

## Agenda--April 14, 2004

California State Board of Education (SBE) meeting agenda.

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### *State Board Members*

Reed Hastings, President  
Joe Nuñez, Vice President

Ruth Bloom  
Don Fisher  
Brent Godfrey  
Ruth Green  
Glee Johnson  
Jeannine Martineau  
Bonnie Reiss  
Suzanne Tacheny  
Johnathan Williams

### *Secretary & Executive Officer*

Hon. Jack O'Connell

### *Executive Director*

Rae Belisle

## AGENDA

APRIL 14, 2004

### SCHEDULE OF MEETING

### LOCATION

Wednesday, April 14, 2004  
10:00 a.m. ±

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

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

The Closed Session (1) may commence earlier than 10:00 a.m.; (2) may begin at or before 10:00 a.m., be recessed, and then be reconvened later in the day; or (3) may commence later than 10:00 a.m.

### CLOSED SESSION AGENDA

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

- *Acevedo, et al. v. State of California, et al.*, Sacramento County Superior Court, Case No. 03CS00827
- *Adkins, et al. v. State of California, et al.*, Sacramento County Superior Court, Case No. 03CS00938
- *Aguayo, et al. v. State of California, et al.*, Sacramento County Superior Court, Case No. 03CS00825
- *Amy v. California Dept. of Education, et al.*, Los Angeles County Superior Court, Case No. 99CV2644LSP
- *Boyd, et al. v. State of California, et al.*, Sacramento County Superior Court, Case No. 01CS00136
- *Brian Ho, et al., v. San Francisco Unified School District, et al.*, United States District Court, Northern District of California Case No. C-94-2418 WHO
- *Buckle, et al. v. State of California, et al.*, Sacramento County Superior Court, Case No 03CS00826
- *California Association of Private Special Education Schools, et al., v. California Department of Education, et al.*, Los Angeles County Superior Court, Case No. BC272983

- *California Department of Education, et al., v. San Francisco Unified School District, et al.*, San Francisco Superior Court, Case No. 994049 and cross-complaint and cross-petition for writ of mandate and related actions
- *California State Board of Education v. Delaine Eastin, the Superintendent of Public Instruction for the State of California*, Sacramento County Superior Court, Case No. 97CS02991 and related appeal
- *Californians for Justice Education Fund, et al. v. State Board of Education*, 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
- *Chapman, et al. v. California Department of Education, et al.*, Alameda County Superior Court, Case No. 2002-049636
- *Chapman, et al. v. California Department of Education, et al.*, United States District Court, Northern District of California, Case No. C-01-1780 BZ
- *City Council of the City of Folsom v. State Board of Education*, Sacramento County Superior Court, Case No. 96-CS00954
- *Coalition for Locally Accountable School Systems v. State Board of Education*, Sacramento County Superior Court, Case No. 96-CS00939
- *Comité de Padres de Familia v. Honig*, Sacramento County Superior Court, Case No. 281124; 192 Cal.App.3d 528 (1987)
- *Crawford v. Honig*, United States District Court, Northern District of California, Case No. C-89-0014 DLJ
- *CTA, et al. v. Wilson*, United States District Court, Central District of California, Case No. 98-9694 ER (CWx) and related appeal
- *Daniel, et al. v. State of California, et al.*, Los Angeles Superior Court, Case No. BC214156.
- *Donald Urista, et al. v. Torrance Unified School District, et al.*, United States District Court, Central District of California, Case No. 97-6300 ABC
- *Dutton v. State of California, et al.*, Sacramento County Superior Court, Case No. 03CS01723
- *Educational Ideas, Inc. v. State of California, et al.*, Sacramento County Superior Court, Case No. 00CS00798
- *Emma C., et al. v. Delaine Eastin, et al.*, United States District Court, Northern District of California, Case No. C 96 4179
- *EMS-BP, LLC, Options for Youth Burbank, Inc. et al. v. California Department of Education, et al.*, Sacramento County Superior Court, Case No. 03CS01078 / 03CS01079
- *Ephorm, et al. v. California Board of Education, et al.*, Los Angeles Superior Court, Case No. TC013485
- *Grant Joint Union High School District v. California State Board of Education, et al.*, Sacramento County Superior Court, Case No. 03 CS 01087
- *Larry P. v. Riles*, 495 F.Supp 926 (N.D. Ca. 1979) aff'd in part, rev'd in part, 793 F.2d 969 (9th Cir. 1986)
- *Maureen Burch, et al. v. California State Board of Education*, Los Angeles County Superior Court, Case No. BS034463 and related appeal
- *McNeil v. State Board of Education*, San Mateo County Superior Court, Case No. 395185
- *Meinsen, et al. v. Grossmont Unified School District, et al.*, 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
- *Pazmiño, et al. v. California State Board of Education, et al.*, San Francisco City/County Superior Court, Case No. CPF-03-502554
- *Porter, et al., v. Manhattan Beach Unified School District, et al.*, United States District Court, Central District, Case No. CV-00-08402
- *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 County Superior Court, Case No. 98-CS01503 and related appeal
- *Shevtsov v. California Department of Education*, United States District Court, Central District of California, Case No. CV 97-6483 IH (CT)
- *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)].

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.

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Wednesday, April 14, 2004  
10:00 a.m. ± (Upon Adjournment of Closed Session, if held)

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

STATE BOARD OF EDUCATION  
Public Session

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

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

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

#### REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

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

FULL BOARD  
Public Session

AGENDA

April 14, 2004

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

Wednesday, April 14, 2004 - 10:00 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
- Announcements
- Communications

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[ITEM 1](#)

(PDF;  
110KB;  
16pp.)

Charter Schools

- [Last Min 1](#) (Blue) (PDF; 15KB; 1p.)
- [Last Min 2](#) (Blue) (PDF; 333KB; 17pp.)
- [Last Min 3](#) (Blue) (PDF; 68KB; 1pp.)
- [Last Min 4](#) (Blue) (PDF; 25KB; 3pp.)

INFORMATION

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[ITEM 2](#)

(PDF;  
362KB;  
34pp.)

Intervention and Support for High Priority Schools

- [Last Min. 1](#) (Blue)(PDF; 27KB; 2pp.)
- [Last Min. 2](#) (Blue)(PDF; 10KB; 54pp.)

INFORMATION

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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 at <http://www.cde.ca.gov/be/>

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

Last Reviewed: Friday, August 05, 2011

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California Department of Education

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# CALIFORNIA STATE BOARD OF EDUCATION

## APRIL 2004 AGENDA

<b>SUBJECT</b>  Charter Schools	<input type="checkbox"/> <b>Action</b>
	<input checked="" type="checkbox"/> <b>Information</b>
	<input type="checkbox"/> <b>Public Hearing</b>

### RECOMMENDATION

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

### SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In the March 2004 meeting, the State Board of Education requested a seminar on Charter Schools in California.

### SUMMARY OF KEY ISSUES

Attached is information material from the Charter School Division for the SBE Workshop scheduled for April 14, 2004. Topics include features of:

- Original Enactment of the Charter Schools Act of 1992
- State Teachers' Retirement System
- Evaluation by Legislative Analyst
- Charter School Revolving Loan Fund
- State Board Chartering and Revocation
- Funding
- Oversight
- Special Education
- Participation in State Assessment Program
- Independent Study Limitations
- Categorical Funding (Adjustment Factor)
- Collective Bargaining
- School Facilities
- Nonclassroom Based Instruction

### FISCAL ANALYSIS (AS APPROPRIATE)

This is an information item that has no fiscal impact.

### ATTACHMENT

[Attachment 1](#): Charter Schools in California: Legislative Highlights (Pages 1-15)

Attachment 2: California Education Code (Pages 1-76). This attachment is not available on the Web for Web viewing. A printed copy is available for viewing in the State Board of Education office.

## **Charter Schools in California: Legislative Highlights**

### SB 1448 (Hart), Chapter 781, Statutes of 1992

#### Original Enactment of the Charter Schools Act of 1992

- Creates a procedure for establishment of not more than 100 charter schools in California which are to receive specified state funding but not be subject to the laws generally governing school districts. The procedure includes the assignment of charter school numbers by the State Board of Education.
- Prohibits conversion of a private school to charter school status.
- Authorizes a school district governing board or county board of education (as specified) in response to a petition signed by a specified percentage of credentialed teachers to grant a revocable charter authorizing operation of a charter school for up to five years, subject to renewal for additional five-year periods.
- Allows a school district to convert all of its schools to charter schools under certain conditions, provided the petition receives joint approval by the State Board of Education and the Superintendent of Public Instruction.
- Requires a charter school to be nonsectarian and to comply with the conditions of its charter, including the attainment of identified education objectives, health and safety standards, and racial and ethnic balance.
- Prohibits any school district that has a charter school from requiring any pupil to attend or any employee to be employed at the charter school.
- Prohibits charter schools from discriminating on the basis of ethnicity, national origin, gender, or disability and from determining admission on the basis of the residence of the pupil or his or her parent or guardian.
- Authorizes charter schools to participate in the State Teachers' Retirement System subject to specified conditions.
- Specifies that a charter school, per the California Constitution, is under the authority of the public schools and constitutes a school district for purposes of the state school funding guarantee for school and community college districts.
- Requires the California Department of Education to review the charter school approach and report to the Legislature not later than January 1, 1999.

SB 819 (Hart), Chapter 118, Statutes of 1994

Elementary School at UCLA

- Authorizes an elementary school that has been operated by the University of California at the Los Angeles campus prior to January 1, 1994, to apply to become a charter school by petitioning either the local school district governing board or the State Board of Education.

AB 2673 (Ducheny), Chapter 608, Statutes of 1996

State Teachers' Retirement System

- Makes changes in the State Teachers' Retirement System Cash Balance Plan affecting all employers, including charter schools.

AB 2135 (Mazzoni), Chapter 767, Statutes of 1996

Evaluation by Legislative Analyst

- Requires the Legislative Analyst to contract for an interim evaluation of the effectiveness of the charter school approach and, on or before November 1, 1997, to report to the Legislature and the Governor. Appropriates \$146,000 for the evaluation, and required the Legislative Analyst to convene an advisory panel to assist the office in the interim evaluation.
- Requires the evaluation to include a variety of factors, including, student achievement, parent satisfaction, impact of parent involvement, fiscal structures and practices, innovation and creativity, opportunities for teachers, focus on low-achieving and gifted students, discrimination and segregation, reasons for denial and revocation of charters, local accountability measures, employment of noncredentialed personnel, how exemptions from laws impacts operations, dropout rates, and impact of collective bargaining on charter schools.

AB 3384 (Knox), Chapter 786, Statutes of 1996

Charter School Revolving Loan Fund

Dispute Resolution

Participation in State Assessment Program

Applicability of Open Meeting Law

- Creates the Charter School Revolving Loan Fund to loan money to school districts for charter schools that are not a conversion of an existing school. Provides for the deposit of certain monies in that fund and for the fund's continuous appropriation. Caps loans at \$50,000 to be paid back over two successive years.

- Requires that the charter for a charter school specify the procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.
- Requires charter schools to meet the statewide performance standards and conduct pupil assessments pursuant to the Leroy Greene California Assessment of Academic Achievement Act (i.e., the Statewide Testing and Reporting (STAR) Program).
- Requires that all meetings of the governing board of the school district, a local review panel, and the county board of education at which the granting, revocation, appeal, or renewal of a charter petition is discussed to comply with the Ralph M. Brown Act.

SB 1883 (Hayden), Chapter 849, Statutes of 1996  
Statewide Cap Expansion

- Authorizes school districts that maintain an enrollment of more than 600,000 pupils (i.e., the Los Angeles Unified School District) to operate 12 charter schools in addition to the 100 charter schools that school districts may operate in this state and the 10 charter schools that a single school district may operate.

AB 544 (Lempert), Chapter 34, Statutes of 1998

Statewide Cap Revision

Evaluation by Legislative Analyst

Prohibition on Fees and Charges

Nonprofit Public Benefit Corporation

Petition Signature Requirements

State Board Chartering and Revocation

Credentialing Requirement

Funding

Oversight

- Establishes the statewide maximum at 250 charter schools for the 1998-99 school year with an additional 100 charter schools per school year thereafter.
- Requires the Legislative Analyst to contract for an evaluation and to report to the Legislature and the Governor by July 1, 2003, regarding the effectiveness of the charter school approach.
- Precludes receipt of public funds by a charter school if the pupil also attends a private school that charges the family for tuition. Authorizes the State Board of Education to adopt implementing regulations for this provision.

- Provides that a charter school may elect to operate as a nonprofit public benefit corporation and entitles the school district that grants the charter to have one representative on the board of directors of the nonprofit public benefit corporation.
- Modifies charter petition requirements to authorize the submission of a petition after the petition has been signed by a number of parents or guardians of pupils equal to at least 1/2 of the pupils that the charter school estimates it will enroll in its first year, or after the petition has been signed by a number of teachers equal to at least 1/2 of the number of teachers that the charter school estimates will be employed at the charter school during its first year. In the case of petitions for establishment of a charter school by converting an existing public school, permits filing of the petition after the petition had been signed by at least 50% of the permanent status teachers currently employed at the public school to be converted.
- Authorizes the State Board of Education to grant a charter for the establishment of a charter school. Permits the petitioner to elect to file the petition with either the county board of education or directly with the State Board of Education, and in the case of a denial by the county board of education, permits petitioners to file with the State Board of Education.
- Permits the State Board of Education to, by mutual agreement, designate a local educational agency to perform the State Board of Education's supervisory and oversight responsibilities as a chartering agency, and grants the local educational agency all related powers, excluding the power of revocation of the charter.
- Authorizes the State Board of Education to take action, including, but not limited to, revocation of the charter if, based upon the recommendation of the Superintendent of Public Instruction, the State Board of Education makes certain findings relating to, financial mismanagement, illegal or improper use of funds, or substantial and sustained departure from measurably successful practice.
- Requires teachers in charter schools to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a public school teacher is required to hold. States legislative intent for flexible interpretation with regard to non-core, non-college-preparatory courses.
- Requires charter schools to comply with all laws establishing a minimum age for public school attendance.
- Requires that, upon adoption of implementing regulations, charter school operational funding, as defined, be equal to the total funding that would be available to a similar school district, as defined, serving a similar pupil population, and requires the California Department of Education to propose, and the State Board of Education to adopt, implementing regulations.

- With certain exceptions, permits a chartering agency to charge up to a 1% charge for actual costs of oversight, or up to 3% for these costs if the chartering agency provides substantially rent free facilities to the charter school, or if the agency is a designated local education agency in the case of charters granted by the State Board of Education.
- Requires a charter school to admit all pupils, provided for a selection by random drawing in cases where the demand exceeds the capacity, and requires that certain preferences be given in the case of pupils currently in the charter school.
- Precludes the generating of average daily attendance in a charter school by a pupil who is not a resident of California. Requires that a pupil over 19 be continuously enrolled in public school and make satisfactory progress towards a high school diploma in order to remain eligible for generating charter school apportionments. Requires the State Board of Education to adopt implementing regulations for this provision by January 1, 2000.

