in collaboration with CDE, have prepared the Proposed Item Release for the California Standards Tests 2003 (Attachment 1) that describes the plan for releasing items, the general criteria to be used, and the number of items that will be released in the next three years. This work is part of the Scope of Work for ETS and it is presented now to the SBE for their information and review.

Fiscal Analysis (as appropriate)

None.

Attachment(s)

[Attachment 1](#): Proposed Item Release For The California Standards Tests 2003 (Pages 1-2)

**PROPOSED ITEM RELEASE
FOR THE CALIFORNIA STANDARDS TESTS
2003**

Work Plan for Item Release

Action	Responsibility	Dates
Determine guidelines for released items.	CDE/ETS	January 27-March 7
Determine statewide data to be released, if any.	CDE/ETS	January 27-February 28
Select a draft set of released items for each content area grade and course.	ETS assessment specialists	January 27-March 15
Review draft sets.	CRPs	Science – March 28 H-SS – April 2 ELA – April 9 Math – April 10
Review and approve draft sets.	CDE	April 14 – 25
Compose items in sets.	ETS production department	May 1 – 30
Update to State Board of Education	CDE	July 9-10
Provide statewide p-values.	ETS psychometric team	July 18
Reevaluate draft sets; revise if needed.	ETS assessment specialists	July 21
Post released items to CDE website.	CDE	August 30

Release Plan

Guidelines for Items Released

In 2003, 20% of the items on each test, 40% in year 2, and 40% in year 3 will be released. The complete set of items released at the end of three years shall be reflective of the breadth of standards that are assessed on a test.

Performance Level Statements

Items will be released in appropriate groupings to accommodate the concept of exemplars. One example of a potential item group descriptor could be: “A student performing at the proficient level would typically get items in this grouping (and lower performance level groupings) correct.”

P-values

Statewide p-values for all released test items will be provided.

Proportional Release of Items by Strand Level

Items will be released in approximate proportion to the blueprint at the strand level only (not the standard level) to avoid a de facto release of the secure blueprints.

General Criteria for Released Item Selection

1. Items must be of the highest technical quality. Passages must be of high interest, well written, and accurate. Previously published passages are preferable. Maps and other artwork must be high quality and accurate.
2. Within each grade or course, items should represent a variety of content standards, with strands covered in proportion to the operational test to the extent possible.
3. Within each grade or course, items should represent a range of difficulty levels.
4. Within each grade or course, items should represent a variety of item types (e.g., for mathematics, with and without graphics).
5. Within each grade or course, items should provide multicultural representation whenever possible.
6. The released items should communicate information that would be helpful in guiding standards-based instruction. It may be desirable to include an item with a low p-value if it clearly represents an important standard (e.g., calculating percents, determining subject-verb agreement).

Number of Items to be Released

Number of Items Released by Year

<i>Content Area</i>	Grade/Course	Year 1 (20%)	<i>Year 2</i> (40%)	<i>Year 3</i> (40%)
English- Language Arts	Grades 2-3	13 items	26 items	26 items
	Grades 4-11	15 items	30 items	30 items
Mathematics	Grades 2-7	13 items	26 items	26 items
	Subject-specific	13 items	26 items	26 items
History – Social Science	Grade 8	15 items	30 items	30 items
	Grades 10, 11	12 items	24 items	24 items
Science	Subject-specific	12 items	24 items	24 items



MARCH 2003 AGENDA

SUBJECT California English Language Development Test (CELDT): Including, but not limited to, 2002 Preliminary Results.	X	ACTION
	X	INFORMATION
		PUBLIC HEARING

Recommendation:

The following item is provided to the State Board of Education (SBE) for information.

Summary of Previous State Board of Education Discussion and Action

Results of the CELDT Program are presented annually to SBE for their information.

Summary of Key Issue(s)

The current contractor, CTB/McGraw-Hill will be providing the California Department of Education (CDE) with preliminary results for Year 2 of the CELDT Program. The student data files should be available by mid- to late-February. It is estimated that 1.3 million students were administered the annual CELDT.

Upon receiving the data files, CDE will prepare preliminary analyses for the SBE with the information listed below for each grade level:

1. Number and percent of students in each of the proficiency levels for the skills areas of listening and speaking, reading and writing, and overall;
2. Mean scale scores for the skills areas of listening and speaking, reading, writing, and overall;
3. Comparison of student performance from Year 1 to Year 2 by skill area and total score;
4. Percent of students who meet the CELDT requirement for reclassification (other criterion information will not be available) and
5. Information on Listening/Speaking Exemption Usage.

The development of public access to the CELDT results will also be underway pursuant to the requirements of *California Education Code* section 60812 and should be available in the month of March.

Fiscal Analysis (as appropriate)

None.

Attachment(s)

The preliminary analyses will be provided in the supplemental mailing.

Supplemental Memorandum

To: STATE BOARD MEMBERS

Date: February 24, 2003

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

Re: ITEM #8

**Subject: CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT):
INCLUDING, BUT NOT LIMITED TO, 2002 PRELIMINARY RESULTS.**

Please insert the following attachment:

[Attachment 1](#): California English Language Development Test (CELDT) Preliminary 2002 Annual Assessment Results (Pages 1-12)

The California Department of Education (CDE) received the preliminary data from the current CELDT contractor, CTB/McGraw-Hill, and has prepared the following analysis. Attached you will find the following tables:

- Frequency and percent of students by grade;
- Percent of students at each proficiency level for each skill area and overall;
- Longitudinal analysis of students overall proficiency level at each grade;
- Percent of students who meet the CELDT requirement for reclassification ;
- Information on Listening / Speaking Exemption Usage; and
- 2001 CELDT Annual Assessment Results - Percent of Students by Grade and Proficiency Level.

Under each of the tables, important trends from the data are noted. It is also important to remember that the analysis is based on preliminary data and the final data will be presented to SBE at their April meeting.

**California English Language Development Test (CELDT)
Preliminary 2002 Annual Assessment Results**

The analyses presented in this report were based on the 2002 CELDT annual assessment (AA) **preliminary** data provided to the California Department of Education (CDE) by CTB/McGraw-Hill.

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2002 CELDT Annual Assessment

The following table describes the number and percent of students at each grade who took the CELDT for annual assessment (AA) purposes in 2001 and 2002.

Table 1. Frequency and Percent of AA Students by Grade

		K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2002	Frequency	8,080	160,466	160,156	159,977	147,565	125,147	112,505	98,731	84,723	76,876	67,245	54,359	40,593	1,296,423
	Percent	0.6%	12.4%	12.4%	12.3%	11.4%	9.7%	8.7%	7.6%	6.5%	5.9%	5.2%	4.2%	3.1%	100%
2001	Frequency	0	159,986	166,679	156,520	135,134	125,877	108,263	92,351	85,456	71,239	67,735	53,768	39,288	1,262,296
	Percent	0%	12.7%	13.2%	12.4%	10.7%	10.0%	8.6%	7.3%	6.8%	5.6%	5.4%	4.3%	3.1%	100%

Trends in Annual Assessment Counts:

- Kindergarten students were included in the annual assessment for the first time in 2002. Those students who were retained in kindergarten would have been appropriately assessed as annual assessments in the 2002 window.
- According to the preliminary 2002 test results, more students took the annual assessment in 2002 compared to 2001.

Listening/Speaking (L/S) Skill Area

Table 2. Percent of Students by Grade and Listening/Speaking Proficiency Level (2002 AA)

	K	1	2	3	4	5	6	7	8	9	10	11	12	2002 All Grades	2001 All Grades	Difference between 2001 and 2002
% Beginner	17.8	6.8	7.4	8.9	6.5	6.3	4.7	6.2	7.1	7.0	9.2	8.6	8.6	7.2	8.7	-1.5
% Early Intermediate	29.9	22.1	16.5	23.9	15.4	11.9	15.4	13.1	12.8	12.5	13.3	13.7	11.9	16.4	23.6	-7.2
% Intermediate	36.3	43.0	39.8	39.4	37.2	33.4	41.0	35.4	31.7	40.0	31.5	30.4	29.4	37.3	42.8	-5.5
% Early Advanced	13.4	21.3	23.0	15.6	22.9	26.0	23.9	29.3	30.8	30.1	34.6	34.3	34.9	25.0	19.5	5.5
% Advanced	2.7	6.8	13.3	12.1	17.9	22.4	15.0	16.0	17.6	10.5	11.4	13.0	15.2	14.1	5.5	8.6
% TOTAL	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	

2002 AA N=1,296,423 2001 AA N=1,262,296

Trends in Listening/Speaking Skill Area Results

- Overall, relatively more students scored in the higher proficiency levels in Listening/Speaking than in the lower proficiency levels.
- Compared to the previous annual assessment, a smaller percentage of students were in the Beginner, Early Intermediate, and Intermediate proficiency levels in Listening/Speaking.
- Compared to the previous annual assessment, a greater percentage of students were in the Early Advanced and Advanced proficiency levels in Listening/Speaking.

Reading Skill Area

Table 3. Percent of Students by Grade and Reading Proficiency Level (2002 AA)

	2	3	4	5	6	7	8	9	10	11	12	2002 All Grades	2001 All Grades	Difference between 2001 and 2002
% Beginner	37.8	41.6	22.5	15.0	14.2	11.0	9.2	7.7	7.0	5.7	5.2	20.4	23.2	-2.8
% Early Intermediate	31.6	30.7	27.2	21.5	22.5	17.2	13.8	13.2	11.5	8.8	6.6	21.8	20.9	0.9
% Intermediate	22.7	21.2	32.3	35.5	32.7	29.0	26.1	22.9	19.6	18.0	15.6	26.3	26.5	-0.2
% Early Advanced	5.5	4.8	12.2	17.6	21.4	25.7	27.2	35.4	33.7	32.9	32.1	18.6	18.4	0.2
% Advanced	2.4	1.7	5.9	10.4	9.3	17.1	23.8	20.8	29.3	34.6	40.6	12.9	10.9	2.0
% TOTAL*	100	100	100	100	100	100	100	100	101	100	100	100	100	

2002 AA N=1,127,877 2001 AA N=1,102,310

*Note: Totals might not add to 100% due to rounding.

Trends in Reading Skill Area

- Overall, relatively more students scored in the lower proficiency levels in Reading than in the higher proficiency levels.
- Compared to the previous annual assessment, a smaller percentage of students were in the Beginner proficiency level in Reading.
- Compared to the previous annual assessment, about the same percentage of students were in the Early Intermediate, Intermediate, and Early Advanced proficiency levels in Reading.
- Compared to the previous annual assessment, a greater percentage of students were in the Advanced proficiency level in Reading.

Writing Skill Area

Table 4. Percent of Students by Grade and Writing Proficiency Level (2002 AA)

	2	3	4	5	6	7	8	9	10	11	12	2002 All Grades	2001 All Grades	Difference between 2001 and 2002
% Beginner	18.1	21.5	11.3	8.3	7.1	7.2	6.9	7.9	7.7	6.2	5.3	11.4	12.7	-1.3
% Early Intermediate	26.0	30.0	21.0	15.6	17.6	15.1	14.0	16.7	16.4	15.1	13.3	19.9	16.5	3.4
% Intermediate	33.6	31.3	36.4	35.0	39.2	35.4	32.7	33.1	30.6	30.1	29.6	33.9	38.6	-4.7
% Early Advanced	20.6	14.5	24.9	31.1	28.9	32.1	33.5	32.4	33.5	35.3	36.4	27.1	26.5	0.6
% Advanced	1.8	2.8	6.5	10.1	7.1	10.3	12.8	9.9	11.9	13.3	15.4	7.8	5.7	2.1
% TOTAL	100	100	100	100	100	100	100	100	100	100	100	100	100	

2002 AA N=1,127,877 2001 AA N=1,102,310

Trends in Writing Skill Area

- Compared to the previous annual assessment, a smaller percentage of students were in the Beginner and Intermediate proficiency levels in Writing.
- Compared to the previous annual assessment, a higher percentage of students were in the Early Intermediate and Advanced proficiency levels in Writing.

Overall Proficiency Level

Table 5. Percent of Students by Grade and Overall Proficiency Level (2002 AA)

	K	1	2	3	4	5	6	7	8	9	10	11	12	2002 All Grades	2001 All Grades	Difference between 2001 and 2002
% Beginner	17.8	6.8	12.6	15.8	8.7	7.3	6.8	7.7	8.1	8.3	10.0	9.6	9.6	9.6	11.5	-1.9
% Early Intermediate	29.9	22.1	27.5	32.1	20.3	14.0	16.4	13.1	11.6	11.9	12.3	11.3	9.0	19.2	22.8	-3.6
% Intermediate	36.3	43.2	40.1	34.3	38.2	35.3	41.7	36.0	32.2	36.5	30.2	28.9	27.8	36.8	40.4	-3.6
% Early Advanced	13.4	21.1	16.0	13.1	23.7	29.5	25.7	31.3	33.3	33.9	36.0	36.1	36.4	25.1	21.0	4.1
% Advanced	2.7	6.8	3.9	4.6	9.2	13.9	9.6	12.0	14.9	9.4	11.4	14.1	17.2	9.3	4.3	5.0
% TOTAL*	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	

2002 AA N=1,296,423 2001 AA N=1,262,296

*Note: Totals might not add to 100% due to rounding.

Trends in Overall Results

- Compared to the previous annual assessment, a smaller percentage of students were in the Beginner, Early Intermediate, and Intermediate proficiency levels.
- Compared to the previous annual assessment, a greater percentage of students were in the Early Advanced and Advanced proficiency levels.

Longitudinal Overall Proficiency Level Analysis

Table 6. Percent of Students by Grade and Overall Proficiency Level for Those Students with Previous Overall CELDT Results (2002 AA)*

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
% Beginner	11.5	6.5	12.1	14.7	7.8	6.2	5.7	6.3	6.8	7.2	9.8	9.6	10.0	8.8
% Early Intermediate	28.3	22.3	29.4	32.5	21.5	15.2	16.1	14.4	13.0	11.6	14.9	14.3	12.1	20.6
% Intermediate	42.0	43.7	39.9	35.0	39.9	38.1	42.7	39.8	36.9	37.9	37.1	36.5	36.7	39.1
% Early Advanced	16.0	20.8	14.8	13.3	22.1	27.3	26.1	28.4	30.0	34.7	30.6	30.6	30.8	23.2
% Advanced	2.3	6.7	3.8	4.6	8.8	13.2	9.3	11.1	13.3	8.7	7.8	9.0	10.4	8.2
% TOTAL	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Total Count	2,374	108,454	122,067	136,685	118,132	95,437	92,896	70,635	59,165	56,123	39,925	31,945	23,161	956,999

Table 7. Percent of Students by Previous Grade and Previous Overall Proficiency Level (2001 AA or 2001-02 Initial Assessment (II))*

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
% Beginner	31.2	14.3	17.8	22.4	14.7	10.2	12.4	12.7	10.0	16.8	14.1	10.1	16.2	16.9
% Early Intermediate	33.7	29.5	32.9	40.7	32.2	20.9	23.6	19.7	14.5	16.2	17.6	16.8	18.0	28.1
% Intermediate	31.7	45.8	38.7	33.8	46.3	48.5	53.1	52.5	44.4	47.4	47.1	48.3	41.7	43.1
% Early Advanced	3.2	9.3	9.5	2.8	6.1	17.1	10.2	14.2	27.2	18.2	19.5	22.6	22.9	10.7
% Advanced	0.3	1.0	1.2	0.3	0.7	3.4	0.7	0.9	3.9	1.5	1.8	2.3	1.3	1.3
% TOTAL	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Total Count	109,527	124,738	136,814	117,293	94,819	91,991	71,325	59,892	51,024	43,577	32,356	21,750	1,893	956,999

*Note: These tables include data for the same set of students for year 1 and year 2 of the CELDT. Students without previous overall scale score results or students who exercised the L/S exemption were excluded from this analysis. In general, students progressed a grade between the two CELDT administrations (e.g., a 1st grader in 2001 is a 2nd grader in 2002).

Trends in Longitudinal Overall Proficiency Level Analysis

- Overall, students increased their English language proficiency between their last two administrations of the CELDT.
- Compared to their previous CELDT administration, a smaller percentage of students were in the Beginner, Early Intermediate, and Intermediate proficiency levels.
- Compared to their previous CELDT administration, a greater percentage of students were in the Early Advanced and Advanced proficiency levels.

Students Who Should be Reviewed for Possible Reclassification

Table 8. Percent of Students Who Should be Reviewed for Possible Reclassification by Grade (2002 & 2001 AA)

		K	1	2	3	4	5	6	7	8	9	10	11	12	All Grades
2002 AA	% Review for Possible Reclassification*	16.0	27.9	12.5	9.1	21.5	31.7	27.8	36.6	42.4	39.3	43.9	47.0	50.0	27.9
2001 AA	% Review for Possible Reclassification*	NA	17.9	9.6	6.5	13.7	22.4	20.2	28.2	34.4	36.7	40.2	44.8	48.8	21.8
	% Difference between 2001 and 2002 rates	NA	10.0	2.9	2.6	7.8	9.3	7.6	8.4	8.0	2.6	3.7	2.2	1.2	6.1

2002 AA N=1,296,423 2001 AA N=1,262,296

*Note: Criteria for review for possible reclassification: scoring at least Early Advanced Overall with Skill Area scores of at least Intermediate.

Trends in CELDT Results pertaining to the Reclassification Guidelines

- Compared to the previous annual assessment, a greater percentage of students met the CELDT criteria for reclassification. The CELDT score criteria is only one of four criteria set by SBE for reclassification of English Learners.

Listening/Speaking Exemption*

Table 9. Percent of Students by Listening/Speaking Exemption Designation and Grade (2002 AA)

	K	1	2	3	4	5	6	7	8	9	10	11	12	All Grades
% Used L/S Exemption	0.0	0.4	6.3	0.0	5.3	8.6	0.0	8.8	11.6	0.8	17.5	19.5	22.6	6.2
% L/S not administered in 2002 AA and invalid previous scale score provided	0.1	0.3	1.0	1.1	1.1	1.2	1.2	1.5	1.5	2.3	2.9	3.4	4.3	1.4
% L/S not administered in 2002 AA and previous scale score not provided	0.8	0.2	0.8	0.3	0.7	0.9	0.4	1.3	1.5	0.9	2.0	2.4	2.7	0.9
% L/S administered in 2002 AA	99.1	99.0	91.9	98.6	93.0	89.3	98.4	88.4	85.5	95.9	77.6	74.7	70.5	91.5
% TOTAL	100													

2002 AA N=1,296,423

*Note: Students who scored at least Early Advanced in Listening/Speaking on their previous CELDT administration were exempted from taking the Listening/Speaking skill area in the 2002 annual assessment, given they did not change grade spans. The exemption is still available to students in grades 3, 6, and 9 (beginning of the grade spans) if the students were retained the previous year.

Trends in Listening/Speaking Exemption Usage

- Only 6.2% of students exercised the Listening/Speaking exemption option.
- Students in grades 10, 11, and 12 were more likely to have used the Listening/Speaking exemption.
- A large percentage of students (91.5%) were administered the Listening/Speaking skill area.
- A small percentage of students were not administered the Listening/Speaking skill area.
- A small percentage of errors in administering the Listening/Speaking exemption were detected.

2001 CELDT Annual Assessment

Table 10: 2001 CELDT Annual Assessment Results

		1	2	3	4	5	6	7	8	9	10	11	12	<i>All Grades</i>	
Listening/Speaking	% Beginner	10.3	9.6	13.3	9.2	7.5	6.0	6.7	7.3	7.5	8.1	5.7	4.8	8.7	
	% Early Intermediate	28.2	23.6	35.8	27.8	21.9	22.4	19.1	17.5	14.4	15.6	16.0	14.3	23.6	
	% Intermediate	43.6	47.2	36.8	41.0	41.8	50.0	48.4	46.1	40.7	37.1	36.3	36.3	42.8	
	% Early Advanced	15.9	14.7	11.2	17.0	21.6	18.1	21.2	23.8	28.9	29.1	29.9	30.8	19.5	
	% Advanced	2.0	5.0	2.8	5.0	7.2	3.5	4.6	5.4	8.5	10.2	12.0	13.8	5.5	
	% TOTAL	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	N=1,262,296														
Reading	% Beginner	NA	41.8	44.3	26.1	16.7	16.5	12.9	10.0	11.9	10.6	7.9	6.7	23.2	
	% Early Intermediate	NA	30.7	28.9	27.2	21.6	21.3	16.6	13.0	10.8	9.8	7.4	5.4	20.9	
	% Intermediate	NA	19.8	21.1	32.7	37.8	32.9	29.7	26.9	24.0	21.8	19.4	16.3	26.5	
	% Early Advanced	NA	5.8	4.4	10.2	16.8	22.3	28.4	31.6	33.0	31.9	31.5	30.9	18.4	
	% Advanced	NA	1.9	1.3	3.8	7.1	7.0	12.4	18.5	20.3	25.9	33.8	40.6	10.9	
	% TOTAL*	NA	100	100	100	100	100	100	100	100	100	100	100	100	100
	N=1,102,310														
Writing	% Beginner	NA	22.5	22.1	12.9	8.8	7.3	7.3	7.0	9.0	9.1	6.9	5.9	12.7	
	% Early Intermediate	NA	26.2	24.1	16.9	11.9	13.6	11.7	10.8	13.1	13.1	11.8	9.7	16.5	
	% Intermediate	NA	31.3	37.3	42.9	41.9	45.5	41.5	38.4	37.9	35.7	35.0	33.9	38.6	
	% Early Advanced	NA	18.5	13.5	21.9	28.5	27.0	30.3	32.2	36.0	37.3	40.4	44.0	26.5	
	% Advanced	NA	1.4	3.0	5.4	8.9	6.6	9.2	11.5	4.0	4.9	5.9	6.6	5.7	
	% TOTAL	NA	100	100	100	100	100	100	100	100	100	100	100	100	100
	N=1,102,310														

Overall													<i>All</i>
	1	2	3	4	5	6	7	8	9	10	11	12	<i>Grades</i>
% Beginner	10.3	16.7	19.4	11.3	8.0	8.6	8.5	8.1	9.9	10.0	7.6	6.7	<i>11.5</i>
% Early Intermediate	28.2	32.0	36.9	26.9	18.9	19.5	15.4	13.2	11.5	12.0	10.9	8.5	<i>22.8</i>
% Intermediate	43.6	37.7	34.0	43.1	44.7	48.0	44.3	40.7	38.3	34.5	33.4	32.6	<i>40.4</i>
% Early Advanced	15.9	12.0	7.9	15.1	22.5	21.1	27.4	32.1	33.9	35.0	37.5	39.1	<i>21.0</i>
% Advanced	2.0	1.7	1.8	3.7	6.0	2.8	4.4	5.9	6.5	8.5	10.7	13.2	<i>4.3</i>
% TOTAL*	100	100	100	100	100	100	100	100	100	100	100	100	<i>100</i>
N=1,262,296													

Last Minute Memorandum

To: STATE BOARD MEMBERS

Date: March 11, 2003

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

Re: ITEM #8

Subject: CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT):
INCLUDING, BUT NOT LIMITED TO, 2002 PRELIMINARY RESULTS.

Please replace Attachment 1, page 6 only with the following revised page:

Attachment 1: Table 5. Percent of Students by Grade and Overall Proficiency Level (2002 AA)
(Page 6 of 12 ONLY)

The attachment provides additional information from the Table 5 that was included as part of the Supplemental mailing.

Overall Proficiency Level

Table 5. Percent of Students by Grade and Overall Proficiency Level (2002 AA)

	K	1	2	3	4	5	6	7	8	9	10	11	12	2002 All Grades	2001 All Grades	Difference between 2001 and 2002
% Beginner	17.8	6.8	12.6	15.8	8.7	7.3	6.8	7.7	8.1	8.3	10.0	9.6	9.6	9.6 (124,325)	11.5 (144,555)	-1.9
% Early Intermediate	29.9	22.1	27.5	32.1	20.3	14.0	16.4	13.1	11.6	11.9	12.3	11.3	9.0	19.2 (248,980)	22.8 (288,324)	-3.6
% Intermediate	36.3	43.2	40.1	34.3	38.2	35.3	41.7	36.0	32.2	36.5	30.2	28.9	27.8	36.8 (476,802)	40.4 (509,323)	-3.6
% Early Advanced	13.4	21.1	16.0	13.1	23.7	29.5	25.7	31.3	33.3	33.9	36.0	36.1	36.4	25.1 (325,841)	21.0 (265,260)	4.1
% Advanced	2.7	6.8	3.9	4.6	9.2	13.9	9.6	12.0	14.9	9.4	11.4	14.1	17.2	9.3 (120,475)	4.3 (54,834)	5.0
% TOTAL*	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	

2002 AA N=1,296,423 2001 AA N=1,262,296

*Note: Totals might not add to 100% due to rounding.