AB 2417 (Mazzoni), Chapter 673, Statutes of 1998

Clean-up of AB 544

Elimination of 1999 Reporting Requirement

- Makes clean-up amendments to AB 544, including changes related to charter school numbering, apportionments, and the evaluation of charter schools to be made by the Legislative Analyst.
- Eliminates the requirement that the California Department of Education review the educational effectiveness of the charter school approach and, not later than January 1, 1999, report to the Legislature accordingly with recommendations to modify, expand, or terminate that approach.

AB 1115 (Strom-Martin), Chapter 78, Statutes of 1999

After School Learning

Classroom Library Materials

Specialized Instruction for Low-Performing Students

Major Revision of Charter School Funding

Special Education

Parent Involvement Grants

- Extends provisions of After School Learning and Safe Neighborhoods Partnerships Program (serving pupils in kindergarten and grades 1 to 9, inclusive, at participating elementary, middle, and junior high schoolsites) to include charter schoolsites.

- Establishes the California Classroom Library Materials Act of 1999, in which school districts and charter schools that maintain a kindergarten or any of grades 1 to 4, inclusive, may apply for funding of a classroom library plan, subject to certain conditions and limitations. The plan must address prevention of loss, damage, or destruction of materials.
- Extends to charter schools serving any of grades 7 to 12, inclusive, the requirement to offer specialized instructional programs (in mathematics, science, and other core academic areas) for pupils enrolled in those grades who do not demonstrate sufficient progress toward passing the exit examination required for high school graduation. Authorizes the specialized instruction to be provided during the summer, after school, Saturday, or during intersession, or in any combination of summer, after school, Saturday, or intersession instruction, but in addition to the regular schoolday.
- Extends to charter schools maintaining any or all of grades 2 to 6, inclusive, the authorization to offer programs of direct, systematic, and intensive supplemental instruction to pupils enrolled in grades 2 to 6, inclusive, with low mathematics, reading, or written expression scores to allow those pupils to achieve proficiency in standards adopted by the State Board of Education.
- Extends to charter schools the reimbursement formula related to summer school attendance.
- Extends to charter schools provisions of law relating to funding of home-to-school and special education transportation.
- Revises the method for funding charter schools, requiring the Superintendent of Public Instruction to annually compute a general-purpose entitlement, as defined, and a categorical block grant amount, as defined, for each charter school. Provides that general-purpose entitlement funding may be used for any public school purposes determined by the governing body of the charter school.
- Provides that a charter school may be deemed to be a local educational agency for purposes of special education funding and compliance with applicable federal law.

- Establishes the Parental Involvement Grant Program, which authorizes any school district or charter school that maintains a kindergarten or any of grades 1 to 12, inclusive, to apply on behalf of a school for funding under the program if the schoolsite council submits an application and a plan that contains certain elements, including, among others, a plan for a program that facilitates significant involvement of parents in their children's education. The plan must be developed by the schoolsite council to be reviewed and approved by the governing board of the school district or in the case of a charter school, a specified local educational agency, and to be submitted to the California Department of Education together with the application for funding pursuant to the program. The Superintendent of Public Instruction is to administer the program, in any fiscal year in which funds are appropriated, through an application process and award one-time grants, on a competitive basis, in the amount of \$25,000.
- Provides for various adjustments in and additions to revenue limits of school districts and charter schools.

SB 434 (Johnston), Chapter 162, Statutes of 1999

Instructional Minutes, Maintenance of Records, Auditing  
Participation in State Assessment Program  
Independent Study Limitations

- Requires charter schools to offer, at a minimum, a specified number of minutes of instruction for the appropriate age levels, to maintain written, contemporaneous records that document all pupil attendance and to make these records available for audit and inspection.
- Requires charter schools to certify that pupils have participated in the state testing programs in the same manner as other pupils attending public schools as a condition of apportionment of state funding.
- Requires charter schools that provide independent study to comply with statutory requirements and implementing regulations adopted thereunder that relate to independent study.
- Requires the State Board of Education to adopt regulations that apply these provisions to charter schools, including regulations that concern the qualifications of instructional personnel.
- Prohibits charter schools from claiming state funding for the independent study of a pupil, whether characterized as home study or otherwise, if the charter school has provided any funds or other thing of value to the pupil or his or her parent or guardian that a school district could not legally provide to a similarly situated pupil of the school district or to his or her parent or guardian.

- Restricts charter schools to claiming independent study average daily attendance only for pupils who are residents of the county in which the apportionment claim is reported or pupils who are residents of a county immediately adjacent to the county in which the apportionment claim is reported.

AB 1600 (Mazzoni), Chapter 646, Statutes of 1999

Advanced Apportionments

Funding

Community Day School Requirements

- Authorizes specialized instruction for low-performing students (previously authorized for summer, after-school, Saturday, or intersession) to also be offered before school.
- Makes minor revisions pertaining to funding.
- Permits charter schools in their first year of operation to be eligible for an advanced apportionment based on an estimate of average daily attendance, and revises the method for calculating the sponsoring school districts' average daily attendance.
- Requires charter schools, as a condition to receiving funding as a community day school, to meet all of the conditions of apportionment for community day schools.
- Allows charter schools, in the 1999-2000, 2000-01, and 2001-02 fiscal years, to elect not to be funded pursuant the general-purpose entitlement (funded from a combination of state aid and local funds) that the Superintendent of Public Instruction is otherwise required to calculate.

SB 267 (Lewis), Chapter 736, Statutes of 1999

Charter School Revolving Loan Fund (Revisions)

Categorical Funding (Adjustment Factor)

- Modifies provisions of the Charter School Revolving Loan Fund, including authorizing loans to be made directly to certain charter schools, as well as to the chartering authority for charter schools. Raises the cap to \$250,000, and allows repayments to be made in equal annual amounts over a number of years agreed upon between the loan recipient and the California Department of Education, not to exceed five years. Authorizes a loan to be made directly to a charter school only in the case of a charter school that is incorporated, and required the chartering authority to, also, be liable for repayment of the loan in the case of default by the charter school.
- Creates an adjustment factor for purposes of computing eligibility for funding of categorical and other programs of the chartering agency to take account of pupils attending charter schools.

AB 631 (Migden), Chapter 828, Statutes of 1999  
Collective Bargaining

- Requires that provisions of existing law related to collective bargaining in public education employment apply to charter schools.
- Requires the charter school charter to declare whether the charter school is the exclusive public school employer of the employees at the charter school for this purpose.
- Requires a charter school, operated by the University of California in university facilities, to declare in its charter that it is the employer of the employees at the charter school for the purposes of provisions of law relating to collective bargaining for employees of public institutions of higher education.
- Requires that, if the charter of a charter school does not specify that it would comply with statutory and regulatory provisions that govern public school employers relating to tenure and merit or civil service, then discipline and dismissal of employees would be included within the scope of representation.

SB 1074 (Ortiz), Chapter 939, Statutes of 1999  
State Teachers' Retirement System

- Makes various changes in the State Teachers' Retirement System affecting employees and employers, including charter schools.

SB 1667 (Alpert), Chapter 71, Statutes of 2000  
Cal-SAFE Programs  
English Language and Intensive Literacy Program  
School Safety and Deferred Maintenance  
API Performance Bonus

- Authorizes charter schools to participate in Cal-SAFE programs and be eligible for funding.
- Appropriates funds for allocation to school districts, county offices of education, and charter schools on a competitive basis to carry out the English Language and Intensive Literacy Program.
- Appropriates funds for allocation on the basis of units of average daily attendance to school districts, county offices of education, and charter schools to be used for school safety, deferred maintenance, technology staff development, education technology connectivity, or facility improvements.
- Appropriates funds for allocation on a one-time basis for the Academic Performance Index Schoolsite Employees Performance Bonus.

SB 1914 (Poochigian), Chapter 88, Statutes of 2000

Special Education

- Prohibits the denial of a petition for the establishment of a charter school based on the actual or potential costs of serving individuals with exceptional needs.
- Clarifies that this prohibition shall not be construed to prevent a school district from meeting its obligation to ensure that the proposed charter school will meet the needs of individuals with exceptional needs, nor shall it be construed to limit or alter the reasons for denying a petition for the establishment of a charter school.

SB 326 (Lewis), Chapter 160, Statutes of 2000

Denial of Renewal

- Authorizes a charter school that was not granted a renewal by the chartering agency to submit an application for renewal pursuant to the procedures pertaining to a denial of a petition for establishment of a charter school.

SB 1841 (Poochigian), Chapter 464, Statutes of 2000

Waiver Authority

- Authorizes the governing board of a charter school to request, and the State Board of Education to approve, a waiver of any otherwise applicable provisions of the Education Code until July 1, 2005, provided the charter school first submits its application for a waiver to its chartering authority. If the chartering authority is a school district or county office of education, it must forward certain documentation with the waiver request to the State Board of Education.
- Requires a charter school to meet the same criteria that a school district is required to meet when it requests a waiver, except that the chartering authority shall conduct a public hearing no later than 90 days following receipt of the waiver request.
- Requires the charter school to hold a public hearing prior to submitting the waiver request directly to the State Board of Education if the chartering authority fails to hold its public hearing within the time required.
- States that the legislation neither expands upon nor diminishes the State Board of Education's existing waiver authority.

SB 2105 (Lewis), Chapter 466, Statutes of 2000  
Reporting to Retirement Systems

- Requires a school district or county office of education that is the chartering authority of a charter school to create any reports required by the State Teachers' Retirement System and the Public Employees' Retirement System at the request of the charter school.
- Requires the county superintendent of schools, employing agency, or school district that reports to the retirement systems to submit the required reports on behalf of the charter school.
- Authorizes the chartering authority to charge the charter school for the actual costs of the reporting services, but prohibit a school district or county office of education from requiring a charter school to purchase payroll processing services from it as a condition of providing the reporting services.
- Requires information submitted on behalf of the charter school to be in a format conforming to the requirements of the retirement systems.

AB 2659 (Lempert), Chapter 580, Statutes of 2000  
State Board Chartering Approval Criteria

- Requires the State Board of Education to develop criteria (by June 3, 2001) to be used for review and approval of charter school petitions presented to the board.

AB 816 (Correa), Chapter 1025, Statutes of 2000  
State Teachers' Retirement System

- Makes changes pertaining to State Teachers' Retirement System that affect charter schools.

Proposition 39, Approved by Voters November 2000 General Election  
School Facilities

- Eliminates a requirement that school districts permit charter schools to use, at no charge, facilities not currently being used by the district.
- Requires a school district to make facilities available to a charter school operating in the district to accommodate the school's in-district students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending district schools.
- Requires that facilities made available to charter schools be contiguous, furnished, and equipped.

- Allows districts to charge for facilities made available to charter schools, but only a pro rata share (based on the ratio of space allocated by the school district to the charter school divided by the total space of the district) of those school district facilities costs which the school district pays for with unrestricted general fund revenues.
- Takes effect November 2003 (or sooner in districts in which a bond act is passed prior to July 2003).

SB 675 (Poochigian), Chapter 344, Statutes of 2001

Submission of Audit

- Requires a charter school to transmit a copy of its annual, independent, financial audit report for the preceding fiscal year to its chartering entity and the State Department of Education by December 15 of each year. Transmittal is not required if the charter school is encompassed in the audit of its chartering entity.

SB 955 (Alpert), Chapter 586, Statutes of 2001

Conditions of Apportionment

Categorical Block Grant

Funding for Certain Students

- Requires as a condition of apportionment that a charter school to offer the same number of minutes of instruction per year as do noncharter schools, maintain written attendance records, and certify that its pupils participate in the state testing programs. Requires a reduction in apportionment caused by an exception to these requirements to be proportional to the magnitude of the exception that caused the reduction.
- Requires that the computation of a charter school's categorical block grant amount exclude (rather than include) the Public School Accountability Act of 1999.
- Specifies a funding formula for students otherwise eligible to attend a school in, a basic aid school district, but who attend a charter school in a nonbasic aid school district.

SB 740 (O'Connell), Chapter 892, Statutes of 2001

Nonclassroom-Based Instruction

Charter School Facility Grant Program

- Authorizes a charter school that has an approved charter to receive funding for nonclassroom-based instruction, as defined for that purpose, only if a determination for funding is made by the State Board of Education. Authorizes related funding adjustments.

- Requires the State Board of Education to adopt emergency regulations, on or before February 1, 2002, that define and establish general rules governing nonclassroom-based instruction that apply to all charter schools and to the process for determining funding of nonclassroom-based instruction offered by charter schools. Makes the determination for funding subject to any conditions or limitations that the State Board of Education may prescribe.
- Establishes the Charter School Facility Grant Program for the purpose of providing assistance with facilities rent and lease costs for pupils in charter schools. Establishes pupil enrollment priority provisions and would require that eligible schools receive an amount up to but no more than \$750 per unit of average daily attendance, as certified at the second principal apportionment, to reimburse an amount up to but not more than 75% of the annual facilities rent and lease costs, as prescribed. Establishes criteria for eligibility for funding under the program and imposes limitations on the use of funds received.
- Requires the Legislative Analyst to include an analysis of the funding system for charter schools that offer nonclassroom-based instruction in the evaluation of the effectiveness of charter schools that is due by July 1, 2003.

AB 1994 (Reyes), Chapter 1058, Statutes 2002

Became effective January 1, 2003, and contains sweeping changes to the Charter Schools Act of 1992.

- Requires charter schools to approve an annual financial statement and submit that statement to the entity that approved the charter school.
- Requires that the petition for the establishment of a charter school describe how a charter school serving high school students will inform parents about the transferability and eligibility of courses to other schools and to meet college entrance requirements, and procedures to be used if the charter school closes.
- Requires that each number assigned by the State Board of Education (SBE), after 1/1/03, correspond to a single petition that identifies a single charter school.
- Modifies the process by which a petitioner appeals the denial of a charter school to require appeal to the county office of education before appealing to the SBE.
- Grants general authority to the county superintendent of schools to monitor the operations of charter schools within that county
- Authorizes a county board of education to approve a charter for the operation of a charter school that would operate at multiple sites within that county
- Authorizes a petition for the operation of a charter school to be submitted directly to the SBE.
- Requires a charter school that is granted a charter from the governing board of a school district or from a county office of education after 7/1/02 to locate within specified geographic and site limitations.
- Requires the Superintendent of Public Instruction (SPI) to make apportionments to a charter school that elects not to be funded via the block grant funding model in each year that the charter school so elects.

- Requires the SPI to make those apportionments in a school district in which all schools have been converted to charter school in each year that the charter school so elects.
- Authorizes a charter school in its first year of operation to commence instruction within the first three months of the fiscal year beginning July 1 of that year, and would make a charter ineligible for an apportionment for a fiscal year in which instruction commenced after September 30 of that fiscal year.