Trends in Overall Results

- Compared to the previous annual assessment, a smaller percentage of students were in the Beginner, Early Intermediate, and Intermediate proficiency levels.
- Compared to the previous annual assessment, a greater percentage of students were in the Early Advanced and Advanced proficiency levels.



MARCH 2003 AGENDA

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

Recommendation:

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

Summary of Previous State Board of Education Discussion and Action

None.

Summary of Key Issue(s)

None.

Fiscal Analysis (as appropriate)

None.

Attachment(s)

None.

**MARCH 2003 AGENDA**

SUBJECT	X	ACTION
Golden State Examination (GSE) Program: Update on the GSE Program.	X	INFORMATION
		PUBLIC HEARING

Recommendation:

The following item is provided to the State Board of Education (SBE) for their information.

Summary of Previous State Board of Education Discussion and Action

The SBE has requested that an item be included in their agenda that provides an update on the activities associated with the GSE Program and the linking of the three tests (Reading, Composition, and High School Mathematics) for use by the California State University System (CSUS) for purposes of placement.

Summary of Key Issue(s)

With the financial difficulties the State of California is currently experiencing, the GSE Programs complete status is tenuous. Until there is a final action by the California Legislature and a signing of current year budget cuts by the Governor of California, the current status of the GSE Program may or may not be altered. There is a proposed budget that would decrease the amount of funds for the GSE Program, but there is no final decision as of this date.

Once the budget is approved, the California Department of Education (CDE) will provide an update and a plan on how it will proceed with the program. Available information leads us to believe that there will continue to be sufficient funding to support the California Standards Test (CST)/GSE linked format. Clearly, though, the proposed reduction in funding will have an impact on the remaining 10 tests and our contract with NCS Pearson.

Assuming that decisions on the current year budget are finalized soon, CDE plans to provide the update and plans for the GSE Program in the supplemental mailing.

Fiscal Analysis (as appropriate)

None.

Attachment(s)

Additional material will be provided in the supplemental mailing.

Supplemental Memorandum

To: STATE BOARD MEMBERS

Date: February 25, 2003

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

Re: ITEM #10

Subject: GOLDEN STATE EXAMINATION (GSE) PROGRAM: UPDATE ON THE GSE PROGRAM.

Please insert the following attachments:

[Attachment 1](#): GSE English – Language Arts Blueprint (Page 1-1)

[Attachment 2](#): Grade 11 English Language Arts California Standards Test Blueprint (Pages 1-5)

[Attachment 3](#): High School Mathematics (Summative) California Standards Test (Pages 1-2)

[Attachment 4](#): High School Mathematics GSE Component (Page 1-1)

In considering the proposed California mid-year budget reductions and the 2003-2004 proposed state budget, the California Department of Education (CDE) anticipates that the only GSE tests that will be administered in spring 2003 are Reading-Writing and High School Mathematics. These tests are the linked tests for the purpose of producing GSE scores that can be used for placement by the California State University System (CSUS).

The 2002-2003 state budget had allocated \$15,443,000 for the GSE Program. The proposed mid-year budget reductions would change the GSE Program allocation by reducing it by \$8,000,000. It is CDE's understanding that GSE Program's allocation will continue to be discussed as part of the 2003-2004 state budget process.

It is anticipated that with this reduced allocation, the only tests that will be maintained and administered in spring 2003 are the linked tests. Therefore, the tests that will be discontinued are: first-year algebra, geometry, biology, chemistry, physics, second-year coordinated science, economics, government / civics, U.S. history, and second-year Spanish language. A letter has been sent to the field to make it aware of this anticipated change in the GSE Program along with further information on ordering and pre-identification.

Also, in anticipation of the reduction, our current GSE contractor, NCS Pearson, has been asked to prepare the costs incurred for the program to this point. It has also been told to limit their ongoing work to the linked tests through administration, scoring, and reporting.

As requested, CDE has prepared, for SBE's information, a brief historical account of the development process for GSE's augmented tests.

- In 2001, the California Education Roundtable proposed increasing the potential use of the

GSE (a voluntary exam to identify high achieving students) by determining the feasibility of using the results of the GSE Program tests to inform possible placement, admission, and/ or credit decisions by the University of California (UC), California State University (CSU), Community College (CC), and private college systems.

- The Intersegmental Coordinating Committee of the Education Roundtable (ICC), with its Working Group on Assessment, established two subcommittees, the Intersegmental Test Alignment (ITA) groups in English-language arts and mathematics in August 2001 to determine if a GSE score could be useful for Higher Education. These groups consisted of representatives from the UC, CSU, CC, private college systems, GSE Development Teams, contractors responsible for administering the tests, California Standards Test (CST) Content Review Panels, and the CDE.
- Senate Bill 233 (Alpert) was signed into law in October 2001, with the goal of improving the California assessment system by restructuring the GSE to increase the potential use of the examination by Higher Education. Additionally, to reduce testing time and in subjects for which a CST and a GSE exist, a GSE score would consist of some portion of a CST and additional GSE items.
- The SBE approved a plan in November 2001 establishing a timetable for implementing SB 233.
- The ITA groups in English-language arts and mathematics met regularly during 2001-2002 to determine the feasibility of producing a GSE score that would be useful for Higher Education. The two groups came to a consensus on a GSE score that would consist of the results of the CST along with a GSE component. This structure reduced the testing time for the Grade 11 English-language arts GSEs by 90 minutes and reduced the testing time for the High School Mathematics GSE by one class period.
- This structure required revisions to the CST blueprints for Grade 11 English-language arts and High School Mathematics. SBE adopted these revised blueprints in October 2002.
- GSE subcommittees in English-language arts and mathematics met and produced GSE blueprints to coordinate with the appropriate CST blueprints.
- Using these blueprints, small subcommittees of the ITA groups in English-language arts and mathematics, working with the new GSE contractor, American College Testing (ACT) produced test forms for the English-language arts and mathematics GSE components to be administered in Spring 2003 (the High School Mathematics GSE test administration was changed from Winter to Spring to facilitate this new structure).
- Although GSE scores are traditionally reported in October of the year of test administration, representatives from the CSU system, working with the CDE and ACT, established a pilot program of 50 high schools for the 2003 GSE administration for English-language arts and mathematics. The goal is for ACT to report a GSE score to participating high schools by August 15th, 2003.
- Representatives from CSU, UC, CDE, and testing contractors for the CST and the GSE will meet in February 2003 to determine the logistics of producing the GSE score (consisting of a merge of CST and GSE Component scores). This meeting will establish procedures for scale score reporting, matching criteria, rangefinding, score combination/calculation with CST scores, and scoring procedures.

GSE ENGLISH-LANGUAGE ARTS BLUEPRINT

CALIFORNIA CONTENT STANDARDS: READING		GSE Blueprint
2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.		0-10 reading multiple choice questions* 0-2 short reading responses**
3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students.		0-10 reading multiple-choice questions* 0-2 short reading responses**
CALIFORNIA CONTENT STANDARDS: WRITING		GSE Blueprint
1.0 WRITING STRATEGIES: Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.		10 writing multiple-choice questions
2.0 WRITING APPLICATIONS (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.		1 extended essay

*Whether the reading-multiple-choice (mc) questions address the Reading Comprehension or Literary Response strand in a particular year will depend on whether the extended reading passage is fiction or nonfiction.

** The two short student responses to a reading passage may address several of the standards within either the Reading Comprehension or Literary Response and Analysis strands depending on the extended passage used for the reading portion.

GRADE 11 ENGLISH LANGUAGE ARTS CALIFORNIA STANDARDS TEST BLUEPRINT

CALIFORNIA CONTENT STANDARDS: READING		CST Blueprint
1.0	WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.	8
1.1	Vocabulary and Concept Development: trace the etymology of significant terms used in political science and history	√
1.2	Vocabulary and Concept Development: apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology	√
1.3	Vocabulary and Concept Development: discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences	√
2.0	READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.	19
2.1	Structural Features of Informational Materials: analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices	√
2.2	Comprehension and Analysis of Grade-Level-Appropriate Text: analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text	√
2.3	Comprehension and Analysis of Grade-Level-Appropriate Text: verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents	√
2.4	Comprehension and Analysis of Grade-Level-Appropriate Text: make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations	√
2.5	Comprehension and Analysis of Grade-Level-Appropriate Text: analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject	√
2.6	Expository Critique: critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)	√

GRADE 11 ENGLISH LANGUAGE ARTS CALIFORNIA STANDARDS TEST BLUEPRINT

CALIFORNIA CONTENT STANDARDS: READING		CST Blueprint
3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students.		17
3.1 Structural Features of Literature: analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres		√
3.2 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim		√
3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both		√
3.4 Narrative Analysis of Grade-Level-Appropriate Text: analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke reader’s emotions		√
3.5 Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of American literature representing a variety of genres and traditions:		√
1) trace the development of American literature from the colonial period forward		√
2) contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period		√
3) evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings		√
3.6 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare’s tragedy <i>Macbeth</i>)		√
3.7 Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of world literature from a variety of authors:		
1) contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern)		0
2) relate literary works and authors to major themes and issues of their eras		0
3) evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings		0
3.8 Literary Criticism: analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor) (Political approach)		√
3.9 Literary Criticism: analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of the characters (Philosophical approach)		√

GRADE 11 ENGLISH LANGUAGE ARTS CALIFORNIA STANDARDS TEST BLUEPRINT

CALIFORNIA CONTENT STANDARDS: WRITING	CST Blueprint
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.	9
1.1 demonstrate control of grammar, diction, and paragraph and sentence structure, and an understanding of English	√
1.2 produce legible work that shows accurate spelling and correct punctuation and capitalization	√
1.3 reflect appropriate manuscript requirements in writing	0
1.0 WRITING STRATEGIES: Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.	22
1.1 Organization and Focus: demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments	√
1.2 Organization and Focus: use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes	√
1.3 Organization and Focus: structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples	√
1.4 Organization and Focus: enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action	√
1.5 Organization and Focus: use language in natural, fresh, and vivid ways to establish a specific tone	√
1.6 Research and Technology: develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources)	NA
1.7 Research and Technology: use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies)	√
1.8 Research and Technology: integrate databases, graphics, and spreadsheets into word-processed documents	NA
1.9 Evaluation and Revision: revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre	√
TOTALS	75

GRADE 11 ENGLISH LANGUAGE ARTS CALIFORNIA STANDARDS TEST BLUEPRINT

CALIFORNIA CONTENT STANDARDS: WRITING	CST Blueprint
<p>2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.</p>	
<p>2.1 Write fictional, autobiographical, or biographical narratives:</p> <ul style="list-style-type: none"> 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 the characters; use interior monologue to depict the characters’ feelings. d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes. e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details. 	
<p>2.2 Write responses to literature:</p> <ul style="list-style-type: none"> a. Demonstrate a comprehensive understanding of the significant ideas in works or passages. b. Analyze the use of imagery, language, universal themes, and unique aspects of the text. c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. d. Demonstrate an understanding of the author’s use of stylistic devices and an appreciation of the effects created. e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. 	
<p>2.3 Write reflective compositions:</p> <ul style="list-style-type: none"> a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion). b. Draw comparisons between specific incidents and broader themes that illustrate the writer’s important beliefs or generalizations about life. c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas. 	

PROPOSED GRADE 11 ENGLISH LANGUAGE ARTS CALIFORNIA STANDARDS TEST BLUEPRINT

CALIFORNIA CONTENT STANDARDS: WRITING	CST Blueprint
<p>2.4 Write historical investigation reports:</p> <ul style="list-style-type: none"> a. Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition. b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic. c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources. e. Include a formal bibliography. 	
<p>2.5 Write job applications and resumés:</p> <ul style="list-style-type: none"> 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., resumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document. 	
<p>2.6 Deliver multimedia presentations:</p> <ul style="list-style-type: none"> 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. 	

HIGH SCHOOL MATHEMATICS (SUMMATIVE) CALIFORNIA STANDARDS TEST (Formerly Grade 11 Test)

CALIFORNIA CONTENT STANDARDS	Previous Public Blueprint	2003 Revised Blueprint	%
Algebra I	18	18	28%
4.0* Students simplify expressions prior to solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.		✓	
5.0* Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.	✓	✓	
6.0* Students graph a linear equation and compute the x- and y- intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).		✓	
7.0* Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations using the point-slope formula.		✓	
8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.		✓	
10.0* Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.	✓	✓	
11.0 Students apply basic factoring techniques to second-and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.		✓	
12.0* Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.	✓	✓	
14.0* Students solve a quadratic equation by factoring or completing the square.	✓	✓	
15.0* Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.	✓	✓	
20.0* Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.		✓	
23.0* Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.	✓	✓	
Geometry	19	19	29%
3.0* Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.		✓	
4.0* Students prove basic theorems involving congruence and similarity.	✓	✓	
5.0 Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.		✓	
7.0* Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.		✓	
8.0* Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.	✓	✓	
9.0 Students compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders.		✓	
10.0* Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.		✓	
11.0 Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.		✓	
15.0 Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles.	✓	✓	
17.0* Students prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.	✓		
18.0* Students know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them. For example, $\tan(x) = \sin(x)/\cos(x)$, $(\sin(x))^2 + (\cos(x))^2 = 1$.	✓	✓	
19.0* Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.		✓	
21.0* Students prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles.	✓	✓	

✓ Standard assessed on the California Standards Test

* Key standards (*Mathematics Framework for California Public Schools*) comprise a minimum of 70% of the test

Adopted by SBE 10/9/02

California Department of Education

HIGH SCHOOL MATHEMATICS (SUMMATIVE) CALIFORNIA STANDARDS TEST (Formerly Grade 11 Test)

CALIFORNIA CONTENT STANDARDS	Previous Public Blueprint	2003 Revised Blueprint	%
Algebra II	23	23	35%
1.0* Students solve equations and inequalities involving absolute value.		✓	
2.0* Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.	✓	✓	
3.0* Students are adept at operations on polynomials, including long division.		✓	
4.0* Students factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes.		✓	
6.0* Students add, subtract, multiply, and divide complex numbers.	✓	✓	
7.0* Students add, subtract, multiply, divide, reduce, and evaluate rational expressions with monomial and polynomial denominators and simplify complicated rational expressions, including those with negative exponents in the denominator.	✓	✓	
8.0* Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.		✓	
10.0* Students graph quadratic functions and determine the maxima, minima, and zeros of the function.	✓	✓	
11.1* Students understand the inverse relationship between exponents and logarithms, and use this relationship to solve problems involving logarithms and exponents.		✓	
12.0* Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.	✓	✓	
14.0 Students understand and use the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values.	✓	✓	
15.0* Students determine whether a specific algebraic statement involving rational expressions, radical expressions, or logarithmic or exponential functions is sometimes true, always true, or never true.	✓	✓	
18.0* Students use fundamental counting principles to compute combinations and permutations.	✓	✓	
19.0* Students use combinations and permutations to compute probabilities.		✓	
22.0 Students find the general term and the sums of arithmetic series and of both finite and infinite geometric series.		✓	
23.0* Students derive the summation formulas for arithmetic series and for both finite and infinite geometric series.	✓		
24.0 Students solve problems involving functional concepts, such as composition, defining the inverse function and performing arithmetic operations on functions.		✓	
Probability and Statistics	5	5	8%
1.0 Students know the definition of the notion of <i>independent events</i> and can use the rules for addition, multiplication, and complementation to solve for probabilities of particular events in finite sample spaces.	✓	✓	
2.0 Students know the definition of <i>conditional probability</i> and use it to solve for probabilities in finite sample spaces.	✓	✓	
7.0 Students compute the variance and the standard deviation of a distribution of data.	✓	✓	
HIGH SCHOOL MATHEMATICS TOTAL	65	65	100%

✓ Standard assessed on the California Standards Test

* Key standards (*Mathematics Framework for California Public Schools*) comprise a minimum of 70% of the test

Adopted by SBE 10/9/02

California Department of Education

HIGH SCHOOL MATHEMATICS GSE COMPONENT

Mathematics Disciplines Assessed	Number of multiple choice test items per discipline	Percent of multiple choice test items per discipline	* Number of constructed response test items
Algebra I	2	10%	2
Geometry	4	20%	
Algebra II	13	65%	
Probability & Statistics	1	5%	
Multiple Choice Test Items	20	100 %	
Total Number of Items on the GSE Component	22		

*The High School Mathematics GSE Component includes two constructed response items that may span one or more of the disciplines assessed on the GSE.



CALIFORNIA STATE BOARD OF EDUCATION ITEM # 11

MARCH 2003 AGENDA

SUBJECT Proposed intervention for 24 schools in Cohort I of the Immediate Intervention/Underperforming Schools Program (II/USP) that failed to show significant growth in 2000-2001 and 2001-2002	X	ACTION
	X	INFORMATION
		PUBLIC HEARING

Recommendation:

SPI will review and make a recommendation on interventions for schools that have failed to make significant growth.

Summary of Previous State Board of Education Discussion and Action

In November 2002, the Superintendent of Public Instruction (SPI) recommended that all districts with II/USP schools in Cohort I that failed to make significant growth for two consecutive years be required to contract with an Approved School Assistance and Intervention Team (SAIT) Provider. The State Board of Education delayed taking action on the SPI's recommendation because the API statewide and similar schools rank data had not yet been released. As of November 2002, there were twenty-two schools identified for intervention. After STAR test data was reported, two other schools were added to the list.

Summary of Key Issue(s)

1. The II/USP program authorizes two types of interventions:

Intervention Type One: According to the provisions of Education Code 52055.5, the SPI shall:

- Assume all the legal rights, duties and powers of the governing board, unless the SPI and SBE allow the local governing board to retain these rights
- Reassign the principal of the school, subject to a hearing, and
- Do one or more of the following with respect to a state monitored school:
 - Revise attendance options;
 - Allow parents to apply directly to the SBE to establish a charter school;
 - Assign the management of the school to a school management organization;
 - Reassign other certificated employees of the school;
 - Renegotiate a new collective bargaining agreement at the expiration of the existing one;
 - Reorganize the school;
 - Close the school; and/or
 - Place a trustee at the school for no more than three years.

Summary of Key Issue(s)

Intervention Type Two: Education Code 52055.51 provides that as an alternative to the above, the SPI, with the approval of the SBE, may require districts to contract with a School Assistance and Intervention Team (SAIT) in lieu of other interventions.

- SAIT teams are composed of 6-10 educators with experience in curriculum and instruction aligned to state standards, school leadership, academic assessment, fiscal allocation, and research-based reform strategies.
- Teams visit each school for a week, assess the quality and implementation of school plans, visit every classroom, observe teaching and learning, talk with students, teachers, administrators, and other staff, and conduct a parent forum.
- Each SAIT issues a Report of Findings and Corrective Actions. The SAIT recommendations must be adopted by the local governing board. The work of the SAIT continues with technical assistance and support, as well as quarterly monitoring of the school's progress toward meeting specified benchmarks for improvement.

2. **Potential need for legislative clarification:** Now that SB 1310 has become law, it is apparent that several provisions need clarification. The SPI is assessing the need for, and will recommend in the supplemental item, potential changes in the law.

Fiscal Analysis (as appropriate)

AB 312 (2002) provides funds for Local Education Agencies subject to intervention.

Attachment(s)

Attachment 1 identifies the 24 schools that failed to make significant growth in each of two implementation years in the II/USP program and includes 2002 Base API information and data from a district-level telephone survey of II/USP Cohort I schools, as requested by the State Board of Education in October 2002.

Attachment 2 contains 2001 and 2002 decile and similar schools ranks.

The specific recommendations of the SPI will be included in the Supplemental Agenda.

**II/USP COHORT I SCHOOLS FAILING TO MAKE SIGNIFICANT GROWTH IN 2000-2001 AND 2001-2002
DISTRICT PHONE SURVEY**

Los Medanos Elementary

Pittsburg Unified

Contra Costa County

API Growth Data					2002 Decile	2002 Similar Schools Rank
1999 Base	1999-2000	2000-2001	2001-2002	2002 Base		
539	156	-33	-23	652	4	6

Principal Stability		ELA/ELD Current Adoptions	Math Current Adoptions	Professional Development	Teacher Credentials
Number	Longevity				
6	1 – 1 year 2 - 2 years 1999 - 4 principals	K-5: Open Court reading series in use 2002 ELD: <i>Hampton Brown</i> , 2001	<i>Houghton Mifflin</i> 2002	17 of 33 teachers participated in AB 466 training for Open Court (Lang. Arts). Teachers have not yet participated in the AB 466 math training.	Total: 36 Full: 80.6% Emergency: 19.4%

Eastin-Arcola Elementary

Madera Unified

Madera County

API Growth Data					2002 Decile	2002 Similar Schools Rank
1999 Base	1999-2000	2000-2001	2001-2002	2002 Base		
505	61	-6	-31	550	1	6

Principal Stability		ELA/ELD Current Adoptions	Math Current Adoptions	Professional Development	Teacher Credentials
Number	Longevity				
2	1 – 3 year 2 - 2½ years	K-8: <i>Scholastic</i> Read 180, 1996 Holt Rinehart & Winston Literature and Language Arts, 1996 <i>Hampton Brown</i> High Point, 1996	K-6: Harcourt Brace, 1996 7-8: Prentice Hall, 1996	Staff will participate in AB 466 the Fall of 2002	Total: 31 Full: 100% Emergency: 0%

**II/USP COHORT I SCHOOLS FAILING TO MAKE SIGNIFICANT GROWTH IN 2000-2001 AND 2001-2002
DISTRICT PHONE SURVEY**

Garfield Elementary

Selma Unified

Fresno County

API Growth Data					2002 Decile	2002 Similar Schools Rank
1999 Base	1999-2000	2000-2001	2001-2002	2002 Base		
534	175	-21	-10	649	4	7

Principal Stability		ELA/ELD Current Adoptions	Math Current Adoptions	Professional Development	Teacher Credentials
Number	Longevity				
2	1 – 1 year 2 – 4-5 years	K-2: Macmillan/McGraw-Hill, 1999: Spotlight on Literacy 3-5: Harcourt Brace, Signatures, 1999 6: McDougal Littell, 1999 Plan to purchase <i>Houghton Mifflin</i> for 2003.	K-6: <i>Houghton Mifflin</i> , in use 2002 (<i>Math Steps; supplemental instruction</i>)	Various prof. dev., not tied specifically to adoptions, e. g. 2001-02: Reading, Writing, ELD (5 events); 2000-01: Reading, Writing, Standards (7 vents); 1999-00: Reading, Writing, Math, Science (17 events)	Total: 14 Full: 100% Emergency: 0%

Alicante Avenue Elementary

Lamont Elementary

Kern County

API Growth Data					2002 Decile	2002 Similar Schools Rank
1999 Base	1999-2000	2000-2001	2001-2002	2002 Base		
527	64	-3	-26	562	1	5

Principal Stability		ELA/ELD Current Adoptions	Math Current Adoptions	Professional Development	Teacher Credentials
Number	Longevity				
6	1 – 1 year 2 - 2 years 1999 - 4 principals	K-5: Houghton Mifflin Basic Reading in use 2002 Reading: Sing, Spell, Read, Write ELD: Hampton Brown, Into English, 1999	K-3: <i>Houghton Mifflin</i> in use 2002	All teachers trained in “Math Matters” 2000-2002. Are approved for the AB 466 training in 2002-2003. (Subject areas not identified.)	Total: 34 Full: 73.5% Emergency: 26.5%

**II/USP COHORT I SCHOOLS FAILING TO MAKE SIGNIFICANT GROWTH IN 2000-2001 AND 2001-2002
DISTRICT PHONE SURVEY**

Lexington Elementary

Cajon Valley Union Elementary

San Diego County

API Growth Data					2002 Decile	2002 Similar Schools Rank
1999 Base	1999-2000	2000-2001	2001-2002	2002 Base		
592	73	-23	-1	598	2	4

Principal Stability		ELA/ELD Current Adoptions	Math Current Adoptions	Professional Development	Teacher Credentials
Number	Longevity				
2	1 – 2 years 2 – 4 years	K-5: Pilot year/ Silver Burdett Guinn, 2002 K-5: Hampton Brown, Into English Supplemental: Houghton Mifflin spelling/vocabulary, 2002	K-5 Harcourt Math, 2001 Target Teach, 2002	District participated in three-day publisher's training in summer.	Total: 43 Full: 100% Emergency: 0%

Central Elementary

San Diego City Unified

San Diego County

API Growth Data					2002 Decile	2002 Similar Schools Rank
1999 Base	1999-2000	2000-2001	2001-2002	2002 Base		
611	125	-58	-21	631	3	9

Principal Stability		ELA/ELD Current Adoptions	Math Current Adoptions	Professional Development	Teacher Credentials
Number	Longevity				
2	1 – 8 mos. 2 – 5 years	K-2: Open Court K-2: <i>Houghton Mifflin</i> , 2002 3-4: <i>Houghton Mifflin</i>	K-4: <i>Harcourt Math</i> , 2002	All elementary teachers have been trained in Open Court. Staff receives assistance from 2 literacy coaches. 2001-2002.	Total: 58 Full: 100% Emergency: 0%

**II/USP COHORT I SCHOOLS FAILING TO MAKE SIGNIFICANT GROWTH IN 2000-2001 AND 2001-2002
DISTRICT PHONE SURVEY**

Crestview Elementary

Vista Unified

San Diego County

API Growth Data					2002 Decile	2002 Similar Schools Rank
1999 Base	1999-2000	2000-2001	2001-2002	2002 Base		
559	62	-41	-2	599	2	1

Principal Stability		ELA/ELD Current Adoptions	Math Current Adoptions	Professional Development	Teacher Credentials
Number	Longevity				
2	1 – 4 years 1 – 10 years	Currently using District-designed Lang. Arts program aligned with state-standards; no specific text K-5: <i>Open Court</i> , purchase for 2003 ELD: Into English, 1996	K-5: <i>Harcourt Math</i> 2001	All staff has attended three hours of math, English, and technology (2000-2001). Writing, ELD, and math the focus of monthly, grade level meetings (2001-2002).	Total: 41 Full: 100% Emergency: 0%

McKinley Elementary

San Francisco Unified

San Francisco County

API Growth Data					2002 Decile	2002 Similar Schools Rank
1999 Base	1999-2000	2000-2001	2001-2002	2002 Base		
618	14	-15	-18	609	3	2

Principal Stability		ELA/ELD Current Adoptions	Math Current Adoptions	Professional Development	Teacher Credentials
Number	Longevity				
1	1 – 5 years	K-5: <i>Scholastic</i> in use in 2003 Heinley & Heinley 1998 Making Connections/Voices in Literature, Bronze and Gold	K-5: <i>Harcourt Math</i> 2001 adoption, in use 2002-3	All staff receives 24 hours of professional development (2001-2). Teachers receive mentoring by grade level. The school participates in the state "Results" literacy institute.	Total: 20 Full: 100% Emergency: 0%

**II/USP COHORT I SCHOOLS FAILING TO MAKE SIGNIFICANT GROWTH IN 2000-2001 AND 2001-2002
DISTRICT PHONE SURVEY**

Pescadero Elementary

La Honda-Pescadero Unified

San Mateo County

API Growth Data					2002 Decile	2002 Similar Schools Rank
1999 Base	1999-2000	2000-2001	2001-2002	2002 Base		
549	131	-39	0	637	3	2

Principal Stability		ELA/ELD Current Adoptions	Math Current Adoptions	Professional Development	Teacher Credentials
Number	Longevity				
3	1 – 2 years 2 – 2 years 3 – unknown	K-8: Literacy Collaborative, Ohio State Heinemann, Guided Reading ELD: Scott Foresman, Accelerating English Lang. Learning	K-8: Math Steps	Staff is receiving training in Literacy Collaborative and the Writing Process related to state adoptions.	Total: 12 Full: 83.3% Emergency: 16.7%

Gordon Elementary

Fairfield-Suisun City Unified

Solano County

API Growth Data					2002 Decile	2002 Similar Schools Rank
1999 Base	1999-2000	2000-2001	2001-2002	2002 Base		
587	30	-1	-15	N/A	N/A	N/A

Principal Stability		ELA/ELD Current Adoptions	Math Current Adoptions	Professional Development	Teacher Credentials
Number	Longevity				
2	1 – 3 years 2 – 2 years	K-6: <i>Houghton Mifflin</i> in use 2002	K-6: <i>Houghton Mifflin</i> in use 2002	The school is participating in “America’s Choice” with an optional staff development program.	Total: 36 Full: 91.7 % Emergency: 8.3%

**II/USP COHORT I SCHOOLS FAILING TO MAKE SIGNIFICANT GROWTH IN 2000-2001 AND 2001-2002
DISTRICT PHONE SURVEY**

Tamarisk Elementary

Palmdale Elementary

Los Angeles County

API Growth Data					2002 Decile	2002 Similar Schools Rank
1999 Base	1999-2000	2000-2001	2001-2002	2002 Base		
442	84	-9	-4	536	1	2

Principal Stability		ELA/ELD Current Adoptions	Math Current Adoptions	Professional Development	Teacher Credentials
Number	Longevity				
3	1 – less than 1 year 2 – 1 year 3 – 2 years	Success for All reading materials K-5: Hampton Brown, 1999 6: Prentice Hall, 1999 Hampton Brown, 2001	K-5: Math Unlimited, 1998-01 Math Steps, 2001-02 K-6: <i>Houghton Mifflin</i> for 2002-03	Three days of content standards training (summer 1999). Success for All training three times a month (2000). Standards and instruction in reading and math once a month with 3-day district school site assessment training. July 1999-2002 staff continued Success for All training.	Total: 35 Full: 54.3% Emergency: 45.7%

Palm Tree Elementary

Palmdale Elementary

Los Angeles County

API Growth Data					2002 Decile	2002 Similar Schools Rank
1999 Base	1999-2000	2000-2001	2001-2002	2002 Base		
583	33	-5	-7	618	3	6

Principal Stability		ELA/ELD Current Adoptions	Math Current Adoptions	Professional Development	Teacher Credentials
Number	Longevity				
1	5 years+	K-5 Harcourt Brace 1998 6: Holt, Rinehart & Winston, 1998 Elements of literature ESL K-6: Addison-Wesley series, 1998	K-6: Holt, Rinehart & Winston, Math Unlimited, 1988 K-2: Harcourt Math Adv. 3-5: <i>Houghton Mifflin</i> Math Steps, 2002 K-6: <i>Houghton Mifflin Mathematics Series</i> 2002	Staff development including Houghton Mifflin in Math Steps, Aims Math workshop, and Math Standards AB 1331. Reading activities include SFA Wings training, ELD Standards, Reading Recovery, Reading Roots, and Early Learning, 2000-2002	Total: 47 Full: 68.1% Emergency: 31.9%

II/USP COHORT I SCHOOLS FAILING TO MAKE SIGNIFICANT GROWTH IN 2000-2001 AND 2001-2002

DISTRICT PHONE SURVEY

Wilsona Elementary

Wilsona Elementary

Los Angeles County

API Growth Data					2002 Decile	2002 Similar Schools Rank
1999 Base	1999-2000	2000-2001	2001-2002	2002 Base		
639	49	-3	-19	675	5	9

Principal Stability		ELA/ELD Current Adoptions	Math Current Adoptions	Professional Development	Teacher Credentials
Number	Longevity				
2	1 – 2 years 2 – 4 years	K-3: Open Court Phonics 1994-95 4-5: <i>Open Court Literacy Series</i> , 2001 K-5: Into English, 1999	K-3: <i>Saxon, An incremental Development</i> , 2001 4-5: <i>Saxon Math 65,76,87 Series</i> 2001	The staff participated in state-adopted materials training with CSRD grant funds, 2001-02.	Total: 30 Full: 73.3% Emergency: 26.7%

El Nido Elementary

El Nido Elementary

Merced County

API Growth Data					2002 Decile	2002 Similar Schools Rank
1999 Base	1999-2000	2000-2001	2001-2002	2002 Base		
527	88	-8	-9	607	3	6

Principal Stability		ELA/ELD Current Adoptions	Math Current Adoptions	Professional Development	Teacher Credentials
Number	Longevity				
3	1 – 1 year 2 – 3 years 3 – 30 years+	K-6: <i>Houghton Mifflin</i> 2002-03 Hampton Brown 2001-2002 ELD: Into English High Point 2001-02 Success for All	K-6: <i>Saxon</i> 7: <i>Prentice Hall Pre-Algebra</i> 7-8: <i>Prentice Hall Algebra</i> 2001-2002	The school works with CSLA for standards-based instruction; four to six times a year staff participates in "Success for All" training.	Total: 12 Full: 50% Emergency: 50%

**II/USP COHORT I SCHOOLS FAILING TO MAKE SIGNIFICANT GROWTH IN 2000-2001 AND 2001-2002
DISTRICT PHONE SURVEY**

Vina Danks Middle

Ontario-Montclair Elementary

San Bernardino County

API Growth Data					2002 Decile	2002 Similar Schools Rank
1999 Base	1999-2000	2000-2001	2001-2002	2002 Base		
584	26	-21	-12	596	3	7

Principal Stability		ELA/ELD Current Adoptions	Math Current Adoptions	Professional Development	Teacher Credentials
Number	Longevity				
1	5 years	6: <i>Houghton Mifflin</i> in 2002 7-8: <i>McDougal Littell, Language of Literature</i> , 2002 Intervention Materials: Glencoe/McGraw-Hill: <i>Language! A Literacy Intervention Curriculum</i> , Renaissance Learning, Inc., <i>Renaissance Reading</i>	6: <i>Harcourt Math</i> , 2002 7: <i>McDougal Littell, Concepts and Skills</i> , 2001 8: <i>McDougal Littell, Concepts and Skills</i> , 2001 Target Teach, Mathematics, 2002, Intervention Materials: Renaissance Learning, Inc., <i>Renaissance Mathematics</i>	The District supports non-AB 466 activities in Lang. Arts and Math from Data Works. Eight staff had weeklong standards-based training (2001). Have applied for AB 466 training for 2002-03.	Total: 46 Full: 63% Emergency: 37%

King Middle

San Francisco Unified

San Francisco County

API Growth Data					2002 Decile	2002 Similar Schools Rank
1999 Base	1999-2000	2000-2001	2001-2002	2002 Base		
622	55	-20	-21	628	4	7

Principal Stability		ELA/ELD Current Adoptions	Math Current Adoptions	Professional Development	Teacher Credentials
Number	Longevity				
1	8 years	6-8: <i>McDougal Littell Language of Literature</i> 1997	6-7: CPM, Foundations for Algebra, 2001 8: <i>McDougal Littell, Math Concepts and Skills, Course 2</i> 2001	The school provides 30 hours of training with the new adoptions and follows up with year long support with teacher leaders.	Total: 33 Full: 97% Emergency: 3%

**II/USP COHORT I SCHOOLS FAILING TO MAKE SIGNIFICANT GROWTH IN 2000-2001 AND 2001-2002
DISTRICT PHONE SURVEY**

Brownell Academy Middle

Gilroy Unified

Santa Clara County

API Growth Data					2002 Decile	2002 Similar Schools Rank
1999 Base	1999-2000	2000-2001	2001-2002	2002 Base		
610	47	-12	-3	642	5	7

Principal Stability		ELA/ELD Current Adoptions	Math Current Adoptions	Professional Development	Teacher Credentials
Number	Longevity				
1	5 years	6: <i>Hampton Brown, High Point</i> 2001 7: <i>Houghton Mifflin</i> 2001 8: <i>Prentice Hall/Holt</i> (piloting 2002)	6-8: <i>McDougal Littell Concepts and Skills</i> 2001 <i>Harcourt Brace Math</i> 2002	Houghton Mifflin and Hampton Brown in 2001 with follow up state-framework meetings. 167 staff attended English/LA training on state-adopted materials.	Total: 39 Full: 74.4% Emergency: 25.6%

Compton Junior High

Bakersfield City Elementary

Kern County

API Growth Data					2002 Decile	2002 Similar Schools Rank
1999 Base	1999-2000	2000-2001	2001-2002	2002 Base		
614	-12	-22	-31	564	2	4

Principal Stability		ELA/ELD Current Adoptions	Math Current Adoptions	Professional Development	Teacher Credentials
Number	Longevity				
2	1 – 1 year 2 – 7 years	7-8 <i>Holt-Rinehart-Winston, Literature and Language Arts</i> 2002	7-8 <i>McDougal Littell</i> 2001 Glencoe for pre-algebra/algebra 2001	Held three days of integrated math and reading orientation to materials.	Total: 26 Full: 88.5% Emergency: 11.5%

**II/USP COHORT I SCHOOLS FAILING TO MAKE SIGNIFICANT GROWTH IN 2000-2001 AND 2001-2002
DISTRICT PHONE SURVEY**

Antelope Valley High

Antelope Valley Unified

Los Angeles County

API Growth Data					2002 Decile	2002 Similar Schools Rank
1999 Base	1999-2000	2000-2001	2001-2002	2002 Base		
545	11	-5	-25	541	2	3

Principal Stability		ELA/ELD Current Adoptions	Math Current Adoptions	Professional Development	Teacher Credentials
Number	Longevity				
1	5 years	9-10: McDougal Littell, 1999(all), McGraw-Hill Legacy of Literature, Writer Craft 11-12:Prentice Hall Literature 9-12 Prentice Hall writing/grammar	Prentice Hall: Algebra 1, 1999 (all) 9-12 McDougal Littell: Algebra 2, Structure and Method, Geometry, Algebra/Trigonometry, Reasoning, Measuring and Applying, Trigonometry	Professional development related to adoptions in math and English in 1999. District says materials are in compliance with E.C. 60400.	Total: 109 Full: 54.1% Emergency: 45.9%

Laton High

Laton Joint Unified

Fresno County

API Growth Data					2002 Decile	2002 Similar Schools Rank
1999 Base	1999-2000	2000-2001	2001-2002	2002 Base		
491	86	-9	-46	556	2	9

Principal Stability		ELA/ELD Current Adoptions	Math Current Adoptions	Professional Development	Teacher Credentials
Number	Longevity				
3	1 – 2 years 2 – 1 year 3 – 10 years	9-12: Holt-Rinehart, Winston, 2001; English: Center for Learning, 1998; Vocabulary, 1991; New Interchange for ELD	McDougal Littell, 2001; California Middle School Math, 2001; Accelerated Math 2.1, 2002; Calculus, Trig., and Analytic Geometry: Saxon, 1990; Advanced Math: Saxon, 1996	CSLA Adolescent Literacy, 2001 ; Literacy Institute, 2001-02; Fontana Focus on Achievement, 2001-02	Total: 13 Full: 69.2% Emergency: 30.8%

**II/USP COHORT I SCHOOLS FAILING TO MAKE SIGNIFICANT GROWTH IN 2000-2001 AND 2001-2002
DISTRICT PHONE SURVEY**

Clairemont Senior High

San Diego City Unified

San Diego County

API Growth Data					2002 Decile	2002 Similar Schools Rank
1999 Base	1999-2000	2000-2001	2001-2002	2002 Base		
595	43	-23	-8	590	3	1

Principal Stability		ELA/ELD Current Adoptions	Math Current Adoptions	Professional Development	Teacher Credentials
Number	Longevity				
2	1 - 1½ years 2 – 11 years	9-10: Language of Literature, McDougal Littell, 2002 10-11: Language of Literature, World Literature, McDougal Littell, 2002: Contemporary Voices, Scott Foresman, 1996 World Literature 1 & 2: Holt, Rinehart & Winston, 1996 Writer’s Workshop 1 & 2: Holt, Rinehart & Winston, 1996	Algebra Explorations 1-2: Discovering Algebra, Key Curriculum Press, 2001 Intermediate Algebra 1-2: Algebra 2: An Integrated Approach, McDougal Littell, 1997 Pre-Algebra 1-2: Merrill, Pre-Algebra, Glencoe, 1992 Geometry 1-2: Discovering Geometry, Key Curriculum Press, 1996 Honors Geometry 1-2: Scott Foresman, 1996 Pre-Calculus 1-2: Advanced Mathematics, McDougal Littell, 1998 Topics in Discrete Mathematics: Prentice Hall College Division, 1995 Unifying Algebra and Geometry 1-2: Math Matters 3, Glencoe McGraw-Hill, 2001	All secondary staff has access to on-going professional development in lit., math, and science. The school has support from a district literacy staff developer and 3 on site administrators: math, literacy, and science. 2001-2002.	Total : 65 Full: 100% Emergency: 0%

**II/USP COHORT I SCHOOLS FAILING TO MAKE SIGNIFICANT GROWTH IN 2000-2001 AND 2001-2002
DISTRICT PHONE SURVEY**

Blair High

Pasadena Unified

Los Angeles County

API Growth Data					2002 Decile	2002 Similar Schools Rank
1999 Base	1999-2000	2000-2001	2001-2002	2002 Base		
554	18	-12	-18	561	2	9

Principal Stability		ELA/ELD Current Adoptions	Math Current Adoptions	Professional Development	Teacher Credentials
Number	Longevity				
2	1 – 2 years 2 – 5 years	9-12: Glencoe/McGraw-Hill 2002 McDougal Littell 1999	9-12: Prentice Hall, 1997	CSR High School that implemented International Baccalaureate program.	Total: 53 Full: 73.6% Emergency: 26.4%

Foothill Farms Junior High

Grant Joint Union High

Sacramento County

API Growth Data					2002 Decile	2002 Similar Schools Rank
1999 Base	1999-2000	2000-2001	2001-2002	2002 Base		
591	18	-4	-1	602	3	2

Principal Stability		ELA/ELD Current Adoptions	Math Current Adoptions	Professional Development	Teacher Credentials
Number	Longevity				
3	1-3 years 2-2 years 3-½ year	ELA Adoption 7-12 Holt, Elements of Literature/New adoption planned for 2003-2004/Pilot year 2002-2003-ELD Adoption/7-12 Heinle and Heinle, Voices in Literature/ Highpoint Series	Math:2001-2002 adoption year Prentice Hall/ Pre Algebra Algebra	Leadership Team Building w/ entire staff/Data-based Decision making w/ entire staff	Total: 45 Full: 98% Emergency: 2%

**I/USP COHORT I SCHOOLS FAILING TO MAKE SIGNIFICANT GROWTH IN 2000-2001 AND 2001-2002
DISTRICT PHONE SURVEY**

Sacramento High School

Sacramento City Unified

Sacramento County

API Growth Data					2002 Decile	2002 Similar Schools Rank
1999 Base	1999-2000	2000-2001	2001-2002	2002 Base		
580	20	-31	-10	562	2	2

Principal Stability (Last 5 years)		ELA/ELD Current Adoptions	Math Current Adoptions	Professional Development	Teacher Credentials
Number	Longevity				
3	1-½ year 2-1 ½ years 3-4 years	9-12 Holt Rinehart Winston, 2000 ELD Santillana, 1988	Prentice-Hall Algebra 2001 McDougal Littell 1998	All staff have participated in professional development aligned to district/school plans and California content Standards. Targeting professional development for new teachers, subject matter teams and collaborative “small learning communities.”	Total: 82 Full: 94% Emergency: 6%

*Adoption: ELA/ELD adoptions in italics are 2001, 2002 State Board adoption
Principal Stability: Number: number of principals in the last five years;
Longevity: “1” = current principal and length of tenure, “2,” “3,” etc. = prior principal(s) and length of tenure.

II/USP Cohort 1 Schools with No Growth in 00-01 and 01-02

District	School	2001 Base	2001 Statewide Rank	2001 Similar Schools Rank	2002 Base	2002 Statewide Rank	2002 Similar Schools Rank
Pittsburg Unified	Los Medanos Elementary	670	5	6	652	4	6
Laton Joint Unified	Laton High	566	3	10	556	2	9
Selma Unified	Garfield Elementary	676	5	10	649	4	7
Bakersfield City Elementary	Compton Junior High	582	3	9	564	2	4
Lamont Elementary	Alicante Avenue Elementary	584	3	10	562	1	5
Antelope Valley Union High	Antelope Valley High	554	3	5	541	2	3
Palmdale Elementary	Tamarisk Elementary	528	1	6	536	1	2
Palmdale Elementary	Palm Tree Elementary	608	3	7	618	3	6
Pasadena Unified	Blair High	564	3	10	561	2	9
Wilsona Elementary	Wilsona Elementary	690	6	10	675	5	9
Madera Unified	Eastin-Arcola Elementary	567	2	8	550	1	6
El Nido Elementary	El Nido Elementary	612	3	9	607	3	6
Grant Joint Union High	Foothill Farms Junior High	607	4	3	602	3	2
Sacramento City Unified	Sacramento High	574	3	3	562	2	2
Ontario-Montclair Elementary	Vina Danks Middle	595	3	9	596	3	7
Cajon Valley Union Elementary	Lexington Elementary	578	3	4	598	2	4
San Diego City Unified	Clairemont Senior High	613	5	5	590	3	1
San Diego City Unified	Central Elementary	671	5	10	631	3	9
Vista Unified	Crestview Elementary	592	3	2	599	2	1
San Francisco Unified	McKinley Elementary	615	3	3	609	3	2
San Francisco Unified	King Middle	655	5	7	628	4	7
La Honda-Pescadero Unified	Pescadero Elementary	643	4	5	637	3	2
Gilroy Unified	Brownell Academy	647	5	5	642	5	7
Fairfield-Suisun Unified	Gordon Elementary	619	4	2	N/A	N/A	N/A

Supplemental Memorandum

To: STATE BOARD MEMBERS **Date:** March 3, 2003

From: Sue Stickel

Re: ITEM # 11

Subject: Proposed intervention for 24 schools in Cohort 1 of the Immediate Intervention/Underperforming Schools Program (II/USP) that failed to show significant growth in 2000-2001 and 2001-2002

Recommendations: That the State Board of Education (SBE) (a) require 21 school districts to enter into contracts with Approved School Assistance and Intervention Team (SAIT) Providers for each of the 24 state-monitored schools and (b) allow the governing board of each school district to retain its legal rights, duties, and responsibilities with respect to any state-monitored school within its jurisdiction.

Background: The II/USP program authorizes two types of interventions:

Intervention Type One: According to the provisions of Education Code 52055.5, the SPI shall:

- Assume all the legal rights, duties, and powers of the governing board
- Reassign the principal of that school, subject to a hearing, and
- Do one or more of the following with respect to a state-monitored school:
 - Revise attendance options;
 - Allow parents to apply directly to the SBE to establish a charter school;
 - Assign the management of the school to a school management organization;
 - Reassign other certificated employees of the school;
 - Renegotiate a new collective bargaining agreement at the expiration of the existing one;
 - Reorganize the school;
 - Close the school; and/or
 - Place a trustee at the school for no more than 3 years.

Intervention Type Two: Education Code 52055.51 provides that as an alternative to the above, the SPI, with the approval of the SBE, may require districts to contract with a School Assistance and Intervention Team (SAIT) in lieu of other interventions.

- SAIT teams are composed of 6-10 educators with experience in curriculum and instruction aligned to state standards, school leadership, academic assessment, fiscal allocation, and research-based reform strategies.
- Teams visit each school for a week, assess the quality and implementation of school plans, visit every classroom, observe teaching and learning, talk with students, teachers, administrators, and other staff, and conduct a parent forum.

- Each SAIT issues a Report of Findings and Corrective Actions. The local governing board must adopt the SAIT recommendations. The work of the SAIT continues with technical assistance and support, as well as quarterly monitoring of the school's progress toward meeting specified benchmarks for improvement.

In preparation for potential use of the SAIT option, the following activities have occurred, or are poised to occur:

- The SBE approved criteria for approval of SAIT Providers at the April 25, 2002 meeting.
- Twenty-six organizations and sixty-eight "Leads" were approved based on demonstrated evidence of turning around under-performing schools. They were then trained to a state-designed audit process that was piloted in 2001 and 2002 under federal Program Improvement sanction.
- Local Education Agencies with state-monitored schools will contract with Approved SAIT Provider organizations to conduct audits in April 2003, prepare a Report of Findings and Corrective Actions for Local Board adoption, and ensure the provision of support and monitoring to document school progress.

The recommendation to require districts to enter into contracts with School Assistance and Intervention Team Providers is based upon the following:

- An analysis of the achievement history of these schools over the past three years does not yield findings that would justify a more serious intervention. Moreover, the telephone survey completed for these schools, as requested by the SBE in October 2002, suggests that many, if not most, appear to be taking the initial steps to insure an instructional program aligned to state standards and are using current state-adopted materials. (See Attachment 1 to original Item # 11.) Given that these schools may be on the right track, more serious interventions may not be appropriate.
- The SAIT intervention will be designed to not interfere with any effective practices and/or appropriate resource allocations currently underway at the school. Rather, it will provide information about any needed revisions in curriculum, instruction, assessment, and human and fiscal resource allocation to insure that these schools are moving in the right direction. The California Department of Education (CDE) will provide administrative oversight of Approved SAIT Providers to monitor the SAIT process.
- The approval of SAIT Provider organizations occurred in August 2002 with training for Approved Providers and Leads in September 2002. Since almost six months has elapsed, the SPI will reconvene the SAIT Leads, confirm that they understand the underlying principles guiding the work and train them on some revisions that have been made in the audit tool and review process, particularly focusing on the needs of the state-monitored schools.

Now that SB 1310 has become law, it is apparent that several provisions need further clarification. The SPI is committed to seeking modifications in two areas:

- First, current law does not allow the SPI and the SBE to intervene in the SAIT process until 36 months have elapsed after the assignment of the SAIT. Thus, the SPI will seek legislative language in the current session to make the SAIT organizations more immediately accountable and allow the SPI, with the concurrence of the SBE, to remove a SAIT and select an alternative intervention if, within one year of the SAIT assignment, the SAIT Provider is judged inappropriate for the school or the SAIT

Provider recommends, and the state concurs, that a more serious intervention is needed.