#### AB 1137 (Reyes) Chapter 892, Statutes 2003

- Requires each chartering authority to identify one staff member as a contact person for the charter school, annually visit each charter school, ensure that each charter school complies with specified reporting requirements, monitor the fiscal condition of each charter school, adjust the amount that may be charged for related administrative costs, and provide timely notification if the charter school is to cease operation.
- Requires charter schools to submit quarterly financial reports to its chartering authority and the county superintendent of schools.
- Provides that the costs of performing these duties shall be funded with supervisory oversight fees.
- Requires that a charter school meet at least one of the following academic performance criteria as a condition of receiving a charter renewal after 1/1/05, or four years of operation, whichever is later:
  - Attained its API growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.
  - Ranked in deciles 4 through 10 on the API in the prior year or in two of the last three years.
  - Ranked in deciles 4 through 10 on the API for a demographically comparable school in the prior year or in two of the last three years.
  - The chartering authority determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise attend.
  - The charter school qualifies for an alternative accountability system by virtue of having less than 100 test taking pupils (grades 2-11) or being a county alternative, community day, opportunity or continuation school.
- Repeals the inoperative and repeal dates on the statute that allows a charter school to be deemed a "school district" for purposes of directly receiving Charter School general purpose ("revenue limit") block grant funding.
- Repeals provisions allowing charter schools to participate in the following programs thereby allowing charter schools to automatically receive the statewide average per pupil funding available under that program through the Charter School Categorical Block Grant: (a) the State Instructional Materials Fund, (b) the Instructional Materials Funding Realignment Program, (c) the Instructional Time and Staff Development Reform Program, (d) the Mathematics and Reading Professional Development Program.

- Authorizes the transfer of certain unobligated funds to that categorical block grant during years in which a deficiency exists in the categorical block grant.
- Authorizes allowances granted under the Instructional Time and Staff Development Reform Program to be used also for training designed to improve intolerance and hatred prevention.
- Provides for the State Controller, upon approval of the Director of the State Department of Finance, to transfer "unobligated" funds from various categorical program appropriations to the Charter School Categorical Block Grant.
- Requires a chartering authority to comply with specified oversight responsibilities as it relates to liability.

## LAST MINUTE MEMORANDUM

**DATE:** April 13, 2004

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

**FROM:** William J. Ellerbee, Jr., Deputy Superintendent  
School and District Operations Branch

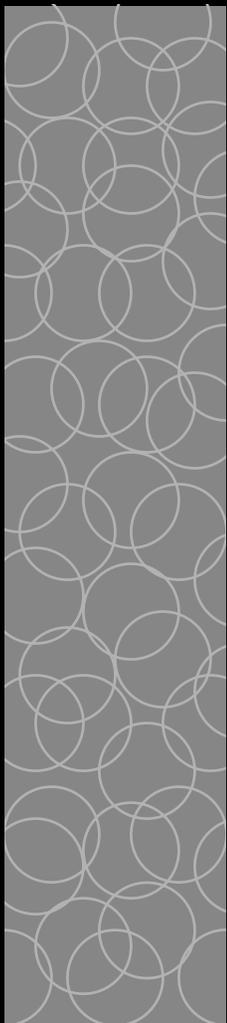
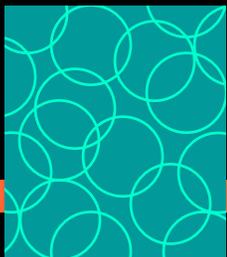
**RE:** Item No. 1

**SUBJECT:** Charter Schools

Attached to this Memorandum are Attachments 3, 4 and 5. They include the PowerPoint slides to be presented on April 14, 2004, at the seminar on charter schools and handouts from two of the three guest presenters.

**Attachments:**

- Attachment 3: Charter Schools (6 Pages) (This attachment is not available on the Web for Web viewing. A printed copy is available for viewing in the State Board of Education office.)
- Attachment 4: California State Board of Education Model Charter School Application (26 Pages) (This attachment is available on the Web for Web viewing at <http://www.cde.ca.gov/charter/modelschoolapp.htm>. A printed copy is available for viewing in the State Board of Education office.)
- Attachment 5: Quality Charter School Authorizing – Overview (1 Page) (This attachment is not available on the Web for Web viewing. A printed copy is available for viewing in the State Board of Education office.)



# California State Board of Education Seminar

April 14, 2004



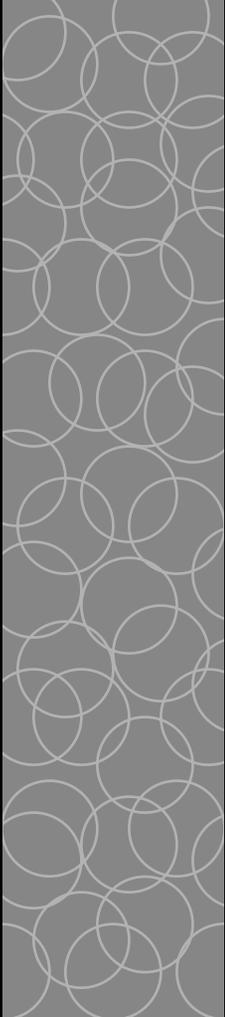


# Charter Schools



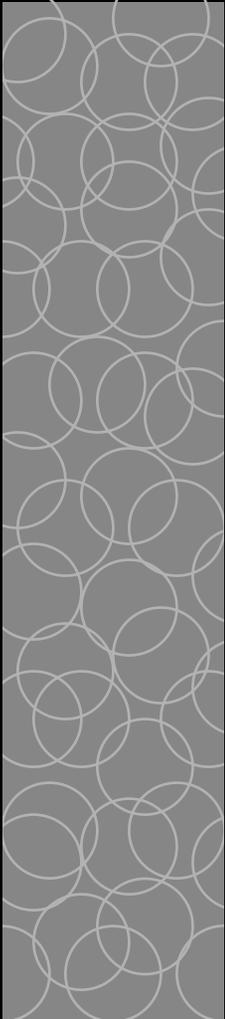
# What is a Public Charter School?

- ◆ A public school chartered (contracted) by a local district, county office of education or State Board of Education.
- ◆ Open to ALL students.
- ◆ Intended to serve the neediest students.

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- ◆ Create governance systems that support the school's mission.
  - ◆ Accountable to a public body for meeting the terms of its charter and for improving student achievement.
  - ◆ Free from most CA education statute and regulations.



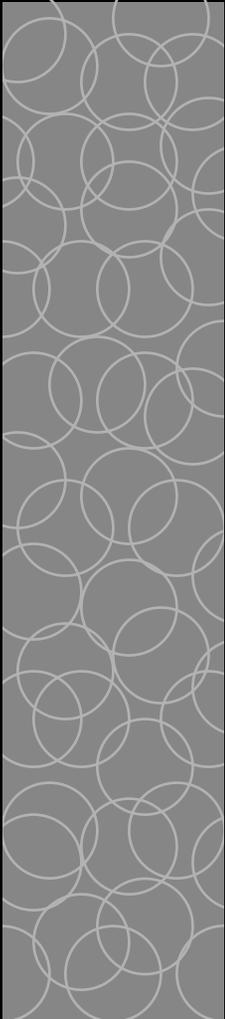
- ◆ Provide a public choice option
- ◆ Charter schools:
  - are public schools;
  - provide choices for parents and communities;
  - provide access and equity for the neediest students;
  - are accountable to the taxpayers – they must show improved academic achievement;

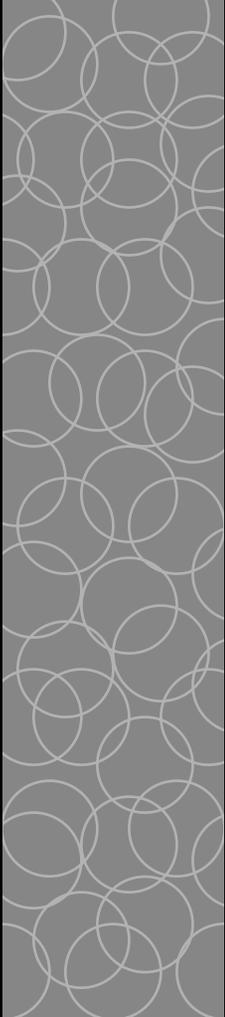
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- offer the opportunity within the public system to provide the innovation and restructuring necessary to meet today's standards; and
  - participate in statewide testing and meet NCLB requirements.



# CA CHARTER SCHOOLS

- ◆ There are 471 chartered schools and districts currently in operation (463 schools and 8 all-charter districts).
- ◆ Of the 471 charter schools:
  - ◆ 70% are start-up schools;
  - ◆ 30% are conversion schools;
  - ◆ 69% are classroom based; and
  - ◆ 31% are nonclassroom based (e.g., virtual, independent study or a combination).

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- ◆ CA charter schools serve approximately 170,000 students.
  - ◆ Charter Schools are public education options in 47 of the 58 counties in CA.
  - ◆ Charter schools serve a disproportionately poor and minority student population.

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- ◆ Charter schools are generally smaller than traditional public schools.
  - ◆ Student achievement in CA public charter schools among educationally and economically disadvantaged students is improving faster than in non-charter public schools. *Source: Hoover Institute (2003), School of Education at CSU, Los Angeles.*



# CHOICE AND ACCOUNTABILITY

- ◆ Balancing the two pressures
- ◆ The relationship between choice and standards: meaningful and common accountability for results (student achievement) and operations
- ◆ Autonomy

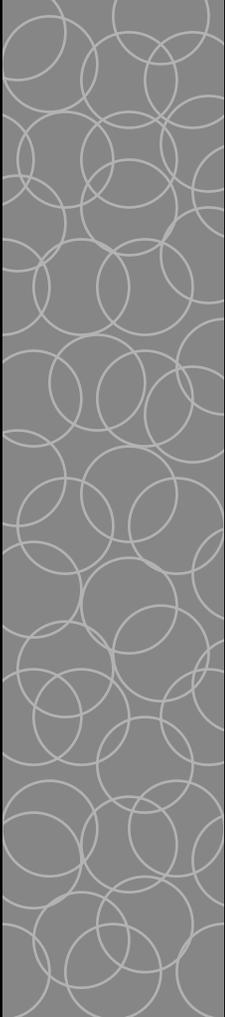


# SUCCESSSES AND CHALLENGES



## ◆ Successes:

- Creation of excellent new public schools
- New opportunities and choice for urban and rural poor communities
- Innovative operations, finance and instructional settings

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- 
- ◆ Challenges:
    - Uneven quality of charter schools
    - Lack of adequate facilities
    - Challenges of scale
    - Oversight



# JOINT OWNERSHIP

- ◆ Partnership between the CA State Board of Education and the Superintendent of Public Instruction



# CHARTER SCHOOL DIVISION

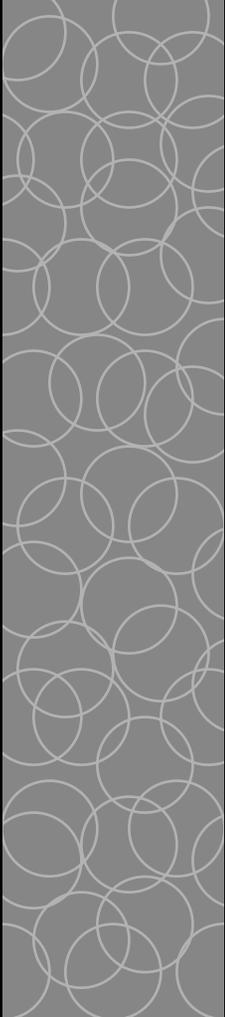
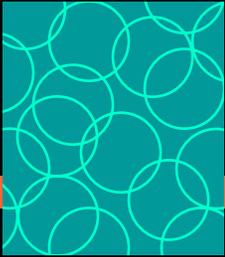
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- ◆ The State Superintendent of Public Instruction
    - Established a new Charter School Division
    - Provides oversight to all SBE authorized charter schools and ALL charter school districts
    - Recommends and advises the SBE on charter issues
    - Works with the Advisory Commission on Charter Schools (ACCS) on behalf of the SBE.

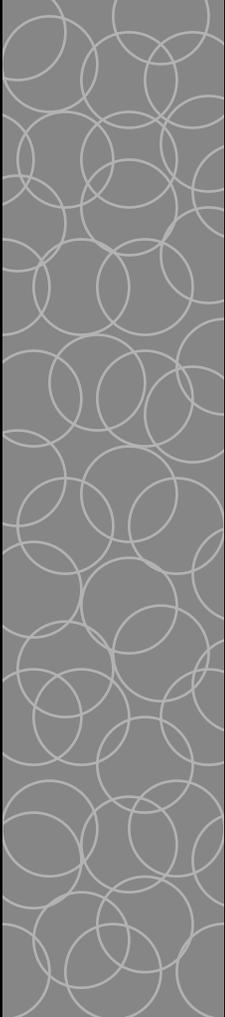
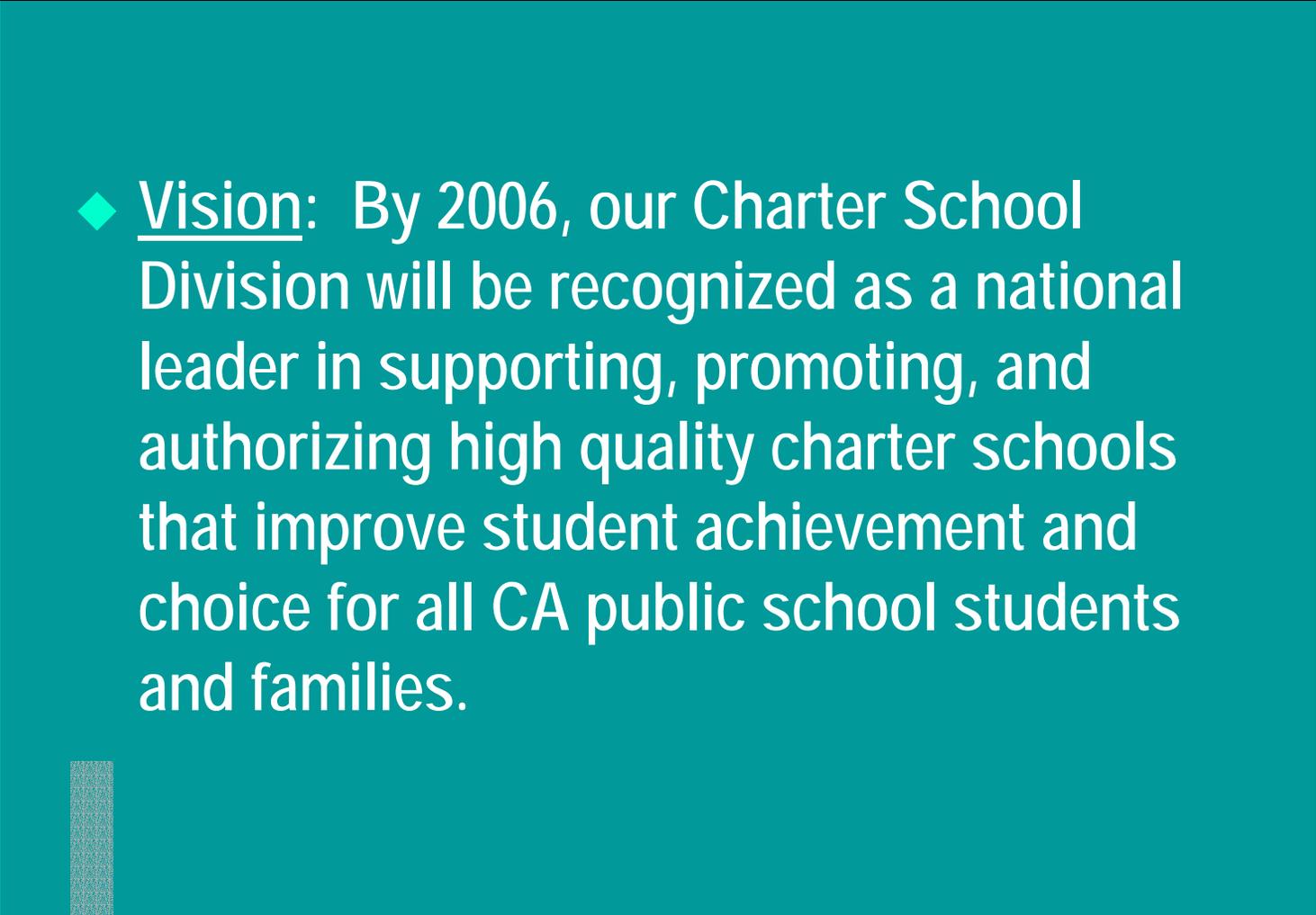