- Second, amendments will be sought to provide recourse for Local Education Agencies to get relief from SAIT recommendation for corrective actions that are shown to be inappropriate or ineffective for school improvement.



MARCH 2003 AGENDA

SUBJECT	X	ACTION
2003 Foreign Language Primary Adoption	X	INFORMATION
Instructional Materials Advisory Panel (IMAP) and Language Expert (LE) applications for the 2003-K-8 Foreign Language Adoption of Instructional Materials – Third Cohort		PUBLIC HEARING

Recommendation:

Review and approval of the IMAP and LE applicants submitted by the Curriculum Development and Supplemental Materials Commission.

Summary of Previous State Board of Education Discussion and Action

On May 9, 2001, the State Board of Education approved the K-8 *Foreign Language Curriculum Framework*. The evaluation criteria for the development of Foreign Language instructional materials was also approved. On April 24, 2002, the State Board adopted the *2003 K-8 Primary Foreign Language Adoption Timeline*. At the December 11-12, 2002, State Board Meeting, the State Board approved the first cohort of nine IMAP and four LE candidates recommended by the Commission. At the February 5-6, 2003, meeting, the State Board approved an additional eighteen IMAPs and seven LEs recommended by the Commission. To date, the Board has approved twenty-seven IMAPs and eleven LEs.

Summary of Key Issue(s)

Twelve publishers have indicated an interest in submitting materials for review and adoption, representing seven languages. It is estimated that up to ten panels will be needed to conduct the review. This is the third cohort of IMAP and LE applicants to be forwarded to the State Board. Training for IMAPs and LEs will be March 24-27, 2003, and Deliberations on the programs will take place from July 7-10, 2003. Both events will take place in Sacramento.

Fiscal Analysis (as appropriate)

N/A

Attachment(s)

Attachments will be provided in the Supplemental.

Supplemental Memorandum

To: STATE BOARD MEMBERS

Date: February 27, 2003

From: Edith Crawford, Vice Chair, Curriculum Commission

Re: ITEM # 12

Subject 2003 FOREIGN LANGUAGE PRIMARY ADOPTION
INSTRUCTIONAL MATERIALS ADVISORY PANEL (IMAP) AND
LANGUAGE EXPERT (LE) APPLICANTS FOR APPOINTMENT TO
REVIEW PROGRAMS FOR THE K-8 FOREIGN LANGUAGE ADOPTION
OF INSTRUCTIONAL MATERIALS

Please insert the following attachments to Item # 12

[Attachment # 1](#): Language Expert mini biographies

[Attachment #2](#): Instructional Materials Advisory Panel (IMAP) mini biographies

RECOMMENDATION:

1. Approve LE applicants # 112 & 113
2. Approve IMAP applicants # 149-152

Background on LE and IMAP Applicants

The State Board, at their January 9-10, 2003, and February 5-6, 2003, meetings, approved a total of thirty-seven reviewers recommended by the Curriculum Commission to serve on the 2003 Foreign Language Primary Adoption.

Since the February 5-6, 2003, State Board meeting, four IMAP and two LE applications have been reviewed by the Commission Chair and the Foreign Language Subject Matter Chair. Those six applicants are being recommended to the State Board for appointment to serve on the Instructional Materials Advisory Panels for the 2003 Foreign Language Primary Adoption.

Profile of the Applicants

One of the two LE applicants is a professor, the other serves as a consultant to the German Consulate on the teaching of German in the western United States. One is from Southern California, and one from Central California. One is fluent in Japanese, the other in German. Of the four IMAP applicants, two are from Southern California, and two from Central California. Two are fluent in German, one in Japanese and one in French.

Estimated Number of Panels

Ten publishers have indicated interest in submitting materials for review and adoption in seven languages. The *2003 K-8 Primary Foreign Language Adoption Timeline* established March 3, 2003, as the deadline for receipt by the California Department of Education of the submission plan from interested publishers.

LE Applicants**# 112**

The candidate is a professor of Japanese at California State University (CSU), Monterey Bay. She is the Japanese program coordinator and chair of the university wide language learning requirement committee, and an advisory member of the CSU system-wide virtual language learning projects and the project leader of the Japanese projects. She teaches the foreign language methods course for CSUMB's single subject credential program. The candidate has taught all levels of Japanese language courses. She is the site director for the Monterey Bay Foreign Language Projects and has had ten years experience in pre-service and in-service professional development for Japanese language teachers. Previously, the candidate served as an Assistant Professor in the Department of Modern Languages and Literature at Baylor University, Waco, Texas. She received a Ph.D. in Foreign Language Education with a minor in Instructional Design and Technology from The Ohio State University. She has had thirteen years teaching experience at the university level.

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The candidate works for the German Consulate in Los Angeles. He is the consultant to German Language Schools in the Western United States. As consultant, he supervises training and support for German teachers at private schools in the Western United States. He has had experience teaching German, French, and English, and served for twenty-two years as a principal of a school in Germany. He has taught primary, middle and high school levels. He holds a teaching certificate from the University of Gottingen, Germany, in English as a Second Language.

149

The candidate is Professor of German and Foreign Language Education at California State University (CSU) at Fullerton. She teaches a variety of courses in German and English as a Second Language. She has taught all levels of university language learning from beginners to graduates and teachers in the field. She is a member of the California Commission on Teacher Credentialing Foreign Language Panel. She directed the California Foreign Language Competency Project, which trained teachers in competency-based instruction and assessment. The candidate functioned as project director for the Intersegmental Statement on Competencies, a UC-CSU joint project that funded the development of assessment instruments for foreign language. She coordinates the administration of the International Business German Tests with the German-American Chambers of Commerce in Los Angeles and New York and the Goethe Institute in San Francisco. She holds Single Subject Credentials in German, French, and English. Degrees include a B.A. in German, and M.A. in German, and a Ph.D. in German. The candidate has thirty-eight years teaching experience.

150

The candidate is a world languages program specialist for San Diego Unified School District. He has had experience in overseeing the adoption of instructional materials for the district in foreign language, including Latin, Filipino, Spanish, French, and German. The candidate served on the Foreign Language Framework Committee. He has had teaching experience at both the junior high and high school level. As part of his current assignment, he is a workshop presenter for foreign language teachers, both in the district and at state and regional conferences. The candidate holds a B.A. in Political Science, a minor in French from San Diego State University, and an M.A. in Secondary Education from San Diego State University. He has twenty-seven years classroom teaching experience and three years experience as a district program specialist.

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The candidate teaches German I, II, III, IV, and Advanced Placement at Independence High School in East Side Union High School District, San Jose, California. He holds National Board Certification in World Languages other than English (German). The candidate has taught students in Austria and served as a long-term substitute teacher in Minnesota. He has a B.A. with a double major in English and German from the University of Minneapolis, Minnesota, and is working on the completion of an M.A. in teaching at the University of St. Thomas, St. Paul, Minnesota. The candidate has a Cross Cultural Language Development (CLAD) Certificate from the University of California, Santa Cruz. He has taught for four years.

152

The candidate teaches Japanese levels 1, 2 and 3/4 in Salinas Union High School District, Salinas, California. He has also taught Japanese at Claredon Elementary School in San Francisco. The candidate has presented several workshops on Web sites and technology for the classroom, and connecting world language to science and math. He holds a B.A. in Music from Showa Academia Musicae in Kanagawa, Japan. California teaching credentials include a Multiple Subject Teaching Credential from New College of California, and a Single Subject Credential in progress from California State University of Monterey Bay. The candidate has taught for two years.



MARCH 2003 AGENDA

SUBJECT: Implementation of the AB 466 Mathematics and Reading Professional Development Program (Chapter 737, Statutes of 2001): Including, but not Limited to, Approval of Training Providers and Training Curricula.	<input checked="" type="checkbox"/> ACTION
	<input checked="" type="checkbox"/> INFORMATION
	<input type="checkbox"/> PUBLIC HEARING

RECOMMENDATION:

Approve the list of training providers and training curricula for the purposes of providing mathematics and reading professional development under the provisions of the AB 466 Mathematics and Reading Professional Development Program. Take other action as deemed necessary and appropriate.

Summary of Previous State Board of Education Discussion and Action.

At the February 2002 meeting, the Board approved criteria for the approval of training providers and training curricula. The State Board has approved AB 466 training providers and training curricula at previous meetings.

Summary of Key Issue(s).

AB 466 established the Mathematics and Reading Professional Development Program, which provides incentive funding to districts to train teachers, instructional aides, and paraprofessionals in mathematics and reading. Once the providers and their training curricula are determined to have satisfied the State Board-approved criteria and been approved by the State Board, local education agencies may contract with the approved providers for AB 466 professional development.

Fiscal Analysis (as appropriate).

N/A

Background Information Attached to this Agenda Item.

A list of recommended providers and curricula will be included in the supplemental mailing or distributed at the State Board meeting.

AB 466 Provider and Training Curriculum Recommended for Approval

The AB 466 Review Panel recommends approval of the following training provider and its training curriculum:

RECOMMENDED AB 466 PROVIDER FOR READING	PROGRAM(S) FOR WHICH TRAINING CURRICULUM IS RECOMMENDED FOR APPROVAL
Scholastic Inc.	READ 180, California Edition



MARCH 2003 AGENDA

SUBJECT	X	ACTION
Approval of Local Educational Agencies (LEAs) and Consortia applications for funding under The Principal Training Program (AB 75)		INFORMATION
		PUBLIC HEARING

Recommendation:

The California Department of Education requests State Board of Education approval of LEAs and Consortia members who have submitted applications for funding under The Principal Training Program (AB 75).

The California Department of Education staff recommends that the State Board of Education approve the attached list of LEAs and Consortia applications by name only. Administration of funding is dependent upon further information to be provided by LEAs, such as names of administrator participants, and number of hours in actual training. It is feasible that initial award requests will be amended throughout the three-year funding period.

Summary of Previous State Board of Education Discussion and Action

The State Board of Education approved criteria and requirements for Principal Training Program applications at the February 6-7, 2002 meeting.

Summary of Key Issue(s)

The Principal Training Program requires the State Board of Education to approve all program applicants.

Fiscal Analysis (as appropriate)

N/A

Attachment(s)

[ATTACHMENT 1](#) – Local Educational Agencies Recommended for State Board of Education Approval

[ATTACHMENT 2](#) – Consortia Members Recommended for State Board of Education Approval

PRINCIPAL TRAINING PROGRAM

**Local Educational Agencies Recommended
For
State Board of Education Approval**

March 2003

Applications received during the month of January 2003

<i>LOCAL EDUCATIONAL AGENCIES</i>	Total Number of Administrators	Total Amount of State Funding Requested
<i>HUMBOLDT</i>		
Klamath-Trinity Joint Unified	4	\$12,000
<i>KERN</i>		
Taft Union High	2	\$6,000
<i>LOS ANGELES</i>		
Valle Lindo Elementary	2	\$6,000
<i>MERCED</i>		
Planada Elementary	3	\$9,000
<i>SACRAMENTO</i>		
Del Paso Heights Elementary	5	\$15,000
Robla Elementary	8	\$24,000
<i>SAN MATEO</i>		
Garfield Charter School	3	\$9,000

Total State Funds Requested for March LEA Approval: \$ 81,000

Total Number of LEAs Requested for March Approval: 7

Total Number of Approved Single LEAs to date: 315

Total State Funds Encumbered by Single LEAs to date: \$ 26,703,000

Total Number of Administrators Recommended for Program Participation: 27

Total Number of Administrators Approved to date for Program Participation: 10,153

PRINCIPAL TRAINING PROGRAM
Consortium Members Recommended
 for
State Board of Education Approval
March 2003

CONSORTIA With RECOMMENDED MEMBERSHIP	Total Number of Administrators in Consortium	Total Amount of State Funding Requested
MARIN COUNTY OFFICE OF EDUCATION Dixie Elementary	10	\$30,000
PLACER COUNTY OFFICE OF EDUCATION Colfax Elementary	133	\$399,000
SANTA BARBARA COUNTY OFFICE OF EDUCATION San Luis Coastal Unified Strathmore Union High	60	\$180,000

Total Number of Consortia Participating in the Principal Training Program: 19
 Total Number of New Consortia Recommended for March Approval: 0

Total Number of Single Local Educational Agencies Approved to
 Participate in a Consortium: 207

Total Number of New Consortia Members Recommended for March Approval: 4

State Funds Approved for Consortia: \$ 3,756,000



MARCH 2003 AGENDA

SUBJECT: AB 75 Principal Training Program (Chapter 697, Statutes of 2001): Including, but not Limited to, Modification of Module 1 Criteria and Guidelines for Provider Applicants and Local Education Agencies	<input checked="" type="checkbox"/> ACTION
	<input checked="" type="checkbox"/> INFORMATION
	<input type="checkbox"/> PUBLIC HEARING

RECOMMENDATION:

Hear a report on the review of the Module 1 AB 75 criteria and guidelines for training providers and local education agencies. Take action as deemed necessary and appropriate to modify the Module 1 criteria and guidelines.

Summary of Previous State Board of Education Discussion and Action.

At the February 2003 meeting, the Board directed staff to review the Module 1 AB 75 criteria and guidelines and, if necessary, make recommendations for modifications to the Module 1 criteria and guidelines.

Summary of Key Issue(s).

The Principal Training Program (AB 75) was established to train 15,000 site administrators in specified subject areas. Site administrators receive 80 hours of instruction and 80 hours of individualized support in three areas (modules) from State Board-approved training providers. Approval of the training providers is based on criteria established by the State Board in February 2002.

These criteria also provide guidance to provider applicants seeking approval to be State Board-approved AB 75 training providers. The goal of Module 1 training (Leadership and Support of Student Instructional Programs) is to prepare principals and vice principals to lead their schools through powerful academic improvements that produce improved student achievement and school success.

Fiscal Analysis (as appropriate).

N/A

Background Information Attached to this Agenda Item.

Any proposed modifications to the AB 75 criteria and guidelines will be included in the supplemental mailing or distributed at the State Board meeting.

**MARCH 2003 AGENDA**

SUBJECT		ACTION
For Information: Guidelines for administration and reporting locally-adopted tests of achievement as indicators in the Alternative Schools Accountability Model (ASAM).	X	INFORMATION
		PUBLIC HEARING

Recommendation:

Review guidelines for the administration and reporting of locally-adopted tests of achievement as indicators in the ASAM. These guidelines will come back for approval in April 2003.

Summary of Previous State Board of Education Discussion and Action

In December 2002 and February 2003 the Board approved specific locally-adopted assessment instruments for use as indicators of achievement in the ASAM subject to development and Board approval of formal administration and reporting guidelines. These guidelines were discussed at the Superintendent's Advisory Committee for the Public Schools Accountability Act (PSAA) at its meeting at the end of January. California Department of Education staff are currently developing a draft of the administration and reporting guidelines based on the Committee's input, and will present them as information to the Board for March 2003.

Summary of Key Issue(s)

None.

Fiscal Analysis (as appropriate)

None

Attachment(s)

Additional materials will be provided in the supplemental agenda.

Supplemental Memorandum

To: STATE BOARD MEMBERS

Date: March 3, 2003

From: Susan M. Bennett

Re: ITEM 16

Subject For Information: Guidelines for administration and reporting locally adopted tests of achievement as indicators in the Alternative Schools Accountability Model (ASAM)

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

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

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

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

ASSESSMENT SELECTION***How may ASAM schools select an approved assessment instrument?***

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

STUDENT ELIGIBILITY**Student Eligibility for Participation in this Testing Process*****How long (days) must students be enrolled in the ASAM school before the assessment instruments are administered?***

Students may be tested immediately upon enrollment in the ASAM school through the twentieth day of enrollment so long as it has been determined that the assessment

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

administration will yield reliable and valid results of the students' academic achievement to date.

Are there any behavioral or academic qualifications for participation?

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

Must all eligible students be tested within a given timeframe?

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

PROCTOR ELIGIBILITY

Proctor Eligibility for this Additional Testing Process

May only certificated staff proctor assessments?

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

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

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

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

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

ADMINISTRATION

Administration Window/Frequency

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

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

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

When may students be eligible for posttesting?

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

What are allowable form procedures for posttesting?

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

Materials Provided for Administration

What materials may be provided to support assessment administration?

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

Time Allowed for Each Test/Test Section

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

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

Make-Up and Retesting

Under what circumstances is make-up testing acceptable?

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

Security and Storage Requirements

What security provisions must be implemented?

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

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

Accommodations

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

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

Scoring Methods

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

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

Which staff are eligible to score the assessment instrument?

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

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

ASAM schools must maintain original answer documents for a period of at least three (3) years. (For computer-administered instruments, printed reports summarizing the student's performance may substitute for an original answer document.) Upon submission of annual ASAM assessment results, the principal of each ASAM school must attest that the scoring process was applied accurately, consistent with the local security plan.

How are records kept for computer administered and adapted tests?

Printed, paper copies of test scores from computer administered and adapted tests must be kept on file for a period of three (3) years.

REPORTING***What data must be submitted for each student tested?***

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

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

When must each school submit annual ASAM assessment data?

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

In what format must annual ASAM assessment data be submitted?

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



MARCH 2003 AGENDA

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

Recommendation:

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

Summary of Previous State Board of Education Discussion and Action

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

Since the charter school law was enacted in 1992, the SBE has assigned numbers to 524 charter schools, including seven approved by the SBE after denial by the local agencies. Of these 524 schools, approximately 430 are estimated to be operating in the 2002-03 school year. In addition, the SBE has approved eight all-charter school districts containing a total of 15 charter schools.

Summary of Key Issue(s)

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

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

Fiscal Analysis (as appropriate)

N/A

Attachment(s)

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

March 2003 State Board of Education Meeting

Assignment of Charter School Numbers

NUMBER	CHARTER SCHOOL NAME	CHARTER SCHOOL COUNTY	AUTHORIZING ENTITY	CHARTER SCHOOL CONTACT
525	Rincon Valley Charter School	Sonoma	Rincon Valley Union School District	Randy Coleman 5305 Dupont Drive Santa Rosa, CA 95409 (707) 537-1791
526	Piner-Olivet Charter High School	Sonoma	Piner-Olivet Union School District	Rod J. Buchignani 3450 Coffey Lane Santa Rosa, CA 95403-1919 (707) 522-3000



MARCH 2003 AGENDA

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

RECOMMENDATION:

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

Summary of Previous State Board of Education Discussion and Action.

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

Summary of Key Issue(s).

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

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

Fiscal Analysis (as appropriate).

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

Background Information attached to this Agenda Item.

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

Attachment To Agenda Item 18 Regarding
2002-03 (And Beyond) Determination Of Funding Requests
 March 2003

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

RECOMMENDED FOR 100 PERCENT FOR ONE YEAR ONLY

Charter #	Charter School Name	Recommended Level	Recommended Year(s)
#15	Horizon Instructional Systems	100%	One year only 2002-03
#22	Grass Valley charter School	100%	One year only 2002-03
#82	Union Hill Charter School	100%	One year only 2002-03
#99	East Bay CCC Charter School	100%	One year only 2002-03
#110	Learning Community Charter School	100%	One year only 2002-03
#144	Prosser Creek Charter School	100%	One year only 2002-03
#146	Plumas Charter School	100%	One year only 2002-03
#160	Liberty Family Academy	100%	One year only 2002-03
#223	Stellar Charter School	100%	One year only 2002-03
#255	Muir Charter School	100%	One year only 2002-03
#256	Shasta Secondary Home	100%	One year only 2002-03
#332	Valley Oaks Charter School	100%	One year only 2002-03
#357	Denair Charter Academy	100%	One year only 2002-03
#358	Castle Rock Charter School	100%	One year only 2002-03
#362	Learning for Life Charter	100%	One year only 2002-03
#386	University Preparatory Charter	100%	One year only 2002-03
#391	BASIS*	100%	One year only 2002-03
#468	Bonsall Charter Academy	100%	One year only 2002-03
#482	Center for Excellence in Education/Big Bear	100%	One year only 2002-03
#490	Stellar Charter High School	100%	One year only 2002-03
#496	Morro Hills Charter Academy	100%	One year only 2002-03

Attachment To Agenda Item 18 Regarding
2002-03 (And Beyond) Determination Of Funding Requests
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Charter #	Charter School Name	Recommended Level	Recommended Year(s)
#500	Mountain Empire Applied Sciences	100%	One year only 2002-03
#501	Valley Oak Charter School	100%	One year only 2002-03
#504	Whitmore Charter School	100%	One year only 2002-03

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

*One member of the Advisory Commission was not present when the vote on this recommendation was taken.

RECOMMENDED FOR 100 PERCENT FOR MULTIPLE YEARS

Charter #	Charter School Name	Recommended Level	Recommended Year(s)
#25	SLVUSD Charter School	100%	Three years 2002-03, 2003-04, and 2004-05
#28	Charter School of San Diego	100%	Three years 2002-03, 2003-04, and 2004-05
#85	Keyes to Learning Charter School*	100%	Three years 2002-03, 2003-04, and 2004-05
#327	Monterey County Home Charter	100%	Three years 2002-03, 2003-04, and 2004-05
#D4	Hickman Charter School	100%	Three years 2002-03, 2003-04, and 2004-05
#92	Yuba County Career Preparatory	100%	Two years 2002-03 and 2003-04
#126	Challenge Charter High School	100%	Two years 2002-03 and 2003-04
#261	Greater San Diego Academy	100%	Two years 2002-03 and 2003-04
#406	Audeo Charter School**	100%	Two years 2002-03 and 2003-04

The reasons justifying a level higher than 80 percent in 2002-03 and higher than 70 percent in 2003-04 and beyond (as applicable) are that (1) the school met the minimum criteria specified in regulation for the 100 percent level and (2) the school presented sufficient evidence (taking the totality of the request into account along with any other credible information that may have been available) that the 100 percent funding level is necessary

Attachment To Agenda Item 18 Regarding
2002-03 (And Beyond) Determination Of Funding Requests
 March 2003

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.

* One member of the Advisory Commission did not participate in the consideration of this school's request because of a conflict.

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

RECOMMENDED FOR 80 PERCENT FOR ONE YEAR ONLY

Charter #	Charter School Name	Recommended Level	Recommended Year(s)
#159	Mattole Valley Charter School	80%	One year only 2002-03
#279	Modoc Charter School	80%	One year only 2002-03
#356	Golden Valley Charter School	80%	One year only 2002-03
#411	Desert Sands Charter School	80%	One year only 2002-03

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

RECOMMENDED FOR 70 PERCENT FOR ONE YEAR ONLY

Charter #	Charter School Name	Recommended Level	Recommended Year(s)
#196	Fresno Preparatory Academy*	70%	One year only 2002-03
#257	Sanger Hallmark Charter School	70%	One year only 2002-03

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

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

Information regarding each of the above-mentioned determination of funding requests is presented in attachments to this memorandum.



MARCH 2003 AGENDA

SUBJECT High Priority Schools Grant Program Implementation Grant Awards	X	ACTION
		INFORMATION
		PUBLIC HEARING

Recommendation:

Approve applications for Pleasant View Elementary, Cesar Chavez Academy, Hearn's Charter, and Far West Continuation schools to participate in the High Priority Schools Grant Program.

Summary of Previous State Board of Education Discussion and Action

Applications for Pleasant View Elementary, Cesar Chavez Academy (Parlier), and Hearn's Charter (Antelope Valley Union High) were disapproved by the Board at its June 2002 meeting.

Far West Continuation School (Oakland) was granted a timeline waiver to continue its application process by the Board at its June meeting.

Summary of Key Issue(s)

Pleasant View Elementary, Cesar Chavez Academy (Parlier), and Hearn's Charter (Antelope Valley Union High) were disapproved by the Board in June 2002 because each encountered distinct problems in preparing acceptable applications. Upon disapproval by the Board, as specified in EC 52055.610(b)(2)(C), each school received a \$50,000 planning grant to support their continuing efforts to develop their action plans and applications to participate in the High Priority Schools Grant Program. The \$50,000 planning grant is subtracted from their original amount.

Far West Continuation School in Oakland Unified received a waiver from the Board at its June 2002 meeting asking for additional time to continue working on its action plan and application beyond the May 15, 2002 deadline.

Each school has submitted a revised application to the California Department of Education (CDE). Department staff has reviewed and approved each of the applications and, based on this review, recommends them for approval.

Fiscal Analysis (as appropriate)

The Legislature has appropriated \$217 million in FY 2002-03 for this program. Proposed mid-year reductions do not affect the appropriations for these original schools. There is still enough money in the line item to fund all of the schools considered at the March Board.

Attachment (s)

List of schools recommended for approval.

SCHOOLS RECOMMENDED FOR APPROVAL

CDS Code	County	District	School	Grant Award
01612590130146	Alameda	Oakland	Far West	\$ 41,600
10623641034990	Fresno	Parlier	Parlier High	\$283,600
19642461996347	Los Angeles	Antelope Valley	Hearns	\$ 65,200
54720586054217	Tulare	Pleasant View	Pleasant View	\$206,400
				\$596,800

Supplemental Memorandum

To: STATE BOARD MEMBERS

Date: February 26, 2003

From: SUE STICKEL, Deputy Superintendent

Re: ITEM #19

Subject HIGH PRIORITY SCHOOLS GRANT PROGRAM IMPLEMENTATION
GRANT AWARDS

Append Pacific Learning Charter High School to the original list of schools in item #19 for the March Board meeting. This is an additional school whose application did not meet the State Board of Education due date for the March meeting.

Recommendation

Approve application for Pacific Learning Center Charter High School located in Long Beach Unified School District.

At its June 2002 meeting the Board granted Pacific Learning Center Charter High School a timeline waiver beyond the May 15, 2002 deadline to continue its application process. Their application has been received, reviewed, and is now recommended for approval.

CDS Code	County	District	School	Grant Award
19647251996362	Los Angeles	Long Beach	Pacific Learning Center Charter High School	\$21,600



MARCH 2003 AGENDA

SUBJECT High Priority Schools Grant Program – New Implementation Grant Awards	X	ACTION
		INFORMATION
		PUBLIC HEARING

Recommendation:

Approve applications for additional schools to participate in the High Priority Schools Grant Program (HPSGP).

Summary of Previous State Board of Education Discussion and Action

Beginning with its June 2002 meeting, the State Board of Education has approved applications for 567 schools to participate in the High Priority Schools Grant Program. Of the original schools that applied for the program, only one remains to be brought before the Board for consideration if it completes an approvable application.

Summary of Key Issue(s)

In September 2002, AB 425, the Budget Act of 2002, appropriated an additional \$20 million to allow more schools in the first decile of the 2001 Academic Performance Index (API) to participate in the High Priority Schools Grant Program. As a result, the base funding for the program increased from \$197 to \$217 million. Based on this amount, the HPSGP Office calculated that an additional 91 new schools could be added to the program.

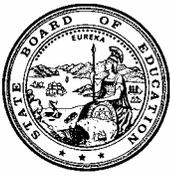
Selected schools were mailed letters on September 27, 2002 informing them of their eligibility and asking them to return Letters of Intent to apply by October 18, 2002. Upon receipt, schools were provided information to guide them through the application process and told that their narrative summaries and completed applications were due to the Department by February 10, 2002.

Applications received by this date will be subjected to a thorough review by program staff. Narratives will be reviewed to insure they address the seven key elements needed for program approval. Budgets will be inspected to ensure they are accurate and aligned with program objectives. Finally, staff will complete a technical review of each application to ensure all required forms, signatures, and assurances are included.

Names of successful applicants will be recommended for approval and provided to the Board through the supplemental mailing for its March meeting.

Fiscal Analysis (as appropriate)

The Legislature has appropriated \$217 million in FY 2002-03 for this program. The Department's recommendation to add up to 91 new schools to participate in the High Priority Schools Grant Program is contingent upon this \$217 million figure. Should this amount be modified or eliminated during the mid-year budget reduction process, the Department will modify this recommendation accordingly.



SUBJECT Approval of 2002-2003 Consolidated Applications	X	ACTION
		INFORMATION
		PUBLIC HEARING

Recommendation:

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the 2002-2003 Consolidated Application (ConApps) submitted by Local Educational Agencies (LEAs).

Summary of Previous State Board of Education Discussion and Action

To date, the SBE has approved Con Apps for 1,131 LEAs. This is the second year LEAs have completed, and submitted the Con App via a software package downloaded from the Internet. This mechanism substantially decreased calculation errors and the time needed for review and approval.

Each year the CDE, in compliance with CCR Title 5, Section 3920, recommends that the SBE approve applications for funding Consolidated Categorical Aid Programs submitted by LEAs. The list of LEAs that the CDE recommends is submitted to the SBE as a supplemental item.

The Consolidated Application includes the following state revenue sources: School Improvement, Economic Impact Aid (presuming its restoration to the budget), Miller-Unruh, Tobacco Use Prevention Education, 10th Grade Counseling, Professional Development, and Peer Assistance and Review. The federal funding sources include IASA Title I, Part A, (Educationally Disadvantaged Youth Program); Title I, Part A, (Neglected), Title I, Part D, (Delinquent Program); Title II, Part A (Teacher Quality); Title II, Part D (Technology), Title III, Part A (LEP), Title IV, Part A (Safe and Drug Free Schools and Communities); and Title V (Innovative Programs and Class Size Reduction).

Summary of Key Issue(s)

Consolidated Applications are presented to SBE for approval after they have been reviewed. CDE recommendation is based upon application completeness and the status of outstanding compliance issues.

Fiscal Analysis (as appropriate)

Not yet known.

Attachment(s)

A list of the LEAs recommended for approval of their ConApp will be submitted as part of the supplemental agenda.

Supplemental Memorandum

To: STATE BOARD MEMBERS

Date: February 27, 2003

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

Re: ITEM #21

Subject: APPROVAL OF 2002-2003 CONSOLIDATED APPLICATIONS.

Please insert the following attachment:

[Attachment 1](#): List of Consolidated Applications Recommended for Approval (Page 1-1)

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the 2002-2003 Consolidated Application (ConApps) submitted by local educational agencies (LEAs).

To date, the SBE has approved Con Apps for 1,131 LEAs. This is the second year LEAs have completed, and submitted the Con App via a software package downloaded from the Internet. This mechanism substantially decreased calculation errors and the time needed for review and approval.

Each year the CDE, in compliance with CCR Title 5, Section 3920, recommends that the SBE approve applications for funding Consolidated Categorical Aid Programs submitted by LEAs. The list of LEAs that the CDE recommends is submitted to the SBE as a supplemental item.

The Consolidated Application includes the following state revenue sources: School Improvement, Economic Impact Aid (presuming its restoration to the budget), Miller-Unruh, Tobacco Use Prevention Education, 10th Grade Counseling, Professional Development, and Peer Assistance and Review. The federal funding sources include IASA Title I, Part A, (Educationally Disadvantaged Youth Program); Title I, Part A, (Neglected), Title I, Part D, (Delinquent Program); Title II, Part A (Teacher Quality); Title II, Part D (Technology), Title III, Part A (LEP), Title IV, Part A (Safe and Drug Free Schools and Communities); and Title V (Innovative Programs and Class Size Reduction).

Consolidated Applications are presented to SBE for approval after they have been reviewed. CDE recommendation is based upon application completeness and the status of outstanding compliance issues.

List of Consolidated Applications Recommended for Approval

CDS Code	Local Educational Agency Name
2330454	Accelerated Achievement Academy
1996586	Animo Inglewood Charter High
1996313	Animo Leadership High
4130100	Aurora High
6120901	Barona Indian Charter
2330421	Black Oak Charter
3631116	Carter-Walters Preparatory School
1996636	Community Harvest Charter School
1996677	Lifeline Education Charter
1996610	Los Angeles Leadership Academy
4330601	Macsa Academia
4330619	Macsa El Portal Leadership Academy
6116255	Mare Island Technology Academy
6120489	Para Los Ninos Charter School
6120471	Puente Charter School
6119788	Rehoboth Charter Academy
6119168	San Diego Cooperative Charter
6113278	Santa Rosa Education Cooperative
3768338	San Diego Unified School District
3731544	Sun Valley Charter
0130591	University Preparatory Charter Academy
6112387	West Park Charter Academy

Number of LEAs Recommended for Approval: 22



MARCH 2003 AGENDA

SUBJECT Legislative Update: Including, but not limited to, information on committee appointments and legislation	X	ACTION
	X	INFORMATION
		PUBLIC HEARING

Recommendation:

Information only – no recommendation pending

Summary of Previous State Board of Education Discussion and Action

The State Board regularly considers and takes action on matters related to the implementation of legislation and the initiation and support of changes in statute.

Summary of Key Issue(s)

N/A

Fiscal Analysis (as appropriate)

N/A

Attachment(s)

In order to provide the most-up-to-date information, an updated packet will be provided just prior to the State Board of Education meeting.

Last Minute Memorandum

To: STATE BOARD MEMBERS

Date: March 12, 2003

From: B. Teri Burns

Re: ITEM # 22

Subject: LEGISLATIVE UPDATE

Attachments: Updated State Board of Education - Legislation Status Report

Accountability	
<p>AB 8 Daucher A-01/23/2003</p>	<p>Summary: Existing law establishes various school improvement programs to increase pupil performance in elementary, middle, and high schools. This bill would require the Superintendent of Public Instruction to establish a 3-year pilot program entitled the "County Achievement Team Pilot Program" to be administered by the Riverside County Office of Education. The bill would require the Superintendent of Public Instruction to direct the Riverside Office of Education to convene an achievement team with members chosen from specified fields for the purpose of auditing participating schools in Riverside County. The bill would require each achievement team to collaborate with its participating school to develop an action plan to increase school performance. This bill contains other related provisions and other existing laws.</p> <p>Status: 03/06/2003-From committee: Do pass, and re-refer to Com. on APPR. Re-referred. (Ayes 7. Noes 0.) (March 5).</p>
<p>AB 96 Bermudez I-01/08/2003</p>	<p>Summary: Existing law provides for the development of the Academic Performance Index (API), a statewide ranking system to measure school performance. Existing law requires the Superintendent of Public Instruction, with the approval of the State Board of Education, to rank all public schools in decile categories by grade level of instruction provided, based on their pupils' API results. Various provisions of existing law designate a school as a "low-performing" school, based on its decile rank. This bill would, instead, designate those schools as "high-priority" schools.</p> <p>Status: 03/10/2003-Read second time. To third reading.</p>
Assessment & Standards	
<p>AB 36 Wyland A-02/24/2003</p>	<p>Summary: Existing law requires each school district, charter school, and county office of education to administer to each of its pupils in grades 2 to 11, inclusive, designated achievement tests. This bill would encourage the governing board of a school district to discuss STAR test scores and to analyze the results of those assessments. The bill would authorize the governing board of a school district with a school not meeting a certain specified standard to adopt an improved performance plan. This bill contains other existing laws.</p> <p>Status: 03/10/2003-Read second time. To Consent Calendar.</p>
Budget Issues	
<p>AB 31 Runner I-12/02/2002</p>	<p>Summary: Existing law provides 2 revenue limit equalization adjustments for each school district for the 2003-04 fiscal year. This bill would repeal one of these equalization adjustments for the 2003-04 fiscal year. The bill would appropriate \$203,000,000 from the General Fund to the Superintendent of Public Instruction for the 2003-04 fiscal year in augmentation of the amount appropriated for purposes of the remaining equalization adjustment. This bill contains other related provisions.</p> <p>Status: 03/05/2003-In committee: Set, first hearing. Hearing canceled at the request of author.</p>
<p>AB 100 Oropeza I-01/10/2003</p>	<p>Summary: This bill would make appropriations for support of state government for the 2003-04 fiscal year. This bill contains other related provisions.</p> <p>Status: 01/21/2003-Referred to Com. on BUDGET.</p>
<p>ABX1 2 Bogh I-01/13/2003</p>	<p>Summary: The California Constitution requires the Legislature to pass a Budget Bill by June 15 of each year for the fiscal year commencing on July 1. Existing law provides that no state officer or employee shall be deemed to have a break in service or to have terminated his or her employment, for any purpose, nor to have incurred any change in his or her authority, status, or jurisdiction or in his or her salary or other conditions of employment, solely because of the failure to enact a Budget Act for a fiscal year prior to the beginning of that fiscal year. Under the California Constitution, money may be drawn from the Treasury only through an appropriation made by law and upon a Controller's duly drawn warrant. This bill would continuously appropriate from the General Fund an amount to be made available for the payment of compensation to specified state public safety employees for work performed on or after July 1 of a fiscal year for which no budget has been enacted. It would provide that compensation, at the rate in effect at the expiration of the last fiscal year for which a budget was enacted, shall be paid to state civil service employees in State Bargaining Unit 2, California Attorneys, Administrative Law Judges and Hearing Officers in State Employment; Unit 5, California Association of Highway Patrolmen; Unit 6, California Correctional Peace Officers Association; Unit 7, California Union of Safety Employees; and Unit 8, California Department of Forestry Firefighters, and the supervisors of those employees. This bill contains other related provisions.</p> <p>Status: 02/03/2003-Referred to Com. on BUDGET.</p>

Budget Issues (continued)	
ABX1 8 Oropeza E-02/04/2003	<p>Summary: Existing law requires the State Board of Education to adopt standards and criteria to be used by local educational agencies in the development of annual budgets and the management of subsequent expenditures from that budget. Existing law requires those standards and criteria to include comparisons and reviews of reserves and fund balances. This bill would, notwithstanding any provision of law, authorize a local educational agency to count any amount of state funding deferred from the current fiscal year and appropriated from a subsequent fiscal year for payment of current year costs as a receivable in the current year. The bill would, notwithstanding any provision of law and for the 2002-03 fiscal year only, authorize a local educational agency to use for purposes determined by its governing body up to 50% of its reserves for economic uncertainties and up to 50% of the balances, as of July 1, 2002, of restricted accounts in its General Fund, excluding restricted reserves committed for capital outlay, bond funds, sinking funds, and federal funds. The bill would state the intent of the Legislature that local educational agencies use this flexibility for certain purposes and make every effort to maintain a prudent expenditure plan that ensures solvency for the 2002-03 fiscal year and in subsequent fiscal years. This bill contains other related provisions and other existing laws.</p> <p>Status: 02/04/2003-Assembly Rule 77 suspended. (Page 83.) Senate amendments concurred in. To enrollment. (Ayes 45. Noes 33. Page 83.)</p>
SB 53 Chesbro I-01/10/2003	<p>Summary: This bill would make appropriations for support of state government for the 2003-04 fiscal year. This bill contains other related provisions.</p> <p>Status: 01/13/2003-Read first time.</p>
Curriculum & Instructional Materials	
AB 12 Goldberg I-12/02/2002	<p>Summary: Existing law authorizes the governing boards of school districts to adopt instructional materials for use in school districts. This bill would require each governing board, when adopting materials in specified subject matters, to adopt those materials in a manner that will provide each pupil with materials appropriate for his or her reading level. This bill contains other related provisions and other existing laws.</p> <p>Status: 03/05/2003-In committee: Set, first hearing. Hearing canceled at the request of author.</p>
HR 9 Firebaugh I-01/16/2003	<p>Summary: Resolution by the Assembly of the State of California, That the Legislature declares March 2003 Arts Education Month and encourages all educational communities to celebrate the arts with meaningful pupil activities and programs that demonstrate learning and understanding in the visual and performing arts, and urges all residents to become interested in and give full support to quality school arts programs for children and youth; and that the Chief Clerk of the Assembly transmit copies of this resolution to the author for appropriate distribution.</p> <p>Status: 01/23/2003-Referred to Com. on RLS.</p>
SB 5 Karnette I-12/02/2002	<p>Summary: Existing law encourages the establishment of programs of instruction in foreign language in grades 1 to 6, inclusive, and requires the adopted course of study for grades 7 to 12, inclusive, to include a foreign language, beginning not later than grade 7. This bill would require the State Department of Education, on or before January 1, 2006, to adopt content standards for teaching foreign languages in grades 1 to 12, inclusive, pursuant to recommendations developed by the Superintendent of Public Instruction. The bill would authorize school districts to use the content standards to develop language programs and would require the department, upon the adoption of the standards to provide publishers of instructional materials with an outline of foreign language content expectations.</p> <p>Status: 02/24/2003-Set for hearing March 12.</p>
Employment Issues	
AB 1362 Wiggins I-02/21/2003	<p>Summary: Existing law makes it unlawful for any elected state or local officer, appointee, employee, or consultant, to use or permit others to use public resources for a campaign activity, or personal or other purposes that are not authorized by law. This bill would make a technical, nonsubstantive change in these provisions.</p> <p>Status: 02/24/2003-Read first time.</p>
AB 1387 Yee I-02/21/2003	<p>Summary: Under existing state law, state agencies, other than the Legislature, local agencies, and other specified agencies, are required to comply with the Information Practices Act of 1977 regulating the agencies' maintenance and disclosure of personal information. This bill would apply the Information Practices Act of 1977 to each house of the Legislature and make other conforming changes in that act. This bill contains other related provisions and other existing laws.</p> <p>Status: 02/24/2003-Read first time.</p>

Governance	
<p>AB 718 Pacheco I-02/19/2003</p>	<p>Summary: Existing law requires a special municipal election to fill a city council vacancy or certain vacancies in the office of mayor to be held on an established election date not less than 114 days from the call of the special election. This bill would permit those elections to be held on dates other than an established election date, with certain requirements, and would also permit any vacancy of an elected city office to be filled at that election. This bill contains other related provisions and other existing laws.</p> <p>Status: 03/03/2003-Referred to Com. on E.,R. & C.A.</p>
<p>AB 1209 Nakano I-02/21/2003</p>	<p>Summary: The Bagley-Keene Open Meeting Act, until January 1, 2006, authorizes a state body to hold closed sessions to consider matters posing a threat or potential threat of criminal or terrorist activity against the personnel, property, buildings, facilities, or equipment, including electronic data, owned, leased, or controlled by the state body, subject to specified conditions. This bill instead would authorize a state body to hold closed sessions to consider matters posing a threat or potential threat of criminal or terrorist activity against the public, including, but not limited to, personnel, property, buildings, facilities, or equipment, including electronic data, owned, leased, under the jurisdiction of, or controlled by the state body, subject to these conditions. It would delete the repeal date of these provisions, thus making the authorization permanent.</p> <p>Status: 03/06/2003-Referred to Com. on G.O.</p>
<p>SB 6 Alpert I-12/02/2002</p>	<p>Summary: Existing law provides for a county superintendent of schools in each county to, among other things, superintend the schools in his or her county, maintain responsibility for fiscal oversight of school districts, and enforce the course of study. This bill would impose a state-mandated local program by requiring each county superintendent of schools to perform additional duties relating to education services, professional development, parental grievances, fiscal oversight, technology access, and facility compliance. This bill contains other related provisions and other existing laws.</p> <p>Status: 01/08/2003-To Com. on ED.</p>
NCLB	
<p>AB 51 Simitian I-12/02/2002</p>	<p>Summary: Existing law requires the legislative body of each county and city to adopt a comprehensive, long-term general plan for the physical development of the county or city, and of any land outside its boundaries that bears relation to its planning. The law requires the plan to include a specified land use element that designates the proposed general distribution and general location and extent of the uses of the land for housing, business, industry, open space, and other categories of public and private uses of land. This bill would require, upon the adoption or amendment of a city or county's general plan, on or after January 1, 2005, the land use element of the general plan to address the distribution of certain child care facilities. By increasing the duties of local officials, this bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.</p> <p>Status: 01/13/2003-Referred to Com. on L. GOV.</p>
Safe Schools	
<p>AB 115 Horton, Jerome I-01/14/2003</p>	<p>Summary: Existing law requires the Superintendent of Public Instruction to make an assessment of \$500 against a school district or county office of education that willfully fails to make a report, as required. This bill would increase the penalty for a willful failure to make a report, as required, to \$5,000. This bill contains other related provisions and other existing laws.</p> <p>Status: 03/05/2003-In committee: Set, first hearing. Hearing canceled at the request of author.</p>
School Finance	
<p>AB 38 Reyes C-03/06/2003</p>	<p>Summary: Existing law provides for emergency apportionments to school districts subject to specified conditions including, in certain circumstances, the repayment of an emergency loan over a period of no more than 10 years and the appointment by the Superintendent of Public Instruction of an administrator who would exercise the powers and responsibilities of the governing board of the school district. This bill would require the Superintendent of Public Instruction to assume all the rights, duties, and powers of the governing board of the school district and to appoint an administrator to act on behalf of the Superintendent of Public Instruction in exercising the superintendent's authority over the school district. The bill would specify that the governing board of the school district is not to receive any compensation during the period of the superintendent's authority over the district. The bill would authorize the administrator to terminate the employment of certain district personnel, as provided. This bill contains other related provisions and other existing laws.</p> <p>Status: 03/06/2003-Chaptered by Secretary of State - Chapter No. 1, Statues of 2003</p>

School Finance (continued)	
SB 39 Perata I-01/03/2003	<p>Summary: Existing law authorizes the governing board of a school district that determines during a fiscal year that its revenues are less than the amount necessary to meet its current year expenditure obligations to request an emergency apportionment through the Superintendent of Public Instruction subject to specified requirements and repayment provisions. This bill would appropriate from the General Fund an unspecified amount to the Superintendent of Public Instruction for the purpose of providing the Oakland Unified School District with an emergency loan. This bill contains other related provisions.</p> <p>Status: 01/08/2003-To Com. on ED.</p>
SB 55 Ackerman I-01/14/2003	<p>Summary: Existing law requires the state to reimburse local agencies and school districts for the cost of state-mandated local programs. This bill would provide that, for the period of January 1, 2004, through December 31, 2005, with specified exceptions, no new state-mandated local program shall become operative unless approved by a 2/3 vote of the Legislature, any state-mandated local program enacted prior to January 1, 2004, shall be suspended unless reenacted by a 2/3 vote of the Legislature, and no local agency shall be required to implement or give effect to any state-mandated local program that is not reimbursed by the state.</p> <p>Status: 01/27/2003-To Com. on RLS.</p>
Special Education	
AB 615 Bates I-02/19/2003	<p>Summary: Existing law requires the State Board of Education, upon recommendation of the Superintendent of Public Instruction or the members of the State Board of Education, to appoint 5 public members to the Advisory Commission on Special Education. This bill would require the board to select one of those members from the charter school community.</p> <p>Status: 02/27/2003-Referred to Com. on ED.</p>
Supplemental Instruction	
AB 905 Hancock I-02/20/2003	<p>Summary: Existing law establishes the After School Learning and Safe Neighborhoods Partnership Program to create incentives for establishing local after school enrichment programs and establishes maximum grant amounts for participating schools. Existing law provides that the grants be awarded as an annual reimbursement, as specified. This bill would require the State Board of Education to select 3 grant recipients from specified areas to participate in a pilot program for the purpose of comparing program funding approaches. The bill would require the department to annually review the alternative funding program and to report to the Legislature regarding its findings and recommendations.</p> <p>Status: 03/03/2003-Referred to Com. on ED.</p>
Teachers & Credentialing	
AB 97 Nation A-03/03/2003	<p>Summary: Existing law authorizes the governing board of any school district to admit pupils residing in another school district to attend any school in that district. Existing law authorizes school districts of residence to limit the number of pupils newly transferring out each year based upon the district's average daily attendance. Existing law credits the school district of choice, as to pupils admitted to the school district under this authority, with a corresponding increase in average daily attendance for state apportionment purposes. Existing law prohibits the school district of residence from adopting policies that block or discourage pupils from applying for a transfer. Existing law provides that the governing board of a school district may, but is not required to, accept interdistrict transfers, and authorizes a governing board that elects to accept transfers to adopt a resolution to ensure that pupils admitted under the policy are selected through a random, unbiased process that prohibits an evaluation of whether or not the pupil should be enrolled based upon his or her academic or athletic performance. Existing law provides that either the pupil's school district of residence, upon notification of the pupil's acceptance to the school district of choice, or the school district of choice may prohibit the transfer of a pupil or limit the number of pupils so transferred if the governing board of the district determines that the transfer would negatively impact the court-ordered desegregation plan of the district or the voluntary desegregation plan of the district that meets certain criteria or the racial and ethnic balance of the district. Existing law sets forth the procedures for transfer, including the date by which the governing board of the school district of choice must make a final acceptance or rejection of the transfer application and the requirement that the governing board, in case of a rejection, ensure that the determination and specific reasons are accurately recorded in the minutes of the board meeting at which the determination was made. This bill would instead make those provisions inoperative on July 1, 2008, and would repeal them as of January 1, 2009. By extending the transfer application duties of the governing board of the school district of choice under these provisions, this bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.</p> <p>Status: 03/05/2003-Do pass as amended, and re-refer to Committee on Appropriations with recommendation: To Consent Calendar.</p>

Teachers & Credentialing <i>(continued)</i>	
<p>AB 1650 Simitian I-02/21/2003</p>	<p>Summary: Existing law establishes various grant programs aimed at promoting the development of teachers in specific areas. This bill would consolidate the funding for many of those programs and would establish the Teacher Support and Development Act of 2003 to provide flexible professional development block grants to school districts. The bill would require the Superintendent of Public Instruction to annually award the block grants from funding provided in the annual Budget Act. The bill would provide for the block grant amounts to be calculated according to a specified formula and would require a school district to demonstrate that its staff development programs meet specified criteria prior to receiving a block grant. This bill contains other related provisions.</p>
	<p>Status: 02/24/2003-Read first time.</p>



MARCH 2003 AGENDA

SUBJECT		ACTION
Charter Schools participation in Special Education Local Plan Areas (SELPAs)	X	INFORMATION
		PUBLIC HEARING

Recommendation:

Consider background information on the issue of facilitating the participation of students attending charter schools in SELPAs. California Department of Education (CDE) staff will present recommendations to address any issues at the Board’s April 2003 meeting.