## ◆ The Charter School Division:

- provides pro-active leadership to the charter school community to promote and sustain the development of high quality charter schools;
- provides targeted technical assistance to new and emerging charter schools;
- promotes the development of partnerships and networks in support of charter schools;



- serves as the ombudsman within the CA Department of Education for charter schools;
- represents the SBE and SPI on charter matters with the U.S. Department of Education;
- provides stewardship for the charter school reform movement by promoting the establishment and maintenance of accountable, high quality charter schools; and
- provides “interpreter/translation” liaison between charter schools and CDE.

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- ◆ Vision: By 2006, our Charter School Division will be recognized as a national leader in supporting, promoting, and authorizing high quality charter schools that improve student achievement and choice for all CA public school students and families.

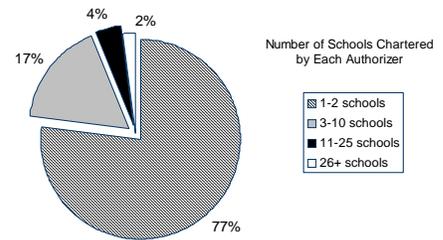


## Quality Charter School Authorizing – Overview

**National.** Approximately 700 charter school authorizers have chartered nearly 3,000 public schools nationwide.

Entities with chartering authority include:

- School districts: everywhere
- State boards of education: e.g., AK, CA, CT, DE, HI, MA, NC, NJ, NY
- Independent state chartering agencies: AZ, DC, UT
- Colleges and universities: IN, MI, MN, MO, NY, OH, WI
- Non-profit organizations: MN, OH
- Municipalities: IN (mayor's office of Indianapolis)  
WI (Milwaukee Common Council)



**California.** Approximately 220 district and county boards and the state board have authorized nearly 500 charter schools. Local school boards are the primary California authorizers, but county offices and the state board of education have long been authorizers on appeal and recent legislation has extended direct chartering authority to them under limited circumstances. Los Angeles USD, San Diego City Schools, Oakland USD and Twin Ridges Elementary District are the most active. AB 2764 would extend chartering authority to state colleges and universities and place the state board in the role of licensing such authorizers.

**NACSA.** Identifies and explores the core set of issues and responsibilities associated with a comprehensive approach to charter school authorizing and provides practical guidance to authorizers through orientations and workshops, publications, communications, and direct technical assistance.

### Principles of Authorizer Organization

1. **Roles and Responsibilities.** A quality authorizer engages in responsible oversight of charter schools by ensuring that schools have both the autonomy to which they are entitled and the public accountability for which they are responsible.
2. **Agency Capacity and Infrastructure.** A quality authorizer commits the human, organizational, and financial resources necessary for conducting its authorizing duties effectively.

### Principles of Authorizer Practice

3. **Petition Process.** A quality authorizer implements a rigorous, comprehensive application process that follows fair procedures and clear criteria and awards charters to developers who demonstrate strong potential for establishing and operating a high quality charter school.
4. **Charter or Performance Contract.** A quality authorizer negotiates contracts with charter schools that clearly articulate the rights and responsibilities of each party regarding school autonomy, legal requirements, expected outcomes, measures for evaluating success or failure under the terms of the contract, and performance consequences.
5. **Ongoing Oversight and Evaluation.** A quality authorizer conducts oversight that evaluates performance, monitors compliance, informs intervention and renewal decisions, and ensures the autonomy to which each charter school is entitled under its charter and applicable law.
6. **Renewal Decisionmaking.** A quality authorizer designs and implements a rigorous, comprehensive, and transparent process that uses multiple sources of data to make renewal decisions based a school's academic, financial, and organizational performance in relation to the terms of its contract.

*The **National Association of Charter School Authorizers (NACSA)** is a nonprofit, nonpartisan membership organization of educational entities across the country that authorize and oversee charter schools. NACSA's mission is to promote the establishment and operation of quality charter schools through responsible oversight in the public interest.*

# CA ADVISORY COMMISSION ON CHARTER SCHOOLS

- Created in 2001 by the CA State Board of Education to:
  1. Advise the CA State Board of Education on all charter school matters, and
  2. Meet the statutory requirements of Senate Bill 740 which required an Advisory Committee to make public funding recommendations for “nonclassroom-based” charter schools (e.g. distance learning, independent study and technology “virtual” charter schools).
- Meets every other month between State Board of Education Meetings to consider policy issues with CA Department of Education and make recommendations to State Board

## • COMMISSION EXPERTISE AND STATUTORY REPRESENTATION

1. Mark Kushner, Chair, representing charter schools  
CEO and Founder, Leadership Public Schools
2. Marta Reyes, representing CA Superintendent of Public Instruction  
Director, Charter Schools Unit, CA Department of Education
3. Vicky Barber, representing county superintendents  
County Superintendent, El Dorado County
4. Steve Barr, Chair, representing charter schools  
CEO and Founder, Green Dot Public Schools
5. Tom Conry, representing teachers  
Teacher and California Teacher Association Board Member
6. Beth Hunkapillar, representing local school boards  
Board Member, San Carlos Elementary School District  
Board Member, Aspire Public Schools
7. Mike Piscal, representing charter schools  
Director, Inner City School Foundation

### Two Currently Open Seats:

- Parent representative (nominee pending) (seat vacated by state board member Johnathan Williams)
- District superintendent representative (nominees being reviewed)

# CHARTER COMMISSION AREAS OF FOCUS

## Making recommendations regarding:

- Approval or denial of charter appeals (e.g., when charters are denied by district and county boards of education)
- Approval or denial of charter-related waiver requests
- Senate Bill 740 funding determinations for non-classroom based schools
- Charter related regulations and/or legislation pending or needed
- Funding inequities for charter schools
- Pressing charter related issues (e.g. credentialing, facilities funding, state bonds, special education, etc.)
- Charter related areas requested by State Board of Education, California Department of Education, Superintendent of Public Instruction or members of the charter community



# CALIFORNIA STATE BOARD OF EDUCATION

## APRIL 2004 AGENDA

<b>SUBJECT</b> Intervention and Support for High Priority Schools	<input type="checkbox"/> Action
	<input checked="" type="checkbox"/> Information
	<input type="checkbox"/> Public Hearing

### SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In the March 2004 meeting, the State Board requested a seminar on intervention for high priority schools that will provide background information on the state and federal accountability requirements and support system.

### SUMMARY OF KEY ISSUES

The seminar for intervention for high priority schools is scheduled on April 14, 2004. Topics include features of:

- The Public Schools Accountability Act (PSAA)
- The No Child Left Behind Act (NCLB)
- California School Improvement Initiatives
- Federal Program Improvement Requirements
- Intervention in State-monitored Schools
- School and District Support and Capacity Building
- County Office Technical Assistance, and
- Items for Future Discussion.

### FISCAL ANALYSIS (AS APPROPRIATE)

This is an information item that has no fiscal impact.

### ATTACHMENT

Attached are initial materials to be used in the seminar. The remainder of the materials will be provided as part of a Last Minute Memorandum.

[Attachment 1](#): School Assistance and Intervention Team (SAIT) Three-Year Process (15 Pages)

[Attachment 2](#): Academic Program Survey – Elementary School Level (9 Pages)

[Attachment 3](#): Elementary School APS Survey Rating Description (10 Pages)

## **School Assistance and Intervention Team (SAIT) Three-Year Process**

### Introduction

Over the next several years the state, county, and district offices of education will be required to directly help improve student performance in an increasing number of identified state-monitored schools.

One means for providing this direct help is the School Assistance and Intervention Team (SAIT) process. It is designed to review, provide technical assistance and monitor schools in order to improve student performance by helping schools implement an effective single school plan, which effectively utilizes school and district resources.

The SAIT process is intended to provide schools and their respective districts with a consistent set of expectations, recommendations and coherent procedures that will enhance their ability to work together around improving student achievement. The SAIT process is grounded on the principle that one needs to focus directly on the teaching of academic content in order to increase student achievement in state-monitored schools and to utilize collaboration among teachers to improve classroom practice.

The schools/districts that are required to participate in this work face many challenges and already have many demands placed upon them. Therefore in order for the SAIT process to be effective in assisting the identified schools to improve instruction and student achievement, the focus of the SAIT process is limited to activities with direct impact on academic improvement in two targeted content areas: reading/language arts and mathematics. State-monitored schools in California are identified for a SAIT review and intervention on the basis of low student academic achievement and the schools' lack of sufficient progress.

The SAIT process requires the district to select a School Assistance and Intervention Team to work with the school. The SAIT's actions are guided by statute. The process first requires the district and school to respond to a self-assessment survey in the form of an Academic Program Survey and collect and review student achievement data. Next the SAIT makes an initial visit to the school to verify the responses to the survey. Through this process the SAIT will review a school for the presence of the Essential Program Components that support academic achievement in reading/language arts and mathematics. These Essential Program Components are discussed later in this document and include use of approved standards-based instructional materials, professional development for administrators and teachers, collaboration and coaching, and use of data.

The essential components used in the SAIT process are based on a system for underperforming schools that incorporates academic content standards, curricular and instructional frameworks, and approved comprehensive, standards-aligned instructional materials. This school reform system, designed to meet the needs of all students, provides intensive and academically based professional development for teachers and school administrators to enhance the quality of instruction. These trainings emphasize classroom teacher use of the district's and state's adopted/aligned instructional programs to address first time learning and practice needs of students, language needs of English

learners, targeted needs of special education students, and methods of pre-teaching and re-teaching instruction to deepen learning. The use of assessments for planning instruction is also critical. All of these structures assist the teacher to differentiate the key components of daily lessons and to maintain fidelity to the instructional program to ensure the teaching of all academic content standards. The SAIT process also incorporates the specific state authorized teacher and principal training programs: AB 466 Mathematics and Reading Professional Development Program (<http://www.cde.ca.gov/pd/ab466/index.html>) and AB 75 Principal Training Program (<http://www.cde.ca.gov/pd/prin/index.html>). These programs assist school staff to obtain the knowledge and skills to fully and skillfully deliver and/or support the approved instructional programs at each grade level. School staff also learns the importance of using curriculum-embedded assessments to track student progress and to deliver instruction.

Based on the self-assessment survey and the initial SAIT visit, those schools which do not have Essential Program Components in place will be identified as continuing to be part of a Level I SAIT intervention. Their work will be to implement the Essential Program Components.

Those schools in which the SAIT confirms that the Essential Program Components are substantially in place will be part of a Level II SAIT process. The Level II SAIT intervention includes a more intensive investigation to assess instruction in the core program components. Level II also focuses the work of the school and SAIT on technical assistance to help them better implement the Essential Program Components and thereby make sufficient progress to meet a 36-month target for measurable improvement.

The SAIT process can also help districts to build their own capacity to guide all underperforming schools toward sufficient academic achievement. Ultimately, the SAIT, the school and the district share responsibility for collaborating to improve instruction and student achievement.

### Levels I and II and the Essential Program Components

In California, student achievement progress is assessed each year for grade 2-11 students. Using the Standardized Testing and Reporting (STAR: CAT6/California Standards Test) schools are ranked and appraised on meeting their Academic Performance Index (API) targets.

A state-monitored school is identified when, after participating in the Immediate Intervention/Underperforming Schools Program or the High Priority Schools Grant Program, it fails to make significant growth in student achievement. The State Superintendent of Public Instruction (SPI), with the approval of the State Board of Education (SBE), may recommend that the school/district be served, over a 36-month period, by a SAIT. The school/district shall select a SAIT approved provider. [Several other options are open to the SPI and SBE; among them is the appointment of a management team or trustee (Ed. Code: 52055.5 (b)(3)(H).]

If these schools make significant growth during the 36-month intervention period for two consecutive years, they are no longer subject to the specified requirements [Ed. Code 55055.52 (a)]. If these schools fail to meet significant growth, the SPI “shall” remove the intervention team (in this case, the SAIT) “from providing services at the school site and any other school sites,” and then will have several other options, which include the closing of the school [Ed. Code 52055.52 (b) (1-4)].

## School/District Self Assessment to Determine SAIT Level I or Level II

If the SAIT process is required, the district selects an Approved SAIT Provider and appoints a School/District Liaison Team to work with the SAIT. Next, the school/district completes a self-assessment using the Academic Program Survey (APS) and prepares an analysis of student achievement data from STAR and the California English Language Development Test (CELDT). The survey asks the school and the district to assess the level of implementation of the Essential Program Components (listed below) that are important for school and student success. The SAIT will study the survey and the analysis of STAR and CELDT data prior to its initial visit, will verify the survey results during the initial visit and conduct discussions of results from the initial review with the School/District Liaison Team. The results of the initial review will determine the next level of work.

All of the activities, from the assignment of the SAIT to acceptance by the school/district team and the local board of education of an initial SAIT report and recommendations, must occur no later than 90 days after the assignment of the SAIT team.

The SAIT Provider's Report of Findings and Recommended Corrective Actions substantiates whether the school will receive a Level I or a Level II SAIT.

### LEVEL I Intervention

The SAIT report to the local school board will recommend continuing with the Level I SAIT intervention if the team has found the Essential Program Components are not substantially in place in the school. Level I SAIT work will focus on corrective actions to implement the Essential Program Components for reading/language arts and mathematics. These components need to be put in place immediately.

First year SAIT work includes providing assistance in resource allocation to revise the single school plan to support implementation of the Essential Program Components. The SAIT will work with the school to get the components in place and document implementation. In addition, the SAIT and the School/District Liaison team will collaboratively establish benchmarks for student achievement, schedule monitoring visits by the SAIT (required at least three times annually), identify areas of technical assistance, and establish due dates for the periodic monitoring reports to the school, district, local board of education, and state.

Level I SAIT intervention does not require classroom observations of teachers.

### LEVEL II Intervention

The SAIT report to the local board of education and state will recommend a Level II SAIT intervention in either of two ways: (1) if the Essential Program Components are found to be substantially in place at the school during the initial visit, or (2) if after Level I intervention all the Essential Program Components are put in place but the school does not make significant growth after a full year of implementation. Under Level II SAIT intervention, a more refined implementation of the program components is the focus.

The Level II SAIT intervention provides more intensive intervention and direct technical assistance, including teacher work with qualified content experts/coaches in reading/language arts and mathematics. The SAIT will work collaboratively with the School/District Liaison team to help write a revised single school plan, focused on an improved, in-depth implementation of the Essential Program Components, the site work of the content experts/coaches, the monitoring of the implementation of the new single school plan, and required monitoring reports (three times annually).

Under Level II SAIT the required revised single school plan will include: (1) the activities to be performed by the School/District Liaison team members; (2) an activity timeline for implementation, documentation, and monitoring; (3) a system for reporting student achievement outcomes (every 6-8 weeks), and identification of targeted staff to receive achievement reports; and (4) a process for content experts/coaches and the School/District Liaison Team to meet regularly to discuss progress and modify the revised single school plan, and to address student achievement reports. The plan must also address how the teachers and parents will receive frequent assessment data that report on student academic progress. The revised plan may also address identified barriers or distractions that have been verified as impeding student achievement.

#### Essential Program Components for Grades K-8

In order to improve instruction and student academic performance:

1. The school/district provides the most recent State Board-adopted core instructional programs, including accelerated interventions for reading/ language arts (2002-2008 adoption) and mathematics (2001-2007 adoption), documented to be in daily use in every classroom with materials for every student.
2. The school/district complies with and monitors implementation of required instructional time by grade level or programs, as specified in the State's curricular and instructional frameworks for reading/language arts and mathematics. This time should be given priority and be protected from interruptions.
3. The school/district has all principals and vice principals attend the appropriate school level AB 75 Principal Training Program, Module 1 Leadership and Support of Student Instructional Program (40 hours of institute and 40 hours of practicum) for the school/district's adopted reading/language arts and mathematics programs.
4. The district provides the school a substantial number of fully credentialed teachers in all grade levels, has a plan for staffing all classrooms with fully credentialed teachers; a substantial number of these teachers at all grade levels attend the AB 466 Mathematics and Reading Professional Development Program (40 hours of institute and 80 hours of practicum) for the district's adopted reading/language arts and intervention programs and mathematics program (which are taught in the classroom), and the district has a plan for training all remaining teachers.
5. The school/district implement a system for assessing, reporting and monitoring student progress (using 6- to 8-week curriculum-embedded assessments, which may include

assessments available as part of the adopted program) and provide information to make instructional decisions based on the assessment data. These curriculum-embedded assessments are based on the adopted reading/language arts and the adopted mathematics programs. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they provide the basis for the monitoring system.

6. The school/district provides instructional assistance and support to teachers of reading/language arts and to teachers of mathematics. Some possible options include: coaches/content experts who are knowledgeable about the adopted program, who work inside the classroom to support teachers, and deepen their knowledge about the content and the delivery of instruction; and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.
7. The school/district facilitate and support teacher grade level (K-6) or instructional program/department level (6-8) collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted programs in reading/language arts and mathematics (e.g., regularly scheduled monthly meetings focused on lesson delivery [two, one-hour monthly meetings recommended]).
8. The school/district prepares and distributes an annual district/schoolwide pacing schedule for each grade level (K-6) or instructional program/department level (6-8) for both reading/language arts and mathematics (e.g., the annual plan, based on the school calendar[s], in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage).
9. The school/district general and categorical funds are used appropriately to support the reading/language arts and mathematics program goals in the school plan.

### Essential Program Components for Grades 9-12

In order to improve instruction and student academic performance:

1. The school/district provides state standards-aligned textbooks in all classrooms for all students enrolled in 9<sup>th</sup> and 10<sup>th</sup> grade English/ language arts and mathematics courses (Algebra 1 and remedial mathematics). SBE-adopted intervention program texts are available for appropriate students.
2. The school's master schedule reflects effective use of instructional time and provides all students access to the English/language arts instruction needed to master the required skills to pass the language arts and writing components of the CAHSEE and the necessary mathematics courses and instruction needed to master the required skills to pass the related component on the CAHSEE and in Algebra 1.
3. The district provides the school's principal and vice-principals with AB 75 Principal Training Program, Module 1 on Leadership and Support of Student Instructional Programs through a State Board-authorized provider. This requirement is substantially fulfilled when either the principal or the vice principal has successfully completed 40 hours of Module I

focused on the adopted programs used at their site (reading intervention, Algebra I, and English/language arts), has completed the practicum and plans exist for other administrators to be trained within one year.

4. The district provides a substantial number of fully credentialed 9<sup>th</sup> and 10<sup>th</sup> grade English/language arts intervention teachers and Algebra 1, and remedial mathematics teachers; and provides these teachers with professional development focused on SBE-adopted instructional materials for reading intervention and Algebra I (AB 466) and adopted English/language arts and mathematics programs used at their site.
5. The school/district has an assessment and monitoring system (e.g., every 6-8 weeks) to inform teachers and principals on student progress and effectiveness of instruction in 9<sup>th</sup> and 10<sup>th</sup> grade English/language arts, Algebra 1, and remedial mathematics classes. These assessments, usually referred to as curriculum-embedded, should be based on the adopted English/language arts, Algebra 1, and remedial mathematics textbooks, and can be the tests that are included in the adopted program. The purpose of these assessments is to help teachers and principals make decisions that will improve instruction and student achievement, and provide a basis for the monitoring system.
6. The school/district provides instructional assistance and support to teachers of English/language arts, Algebra 1, and remedial mathematics. Some possible options include: coaches/content experts who are knowledgeable about the adopted program, who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.
7. The school/district provides State Board of Education (SBE)-approved intervention programs for all students working two or more grade levels behind in English/language arts and Algebra 1 as assessed on the CAHSEE.
8. The school/district facilitates and supports teacher, department and subject matter collaboration in order to plan and discuss lesson delivery, based on assessment data for the adopted programs in English/language arts and Algebra 1.
9. School/district general and categorical funds are used appropriately to support the English/language arts and mathematics program goals in the school plan.

It is the intent of the SAIT process to help schools implement these essential components by using the existing system for improving academic achievement including: (1) the California academic content standards embedded in the curricular and instructional frameworks, (2) the State Board-adopted instructional programs (K-8) in reading/language arts and mathematics and standards-aligned instructional materials in grades 9-12, and (3) the AB 466 teacher professional development programs and AB75 (Module 1) principal training. The SAIT process can also help districts to build their own capacity to guide all underperforming schools toward greater academic achievement.

## **Composition of Team Membership**

There are several teams specified in the intervention process. These teams must coordinate efforts and collaborate on planned activities.

### **School Assistance and Intervention Team (SAIT)**

The SAIT is configured by law and SBE-adopted criteria.

### **School and District Liaison Team**

The district should appoint one or more liaisons to work with the team. Individuals should include the district's supervisor of the principal, and could include the district's curriculum and instruction administrator, a classroom teacher from the school, or the chair of the school's advisory council.

### **Level I SAIT**

The Level I SAIT includes educators who have experience at the appropriate level (e.g., elementary, middle, high), and at least some of whom will have participated in either an AB 75 principal training institute or an AB 466 mathematics and reading professional development institute.

### **Level II SAIT**

The Level II SAIT includes the members of the Level I SAIT and content experts who have knowledge and experience with the adopted academic program (reading/language arts and/or mathematics) being used at the school. They will need to be skilled enough to demonstrate/model for the school staff specific classroom instructional procedures, the program's instructional design, the teaching of the content and the universal access materials, use of curriculum-embedded assessments, purpose and actions for grade-level meetings for collaboration, and ways to accelerate achievement of target populations of students.

## **SAIT Products**

### **Academic Program Survey (APS)**

The school/district will study and provide information and documentation on the presence and level of implementation of the Essential Program Components on the APS. This survey's findings will be confirmed when the SAIT visits and verifies the findings with the school and district.

### **SAIT Report of Findings and Recommended Corrective Actions**

The SAIT will make an initial report to the local board of education based on its confirmation of the Academic Program Survey findings (specifically the status of the implementation of the Essential Program Components) and student achievement data. Upon adoption by the local governing board, Ed. Code 52055.51 requires the report be submitted to the SPI and SBE.

Corrective actions in a Level II SAIT Report will focus on technical assistance to improve instruction. For instance, content experts and coaches in reading/language arts might be engaged to demonstrate lessons and coach teachers with adopted curricula and pedagogy.

Revised Single School Plan

The School and District Liaison Team, in collaboration with the SAIT, will revise the single school plan to accommodate the need for the inclusion of all Essential Program Components.

SAIT Progress Reports

The SAIT provider will regularly submit reports required by Ed. Code 52055.51 to the State Superintendent of Public Instruction and the State Board of Education. Reports shall address how well the school/district is meeting its agreed upon benchmarks for student achievement, and how fully the school/district is implementing the activities as stated in the revised single school plan.

**Resources to Support the K-8 Essential Program Components**

The intervention process seeks to support teachers to improve reading/language arts instruction and mathematics. It also invests in building the capacity of principals at the school and administrators at the district to sustain improvements past the three-year period. To accomplish this, the following Essential Program Components, in elaborated detail, provide the set of actions that should lead to increased student achievement in reading/language arts and mathematics:

Program Component #1:  
Instructional Program

The school/district is required to provide the most recent State Board adopted instructional program in reading language arts (2002-2008 adoption) and mathematics (2001-2007 adoption) documented to be in daily use in every classroom and materials for every student. These are listed below.

Reading/Language Arts and English Language Development

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Elementary School Level (K-6)

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Middle School Level (6-8)\_\_\_\_\_

Basic Programs

Houghton-Mifflin Reading:

A Legacy of Literacy (2003)\*

SRA/McGraw-Hill:

SRA/Open Court Reading (2000/02)\*

Basic Programs

McGraw-Hill: The Readers Choice (2002)

Holt, Rinehart and Winston: Holt Literature and Language Arts (2003)

\*[Note: In Spanish as Alternative Format]

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Elementary School Level (K-6)

Middle School Level (6-8)\_\_\_\_\_

McDougal Littell Inc.:  
McDougal Littell Reading and  
Language Arts Program (2002)  
Prentice Hall School Division:  
Prentice Hall Literature: Timeless  
Voices, Timeless Themes (2002)

Intervention Programs (4-6)

Glencoe/McGraw-Hill: Sopris West Language!(2002)  
Hampton-Brown Company: High Point (2001)  
Scholastic Inc.: Scholastic Read 180 (2002)  
SRA/McGraw-Hill: SRA/Reach (2002)  
Wright Group/McGraw-Hill: Fast Track Reading  
Program (2002)

Intervention Programs (6-8)

--- same as those instructional  
programs available for grades 4-6 ---

**Mathematics**

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Elementary School Level (K-6)

Middle School Level (6-8)

Basic Programs

CSL Associates: Success With Math Coach (2001)  
Harcourt School Publishers: Harcourt Math (2002)\*  
Houghton-Mifflin: Mathematics by Houghton  
Mifflin K-5 (2002)  
McDougal Littell and Company: Concepts and  
Skills and Structure and Methods, Gr 6 (2001)  
McGraw-Hill: McGraw Hill Mathematics (2002)\*  
Sadlier-Oxford, Div. Of W.H. Sadlier, Inc.:  
Progress in Mathematics, CA Edition (2001)  
Saxon Publishers: Saxon Math K-3 (2001)\*  
Saxon Publishers: Math 54, 65; Math 76; Math 87 (2001)\*  
Scott Foresman: Scott Foresman CA Mathematics (2001)

Basic Programs

McDougal, Littell & Company: Concepts  
and Skills and Structure and Methods  
(2001)  
Prentice Hall: Prentice Hall Pre-  
Algebra, CA Edition (7) and Prentice  
Hall Algebra I, CA Edition (8) (2002)

\*[Note: In Spanish as Alternate Format]

Program Component #2:  
Instructional Time

The school/district is required to comply with and monitor implementation of instructional time for the adopted programs for reading/language arts and mathematics. This time should be given priority and be protected from interruptions.

***Reading/Language Arts and English Language Development\****

\*[References to specific number of minutes for instructional time are found in the Reading/Language Arts Framework for California Public Schools, (1999) for elementary grades K-

8: p.13, 14, 234, 249; in the 2002 K-8 Reading/Language Arts/ English Language Development Adoption Criteria (Adopted by State Board on December 9, 1999 and updated March 22, 2000), pp. 1, 2, 3, 6, 10, 11, 12.]

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Elementary School Level (K-6)

Basic Programs

Kindergarten 60 minutes daily  
Grades 1-3 2.5 hours daily  
Grades 4-6 2.0 hours daily

Middle School Level (6-8)

Basic Programs

Grades 6-8 1, 1.5, or 2 hours

For students, including English learners and special education students, who need additional instruction and practice, the school/district is required to provide extended time. All the Basic Programs for reading/language arts programs (K-8) provide 30-45 minutes of additional practice lesson connected to the basic daily instruction, which support students with reading difficulties or at risk of referral to special education. If the school/district extends learning time outside school hours, the instruction is required to be based on the adopted instructional program materials and the student must have access to the necessary instructional materials.

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Elementary School Level (K-6)

Intervention Programs

Grades 4-6 2.0 to 3.0 hours daily

Middle School Level (6-8)

Intervention Programs

Grades 6-8 2.0 to 3.0 hours daily

***Mathematics\****

\*[Reference to specific number of minutes for instructional time is found in the Mathematics Framework for California Public Schools, (1999) pp. 12-13, 214.]