Summary of Previous State Board of Education Discussion and Action

At the January 2003 meeting, the State Board of Education requested Dr. Alice Parker, Special Education Director, to prepare information pertaining to the participation and responsibilities of charter schools and SELPAs in the provision of special education services and programs in the special education local plan area.

Summary of Key Issue(s)

In preparation for this information item, CDE staff prepared and sent out a survey to SELPAs and charter schools regarding the provision of special education services to students attending charter schools. CDE staff are currently in the process of receiving and compiling the survey data. Dr. Parker will present the information gathered from the survey at the March board meeting. In addition, Dr. Alice Parker will present information pertaining to the following:

- Demographics
- Configuration pertaining to chartering agencies
- Issues surrounding charter participation in the SELPA
- Information regarding necessary resources and technical assistance

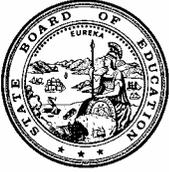
Fiscal Analysis (as appropriate)

None

Attachment(s)

None

Survey information will be provided in a Supplemental.



MARCH 2003 AGENDA

SUBJECT Repeal State Board of Education Waiver Policy: <u>Administrator/Teacher Ratio and Related Penalty</u> Adopted 10/14/88; 6/8/90	X	ACTION
		INFORMATION
		PUBLIC HEARING

Recommendation:

State Board of Education repeal the above mentioned policy.

Summary of Previous State Board of Education Discussion and Action

The State Board of Education has approved waivers of this type. The passage of AB 1818, Chapter 1168, Statutes of 2002 changes the department’s role in monitoring the ratio of administrators to teachers. Therefore, this policy has become non-operational and needs to be rescinded.

Summary of Key Issue(s)

The passage of AB 1818, changed the function of CDE and now makes each district’s auditors responsible for monitoring Education Code Section 41402, the maximum allowed ratios of administrators to teachers, in the annual audit reports. Although some additional legislation will be required to refine the process during the transition, CDE will no longer be collecting the staffing data and monitoring the ratio. The statute in 41402 is as follows:

41402. For the purposes of this article, and subject to the provisions of Section 41402.1, the maximum ratios of administrative employees to each 100 teachers in the various types of school districts shall be as follows:

- (a) In elementary school districts--9.*
- (b) In unified school districts--8.*
- (c) In high school districts--7.*

This section shall not apply to any school district which has only one school and one administrator.

Noncompliance will result in an audit finding therefore, the State Board will not be involved in any further waiver requests per the State Board of Education Policy 99-05, Apportionment Significant Audit Exceptions (Retroactive Waivers) September 1999.

Fiscal Analysis (as appropriate)

N/A

Attachment(s)

Administrator/Teacher Ratio and Related Penalty Waiver Policy to be repealed is attached.

CALIFORNIA STATE BOARD OF EDUCATION

POLICY

ADOPTED: 10/14/88; 6/8/90

SUBJECT: Administrator/Teacher Ratio and Related Penalty

REFERENCES: EC 33050 – 33053

These sections specify the classification of employees for determination of administrator/teacher ratio. Section 41404 specifies the reduction in the amount of the second principal apportionment after the determination of a penalty as defined in Section 41403.

With respect to the administrator/teacher ratio, the State Board of Education finds that, even though the law may have deficiencies which the Board supports changing, it is the law nonetheless. The Board further finds that waivers are temporary bridges to accommodate unusual situations and should not be adopted as a way of life by any school district. Toward this end, the Board has adopted the following policy regarding requests to waive the administrator/teacher ratio and the associated financial penalty:

1. Follow the Law. The Board expects all districts make every effort to comply with the administrator/teacher ratio as it is currently set forth in law, and as it may subsequently be amended.
2. With respect to each waiver request, in addition to other information which must be included, the Board asks that the applicant district present:
 - A concise statement of the reasons for the violation of the administrator/teacher ratio and the specific reasons the Board should not deny the waiver, pursuant to Section 33051 of the Education Code, on the grounds that (1) the educational needs of the pupils are not adequately addressed, and (2) pupil or school personnel protections are jeopardized; and
 - A plan for achieving compliance with the requirements of the ratio in forthcoming years so that no future waivers will be necessary.

The Board will consider failure to include these items with requests to waive the administrator/teacher ratio penalty as grounds to deem the requests incomplete.

GENERAL WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
MARCH 2003 AGENDA
Item No. WC-1

TITLE: Request by Simi Valley Unified School District to waive <i>Education Code</i> section 52522(b) to increase their adult education state block entitlement of 5 percent to 7 percent for implementation of approved programs (Adult Education Innovation and Alternative Instructional Delivery Program).	<hr/> ACTION <hr/> INFORMATION <hr/> PUBLIC HEARING <hr/> X CONSENT
CDSIS: 3-12-2002	

RECOMMENDATION:

The Department recommends:

Approval, for one day less than two years so that E.C. 33051(c) will NOT apply, prior to renewal the district must document achievement of students in the new program that is equal to or better than that of students in the regular adult education program.

Summary of Previous State Board of Education Discussion and Action:

In June 2001 the State Board of Education (SBE) approved a request by the Los Angeles Unified School District (LAUSD) to waive *Education Code* section 52522(b) to increase their adult education state block entitlement of 5 percent to 7 percent for implementation of an approved Adult Innovation and Alternative Instructional Delivery Program. In March 2002, SBE approved a waiver guideline policy for this program that includes four requirements and a special consideration for waiver renewal requests.

Under those guidelines this waiver can be approved on consent for a non-permanent waiver.

Summary of Key Issue(s):

In 1993 the California Legislature passed *Education Code* section 52522 permitting the Superintendent of Public Instruction to approve adult school plans to spend up to **5 percent** of their block entitlement on innovation and alternative instructional delivery. Application requirements include reimbursement and accountability worksheets for all courses. Courses must be approved by CDE per *Education Code* 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 (ESL), Citizenship, and Parent Education.

Lower level adult learners are the primary beneficiaries of the Adult Education Innovation and Alternative Instructional Delivery Program. 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.

Simi Valley Unified School District has submitted all items requested in the SBE waiver guideline and the review of documentation supports waiver approval. Therefore, **CDE recommends approval of this waiver request** on the basis of this information for the period of July 1, 2002 to June 29, 2004 fiscal year so that E.C. 33051(c) will not apply.

CONDITION OF RENEWAL

In order to be granted a renewal of this waiver, a district must also provide documentation demonstrating achievement of students in the adult education innovation and new technologies delivery program that is equal to or better than that of students in the regular adult education state apportionment program.

Bargaining unit(s) consulted on: **November 1, 2002 and November 6, 2002**

Position of bargaining unit (choose only one):

Neutral - CSEA **Support - SEA** **Oppose**

Name bargaining unit representative: **Carla Dickson, President, Ca School Employees Assoc (CSEA)**

Arlene Kidd, President Simi Educators

Association (SEA)

Public hearing identified by (choose one or more):

posting in a newspaper **posting at each school** **other**

(specify) _____

Public hearing held on: **November 12, 2002**

Local board approval date: **November 12, 2002**

Advisory committee(s) consulted: **Simi Valley Adult School and Career Institute Site Council**

Objections raised (choose one): **None** **Objections are attached on separate sheet**

Date consulted: **November 4, 2002**

Effective dates of request: **7/1/02 to 6/29/04 (NOTE: District requested 2/01/03 to 6/30/04)**

Fiscal Analysis (as appropriate):

Approval adjusts the percentage within the District's fixed 2002-2004 adult education block entitlement. No additional funding requested.

Background Information:

Waiver request forms and supporting documents are available for inspection in the Waiver Office.

WAIVER GUIDELINES SUMMARY OF VERIFICATION:

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

Simi Valley USD verification submitted and on file.

Verification includes Self-study for Adult Education Coordinated Compliance Review, and Adult Education Coordinated Compliance Review. No non-compliant items were identified.

2. **Verification that the ratio of average daily attendance for adult education innovation and alternative instructional delivery 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

Simi Valley USD verification submitted and on file.

Verification includes data indicating number of student hours, number of teacher hours, number of assistant hours. The ratio slightly exceeds that of the other adult education programs operated by the district but the increase is understandable given the interactivity of the student with on-line tutorial help in addition to face-to-face teacher contact and assessment.

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

Simi Valley USD verification submitted and on file.

Verification indicates stability within the prior three-year history for annual apportionment as well as yearly growth within ESL student enrollment.

4. **A request for an increase of the adult block entitlement from 5 percent to an amount not greater than 7 percent. Information and documentation in all of the following three areas will be required for consideration of the waiver:**

- **Increased Number of Students with Limited Access to Traditional Education Options**

Simi Valley USD verification of increase of ESL population submitted and on file. Prior two years of program have shown enrollment in excess of 5 percent in ESL leaving the growing population under-served.

Approval Denial

- **Increased Program Capacity**

Simi Valley USD verification submitted and on file. Documentation includes the addition of internet access increasing curriculum and access to curriculum.

Approval Denial

- **Improved Student Assessment Documentation**

Simi Valley USD verification submitted and on file. The program has initiated semi-annual independent evaluation and implementation of the Comprehensive Adult Student Assessment System (CASAS).

Approval Denial

GENERAL WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
MARCH 2003 AGENDA
Item No. WC-2

<p>TITLE: Request by the Capistrano Opportunities for Learning Charter School under the authority of <i>Education Code</i> 33054 to waive Title 5 CCR Section 11960(a), related to charter school attendance.</p> <p>CDSIS: 13-1-2003</p>	<p>_____ ACTION _____ INFORMATION _____ PUBLIC HEARING <u> X </u> CONSENT</p>
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RECOMMENDATION:

The Department recommends: Approval

As a condition of this waiver: 1) the Capistrano Opportunities for Learning Charter School will report attendance for a maximum of five tracks; 2) each track will provide a minimum of 175 days; 3) the charter will operate programs that provide at least the same total amount of instructional time as non-charter schools in the district; 4) no track will have fewer than 55 percent of its school days prior to April 15; and 5) average daily attendance (ADA) will be calculated in the same manner as is required of non-charter schools on multi-track year-round education calendars.

If approved, *Education Code* 33051(c) will apply, and the district will not have to reapply annually if the information contained on the request remains the same.

Denial

Summary of Previous State Board of Education Discussion and Action:

At its July 2002 meeting, the State Board of Education (SBE) approved the Charter School Average Daily Attendance Waiver Policy (#2000-05) that applies to this waiver.

Summary of Key Issue(s):

This waiver meets the conditions and criteria of the Charter School Average Daily Attendance Waiver Policy (#2005-05) approved by the SBE in July 2000.

The Capistrano Opportunities for Learning Charter School is requesting a waiver of Section 11960 of Subchapter 19 of Title 5 of the *California Code of Regulations* (CCR) regarding charter school regular ADA. The language in subsection (a) of Section 11960 that states, "Regular average daily attendance shall be computed by dividing a charter school's total number of pupil-days of attendance by the number of calendar days on which school was actually taught in the charter school."

This waiver is being requested because the Capistrano Opportunities for Learning Charter School proposes to operate a multi-track year-round education calendar. As a result, the total number of days this school is actually taught is 255. However, each track of students

will only be offered school for 175 days of instruction. Therefore, the waiver is requested to separately calculate ADA in each track (rather than for the school as a whole) by the method set forth in Title 5 CCR Section 11960, and then total the resulting figures. This is the same method that is required for non-charter schools that operate on a multi-track year-round calendar.

Bargaining unit(s) consulted on: N/A

Position of bargaining unit (choose only one):

Neutral Support Oppose

Name of bargaining unit representative:

Public hearing identified by (choose one or more):

posting in a newspaper posting at each school other (specify)

Public hearing held on: 12/02/02

Local board approval date: 12/02/02

Advisory committee(s) consulted: N/A

Objections raised (choose one): None Objections are attached on
separate sheet

Date consulted: N/A

Effective dates of request: 07/01/02-06/30/04

Fiscal Analysis (as appropriate):

No State fiscal impact is expected as a result of this waiver.

Background Information:

Waiver request forms and supporting documents are available for inspection in the Waiver Office

SPECIFIC WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
MARCH 2003 AGENDA
Item No. WC-3

<p>TITLE: Request by six school districts and two county offices of education for a retroactive waiver of <i>Education Code (EC) Section 60119</i> regarding Annual Public Hearing on the availability of textbooks or instructional materials. These districts have audit findings for fiscal year 2001-2002 that they 1) failed to hold the public hearing, or 2) failed to properly notice (10 days) the public hearing and/or 3) failed to post the notice in the required three public places.</p> <p>CDSIS: 17-01-2003 – Curtis Creek Elementary School District 07-01-2003 – Lassen View Elementary School District 05-01-2003 – Orchard Elementary School District 16-01-2003 – Riverside County Office of Education 09-01-2003 – Roseville Joint Union High School District 26-01-2003 – Westminster Elementary School District 07-02-2003 – Whittier Union High School District 06-02-2003 – Ventura County Superintendent of Schools</p>	<p>_____ ACTION _____ INFORMATION _____ PUBLIC HEARING <u> X </u> CONSENT</p>
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RECOMMENDATION:

The Department recommends: Approval

Summary of Previous State Board of Education Discussion and Action:

The State Board of Education has a policy, **Instructional Materials Sufficiency (*Education Code Section 60119*) Waiver of Retroactive Audit Penalty (01-06)**. None of these districts have had a prior year finding and waiver of this *Education Code*.

Summary of Key Issue(s):

During audits for fiscal year 2001-2002, it was discovered that the above local educational agencies did not hold the public hearing notice of sufficiency of instructional materials as required by *Education Code* Section 60119 or post the required ten days notice of the public hearing.

Since then, the local educational agencies have held a fully compliant hearing and determined that it has sufficient instructional materials for each pupil in each school in the district. CDE staff verified all other requirements of the Specific Waiver request and none of the local educational agencies have had a waiver of this education code before for the public hearing and ten day notice requirements in the 1997-98, 1998-99, 1999-00 or 2000-01 years. Without the waiver, the local educational agencies will have to return **\$5,772,600** to CDE.

Therefore, since the local educational agencies have met the requirements for fiscal year 2002-2003, and agree to comply with *E.C.* 60119 and ensure that the public hearing is held within the fiscal year and that the notice of public hearing is posted for ten days, CDE recommends approval of this waiver request.

Authority for the waiver: *EC* Section 41344.3

Effective dates of request: 7/1/01 to 6/30/02 Audit Year

Fiscal Analysis (as appropriate): This waiver if approved will relieve districts of **\$2,315,435** in total penalties.

Background Information:

Waiver request forms and supporting documents are available for inspection in the Waiver Office.

Information on the two districts requesting the waiver at this time follow:

Failure to Hold the Public Hearing, and Complete a Local Board Resolution on the Sufficiency of Textbooks and Instructional Materials (within the 2001-2002 fiscal year)

CDSIS – 17-01-2003 – Curtis Creek Elementary School District

- Audit finding for the 2001-2002 fiscal year that would require the return of \$55,195 in Schiff-Bustamante and Instructional Materials funds.
- The school district did not hold a public hearing as required by *E.C.* 60119 based on a recommendation in 1999 by an auditor to use the Statement of Assurance forms as part of the district's public hearing and resolution process. The district has changed their procedures so that this situation will not occur again. The district held a properly noticed public hearing on July 9, 2002 for fiscal year 2002-2003.
- CDE staff verified all other requirements of the Specific Waiver request.

CDSIS-07-01-2003 – Lassen View Elementary School District

- Audit finding for the 2001-2002 fiscal year that would require the return of \$27,225 in Schiff-Bustamante and Instructional Materials funds.
- The district did not know that they had to notice a public hearing separately from the local board meeting and therefore, did not conduct a public hearing for the Schiff-

Bustamante and Instructional Materials monies. The district has since held a

properly noticed public hearing on December 16, 2002 for fiscal year 2002-2003.

- CDE staff verified all other requirements of the Specific Waiver request.

CDSIS-05-01-2003 – Orchard School District

- Audit finding for the 2001-2002 fiscal year that would require the return of \$57,297 in Schiff-Bustamante and Instructional Materials funds.
- The auditors could not find any evidence that the Orchard School District held a public hearing during the 2001-2002 fiscal year. The district has since held a fully compliant hearing on November 2, 2002 for fiscal year 2002-2003.
- CDE staff verified all other requirements of the Specific Waiver request.

CDSIS-26-01-2003-Westminster Elementary School District

- Audit finding for the 2001-2002 fiscal year that would require the return of \$737,966 in Schiff-Bustamante and Instructional Materials funds.
- The district passed a resolution regarding the sufficiency of instructional materials at each school for each pupil but neglected to hold the public hearing as required by E.C. Section 60119.
- The district held a fully compliant public hearing on November 21, 2002 for fiscal year 2002-2003.
- CDE staff verified all other requirements of the Specific Waiver request.

CDSIS-07-02-2003 – Whittier Union High School District

- Audit finding for the 2001-2002 fiscal year that would require the return of \$696,119 in Schiff-Bustamante and Instructional Materials funds.
- Due to a change in personnel, the district failed to hold a public hearing for the sufficiency of instructional materials as required by *E.C.* Section 60119. Procedures have been implemented to ensure that this situation does not occur again.
- The district held a fully compliant public hearing on September 10, 2002 for fiscal year 2002-2003.
- CDE staff verified all other requirements of the Specific Waiver request.

Failure to Give Ten days Notice of the Public Hearing on the Sufficiency of Textbooks and Instructional Materials (within the 2001-2002 fiscal year)

CDSIS-16-01-2003-Riverside County Office of Education

- Audit finding for the 2001-2002 fiscal year that would require the return of \$226,954 in Schiff-Bustamante and Instructional Materials funds.
- The county office of education failed to post the notice for the public hearing for the required ten days during the 2001-2002 fiscal year. The county office of education has since held a fully compliant hearing on December 11, 2003 and has revised their procedures to include ten-day notices for advertising the 60119 public hearing.
- CDE staff verified all other requirements of the Specific Waiver request.

CDSIS-09-01-2003 – Roseville Joint Union High School District

- Audit finding for the 2001-2002 fiscal year that would require the return of \$445,684 in Schiff-Bustamante and Instructional Materials funds.
- The district failed to post the notice for the public hearing for the required ten days during the 2001-2002 fiscal year. The district has since held a fully compliant hearing on January 7, 2003 and has implemented procedures to prevent this from happening again.
- CDE staff verified all other requirements of the Specific Waiver request.

CDSIS-06-02-2003 – Ventura County Superintendent of Schools

- Audit finding for the 2001-2002 fiscal year that would require the return of \$68,995 in Schiff-Bustamante and Instructional Materials funds.
- The county superintendent's office failed to post the notice for the public hearing for the required ten days during the 2001-2002 fiscal year. They have had a fully compliant hearing on January 27, 2003 and had updated their procedures to prevent this from happening again.
- CDE staff verified all other requirements of the Specific Waiver request.

SPECIFIC WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
MARCH 2003 AGENDA
Item No. WC-4

TITLE: Request by four school districts for a renewal to waive <i>Education Code</i> Section 49550, the State Meal Mandate during the summer school session.	<input type="checkbox"/> ACTION <input type="checkbox"/> INFORMATION <input type="checkbox"/> PUBLIC HEARING <input checked="" type="checkbox"/> CONSENT
CDSIS: 11-12-2002 Foresthill Union School District 21-01-2003 Elk Hills School District 03-02-2003 McKittrick School District 23-1-2003 Lowell Joint School District	

RECOMMENDATION:

The Department recommends:

Approval

Denied

Summary of Previous State Board of Education Discussion and Action:

The State Board approved a school meal waiver request for Summer 2002. State Board guidelines allow for a waiver to be renewed if the waiver was approved for the prior year and circumstances in the district have not changed.

Summary of Key Issue(s):

The California Education Code (EC) Section 49550 states that each needy child that attends a public school be provided a nutritionally adequate free or reduced-price meal every school day. The following districts have requested that the waiver of EC Section 49550 be renewed for the Summer 2003 and have certified that conditions in the district that precipitated the original waiver request have not changed. EC Section 49548 allows a waiver of EC Section 49550 during summer school if the district seeking the waiver has met at least two of the following four criteria:

The summer school session is less than four hours duration and is completed by noon;

Less than ten percent of needy pupils attending the summer session are at the school site for more than three hours per day;

A Summer Food Service Program site is available within the school attendance area;

Serving meals during the summer school session would result in a financial loss to the school district in an amount equal to one-third of the food service net cash resources or, if those cash resources are nonexistent, an amount equivalent to one month's operating cost.

Agreement Number:	District(s):	Effective Period:	Local Board Approval:	Waiver Number:
31-66837-0000000-01	Foresthill Union S. D.	06/09/03-08/08/03	12/10/02	11-12-2002
15-63446-0000000-01	Elk Hills S. D.	06/16/03-07/11/03	01/14/03	21-1-2003
19-64766-0000000-01	Lowell Joint S. D.	06/16/03-07/11/03	01/13/03	23-1-2003
15-63651-0000000-01	McKittrick S. D.	06/09/03-07/07/03	02/11/03	3-2-2003

Authority for the waiver: *Education Code* Section 49558

Bargaining unit(s) consulted on: **Not required**

Position of bargaining unit (choose only one):

Neutral Support Oppose

Name of bargaining unit representative: **None**

Local board approval date: 12/10/02 and 01/14/03 and 01/13/03 and 02/11/03

Effective dates of request: 06/09/03-08/08/03 and 06/16/03-07/11/03 and 06/16/03-07/11/03 and 06/09/03-07/07/03

Fiscal Analysis (as appropriate): The approval of the renewal waivers will have no impact on local or state finances.

Background Information:

Waiver request forms and supporting documents are available for inspection in the Waiver Office. In cases where a request is recommended for denial, documentation is attached to this Executive Summary.

GENERAL WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
MARCH 2003 AGENDA
Item No. W-1

<p>TITLE: Request by Torrance Unified School District for a renewal to waive <i>Education Code</i> section 52522(b) to increase their Adult Education state block entitlement of 5 percent to 7 percent maximum for implementation of approved programs (Adult Innovation and Alternative Instructional Delivery Program).</p> <p>CDSIS: 4-12-2002</p>	<p><u> X </u> ACTION <u> </u> INFORMATION <u> </u> PUBLIC HEARING <u> </u> CONSENT</p>
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RECOMMENDATION:

The Department recommends: Approval. If approved, for one additional year less one day, so that *Education Code* section 33051(c) will NOT apply.

Summary of Previous State Board of Education Discussion and Action:

In June 2001, the State Board of Education (SBE) approved a request by the Los Angeles Unified School District (LAUSD) to waive *Education Code* section 52522(b) to increase their adult education state block entitlement of 5 percent to 7 percent for implementation of an approved Adult Innovation and Alternative Instructional Delivery Program.

In anticipation of an increased number of similar requests, California Department of Education (CDE) staff began worked with SBE staff on a Board policy for such waivers Policy 02-01, approved March, 2002, however some areas of the newly-adopted Board waiver guideline policy were not fully acceptable to districts and the department continues to have concerns on this program that should be legislatively addressed.

There are now two districts with limited term waivers (LAUSD good through 6/30/2003, Torrance USD currently through June 30, 2002. Torrance (W-) and Simi Valley (W-) are also requesting permanent waivers at this Board meeting, and a new waiver has been received from Inyo County. The waiver renewal (3rd time) from LAUSD is expected any day now.

The Department continues to recommend only limited one-year non-permanent waivers, and feels that this issue should be taken up legislatively for a final resolution before approving “permanent waivers”

This is the third such waiver for Torrance USD, so it is referred to ACTION for discussion of this decision.

Summary of Key Issue(s):

In 1993 the California Legislature passed *Education Code* section 52522(b) permitting the Superintendent of Public Instruction to approve adult school plans to spend up to **5 percent** of their block entitlement on innovation and alternative instructional delivery. Application requirements include reimbursement and accountability worksheets for all courses. Courses must be approved by the CDE per *Education Code* 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 (ESL), Citizenship, and Parent Education.

Lower level adult learners are the primary beneficiaries of the Adult Education Innovation and Alternative Instructional Delivery Program. 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.

Torrance Unified School District has submitted all items requested in the SBE waiver guideline (see each item summarized on the following pages) and the review of documentation supports waiver approval. Therefore, CDE **recommends approval on the basis of this information for the 2002-2003 fiscal year, less one day, so that E.C.33051(c) will not apply and feels that this issue should be taken up legislatively for a final resolution before approving “permanent waivers”**

CONDITION OF RENEWAL

In order to be granted a renewal of this waiver, a district must also provide documentation demonstrating achievement of students in the adult education innovation and new technologies delivery program that is equal to or better than that of students in the regular adult education state apportionment program.