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Elementary School Level (K-6)

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Kindergarten            30 minutes daily  
Grades 1-6                50 to 60 minutes daily  
                                  (with outside class work or extended time)

Middle School Level (6-8)

Grades 6-8                60 minutes daily  
                                  (with 30 minutes for extended time)

Program Component #3  
School Principals Instructional Leadership Training

The district is required to provide the school's principal and vice principal the AB 75 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs through a State Board authorized provider.\* This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the school/district adopted reading/language arts and mathematics programs (elementary school: basic core program K-6; and middle school: basic core program 6-8 or the intervention program 6-8).

\*[Reference to site administrator need to be provided professional development is found in the Reading/Language Arts Framework for California Public Schools, (1999), p. 244; and in Mathematics Framework for California Public Schools, (1999), pp.214-215.]

Program Component #4:  
Teacher Professional Development Opportunities

The district is required to provide a substantial number of the school's credentialed teachers (in all grade levels) and provide to these teachers the AB 466 Mathematics and Reading Professional Development Programs through a State Board authorized provider. This requirement is fulfilled when most of the K-8 teachers, according to their teaching assignment complete 40 hours of training and 80 hours of practicum for the school/district adopted reading/language arts (from the 2002 state approved list) and mathematics program (from the 2001 state approved list).\*

\*[Reference to teachers need to be provided professional development is found in the Reading/Language Arts Framework for California Public Schools, (1999), pp. 239-240; in Mathematics Framework for California Public Schools, (1999), pp. 211-212.]

Program Component #5:  
Student Achievement Monitoring System

The school/district is required to have an assessment and monitoring system, (every 6-8 weeks curriculum embedded assessments, which may include assessments available as part of the adopted program), for informing teachers and principals on student progress and effectiveness of instruction. This curriculum-embedded assessment should be based on the adopted reading/language arts program and the adopted mathematics program. The purpose of these assessments is to provide

timely data to teachers and principals to make decisions that will improve instruction and student achievement.\* In addition, it will provide a basis for the monitoring system.

\*[References to systematic monitoring of student progress and the effectiveness of instruction is found in the Reading/Language Arts Framework for California Public Schools, (1999), pp. 216-217, 218; in 2002 K-8 Reading/ Language Arts/English Language Development Adoption Criteria, (1999, updated in 2000), p. 8; and in Mathematics Framework for California Public Schools, (1999), p. 96.]

Program Component #6:  
On-going Instructional Assistance and Support for Teachers

The school/district is required to provide instructional assistance and support to teachers of reading/language arts, and to teachers of mathematics. Some possible options include: coaches who work inside the classroom to support the teacher; content experts who train teachers and coaches to deepen their knowledge about the content and the delivery of instruction and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.

\*[References for providing assistance to teachers is found in the Reading/Language Arts Framework for California Public Schools, (1999), pp.225-226, 240, 244-245, 246; in Mathematics Framework for California Public Schools, (1999), pp.214-215.]

Program Component #7:  
Monthly Meetings By Grade Level or Program/Department for Teachers

The school/district is recommended to facilitate and support teacher grade level (K-6) or instructional program/department level (6-8) collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted programs in reading/language arts and mathematics (e.g., regularly scheduled monthly meetings focused on lesson delivery (two one -hour month meetings recommended))\*

The principal's role is to encourage teachers to share classroom data on the percentage of students below criterion on the periodic assessments that are based on the adopted reading/language arts program (known as curriculum-embedded assessments). Based on the findings, the principal needs to guide teachers to assist each other to make lesson plans, which address the needs of these students (commonly referred to in the Framework as strategic or intensive need students).

\*[Reference to the role of the principal to provide time for monthly grade level or program/department meetings is found in Reading/Language Arts Framework for California Public Schools, (1999), pp. 227-228, 244; in Mathematics Framework for California Public Schools, (1999) pp. 214, 217.]

Program Component #8:  
Lesson Pacing Schedule

The school/district is required to prepare and distribute a district/school-wide pacing schedule for each grade level (K-6) or instructional program/department level (6-8) for both reading/language arts and mathematics (i.e., the annual plan based on the school calendar(s), in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage).\*

\*[Reference to the need for a pacing schedule is found in the 2002 K-8 Reading/Language Arts' English Language Development Adoption Criteria, (1999, updated in 2000), pp. 6-7, 14.]

Program Component #9:  
Fiscal Support

School/district general and categorical funds are used appropriately to support the English/language arts and mathematics program goals in the school plan.

**Level II SAIT – Investigation, Technical Assistance, and Activities**

A Level II SAIT is an intensive intervention to evaluate the instructional program to assess why students are not more academically successful.

**Investigation and Technical Assistance**

Following an investigation, the members of the SAIT will provide the following assistance focused on classroom instruction:

Support for All Faculty

Content experts/coaches will conduct demonstration lessons to insure that all faculty have been trained to use the adopted program materials as designed. They will identify the characteristics of classrooms that focus on effective content and learning strategies embedded in the program. They will observe classrooms, coach, demonstrate lessons, and give appropriate feedback. They will serve as a resource to identify appropriate instructional strategies and interventions to improve student achievement for all students, including English learners, students enrolled in special education programs, and other students with diverse learning needs.

Content experts/coaches will meet with school instructional leaders to discuss areas of strength and areas of need across grade levels, and strategize, collaboratively, on the best ways to support full and skillful implementation of the district-adopted and aligned reading/language arts program(s) and Algebra I/mathematics program(s). They will facilitate collaboration to discuss issues involving the full and skillful implementation of the district-adopted and standards-aligned programs, especially the analysis and use of assessment data (e.g., use of curriculum-embedded assessment data) to improve student achievement.

### Support for Principal/Vice Principal – School’s Instructional Leaders

Content experts/coaches will conduct site visits with teachers, teacher support personnel, and site instructional leaders to address the levels of implementation of the adopted reading/language arts and mathematics programs as observed in the classrooms. They will debrief with the site instructional leaders and district leaders about possible actions that could be taken to improve instruction and implementation.

### Support for Certificated Teachers

Content experts/coaches will provide staff development for teachers, coaches, other school instructional leaders, and district leaders to ensure that all are knowledgeable about the adopted instructional program components and understand the instructional design and how the program meets the California content standards per grade level.

### Intervention Support and Monitoring

The Level II SAIT will assist the School/District Liaison Team to support the activities identified in the revised single school plan and serve as the intervention oversight group. They will provide the following functions:

- Focus on allocation of resources: The SAIT will monitor funding sources and the uses of these funds in support of the implementation of the Essential Program Components.
- Monitor activities for continued implementation of each Essential Program Component and support for professional development identified in the Level II intervention. The SAIT will monitor timelines for implementation of the revised single school plan. They will identify the barriers to full implementation of the adopted instructional programs, advise on suggested modifications to the Plan, review reports on student achievement outcomes, and make reports on progress (three times annually) of students/school (including summary of content experts’ reports).
- Attend meetings with School/District Liaison Team: The SAIT will discuss issues and concerns with the School/District Liaison Team, including implementation of the school plan.
- Report to the Local Board of Education, the State Superintendent of Public Instruction, and the State Board of Education: The district will deliver written and oral reports to the local board of education, and the SAIT will provide a written report to the Superintendent of Public Instruction and State Board of Education, based on data provided by the School/District Liaison Team on the status of the Essential Program Components, student progress, corrective actions and any recommended modifications to the revised single school plan.

## Academic Program Survey – Elementary School Level

Essential Component	Objective	Criteria, Clarifications, and Citations	Implementation Status—Circle the most appropriate score				
				Fully	Substantially	Partially	Minimally
1. Instructional Program	1.1 The school/district provides the most recent State Board-adopted core instructional programs, including accelerated interventions, in reading/language arts (2002-2008 adoption, including interventions), documented to be in daily use in every classroom, with materials for every student.	SBE Approved Basic Programs for <b>Reading/Language Arts</b> includes: <ul style="list-style-type: none"> <li>o Houghton Mifflin Reading: <i>A Legacy of Literacy</i>, 2003 *</li> <li>o SRA/McGraw-Hill: <i>SRA Open Court Reading</i>, 2000 and 2002 *</li> <li>o [* Note: In Spanish as Alternate Format]</li> </ul> SBE Approved <b>Mathematics Programs</b> include: <ul style="list-style-type: none"> <li>o CSL Associates: <i>Success with Math Coach</i>, 2001</li> <li>o Harcourt School Publishers: <i>Harcourt Math</i>, 2002 *</li> <li>o Houghton Mifflin: <i>Mathematics by Houghton Mifflin K-5</i>, 2002</li> <li>o McDougal,Littell &amp; Company: <i>Concepts and Skills, Structure and Method</i>, Gr 6, 2001</li> <li>o McGraw-Hill: <i>McGraw-Hill Mathematics</i>, 2001 *</li> <li>o Sadlier-Oxford, Div. Of W.H., Sadlier, Inc.: <i>Progress in Mathematics CA Ed.</i> , 2001</li> <li>o Saxon Publishers: <i>Saxon Math K-3</i>, 2001 *</li> <li>o Saxon Publishers: <i>Math 54, 65; Math 76, and Math 87</i>, 2001 *</li> <li>o Scott Foresman: <i>Scott Foresman CA Mathematics</i>, 2001</li> </ul> [*Note: In Spanish as Alternate Format]		Fully	Substantially	Partially	Minimally
			1.1 LA	3	2	1	0
		Fully	Substantially	Partially	Minimally		
	1.2 Math	3	2	1	0	<b>Comments:</b>          	
1.2 The school/district provides the most recent State Board-adopted core instructional program in mathematics (2001-2007 adoption), documented to be in daily use in every classroom, with materials for every student.		Full implementation means that elementary school has adopted and distributed all core classroom and student materials of the Reading/Language Arts program and Mathematics program as recommended (as listed on the CDE web site).		Fully	Substantially		Partially
Documentation:			<b>Additional Comments</b>				
	Reading/LA	Mathematics					
<b>District Purchase Date:</b>							
<b>School Distribution Date:</b>							
<b>Classroom Distribution Date:</b>							
Attach publisher PO documentation for sets of classroom core materials.							

## Academic Program Survey – Elementary School Level

Essential Component	Objective	Criteria, Clarifications, and Citations	Implementation Status—Circle the most appropriate score				
				Fully	Substantially	Partially	Minimally
2. Instructional Time	2.1 The school/district complies with and monitors implementation of instructional time for the adopted programs for reading/language arts. This time should be given priority and be protected from interruptions. <ul style="list-style-type: none"> <li>▪ K 60 minutes daily</li> <li>▪ 1-3 2.5 hours daily</li> <li>▪ 4-6 2.0 hours daily</li> </ul>	<ul style="list-style-type: none"> <li>• Full implementation means that all classrooms have the appropriate time allocations for all students and provide for additional time for those in need of more instruction and practice.</li> </ul> Citations: References to specific number of minutes for instructional time are found in:  <i>Reading/Language Arts Framework for California Public Schools</i> (1999) pp. 13, 14, 243, 249.  <i>2002 Reading/Language Arts/English Language Development Adoption Criteria</i> (Adopted by State Board on December 9, 1999; updated March 22, 2000), pp. 1, 2, 3, 6, 10, 11, 12.  <i>Mathematics Framework for California Public Schools</i> (1999) pp. 12-13, 214.		Fully	Substantially	Partially	Minimally
			2.1 LA	3	2	1	0
			<b>Comments:</b>				
				Fully	Substantially	Partially	Minimally
		2.2 LA	3	2	1	0	
	<b>Comments:</b>						
		Fully	Substantially	Partially	Minimally		
	2.3 Math	3	2	1	0		
	<b>Comments:</b>						
		Fully	Substantially	Partially	Minimally		
2.4 Math	3	2	1	0			
<b>Comments:</b>							
<i>Documentation</i>		<b>Additional Comments</b>					
	<b>Reading/LA</b>	<b>Mathematics</b>					
<b>District Instructional Regulations:</b>							
<b>School Instructional Procedures:</b>							
Attach appropriate documents.							

### Academic Program Survey – Elementary School Level

Essential Component	Objective	Criteria, Clarifications, and Citations	Implementation Status—Circle the most appropriate score				
3. School Principals' Instructional Leadership Training	<p>3.1 The district provides the school's principal and vice principal the AB 75 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State Board-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the school/district-adopted reading/language arts program (elementary school basic core program K-6).</p> <p>3.2 The district provides the school's principal and vice principal the AB 75 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State Board-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the school/district-adopted mathematics program (elementary school basic core program K-6).</p>	<p>Full implementation means that the school principal and vice principal have completed AB 75 Module I training (including 40 hours of institute and 40 hours of practicum for both the reading/language arts and mathematics programs).</p> <p>Citations: Reference to site administrator need to be provided professional development is found in: <i>Reading/Language Arts Framework for California Public Schools</i> (1999) p. 244.  <i>Mathematics Framework for California Public Schools</i> (1999) pp. 214-215.</p>					
			Fully	Substantially	Partially	Minimally	
			3.1 LA	3	2	1	0
			<b>Comments:</b>				
			Fully	Substantially	Partially	Minimally	
			3.2 Math	3	2	1	0
			<b>Comments:</b>				
<i>Documentation</i>			<b>Additional Comments</b>				
			<b>Reading/LA</b>	<b>Mathematics</b>			
<b>District AB75 Completion Records:</b>							
<b>Authorized Provider Information:</b>							
<b>Dates of Offerings:</b>							
Attach appropriate documents.							

## Academic Program Survey – Elementary School Level

Essential Component	Objective	Criteria, Clarifications, and Citations	Implementation Status—Circle the most appropriate score				
				Fully	Substantially	Partially	Minimally
4. Credentialed Teachers and Teacher Professional Development Opportunity	4.1 The district staffs most classrooms with fully credentialed teachers and has a plan to have fully credentialed teachers in all classrooms within three years.	<ul style="list-style-type: none"> <li>Full implementation means that all classrooms have fully credentialed teachers.</li> <li>Full implementation means that all of the reading/language arts teachers have completed the AB 466, 40-hour training program and 80-hour practicum based on the district’s adopted reading/language arts program.</li> <li>Full implementation means that all of the mathematics teachers have completed the AB 466, 40-hour training program and 80-hour practicum based on the district’s adopted mathematics program.</li> </ul> <p>Citations: Reference to teacher need to be provided professional development is found in:  <i>Reading/Language Arts Framework for California Public Schools</i> (1999) pp. 239-240.  <i>Mathematics Framework for California Public Schools</i> (1999) pp. 211-212.</p>	Fully	Substantially	Partially	Minimally	
	4.2 The district provides the school’s teachers (in all grade levels/programs) the AB 466 Professional Development Program through a State Board-authorized provider. The training features the district’s adopted basic program and/or intervention programs for reading/language arts for each teacher’s grade level or program level.		4.1 LA	3	2	1	0
	<b>Comments:</b>						
	Fully		Substantially	Partially	Minimally		
	4.3 The district provides the school’s teachers (in all grade levels) the AB 466 Professional Development Program through a State Board-authorized provider. The training features the district’s adopted basic program for mathematics for each teacher’s grade level or program level.		4.2 Math	3	2	1	0
	<b>Comments:</b>						
<b>Additional Comments</b>							
<i>Documentation</i>		<b>Reading/LA</b>	<b>Mathematics</b>				
<b>District AB466 Completion Records:</b>							
<b>Authorized Provider Information:</b>							
<b>Dates of Offerings:</b>							
Attach appropriate documents.							

## Academic Program Survey – Elementary School Level

Essential Component	Objective	Criteria, Clarifications, and Citations	Implementation Status—Circle the most appropriate score				
				Fully	Substantially	Partially	Minimally
5. Student Achievement Monitoring System	<p>5.1 The school/district has an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program. These assessments inform teachers and principals on student progress and effectiveness of instruction. These curriculum-embedded assessments are based on the adopted reading/language arts program. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system.</p> <p>5.2 The school/district has a similar assessment and monitoring system for the mathematics program.</p>	<ul style="list-style-type: none"> <li>• Full implementation means the school is regularly using (e.g., every 6-8 weeks) curriculum-embedded assessments to determine student progress and to make instructional decisions for reading/language arts and mathematics programs. Electronic data collection and recording are used to assist teachers to review data, analyze for patterns of performance, and modify instruction where needed.</li> </ul> <p>Citations: References to systematic monitoring of student progress and effectiveness of instruction is found in:</p> <p style="margin-left: 20px;"><i>Reading/Language Arts Framework for California Public Schools</i> (1999) pp. 216-217, 218.</p> <p style="margin-left: 20px;"><i>2002 K-8 Reading/Language Arts' English Language Development Adoption Criteria</i> (1999, updated in 2000), p. 8.</p> <p style="margin-left: 20px;"><i>Mathematics Framework for California Public Schools</i> (1999) p. 196.</p>	5.1 LA	3	2	1	0
			Comments:				
			5.2 Math	3	2	1	0
			Comments:				
<b>Documentation</b>		<b>Additional Comments</b>					
	Reading/LA	Mathematics					
Example of Curriculum Embedded Assessments:							
Sample report of assessment at the following levels –							
Classroom:							
School:							
District:							
Attach appropriate documents.							

### Academic Program Survey – Elementary School Level

Essential Component	Objective	Criteria, Clarifications, and Citations	Implementation Status—Circle the most appropriate score				
				Fully	Substantially	Partially	Minimally
6. On-going Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and support to teachers of reading/language arts. Some possible options include: coaches/content experts who are knowledgeable about the adopted program and who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.	<ul style="list-style-type: none"> <li>■ Full implementation means that the school/district provides appropriate instructional assistance (e.g., content experts/coaches, specialists, other teacher support personnel) to support teachers in delivering reading/language arts and mathematics instruction using the adopted materials.</li> </ul> <p>Citations: References for providing assistance to teachers are found in:</p> <p style="margin-left: 20px;"><i>Reading/Language Arts Framework for California Public Schools</i> (1999) pp. 225-226, 240, 244-245, 246.</p> <p style="margin-left: 20px;"><i>Mathematics Framework for California Public Schools</i> (1999) pp. 214-215.</p>	6.1 LA	3	2	1	0
	<b>Comments:</b>						
	6.2 Math		3	2	1	0	
	<b>Comments:</b>						
<i>Documentation</i>		<b>Additional Comments</b>					
<b>School Plan for Assistance and Support to Teachers:</b>		Reading/LA	Mathematics				
Attach appropriate documents.							

## Academic Program Survey – Elementary School Level

Essential Component	Objective	Criteria, Clarifications, and Citations	Implementation Status—Circle the most appropriate score				
				Fully	Substantially	Partially	Minimally
7. Monthly Collaboration by Grade Level for Teachers Facilitated by the Principal	7.1 The school/district facilitates and supports teacher grade level (K-6) collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted program in reading/language arts (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]).  7.2 The school/district facilitates and supports teacher grade level (K-6) collaboration in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in mathematics (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]).	<ul style="list-style-type: none"> <li>• Full implementation means that the principal or designee provides opportunities on a regular and frequent basis (e.g., twice monthly) for teachers to collaborate using curriculum-embedded assessment data, for teachers to focus on the implementation of the adopted reading/language arts and mathematics programs.</li> </ul> <p>Citations: Reference to the role of the principal to provide time for monthly grade level meetings is found in:             Reading/Language Arts Framework for California Public Schools (1999) p. 244.             Mathematics Framework for California Public Schools (1999) pp. 214, 217.</p>	7.1 LA	3	2	1	0
			Comments:				
			7.2 Math	3	2	1	0
			Comments :				
<b>Documentation</b>		<b>Additional Comments</b>					
School Schedule for Monthly Grade Level Meetings and Example of Lesson Plans:		Reading/LA	Mathematics				
Attach appropriate documents.							

## Academic Program Survey – Elementary School Level

Essential Component	Objective	Criteria, Clarifications, and Citations	Implementation Status—Circle the most appropriate score									
8. Lesson Pacing Schedule	<p>8.1 The school/district prepares and distributes an annual district/schoolwide pacing schedule for each grade level (K-6) for the reading/language arts program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.</p> <p>8.2 The school/district prepares and distributes an annual district/schoolwide pacing schedule for each grade level (K-6) for the mathematics program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.</p>	<ul style="list-style-type: none"> <li>Full implementation means that there is an annual district/schoolwide pacing schedule in use for the adopted reading/language arts program and mathematics program by grade level (and by tracks if a year-round school).</li> </ul> <p>Citations: Reference to the need for a pacing schedule is found in: 2002 K-8 Reading/Language Arts' English Language Development Adoption Criteria (1999, updated in 2000), pp. 6-7, 14.</p>										
			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 15%;">Fully</td> <td style="width: 15%;">Substantially</td> <td style="width: 15%;">Partially</td> <td style="width: 15%;">Minimally</td> </tr> </table>						Fully	Substantially	Partially	Minimally
				Fully	Substantially	Partially	Minimally					
			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">8.1 LA</td> <td style="width: 15%; text-align: center;">3</td> <td style="width: 15%; text-align: center;">2</td> <td style="width: 15%; text-align: center;">1</td> <td style="width: 15%; text-align: center;">0</td> </tr> </table>					8.1 LA	3	2	1	0
			8.1 LA	3	2	1	0					
Comments:												
			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 15%;">Fully</td> <td style="width: 15%;">Substantially</td> <td style="width: 15%;">Partially</td> <td style="width: 15%;">Minimally</td> </tr> </table>						Fully	Substantially	Partially	Minimally
	Fully	Substantially	Partially	Minimally								
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8.2 Math	3	2	1	0								
			Comments:									
<b>Documentation</b>			<b>Additional Comments</b>									
		Reading/LA						Mathematics				
District/School Pacing Plan by Grade Level:												
Attach appropriate documents.												

### Academic Program Survey – Elementary School Level

Essential Component	Objective	Criteria, Clarifications, and Citations	Implementation Status—Circle the most appropriate score				
9. Fiscal Support	<p>9.1 The school/district general and categorical funds are used appropriately to support the reading/language arts program goals in the school plan.</p> <p>9.2 The school/district general and categorical funds are used appropriately to support the mathematics program goals in the school plan.</p>	<ul style="list-style-type: none"> <li>Full implementation means that all of the goals stated in the school plan for reading/language arts and mathematics have the necessary funding to be successfully implemented (e.g., if obtaining coaches is a goal, there are funds dedicated first to textbooks and instructional materials and then to pay for coaching services that support implementation of adopted materials.)</li> </ul>		Fully	Adequately	Partially	Minimally
			9.1 LA	3	2	1	0
			Comments:				
				Fully	Adequately	Partially	Minimally
			9.2 Math	3	2	1	0
Comments:							
Documentation		Additional Comments					
	Reading/LA	Mathematics					
	Plan uses all revenues appropriately						
Attach appropriate documents.							

**Elementary School APS Survey Rating Description**

Each component will be rated on a scale of 0 to 3, as follows:

- 0 – Minimal level of implementation
- 1 – Partial level of implementation
- 2 – Substantial level of implementation
- 3 – Full level of implementation

All objectives in the academic survey must receive **at least a rating of 2** for the school to be considered as performing that objective at an acceptable level. The 2 rating indicates a substantial level of implementation. The chart below describes the criteria per objective per rating level.

<i>Essential Component</i>	<i>Objective</i>
1. Instructional Program	<p>1.1 The school/district provides the most recent State Board-adopted core instructional programs, including accelerated interventions, in reading/language arts (2002-2008 adoption including interventions), documented to be in daily use in every classroom, with materials for every student.</p>
	<p><i>Minimally – None of the students have the most recent SBE-approved instructional program materials in reading/language arts.</i></p> <p><i>Partially – Some of the students have the most recent SBE-approved instructional program materials in reading/language arts.</i></p> <p><b><i>Substantially – All students at all grade levels or program levels have the most recent SBE-approved instructional program materials in reading/language arts.</i></b></p> <p><i>Fully – All students on a daily basis at all grade levels or program levels have and appropriately use the most recent SBE-approved instructional program materials in reading/language arts.</i></p>
	<p>1.2 The school/district provides the most recent State Board-adopted core instructional program materials in mathematics (2001-2007 adoption), documented to be in daily use in every classroom, with materials for every student.</p>
	<p><i>Minimally – None of the students have the most recent SBE-approved instructional program materials in mathematics.</i></p> <p><i>Partially – Some of the students have the most recent SBE-approved instructional program materials in mathematics.</i></p> <p><b><i>Substantially – All students at all grade levels or program levels have the most recent SBE-approved instructional program materials in mathematics.</i></b></p> <p><i>Fully – On a daily basis, all students at all grade levels or program levels have and appropriately use the most recent SBE-approved instructional program materials in mathematics.</i></p>

<p>2. Instructional Time</p>	<p>2.1 The school/district complies with and monitors implementation of instructional time for the adopted programs for reading/language arts. This time should be given priority and be protected from interruptions.</p> <table style="margin-left: 40px;"> <tr> <td>§</td> <td>K</td> <td>60 minutes daily</td> </tr> <tr> <td>§</td> <td>1-3</td> <td>2.5 hours daily</td> </tr> <tr> <td>§</td> <td>4-6</td> <td>2.0 hours daily</td> </tr> </table>	§	K	60 minutes daily	§	1-3	2.5 hours daily	§	4-6	2.0 hours daily
	§	K	60 minutes daily							
§	1-3	2.5 hours daily								
§	4-6	2.0 hours daily								
<p><i>Minimally – Few classrooms have the appropriate time allocations for students in the adopted reading/language arts “basic core” program.</i></p> <p><i>Partially – About half of the classrooms have the appropriate allocations for students in the adopted reading/language arts “basic core” program.</i></p> <p><b><i>Substantially – Seventy-five percent of the classrooms have the appropriate time allocations for students in the adopted reading/language arts “basic core” program.</i></b></p> <p><i>Fully – All classrooms have the appropriate time allocations for students in the adopted reading/language arts “basic core” program.</i></p>										
	<p>2.2 School provides the following additional time for reading/language arts students taking the intervention reading program:</p> <table style="margin-left: 40px;"> <tr> <td>§</td> <td>K</td> <td>30 minutes daily</td> </tr> <tr> <td>§</td> <td>1-3</td> <td>30-45 minutes daily</td> </tr> <tr> <td>§</td> <td>4-6</td> <td>30-45 minutes daily</td> </tr> </table>	§	K	30 minutes daily	§	1-3	30-45 minutes daily	§	4-6	30-45 minutes daily
	§	K	30 minutes daily							
§	1-3	30-45 minutes daily								
§	4-6	30-45 minutes daily								
<p><i>Minimally – Few classrooms have the appropriate time allocations for students taking the intervention reading program.</i></p> <p><i>Partially – About half of the classrooms have the appropriate allocations for students taking the intervention reading program.</i></p> <p><b><i>Substantially – Seventy-five percent of the classrooms have the appropriate time allocations for students taking the intervention reading program.</i></b></p> <p><i>Fully – All classrooms have the appropriate time allocations for students taking the intervention reading program.</i></p>										
	<p>2.3 School provides the following time allocations for mathematics. This time should be given priority and be protected from interruptions:</p> <table style="margin-left: 40px;"> <tr> <td>§</td> <td>K</td> <td>30 minutes daily</td> </tr> <tr> <td>§</td> <td>1-6</td> <td>60 minutes daily</td> </tr> </table>	§	K	30 minutes daily	§	1-6	60 minutes daily			
§	K	30 minutes daily								
§	1-6	60 minutes daily								

	<p><i>Minimally – Few classrooms have the appropriate time allocations for students in mathematics.</i></p> <p><i>Partially – About half of the classrooms have the appropriate time allocations for students in mathematics.</i></p> <p><b><i>Substantially – Seventy-five percent of the classrooms have the appropriate time allocations for students in mathematics.</i></b></p> <p><i>Fully – All classrooms have the appropriate time allocations for students in mathematics.</i></p>
	<p>2.4 School provides the following additional time for mathematics students needing intervention:</p> <p>§ K 15 minutes daily</p> <p>§ 1-6 15 minutes daily</p>
	<p><i>Minimally – Few classrooms have the appropriate additional time allocations for students who need additional instruction and practice in mathematics.</i></p> <p><i>Partially – About half of the classrooms have the appropriate additional time allocations for students who need additional instruction and practice in mathematics.</i></p> <p><b><i>Substantially – Seventy-five percent of the classrooms have the appropriate additional time allocations for students who need additional instruction and practice in mathematics.</i></b></p> <p><i>Fully – All classrooms have the appropriate additional time allocations for students who need additional instruction and practice in mathematics.</i></p>
<p>3. School Principals’ Instructional Leadership Training</p>	<p>3.1 The district provides the school’s principal and vice principal the AB 75 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State Board-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the school/district-adopted reading/language arts program (elementary school basic core program K-6).</p> <p><i>Minimally – Neither the principal nor vice principal has made arrangements to take the AB 75 reading/language arts training.</i></p> <p><i>Partially – Either the principal or the vice principal has made arrangements to take the AB 75 reading/language arts training.</i></p> <p><b><i>Substantially – Either the principal or the vice principal has had the AB 75 reading/language arts training, and plans exist for the other administrator to be trained within one year.</i></b></p> <p><i>Fully – Both the principal and the vice principal have had the AB 75 reading/language arts training.</i></p>