Torrance Unified School District submitted learning gain data documentation demonstrating achievement of students in the adult education innovation and new technologies delivery program that is equal to, and slightly better than that of students in the regular adult education state apportionment program.

Bargaining unit(s) consulted on: November 7, 2002

Position of bargaining unit (choose only one):

Neutral Support Oppose

Name of bargaining unit representative: Mr. William Franchini, Torrance Teachers Association

Public hearing identified by (choose one or more):

posting in a newspaper posting at each school other Pre-agenda

Public hearing held on: November 18, 2002

Local board approval date: November 18, 2002

Advisory committee(s) consulted: Site Council

Objections raised (choose one): None Objections are attached on separate sheet

Date consulted: October 23, 2002

Effective dates of request: July 1, 2002 through June 29, 2003 (Note district requested 6/30/03)

Fiscal Analysis (as appropriate): Approval alters the percentage within the District's fixed 2002-2003 adult education block entitlement. No additional funding is requested.

Background Information:

Waiver request forms and supporting documents are attached

WAIVER GUIDELINES SUMMARY OF VERIFICATION:

The waiver request includes the following:

1. Verification that all other requirements of the Adult Education Program in the LEA are in current statutory compliance.

Approval Denial

Torrance USD verification submitted and on file.

Verification includes 2002 Self-Study for 2002 Adult Education Coordinated Compliance Review, 2001 Workforce Investment Act, Title II Compliance Review, and 1997-1998 Adult Education Coordinated Compliance Review. No non-compliant items were identified and the District was commended for its efforts in promoting the concept of a K-Adult district.

2. Verification that the ratio of average daily attendance for adult education innovation and alternative instructional delivery pupils to certificated employees responsible for adult education innovation and alternative instructional delivery shall not exceed the equivalent ratio of pupils to certificated employees for all other adult education programs operated by the district.

Approval Denial

Torrance USD verification submitted and on file.

Verification includes data indicating number of student hours, number of teacher hours, number of assistant hours. The ratio does not exceed that of the other adult education program operated by the district.

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- 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

Torrance USD verification submitted and on file.

Verification indicates continued overall growth within the prior three-year history for annual apportionment as well as yearly growth within ESL student enrollment.

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- 4. A request for an increase of the adult block entitlement from 5 percent to an amount not greater than 7 percent. Information and documentation in all of the following three areas will be required for consideration of the waiver:**

- **Increased Number of Students with Limited Access to Traditional Education Options**

Torrance USD verification of increase of ESL population. Prior three years of program have shown enrollment in excess of 5 percent in ESL leaving the growing population under-served.

Approval Denial

- **Increased Program Capacity**

Torrance USD verification submitted and on file. Documentation includes the addition of "seamless" program procedures, a draft ESL distance learning course manual for personnel, and increased purchase of student learning support materials.

Approval Denial

- **Improved Student Assessment Documentation**

Torrance USD verification submitted and on file. The program has initiated semi-annual independent evaluation and implementation of Comprehensive Adult Student Assessment System (CASAS).

Approval Denial

MARCH 2003
 PROPOSED CONSENT and NON-CONSENT WAIVERS
 Staff Recommendations

ITEM #	WAIVER SUBJECT	PROPOSED CONSENT* (SBE/CDE Recommendation)	NON-CONSENT** (CDE Only Recommendation)
ITEM W-1	Adult Innovation and Alternative Instructional Delivery Program		Approve with conditions
ITEM W-2	Extended School Year (special education students)	Approve with conditions	
ITEM W-3	Instructional Time Penalty	Approve with conditions	
ITEM W-4	Instructional Materials Sufficiency (audit findings)		Approve
ITEM W-5	Low Incidence Funding (Braille)	Approve with conditions	
ITEM W-6	Non-Public School/Agency (child specific)	Approve with conditions	

* Proposed Consent: Waivers in this column are recommended for approval by both SBE and CDE staffs.

** Non-Consent: Waivers in this column are either recommended for denial or warrant discussion. These waivers are printed in **boldface** type.

SPECIFIC WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
MARCH 2003 AGENDA
Item No. W-2

TITLE: Request by Anaheim City School District to waive <i>Title 5, California Code of Regulations, Section 3043(d)</i> , requiring 20 school days (4 hours each) of attendance for extended school year for Special Education students. CDSIS: <i>4-1-2003</i>	<u> X </u> ACTION <u> </u> INFORMATION <u> </u> PUBLIC HEARING <u> </u> CONSENT
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RECOMMENDATION:

The Department recommends: Approval on the following conditions: (1) Extended school year services must be provided if a child's Individualized Education Program (IEP) team determines that the services are appropriate; (2) total number of minutes offered remain the same (16 days 5 hours/day); and (3) Special Ed ADA may only be **charged for 16 days**.

Summary of Previous State Board of Education Discussion and Action:

There are no State Board of Education approved guidelines on extended school year for special education students. However this is a renewal of two previously approved waivers for this district: CDSIS-21-1-2001-W-10 and CDSIS-4-9-2001-W-5.

Summary of Key Issue(s):

The **Anaheim City School District (ACSD)** requests a waiver of *Title 5, California Code of Regulations, Section 3043(d)*, requiring 20 school days (4 hours each) of attendance for extended school year for special education students. The district is applying for this waiver to offer 16 *full* days of instruction versus 20 *minimum* days.

ACSD is on a year-round, staggered-session schedule and the extended school year is scheduled during November and March. Providing 16 full days instead of 20 minimum days provides for a more effective and efficient extended school year program for special education students by alleviating staffing issues, transportation problems, and child care issues for parents.

The department recommends approval on the conditions noted above.

Authority for the waiver: Education Code Section 56101

Bargaining unit(s) consulted on: NA

Position of bargaining unit (choose only one): NA

Neutral

Support

Oppose

Name of bargaining unit representative: NA

SW-3
08/01

Local board approval date: 12-10-02

Effective dates of request: 7/1/02 to 6/30/03

Fiscal Analysis (as appropriate): No fiscal impact to the state.

Background Information: Waiver request forms and supporting documentation is attached.

SPECIFIC WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
MARCH 2003 AGENDA
Item No. W-3

<p>TITLE: Request by Tipton Elementary School District to waive <i>Education Code</i> Section 46201(c)(1)(2)(3), the longer day instructional time penalty and <i>Education Code</i> Section 46202(a), the penalty for falling below the instructional time 1982-83 baseline for the 2000-2001 school year for kindergarten at Tipton Elementary School.</p> <p>CDSIS: 12-01-2003</p>	<p><u> X </u> ACTION <u> </u> INFORMATION <u> </u> PUBLIC HEARING <u> </u> CONSENT</p>
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RECOMMENDATION:

The Department recommends approval on the condition that the district maintain increased instructional time at **Tipton Elementary School** to 48,530 minutes per year (40,465 plus the 8,065 minutes short) for a period of two years beginning in 2003-2004 and continuing through 2004-2005, and report the increase in its yearly audits.

Summary of Previous State Board of Education Discussion and Action:

On January 1, 2002, the existing *Education Code (EC)* authority, Section 46206 was repealed, and a new *EC* Section 46206 added to the *Education Code*, changing the statutory basis for the board's waiver authority. Department staff will analyze the waivers submitted pursuant to the amendments made to *EC* Section 46206 and will provide the board with their recommendations, based upon the facts presented by each application.

In the fall of 2002, AB 1227 was passed by the Legislature and signed into law by the Governor. It authorizes waivers to be granted for fiscal penalties created by shortfalls of instructional time **in the 2000-01 fiscal year** or thereafter only if the makeup minutes or days, or both, are commenced not later than the school year following the year in which the waiver is granted and removes the 900 minute restriction for waivers of this type.

Summary of Key Issue(s):

Tipton Elementary School District requests a waiver of *Education Code* Section 46201(c), the longer day instructional time penalty, which states that thirty-six thousand minutes instructional time must be offered in kindergarten and a waiver of *Education Code* Section 46202, the baseline number of instructional minutes offered at that grade level in the 1982-93 fiscal year. In fiscal year 2000-01, Tipton Elementary School failed to meet their requirement of 40,465 instructional minutes (their baseline 1982-83 level) by 8,065 minutes.

This was due to an **influx of kindergarten age children** to the district. In order to maintain the Class Size Reduction program, the district offered AM and PM kindergarten classes. During an audit, the district realized that they had erroneously been offering **only 180 minutes a day for these classes when they needed to maintain a 240 minute minimum**.

To rectify this, the district has dropped out of the Class Size Reduction program at the kindergarten level. They have applied funding to build new classrooms to accommodate Class Size Reduction at the kindergarten level. Once the new construction is completed, the district is planning to return the kindergarten classes to the Class Size Reduction Program. **The fiscal penalty is \$223,985.49, which is a large amount of money for a small one school district (ADA of 480) to pay back.**

Beginning in fiscal year 2003-04, and continuing into fiscal year 2004-05, the school will begin making up the shortage by offering the kindergarteners attending Tipton Elementary School, 270 minutes a day. The district will also adopt the Early Primary Program per *Education Code* Sections 8970-8974, in order to increase the number of minutes over the **four-hour statutory limit for kindergarteners in EC 46111.**

Therefore, the department recommends approval on the condition that the district maintain increased instructional time at Tipton Elementary School for a period of two years to 48,530 minutes per year (40,465 plus the 8,065 minutes short) for a period of two years beginning in 2002-2003 and continuing through 2004-2005, and report the increase in its yearly audits.

Authority for the waiver: 46206

Bargaining unit(s) consulted on: 08/14/00, 04/24/01 and 11/04/02

Position of bargaining unit (choose only one):

Neutral

Support

Oppose

Name of bargaining unit representative: Debbie Gilbert, Iva Sousa, and Tamara Douglass

Local board approval date: 01/07/03

Effective dates of request: 08/13/03 to 06/03/05

Fiscal Analysis (as appropriate):

- The repayment amount for offering less than the 1986-87 minutes per *Education Code* Section 46201(c)(1)(2)(3), as required (\$99.57 penalty X 63 affected ADA) is \$6,272.91.
- The repayment amount for offering less than the baseline 1982-83 minutes per *Education Code* Section 46202(a), as required (4256 Revenue limit X 468 Total District ADA X 0.109304 Penalty Factor) is \$217,712.58
- Total fiscal penalties equals \$ 223,985.49.

Background Information:

Waiver request forms and supporting documents are attached.

SPECIFIC WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
MARCH 2003 AGENDA
Item No. W-4

<p>TITLE: Request by Emery Unified School District for a retroactive waiver of <i>Education Code</i> (EC) Section 60119 regarding Annual Public Hearing on the availability of textbooks or instructional materials. The district has an audit finding for the 2000-2001 fiscal year that they failed to “prove” the required posting in three places for 10 days.</p> <p>CDSIS: 11-01-2003</p>	<p><u> X </u> ACTION <u> </u> INFORMATION <u> </u> PUBLIC HEARING <u> </u> CONSENT</p>
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RECOMMENDATION:

The Department recommends: Approval

Summary of Previous State Board of Education Discussion and Action:

The State Board of Education (SBE) has a policy, **Instructional Materials Sufficiency (*Education Code* Section 60119) Waiver of Retroactive Audit Penalty (01-06)**. However, this particular waiver may not be processed for consent, as this is the **second year that this same audit finding was discovered at the Emery Unified School District**. The district had a previous waiver approved for fiscal year 1999-2000 on April 25, 2002 (CDSIS-38-2-2002-WC-2) by the SBE.

Summary of Key Issue(s):

There were three items in the Audit Guide which were found out of compliance in the districts involved in audit findings of noncompliance with *EC* 60119: 1) failure to hold the public hearing, and complete a local board resolution on the sufficiency of textbooks and instructional materials (within the 2000-2001 fiscal year) and/or, 2) failure to give the required ten days notice of the public hearing, and/or 3) failure to post the notice of the public hearing in required three places.

Emery Unified School District was found out of compliance with E.C. Section 60119 during an audit for fiscal year 2000-2001. The auditor cited the district for being **unable to provide the auditor with “proof”** that the required public notices were posted for 10 days and in 3 places.

The district maintains that it did post the notices for the required public hearing for 14 days as is standard practice, and at all 3 of the school sites. Emery Unified has since revised their procedures to **ensure that documentation is readily available to “prove” the noticing**. Unfortunately, this is the second year in a row that the district has had an audit finding for this E.C. Section. In fiscal year 1999-2000, the district could **not provide evidence to the auditor that that had held a public hearing at all**. Due to the disorganization of the district at the time this was true.

However, since **August 6, 2001, the district has been under state administration**, the district has undergone many changes for the better and on May 20, 2002, for the 2001-2002 year the district held a public hearing and passed a resolution, posted properly and for the required ten days. The resolution found that students in Emery do have sufficient texts (See attached)

The department recommends approval of this waiver request, since the district did not act maliciously and is making an effort to comply with all requirements – in fact it would appear the auditor might be overdoing the “proof requirement,” given that it is standard practice. It would serve no possible purpose to penalize this district by making it repay the funds (\$67,310) it received for the Schiff-Bustamante and Instructional Material Funds in 2000-2001.

Authority for the waiver: *EC* Section 41344.3

Effective dates of request: 7/1/00 to 6/30/01 Audit Year

Fiscal Analysis (as appropriate): This waiver if approved will relieve district of **\$67,310** in total penalties.

Background Information:

Waiver request form and supporting documents are attached.

Supplemental Memorandum

To: STATE BOARD MEMBERS

Date: 3/4/03

From: Judy Pinegar

Re: ITEM #W-4

Subject INSTRUCTIONAL MATERIALS SUFFICIENCY (AUDIT FINDING)

Attached is a copy of the actual audit finding completed by the State Controllers Office (SCO) for the 2000-2001 fiscal year, for Emery Unified School District regarding failure to provide evidence of the 10-day public hearing notice (Waiver Item W-4). This is the second year that Emery has sought a waiver of the audit penalty for some aspect of the required annual public hearing and resolution required by *Education Code* 60119.

The Auditor recommends that the district should repay the State \$20,384 in disallowed instructional materials funds. However subsequent analysis by the Department of Education (CDE) Fiscal Services staff reveal the amount repaid should be **\$67,310**

The district maintains that it complied with the 10-day public hearing notice for the 2000-01 FY, and that the public notice was posted in excess of 10 days prior to the meeting, at each school site in addition posted at the Emeryville City Hall. The district's Chief Business Official provided a declaration indicating that the notice of public meeting was posted more than 10 days prior to the scheduled meeting. However, the district has not been able to provide to the SCO a copy of the actual public notice that should have been retained for this purpose.

It should be noted that the 1999-00 and 2000-01 years in which these audit findings were discovered was immediately prior to the **takeover of the district by a State Administrator on August 6, 2001.**

GENERAL WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
MARCH 2003 AGENDA
Item No. W-5

<p>TITLE: San Diego Unified School District is requesting that <i>Education Code</i> (E.C.) Section 56836.22(c) which designates funds for purchase of specialized books, materials and equipment – to be instead spent on staff time to transcribe those materials into Braille for use by blind students.</p> <p>CDSIS: 21-12-2002</p>	<p><u> X </u> ACTION <u> </u> INFORMATION <u> </u> PUBLIC HEARING <u> </u> CONSENT</p>
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RECOMMENDATION:

The Department recommends:

Approval, for the 02-03 fiscal year only, waiver will not become permanent under the provisions of E.C. 33051 (c). Approval for use of funds is restricted to the stated purpose in the waiver: transcribing state adopted math and literacy instructional materials into braille and large print that are not available from any outside source.

Summary of Previous State Board of Education Discussion and Action:

A waiver of this type not previously been requested of the SBE.

Summary of Key Issue(s):

The substantial math and literacy adoptions in 2002-03 created a need for a large number of textbooks and related workbooks to be available in Braille and large print text. Because many of the needed materials are not available in Braille or large print text from outside sources, the District has used the \$34,944 of federal dollars from *Specialized Services to students with Low Incidence Disabilities* fund to support the necessary staff time to transcribe the required materials.

Additional materials, however, still need to be transcribed. Accordingly, this waiver is being requested to allow the District to use funds provided under E.C. 56836.22 (c) for **purchase of specialized books, materials and equipment, to support staff to complete transcribing the materials. If these textbooks were available from the publisher or outside source they would have been legitimately purchased by the E.C. 56836.22 (c) funds.**

The Department generally feels that the fund sources for specialized purchase of materials and payment of staff time should be kept separate, however this seems to be a special circumstance for San Diego this year, therefore, the Department is recommending approval for a one year time period.

Bargaining unit(s) consulted on 7/29/02 and 7/30/02

Position of bargaining unit (choose only one):

Neutral Support Oppose

Name of **bargaining unit representative**: **CSEA** (California School Employees Association) was in **support** **SDEA** (San Diego Education Association) was **neutral** and **OTBS** (Braille transcribers) **did not respond**.

Public hearing identified by (choose one or more):

posting in a newspaper posting at each school other (specify)

Public hearing held on: 12/10/02

Local board approval date: 12/10/02

Advisory committee(s) consulted: 09/06/02

Objections raised (choose one): None Objections are attached on separate sheet

Date consulted: _____

Effective dates of request: 12/1/02

Fiscal Analysis (as appropriate):

No increased costs to the state

Background Information:

This is an action item and supporting documentation is attached.

SPECIFIC WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
MARCH 2003 AGENDA
Item No. W-6

<p>TITLE: Request by Valley Center-Pauma Unified School District to waive <i>Education Code</i> Section 56520(a)(3), which prohibits the use of aversive procedures to eliminate maladaptive behavior, in order to employ a self-injurious behavior inhibitor system (SIBIS) with James G.</p> <p>CDSIS: 6-8-2002</p>	<p><u> X </u> ACTION</p> <p><u> </u> INFORMATION</p> <p><u> </u> PUBLIC HEARING</p> <p><u> </u> CONSENT</p>
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RECOMMENDATION:

The Department recommends:

X Approval with conditions:

1. The waiver of EC § 56520(a)(3) would be approved, pursuant to EC § 56101, for one final year and would be effective October 1, 2002 through October 1, 2003, with the intent of eliminating use of the SIBIS no later than October 1, 2003.
2. No later than two weeks after notification of the waiver's approval, the Valley Center-Pauma Unified School District and the nonpublic school (NPS) attended by the student would provide the California Department of Education, Special Education Division (CDE/SED) with the name and qualifications of the student's behavioral intervention plan (BIP) case manager, pursuant to 5 CCR §§ 3052(a)(2) and (c).
3. Between the date of approval and October 1, 2003, representatives of the Valley Center-Pauma Unified School District and the NPS attended by the student, including the BIP case manager, would meet no less than monthly to discuss progress toward eliminating use of the SIBIS, pursuant to 5 CCR § 3052(f).

Summary of Previous State Board of Education Discussion and Action:

This is the fourth request since 1997 to waive Education Code section (EC §) 56520(a)(3) as it pertains to James G. The Board approved the three previous requests. The first request was made by the Escondido Union School District and was approved on November 12, 1997, at which time the student was enrolled in an NPS. A requested two-year extension of the waiver was approved on November 13, 1998. The Board approved a second two-year extension on April 11, 2001. The student and his parent no longer reside within the boundaries of the Escondido Union School District. As a result, the current request for a waiver comes from the Valley Center-Pauma Unified School District, where the student and his parent now reside. The student continues to attend the same NPS.

Summary of Key Issue(s):

EC § 56520(a)(3) states, in pertinent part, “The Legislature finds and declares... That procedures for the elimination of maladaptive behaviors shall not include... **those that cause pain or trauma.**”

Title 5 of the California Code of Regulations (5 CCR) § 3052(l) reads, in part, “**Prohibitions. No public education agency, or nonpublic school or agency serving individuals [with exceptional needs] may authorize, order, consent to, or pay for any of the following interventions**, or any other interventions similar to or like the following:

- (1) Any intervention that is designed to, or likely to, **cause physical pain**;
- (3) Any intervention that **denies adequate...physical comfort...**”

5 CCR § 3052(e) states, in part, “Acceptable Responses. When the targeted behavior(s) occurs, positive response options shall include, but are not limited to, one or more of the following:

- (5) a brief, physical prompt is provided to interrupt or prevent aggression, self-abuse, or property destruction.”

The NPS attended by the student has used a SIBIS since 1997 to control the student’s self-injurious behavior. The SIBIS is a device approximately the size of a pound of butter. It has a flat metal disk mounted on one side. The SIBIS is battery-operated and is activated by a hand-held device similar to a television remote control. When the student exhibits self-injurious behavior at school, the SIBIS is attached to the student’s lower leg with the flat metal disk in direct contact with the student’s skin. An NPS staff member then uses the remote control to deliver **a mild electric shock, causing what might be characterized as a vibrating sensation. This found to be a much milder sensation than previously thought by CDE staff.**

The student’s physical response to the SIBIS is unclear. The student’s parent and the NPS report that the stimulus effectively inhibits self-injurious behavior and does not cause the student to cry, shout, or otherwise signal pain, trauma, or physical discomfort pursuant to EC § 56520(a)(3) and 5 CCR § 3052(l). Conversely, electric shock at any level is inherently aversive and is not generally intended to be a positive behavioral intervention pursuant to 5 CCR 3052(e)(5). **The student has very limited communication skills and may not be able to precisely express his reaction.**

The student’s parent uses the SIBIS in the student’s home, but reportedly with much less frequency than the SIBIS is used at the NPS. The student attends an after school recreation program. The agency operating the recreation program refuses to use the SIBIS.

The neurologist treating the student has prescribed the use of a SIBIS since 1995 to control the student’s self-injurious behavior. Use of the SIBIS has been reviewed and

approved by the prescribing neurologist's board of professional ethics. **The SIBIS is used at the NPS with the consent of the student's parent, the NPS, the school district special education director, and the special education local plan area (SELPA) director.** The local Regional Center, however, is philosophically opposed to the use of the SIBIS.

Special Education staff provided much needed on site technical assistance to the district, the NPS staff and the parent in regard to the needs of this severely handicapped, autistic student. **The parent had formerly been very opposed to the discontinuation of the SIBIS device.** However after working with the Special Education staff, on February 5, 2003, the **student's parent wrote** to the California Department of Education, Special Education Division, stating, in part, **"After careful consideration, I think your idea about trying re-direction instead of putting on [the] SIBIS device...has merit...If everyone's main concern is consistently and aggressively preventing my son from suffering pain and trauma due to self-injury, we can significantly reduce the [self-injurious behavior] and consider fading [use of the] SIBIS."**

The district and the Non Public Agency have also been given new skills and are interested in working on discontinuing the use of this device. On this basis the Department recommends approval on the conditions cited above.

Authority for the waiver: *Education Code* section 56101

Bargaining unit(s) consulted on: N/A

Position of bargaining unit (choose only one):

Neutral

Support

Oppose

Name of bargaining unit representative:

Local board approval date: SELPA approved 8-13-02

Effective dates of request: October 1, 2002 to October 1, 2003

Fiscal Analysis (as appropriate): This waiver, if approved, would have no fiscal impact.

Background Information: Documentation is attached to this Summary.



MARCH 2003 AGENDA

SUBJECT	X	ACTION
Title 5 Regulations on Administration of Medication to Pupils at Public Schools		INFORMATION
		PUBLIC HEARING

Recommendation:

The State Board of Education adopt the proposed regulations.

Summary of Previous State Board of Education Discussion and Action

A public hearing on the proposed regulations occurred at the State Board of Education (SBE) meeting on February 6, 2003. The State Board approved amending the proposed regulations to reflect recommendations presented in the last-minute memorandum.

Summary of Key Issue(s)

Education Code section 49423.6 requires CDE to develop and the SBE to adopt regulations regarding the administration of medication in the public schools pursuant to Section 49423.

The purpose of the regulations is to clarify the requirements of state law consistent with best health care practices. The regulations provide guidance on who may administer medications to pupils requiring medications during the regular school day, under what conditions such administration may occur, and the requirements for the delivery, administration documentation, and disposal of medications.

These proposed regulations are based on a draft developed by a statutorily required committee that included representatives of parents, the medical, nursing, and teaching professions, the California School Boards Association, the Advisory Commission on Special Education, the Department of Health Services, and the Board of Registered Nursing. Upon direction from the SBE, the draft developed by this committee was further modified by CDE and SBE staff to address issues brought before the State Board in June 2002.

The regulations were amended to reflect amendments approved by the State Board after the public hearing in February and were sent out for a 15-day review.

Fiscal Analysis (as appropriate)

Attachment(s)

[Attachment 1](#): Proposed regulations

A summary of public comments received will be provided in the supplemental agenda.

CALIFORNIA STATE BOARD OF EDUCATION1430 N Street; P.O. Box 944272
Sacramento, CA 95814-5901

February 14, 2003

**15-DAY NOTICE OF MODIFICATIONS TO TEXT OF
PROPOSED REGULATIONS**

Pursuant to the requirements of Government Code section 11346.8(c), and Section 44 of Title 1 of the California Code of Regulations, the State Board of Education (State Board) is providing notice of changes made to proposed regulation Sections 600 – 612 which was the subject of a regulatory hearing on February 6, 2003. These changes are in response to comments received regarding the proposed regulation.

If you have any comments regarding the proposed changes that are the topic of this 15-Day Notice, the State Board will accept written comments between February 14, 2003 and February 28, 2003, inclusive. All written comments must be submitted to the Regulations Adoption Coordinator via facsimile at (916) 319-0155; email at dstrain@cde.ca.gov or received by mail at the following address no later than **5:00 p.m. on February 28, 2003**, and addressed to:

Debra Strain, Regulations Adoption Coordinator
California Department of Education
LEGAL DIVISION
1430 N Street, Suite 5319
Sacramento, California 95814-5901
Telephone: (916) 319-0641

All written comments received by **5:00 p.m. on February 28, 2003**, which pertain to the indicated changes will be reviewed and responded to by California Department of Education staff as part of the compilation of the rulemaking file. Please limit your comments to the modifications to the text.

The State Board has illustrated changes to the original text in the following manner: regulation language originally proposed is underlined. The 15-Day Notice illustrates deletions from the language originally proposed using a "~~strikeout~~"; and additions to the language originally proposed using CAPITOL LETTERS and double-underline.

CALIFORNIA STATE BOARD OF EDUCATION

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March 5, 2003

To: Members, State Board of Education

A handwritten signature in black ink that reads "Greg Geeting". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

From: Greg Geeting, Assistant Executive Director

Subject: Item 25, March 2003 Agenda
Regulations on Administration of Medication to Pupils at Public School

At the February 2003 meeting, the State Board held the public hearing on the regulations and, following consideration of the comments received, decided to send out an amended set of regulations for 15-day public review. The amendments reflected the recommendations of State Superintendent Jack O'Connell and the staff of the California Department of Education. In the course of the discussion, two questions arose on which some additional comment from staff appeared to be appropriate.

- Liability. *If adopted, would the proposed regulations increase liability for the state or for any local education agency that provides assistance to pupils who are required to take medication during the regular school day?*

The general answer to this question is no, the regulations would not materially affect liability, given that the regulations narrowly and reasonably implement statutory provisions and do not establish basic policy. It is important to bear in mind that, in all cases, liability is a matter that is determined in relation to specific facts.

If these regulations proposed to make the basic policy decision to allow school employees (who are not professionally licensed) to assist with medication administration, then the regulations might be said to have a material impact on liability. However, they do not establish that policy. The policy is established in Education Code Section 49423, a section that specifically authorizes "designated school personnel" (other than school nurses) to assist in the administration of medication to pupils, subject to certain conditions.

The State Board was specifically tasked by the Legislature and Governor (through enactment of SB 1549 (Chapter 281, Statutes of 2000) to adopt regulations implementing the policy established in Education Code Section 49423. Toward that end, the proposed regulations take the very reasonable and responsible approach of stating that (unless professionally licensed) an individual needs to receive appropriate and specific training for each pupil being assisted in order to become "designated school personnel." The regulations do not require generic training for all designated school personnel (which would probably be a mandate), only the specific training necessary to provide assistance to

Members, State Board of Education

Item 25, March 2003 Agenda

Regulations on Administration of Medication to Pupils at Public School

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each affected pupil consistent with the direction of the pupil's authorized health care provider and the consent of the parent/guardian.

Beyond training, the proposed regulations establish other reasonable and appropriate specifications for such matters as:

- The content of an authorized health care provider's written statement;
- The content of the parent/guardian consent;
- The delivery and handling of medication; and
- Special circumstances relating to a pupil's self-administration of medication.

Here, too, the regulations are designed to relate to the specific needs of individual pupils. No obligation to provide assistance to pupils is established by the regulations beyond that which may be established by the Education Code Section 49423. Rather, the regulations elaborate on the statute in reasonable, appropriate, and narrowly crafted ways.

- Languages other than English. *How will parents/guardians who speak languages other than English be advised about the provisions of Education Code Section 49423 and be able to access assistance for pupils who are required to take medication during the regular school day?*

Education Code Section 48980 establishes a requirement that parents/guardians receive written notification of certain rights and responsibilities at the beginning of each school year. The provisions of Education Code Section 49423 (pertaining to assistance with medication administration) are among those that must be included in the annual notification. Education Code Section 48982 requires parents/guardians to return a signed acknowledgement of the annual notification. Finally, Education Code Section 48985 requires that, in addition to English, the annual notification (and acknowledgement form) be produced in every language that is the primary language of 15 percent or more of the district's pupils.

Beyond the annual notification, however, it is essential that a parent/guardian (whose primary language is other than English) be given necessary help at the time the pupil needs assistance with medication administration, principally in regard to executing the parent/guardian consent. The same is true for the parent/guardian who has a disability that makes it difficult to execute the parent/guardian consent. In that regard, the regulations include the following very reasonable provision:

“When necessary, reasonable accommodations are to be provided to a parent/guardian who has insufficient English language proficiency to produce a written statement or who has a disability that makes it difficult to produce a written statement.”

Cc: CDE Executive Staff



MARCH 2003 AGENDA

SUBJECT Request by the Academy of Culture and Technology Petitioners to Approve a Petition to Become a Charter School Under the Oversight of the State Board of Education.	X	ACTION
	X	INFORMATION
		PUBLIC HEARING

Recommendation:

The California Department of Education (CDE) will provide a complete analysis to the State Board of Education (SBE) with the supplemental mailing.

Summary of Previous State Board of Education Discussion and Action

SBE Authority to Grant Charters: Pursuant to *Education Code* Section 47605(j), as of January 1, 1999, a charter school that has been denied approval by a local chartering entity may petition the SBE to approve the charter

Previous Requests: Since January 1999, the SBE has reviewed several charter petitions that had been denied at the local level and has to date approved seven such requests. At its December 2000 meeting, the SBE approved two charter schools: the Oakland Military Institute in Alameda County and the Ridgecrest Charter School in Kern County. These two charter schools opened at the beginning of the 2001-02 school year under oversight of the SBE. In July 2001, the SBE approved the renewal of the Edison Charter Academy in San Francisco, which had previously been denied renewal by the district. At its December 2001 meeting, the SBE approved the New West Charter Middle School and the Animo Inglewood Charter High School, both of which are located in Los Angeles County. In September 2002, the SBE approved the School of Arts and Enterprise, also located in Los Angeles County. Finally, in February 2003, the SBE approved the Knowledge Is Power Program (KIPP) Summit Academy in Alameda County.

Oversight of Charter Schools by the SBE: Regulations regarding the review, approval, and oversight of previously denied charters were developed and approved by the SBE at its December 2001, meeting and are currently in use.

At its October 2001 meeting, the SBE also established an Advisory Commission on Charter Schools (ACCS) and charged it with a number of responsibilities, including advising the SBE on charter petitions that have been denied at the local level.

Summary of Key Issue(s)

The SBE originally heard this appeal at its September 2002 meeting. At that time, the ACCS had recommended approval of the appeal. However, the State Superintendent of Public Instruction and CDE staff had many concerns with the proposed charter. The SBE encouraged the petitioners to revise the petition and submit it again to the Pomona Unified School District for consideration. In the event that the petition was not approved by February 2003, the SBE

Summary of Key Issue(s)

expressed its intent to approve the petition.

The petition to establish the charter school was denied again by the Pomona Unified School District on January 14, 2003. On January 21, 2003, CDE received the second request from the ACT petitioners to authorize the charter school proposed to be located in the City of Pomona in Los Angeles County.

This item will provide for a public hearing on this charter proposal. According to *Education Code* Section 47605(b), at the public hearing, the SBE “shall consider the level of support for the petition by teachers employed by the district, other employees of the district and parents.”

Fiscal Analysis (as appropriate)

Information will be provided as necessary in the supplemental mailing.

Attachment(s) to this Agenda Item

(Please indicate if additional material will be provided in the supplemental agenda)

Additional information will be provided in the supplemental mailing.

Supplemental Memorandum

To: STATE BOARD MEMBERS

Date: 2/27/03

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

Re: ITEM #26

Subject REQUEST BY THE ACADEMY OF CULTURE AND TECHNOLOGY TO APPROVE A PETITION TO BECOME A CHARTER SCHOOL UNDER THE OVERSIGHT OF THE STATE BOARD OF EDUCATION.

The State Board originally heard this appeal at its September 2002 meeting. At that time, the Advisory Commission on Charter Schools (ACCS) had recommended approval of the appeal. The State Board encouraged the petitioners to revise the petition and submit it again to the Pomona Unified School District for consideration. In the event that the petition was not approved by February 2003, the State Board expressed its intent to approve the petition. The petition was again denied by the Pomona Unified School District on January 14, 2003.

We continue to have many of the same concerns that were originally described regarding this petition with regard to the educational program and governance structure of the school. These issues are discussed in detail under Findings 1 and 2 of Attachment 1.

If the State Board approves this petition, we recommend that it do so for a three-year term beginning July 1, 2004, with the attached conditions of operation and that it be given charter number 527.

Please see the following attachments:

[Attachment 1](#): State Board of Education Charter School Appeal Findings (Pages 1-13)

Attachment 2: Petition for Charter Approval for the Academy of Culture and Technology (Pages 1-168) (This attachment is not available on the web)

State Board of Education Charter School Appeal Findings

School Name: Academy of Culture and Technology	
Denying District: Pomona Unified School District	Date Denied: 1/14/03
County: Los Angeles	
Date Received by SBE: 1/21/03	

SUMMARY OF FINDINGS	Concerns*
1. The Charter School presents an unsound educational program for pupils to be enrolled in the charter school.	<input checked="" type="checkbox"/>
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.	<input checked="" type="checkbox"/>
3. The petition does not contain the number of required signatures.	<input type="checkbox"/>
4. The petition does not contain an affirmation that the school shall be nonsectarian, shall not charge tuition and shall not discriminate.	<input type="checkbox"/>
5. The petition does not contain reasonably comprehensive descriptions of the required elements.	<input checked="" type="checkbox"/>
*See detail regarding concerns on findings 1, 2 and 5 on the following pages.	

GENERAL COMMENTS AND AFFIRMATIONS	Included	
	Yes	No
Evidence of local governing board denial per <i>Education Code</i> (EC) Section 47605 (j)(1) and 5 CCR 11967(a)(2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reason for denial included (5 CCR 1967(a)(2))	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Full charter included (EC 47605(b)(5)).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Signed certification of Compliance with applicable law (5 CCR 11967(b)(3))	<input type="checkbox"/>	<input type="checkbox"/>
Written verification of SELPA participation or district delegation to accept charter in the LEA for Special Education (EC 47641© and (d))	<input type="checkbox"/>	<input type="checkbox"/>
Serves pupils in grade levels that are served by the school district of the governing board that considered the petition (EC 47605(a)(6))	<input checked="" type="checkbox"/>	<input type="checkbox"/>

FINDING #1	Concerns
<p>The charter school presents an unsound educational program for pupils to be enrolled in the charter school.</p> <ul style="list-style-type: none"> • Program presents the likelihood of physical, educational, or psychological harm; • Program is not likely to be of educational benefit to the pupils who attend. 	
<p>Comments: The petition still does not present a comprehensive, coherent educational program. The additional materials submitted as part of the petition appear to be taken from a variety of sources but there is no sense of how it all fits together as a whole. For example: (1) sample curriculums are included for one class each for the 6-8th grades. It is not clear where those samples came from or how they relate to state content standards; (2) course outlines for grades 9-12 are identified as those for a school called AES which is never identified or described; (3) course outlines do not appear to match courses identified on a sample schedule; (4) a one page Emotional Intelligence Curriculum with goals, objectives and measurement criteria is included in the petition; however, it is not clear where this curriculum fits into the school day; and finally (5) a copy of the CDE Assessment of Career Education (ACE) test content summaries for various career technical areas is included. However, while the petition refers to various “Enterprise Learning” areas that will be emphasized, there is no description of a program or curriculum.</p> <p>The petition now proposes to serve grades 6-10 in the first year, but there is no indication of a recognition that middle grades students might need differentiated instructional strategies, groupings, personal contact, etc., than the high school students.</p> <p>The petition still has not adequately addressed how the school will address the needs of under achieving students. The material in the petition is essentially the same as was submitted for the Advisory Commission on Charter Schools (ACCS) and emphasizes specialized learning plans, tutorial services, and computer software for those students. The problem this doesn’t address is how a whole class of students that is not performing at grade level is going to successfully complete a UC preparatory curriculum.</p> <p>Language on the ELL program now states that the school will follow an unspecified “highly successful immersion model” and will “strive to hire BCLAD teachers in all core academic areas.”</p> <p>The petition now contains what appears to be boilerplate language from a Memorandum of Understanding (MOU) with the East San Gabriel Valley SELPA regarding the provision of special education services. However, it is unclear whether the school has submitted a request to become an LEA in the SELPA or whether any further discussions have taken place since the last time this charter petition was before the SBE. The petition still contains a sample contract with a private service provider (Advanced Education Services/Solon Schools Group), which is skeletal and lacking in any detail. Further, the petitioners may be relying on a service provider that may not be qualified to provide all the services it advertises.</p> <p>In conclusion, we cannot state that the petitioners present a sound program that is likely to be of educational benefit to students who may attend the school.</p>	

FINDING #2	Concerns
<p>The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.</p> <ul style="list-style-type: none">• Petitioners have a past history of involvement with charter schools or other education agencies that are regarded as unsuccessful;• Petitioners are unfamiliar with the contents of petition or requirements of law;• Petitioners have presented an unrealistic financial and operational plan for the charter school;• Petitioners lack the necessary background in curriculum, instruction and assessment, and finance and business management, and have no plan for securing individuals with the necessary background.	
<p>Comments: The governance structure proposed by ACT is the same as originally proposed and therefore we have the same concerns as described in our first analysis of this petition. The concerns are that the Pomona Valley Center for Community Development (PVCCD) is a 501(c)(3) nonprofit organization with a seven-member board of directors. The ACT is a “project” of the PVCCD and will be governed by essentially the same governing board, with the addition of up to three parent representatives from the School Site Council. We believe this governance structure may result in potential conflicts of interest between the school and the PVCCD to the extent that the interests of the two entities diverge.</p> <p>Informal conversations with the Executive Director of the PVCCD have indicated that the PVCCD is willing to establish the ACT to be a nonprofit 501(c)(3) and allow it to be granted the charter rather than the PVCCD. If this were to occur and the ACT had its own board of directors, that would help alleviate our concerns on the governance issue.</p> <p>We continue to have the same concerns with the school business plan which continues to lead us to question the viability of the charter. The revised petition does not clearly indicate how duties and responsibilities will be divided between the Financial/Administrative Officer, the bookkeeper, and the accountant. Further, it is not clear that staff responsible for business administration will have the necessary expertise in public school business practices.</p> <p>The PVCCD has reduced its indirect cost/administrative charge from 10% to 3%. This is largely a shift of 7% going to support the after school program which the PVCCD will operate.</p>	

In addition, we continue to note the following concerns with the budget projections:

- The cash flow document was prepared on a quarterly rather than monthly basis, making it difficult to determine if the petitioners understand the timing of the receipt of various revenues and their relationship to the timing of expenditures.
- The budget contains the 1% fee for oversight by the charter-granting agency; however, the amounts budgeted for oversight do not equal 1% of revenues in any of the three years for which projections are provided.
- The budget indicates that the school will be funded for special education students at \$510 per ADA. Since ACT is not in a SELPA at this time, it is difficult to determine if \$510 per ADA is a realistic figure.

Finally, if the State Board approves this charter, we recommend, in addition to the standard conditions, that the Board require the additional conditions recommended by the ACCS at the time this petition was originally heard. Those conditions are: (1) as part of the presentation of the final charter, the PVCCD include a description of the services to be rendered by the PVCCD in exchange for a share of the school's revenues and (2) that the ACT present a line of credit in the amount of no less than \$500,000 and present evidence that a grant in the amount of no less than \$150,000 has been awarded by the National Council of La Raza or another source.

FINDING #3	
The petition does not contain the number of signatures required by law.	
Comments: No concerns	

FINDING #4	
The petition does not contain an affirmation of each of the following: <ul style="list-style-type: none"> • Shall be nonsectarian • Shall not charge tuition • Shall not discriminate 	
Comments: No concerns	

FINDING #5	Reasonably Comprehensive	Not Reasonably Comprehensive
The petition contains reasonably comprehensive descriptions of the following:		
(A) A description of the educational program, including how information will be provided to parents on transferability of courses and eligibility of courses to meet college entrance requirements.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments: We have concerns with the educational program as described in Finding 1 on page 2.		
(B) The measurable pupil outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments: Measurable pupil outcomes for the school are a mix of very general outcomes (students “will attain competency in core knowledge subject matter”) and specific outcomes (35% of its graduating classes will meet the minimum CSU/UC standards), but the petition does not provide detail about the desired level of performance for the general outcomes or a means to determine whether students are making satisfactory progress.		
(C) The method by which pupil progress is to be measured (compliance with statewide assessments and standards)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<p>Comments: Student progress will be measured by a variety of assessments including results from the STAR program, regular subject exams, portfolios and a personal evaluation process. The petition states that the ACT governing board will conduct an annual review of student progress toward meeting achievement goals, the results of which will be included in an annual performance report. There does not seem to be a plan for collecting, analyzing, and using the data to monitor and improve the school's instructional program for individual students or groups of students.</p>		
(D) Governance structure, including the process to ensure parental involvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Comments: Concerns are discussed under Finding 2 on page 4. They center on the potential conflict of interest created by the governing board of the PVCCD being essentially the same board that governs ACT.</p>		
(E) Qualifications to be met by those employed	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Comment: Job descriptions for an elementary teacher, school director, and janitor were included in the charter that were taken from another organization (AES). However, it is not clear whether these are the positions the school regards as key positions, nor is language included that states all requirements for employment set forth in applicable provisions of law will be met, as required by the regulations.</p>		
(F) Procedures to ensure health and safety of pupils and staff, including criminal records summary (per EC Section 44237)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>		
(G) The means by which the school will achieve racial and ethnic balance reflective of the district population	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>		
(H) Admission requirements, if applicable (District priority or lottery per EC 47605 (d)(2))	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>		
(I) The manner in which an independent annual financial audit is to be conducted	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>		
(J) The procedures by which pupils can be suspended or expelled	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<p>Comments: The petition states that ACT will develop a comprehensive set of student discipline policies which will be distributed as part of the school's student handbook. A general process is outlined for those students found "breaking school behavior procedures." However, there is no information on how detailed policies and procedures will be developed and periodically reviewed and modified.</p>		
<p>(K) The manner by which staff will be covered by STRS, PERS, or Social Security</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>		
<p>(L) The public school attendance alternatives for pupils residing in the school district who choose not to attend charter schools (No governing board of a school district shall require any pupil enrolled in the school district to attend a charter school)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>		
<p>(M) A description of the rights of any employee of the district, upon leaving the employment of the district to work in the charter, and of any rights of return to the school district after employment at the charter school (No governing board of a school district shall require any employee of the school district to be employed in a charter school (EC 47605(e))</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>		
<p>(N) Process for resolution of disputes with chartering entity</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Comments: The charter contains language that limits the intervention by the SBE in disputes without first referring a complaint to the school's Director for resolution. This provision is contrary to the oversight agreement under which the school will operate which allows the SBE to intervene at its discretion if it believes its fundamental interests are at stake. We recommend that language which limits the SBE intervention be eliminated. Further, this section needs to be amended to incorporate language that describes how costs of the dispute resolution process, if any, would be funded; and acknowledges that because the SBE is not a local education agency, it may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter.</p>		
<p>(O) Declaration whether or not the charter school shall be deemed the exclusive public employer for the purposes of EERA</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>		

(P) A description of the procedures to be used if the charter school closes	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments: Although not required by law for petitions submitted before January 1, 2003, it is reasonable for the State Board to require such procedures if it approves this charter.		

**Recommended Conditions of Operation
for State Board Charter Appeals**

Condition	Recommended	Not Recommended	Alternative Date
<p>1. Insurance Coverage-not later than June 1, (or such earlier time as school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>June 1, 2004</p>
<p>2. Oversight Agreement-not later than January 1, either (a) accept an agreement with the State Board of Education (administered through the California Department of Education) to be the direct oversight entity for the school, specifying the scope of oversight and reporting activities, including, but not limited to, adequacy and safety of facilities; or (b) enter into an appropriate agreement between the charter school, the State Board of Education (as represented by the Executive Director of the State Board), and an oversight entity (pursuant to EC Section 47605(k)(1)) regarding the scope of oversight and reporting activities, including, but not limited, adequacy and safety of facilities.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>June 2, 2003</p>

Condition	Recommended	Not Recommended	Alternative Date
<p>3. SELPA Membership-no later than February 1, submit written verification of having applied to a special education local plan area (SELPA) for membership as a local education agency and, not later than June 1, submit either written verification that the school is (or will be at the time students are being served) participating in the SELPA, or an agreement between a SELPA, a school district that is a member of the SELPA, and the school that describes the roles and responsibilities of each party and that explicitly states that the SELPA and the district consider the school's students to be students of the school district in which the school is physically located for purposes of special education programs and services (which is the equivalent of participation in the SELPA). Satisfaction of this condition should be determined by the Executive director of the State Board of Education based primarily on the advice of the State Director of Special Education based on a review of either the school's written plan for membership in the SELPA, including any proposed contracts with service providers or the agreement between a SELPA, a school district and the school, including any proposed contracts with service providers.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>February 2, 2004 for application and June 1, 2004 for membership</p>

Condition	Recommended	Not Recommended	Alternative Date
<p>4. Educational Program-not later than January 1, submit a description of the curriculum development process the school will use and the scope and sequence for the grades envisioned by the school; and, not later than June 1, submit the complete educational program for students to be served in the first year including, but not limited to, a description of the curriculum and identification of the basic instructional materials to be used, plans for professional development of instructional personnel to deliver the curriculum and use the instructional materials, identification of specific assessments that will be used in addition to the results of the Standardized Testing and Reporting (STAR) program in evaluating student progress, and a budget which clearly identifies the core program from enrichment activities and reflects only those loans, grants, and lines of credit (if any) that have been secured by the Executive Director of the State Board of Education based primarily on the advice of the Deputy Superintendent for Curriculum and Instructional Leadership.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>September 1, 2003 for scope and sequence and March 1, 2004 for complete education program</p>
<p>5. Student Attendance Accounting-not later than May 1, submit for approval the specific means to be used for student attendance accounting and reporting that will be satisfactory to support state average daily attendance claims and satisfy any audits related to attendance that may be conducted. Satisfaction of this condition should be determined by the Executive Director of the State Board of Education based primarily on the advice of the Director of the School Fiscal Services Division.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>May 3, 2004</p>

Condition	Recommended	Not Recommended	Alternative Date
<p>6. Facilities Agreement-not later than January 1, present a written agreement (a lease or similar document) indicating the school's right to use the principal school site identified by the petitioners for at least the first year of the school's operation and evidence that the facility will be adequate for the school's needs. Not later than June 1, present a written agreement (or agreements) indicating the school's right to use any ancillary facilities planned for use in the first year of operation. Satisfaction of these conditions should be determined by the Executive Director of the State Board of Education based primarily on the advice of the Director of the School Facilities Planning Division.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>June 2, 2003 for principal site and June 1, 2004 for ancillary sites</p>
<p>7. Zoning and Occupancy-not less than 30 days prior to the school's opening, present evidence that the facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities. For good cause, the Executive Director of the State Board of Education may reduce this requirement to fewer than 30 days, but may not reduce the requirement to fewer than 10 days. Satisfaction of this condition should be determined by the Executive Director of the State Board of Education based primarily on the advice of the Director of the School Facilities Planning Division.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Condition	Recommended	Not Recommended	Alternative Date
<p>8. Final Charter-not later than January 1, present a final charter that includes all provisions and/or modifications of provisions that reflect appropriately the State Board of Education as the chartering authority and otherwise address all concerns identified by California Department of Education staff, and that includes a specification that the school will not operate satellite schools, campuses, sites, resource centers or meeting spaces not identified in the charter without the prior written approval of the Executive Director of the State Board of Education based primarily on the advice of appropriate CDE staff.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>June 2, 2003</p>
<p>9. Legal Issues-in the final charter presented pursuant to condition (8), resolve any provisions related to legal issues that may be identified by the State Board's Chief Counsel.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<p>10. Processing of Employment Contributions-prior to the employment of any individuals by the school, present evidence that the school has made appropriate arrangements for the processing of the employees' retirement contributions to the Public Employees' Retirement System (PERS) and the State Teachers' Retirement System (STRS).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<p>11. Operational Date-if any deadline specified in these conditions is not met, approval of the charter is terminated, unless the State Board of Education deletes or extends the deadline not met. If the school is not in operation by September 30, approval of the charter is terminated.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>September 30, 2005</p>