	<p>3.2 The district provides the school’s principal and vice principal the AB 75 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State Board-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the school/district-adopted mathematics program (elementary school basic core program K-6).</p> <hr/> <p><i>Minimally – Neither the principal nor vice principal has made arrangements to take the AB 75 mathematics training.</i></p> <p><i>Partially – Either the principal or the vice principal has made arrangements to take the AB 75 mathematics training.</i></p> <p><b><i>Substantially – Either the principal or the vice principal has had the AB 75 mathematics training, and plans exist for the other administrator to be trained within one year.</i></b></p> <p><i>Fully – Both the principal and the vice principal have had the AB 75 mathematics training.</i></p>
<p>4. Credentialed Teachers and Professional Dev. Opportunity</p>	<p>4.1 The district staffs most classrooms with fully credentialed teachers and has a plan to have fully credentialed teachers in all classrooms within three years.</p> <hr/> <p><i>Minimally – Few classrooms have fully credentialed teachers.</i></p> <p><i>Partially – Some classrooms have fully credentialed teachers.</i></p> <p><b><i>Substantially – Seventy-five percent of the classrooms have fully credentialed teachers.</i></b></p> <p><i>Fully – All classrooms have fully credentialed teachers.</i></p>
	<p>4.2 The district provides the school’s teachers (in all grade levels/programs) the AB 466 Professional Development Program through a State Board-authorized provider. The training features the district’s adopted basic program and/or intervention programs for reading/language arts for each teacher’s grade level or program level.</p>

	<p><i>Minimally - Few of the school's teachers have completed the AB 466 training in reading/language arts.</i></p> <p><i>Partially - Some of the school's teachers have completed the AB 466 training in reading/language arts.</i></p> <p><b><i>Substantially - Seventy-five percent of the school's teachers have completed the AB 466 training in reading/language arts, and there is a plan to train the remaining teachers within one year.</i></b></p> <p><i>Fully - All of the school's teachers have completed the AB 466 training in reading/language arts.</i></p> <hr/> <p>4.3 The district provides a substantial number of the school's teachers (in all grade levels) the AB 466 Professional Development Program through a State Board-authorized provider. The training features the district's adopted basic program for mathematics for each teacher's grade level or program level.</p> <hr/> <p><i>Minimally - Few of the school's teachers have completed the AB 466 training in mathematics.</i></p> <p><i>Partially - Some of the school's teachers have completed the AB 466 training in mathematics.</i></p> <p><b><i>Substantially - Seventy-five per cent of the school's teachers have completed the AB 466 training in mathematics, and there is a plan to train the remaining teachers within one year.</i></b></p> <p><i>Fully - All of the school's teachers have completed the AB 466 training in mathematics, and there is a plan to train the remaining teachers within one year.</i></p>
<p>5. Student Achievement Monitoring System</p>	<p>5.1 The school/district has an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program). These assessments inform teachers and principals on student progress and effectiveness of instruction. These curriculum-embedded assessments are based on the adopted reading/language arts program. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system.</p>

	<p><i>Minimally –Few reading/language arts curriculum-embedded assessments are in use at the school.</i></p> <p><i>Partially –Some reading/language arts curriculum-embedded assessments are in use at the school.</i></p> <p><b>Substantially - Reading/language arts curriculum-embedded assessments are in regular use at the school.</b></p> <p><i>Fully – Reading/language arts curriculum-embedded assessments are in regular use at the school, and data from the assessments are being used to determine student progress and modify instruction.</i></p> <hr/> <p>5.2 The school/district has a similar assessment and monitoring system for the mathematics program.</p> <hr/> <p><i>Minimally –Few mathematics curriculum-embedded assessments are in use at the school.</i></p> <p><i>Partially –Some mathematics curriculum-embedded assessments are in use at the school.</i></p> <p><b>Substantially - Mathematics curriculum-embedded assessments are in regular use at the school.</b></p> <p><i>Fully – Mathematics curriculum-embedded assessments are in regular use at the school, and data from the assessments are being used to determine student progress and modify instruction.</i></p>
<p>6. Ongoing Instructional Assistance and Support for Teachers</p>	<p>6.1 The school/district provides instructional assistance and support to teachers of reading/language arts. Some possible options include: coaches/content experts who are knowledgeable about the adopted program, and who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.</p>

	<p><i>Minimally – The school/district provides little or no instructional assistance to support teachers in delivering reading/language arts instruction using the adopted materials.</i></p> <p><i>Partially – The school/district provides limited instructional assistance to support teachers in delivering reading/language arts instruction using the adopted materials.</i></p> <p><b><i>Substantially – The school/district provides adequate instructional assistance (e.g., content experts/coaches, specialists, and other teacher support personnel) to support teachers in delivering reading/language arts instruction using the adopted materials.</i></b></p> <p><i>Fully – The school/district provides appropriate instructional assistance to support teachers in delivering reading/language arts instruction using the adopted materials.</i></p> <hr/> <p>6.2 The school/district provides instructional assistance and support to teachers of mathematics. The possible options are the same as above with specialists in mathematics.</p> <hr/> <p><i>Minimally – The school/district provides little or no instructional assistance to support teachers in delivering mathematics instruction using the adopted materials.</i></p> <p><i>Partially – The school/district provides limited instructional assistance to support teachers in delivering mathematics instruction using the adopted materials.</i></p> <p><b><i>Substantially – The school/district provides adequate instructional assistance (e.g., content experts/coaches, specialists, and other teacher support personnel) to support teachers in delivering mathematics instruction using the adopted materials.</i></b></p> <p><i>Fully – The school/district provides appropriate instructional assistance to support teachers in delivering mathematics instruction using the adopted materials.</i></p>
<p>7. Monthly Collaboration by Grade Level for Teachers Facilitated by the Principal</p>	<p>7.1 The school/district facilitates and supports teacher grade level (K-6) collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted program in reading/language arts (e.g., use of regularly scheduled monthly meetings focused on lesson delivery [preferably two, one-hour monthly meetings]).</p>

	<p><i>Minimally –The school/district does not provide time for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery in reading/language arts.</i></p> <p><i>Partially – The school/district provides limited time for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery in reading/language arts.</i></p> <p><b><i>Substantially– The school/district provides regular opportunities for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery in reading/language arts.</i></b></p> <p><i>Fully - The school/district provides opportunities on a regular and frequent basis (e.g., twice monthly) for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery in reading/language arts.</i></p>
	<p>7.2 The school/district facilitates and supports teacher grade level (K-6) collaboration in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in mathematics (e.g., use of regularly scheduled monthly meetings focused on lesson delivery [preferably two, one-hour monthly meetings]).</p> <p><i>Minimally –The school/district does not provide time for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery in mathematics.</i></p> <p><i>Partially – The school/district provides limited time for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery in mathematics.</i></p> <p><b><i>Substantially– The school/district provides regular opportunities for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery in mathematics.</i></b></p> <p><i>Fully - The school/district provides opportunities on a regular and frequent basis (e.g., twice monthly) for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery in mathematics.</i></p>

<p>8. Lesson Pacing Schedule</p>	<p>8.1 The school/district prepares and distributes a district/schoolwide pacing schedule for each grade level (K-6) for the reading/language arts program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.</p> <p><i>Minimally</i>—A district/schoolwide pacing schedule for the reading/language arts program has been distributed to few of the grade levels or instructional levels offered at the school.</p> <p><i>Partially</i> – A district/schoolwide pacing schedule for the reading/language arts program has been distributed to some of the grade levels or instructional levels offered at the school.</p> <p><b>Substantially</b> - A district/schoolwide pacing schedule for the reading/language arts program has been distributed to seventy-five percent of the grade levels or instructional levels offered at the school.</p> <p><i>Fully</i> - A district/schoolwide pacing schedule for the reading/language arts program is in use in all of the grade levels or instructional levels offered at the school (and by tracks if on a year-round schedule).</p>
	<p>8.2 The school/district prepares and distributes a district/schoolwide pacing schedule for each grade level (K-6) for the mathematics program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.</p> <p><i>Minimally</i>—A district/schoolwide pacing schedule for the mathematics program has been distributed to few of the grade levels or instructional levels offered at the school.</p> <p><i>Partially</i> – A district/schoolwide pacing schedule for the mathematics program has been distributed to some of the grade levels or instructional levels offered at the school.</p> <p><b>Substantially</b> - A district/schoolwide pacing schedule for the mathematics program has been distributed to seventy-five percent of the grade levels or instructional levels offered at the school.</p> <p><i>Fully</i> - A district/schoolwide pacing schedule for the mathematics program is in use in all of the grade levels or instructional levels offered at the school (and by tracks if on a year-round schedule).</p>

9. Fiscal Support	9.1 The school/district general and categorical funds are used appropriately to support the reading/language arts program goals in the school plan.
	<i>Minimally– The school/district uses its general and categorical funds to support few of the reading/language arts program goals in the school plan.</i>  <i>Partially – The school/district uses its general and categorical funds to support some of the school’s reading/language arts program goals in the school plan.</i>  <b><i>Substantially – The school/district uses its general and categorical funds to support most of the school’s reading/language arts program goals in the school plan.</i></b>  <i>Fully –The school/district uses its general and categorical funds to support all of the school’s reading/language arts program goals in the school plan.</i>
	9.2 The school/district general and categorical funds are used appropriately to support the mathematics program goals in the school plan.
	<i>Minimally– The school/district uses its general and categorical funds to support few of the mathematics program goals in the school plan.</i>  <i>Partially – The school/district uses its general and categorical funds to support some of the school’s mathematics program goals in the school plan.</i>  <b><i>Substantially – The school/district uses its general and categorical funds to support most of the school’s mathematics program goals in the school plan.</i></b>  <i>Fully –The school/district uses its general and categorical funds to support all of the school’s mathematics program goals in the school plan.</i>

## LAST MINUTE MEMORANDUM

**DATE:** April 9, 2004

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

**FROM:** Sue Stickel, Deputy Superintendent  
Curriculum and Instruction Branch

**RE:** Item No. 2

**SUBJECT:** Intervention and support for high priority schools

Attached to this Memorandum are Attachments 4 and 5. They include the PowerPoint slides to be presented on April 14, 2004 at the seminar on intervention and support for high priority schools and a table reflecting the number of schools participating in our underperforming schools programs.

Attachment 4: Intervention and Support for High Priority Schools (18 Pages)

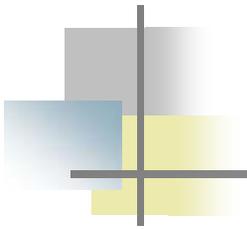
Attachment 5: Universe of High Priority Schools in State and Federal Programs (1 Page)

## Universe of High Priority Schools in State and Federal Programs

Program	Number of Schools
PI Only	496
II/USP Only	357
HPSGP Only	287
CSR Only	14
PI and II/USP	404
PI and CSR	54
PI and HPSGP	340
PI, II/USP, and HPSGP	139
PI, II/USP, and CSR	36
PI, II/USP, CSR, and HPSGP	8
II/USP and CSR	77
II/USP and HPSGP	55
II/USP, CSR, and HPSGP	30
TOTAL	2,297

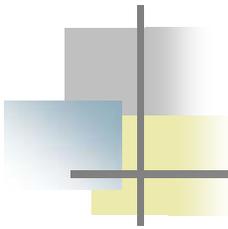
Legend:

PI: Program Improvement  
 II/USP: Intermediate Intervention/Underperforming Schools Program  
 HPSGP: High Priority Schools Grant Program  
 CSR: Comprehensive School Reform



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# **Intervention and Support for High Priority Schools**

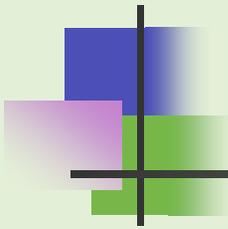


# Purpose of Presentation

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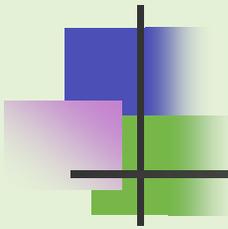
**To provide background information on state and federal accountability requirements and support systems:**

- **Accountability overview**
- **School improvement programs**
- **Intervention, support and capacity building**



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# **Public Schools Accountability Act of 1999**



# **Statewide Accountability System: Key Features**

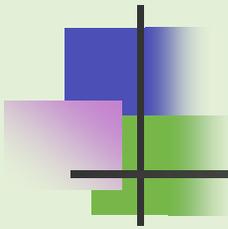
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- **Comprehensive and integrated**
- **Currently school-based, not district-based**
- **Subgroup accountability (ethnic and socio-economically disadvantaged student subgroups)**

# Statewide Accountability System: Components

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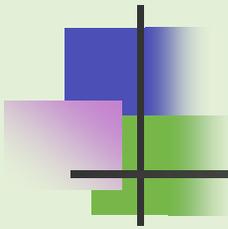
- **Academic Performance Index (API)**
- **Awards**
- **Interventions**



# Academic Performance Index (API): Key Features

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- **Single number**
- **Scale of 200 to 1000**
- **Based on the percentage of students scoring at a given performance level or band**

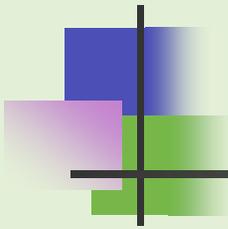


# API: Components

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**By law, the API shall consist of a variety of indicators, including, but not limited to,**

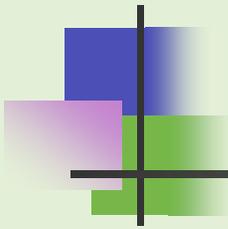
- **Test results (STAR, CAHSEE, CAPA)**
  - **By law, at least 60 percent of the API's value**
- **Attendance rates (when accurate data available)**
- **Graduation rates for secondary schools (when accurate data available)**



# API: Growth Targets

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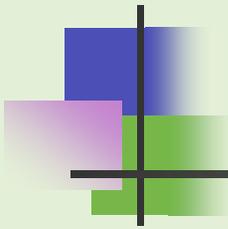
- **Five percent of the distance to the performance goal of 800**
- **A minimum of one point for schools below 800**
- **Annual targets**
- **Requires comparable improvement by numerically significant student subgroups**
- **Applies to schools, not districts**



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# **No Child Left Behind (NCLB)**

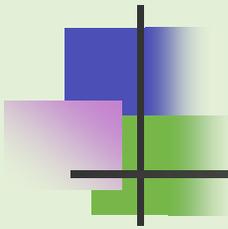
## **Act of 2001**



# Federal Title I Accountability Criteria

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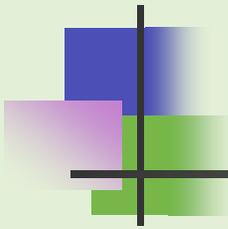
- **NCLB includes prescriptive criteria on how to establish whether districts and schools met Adequate Yearly Progress (AYP)**
- **Apply to both districts and schools**
- **Apply to all districts and schools**
- **Interventions and sanctions apply only to Title I districts and schools**



# **AYP: The Basics**

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- **Goal is 100% proficiency by 2013-14**
- **Based on English/language arts and mathematics separately**



# **AYP: The Basics Continued**

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- **All students held to same high academic standards**
- **Subgroup accountability**
- **Special ed, English learner subgroups**
- **95% participation on assessments**

# AYP:

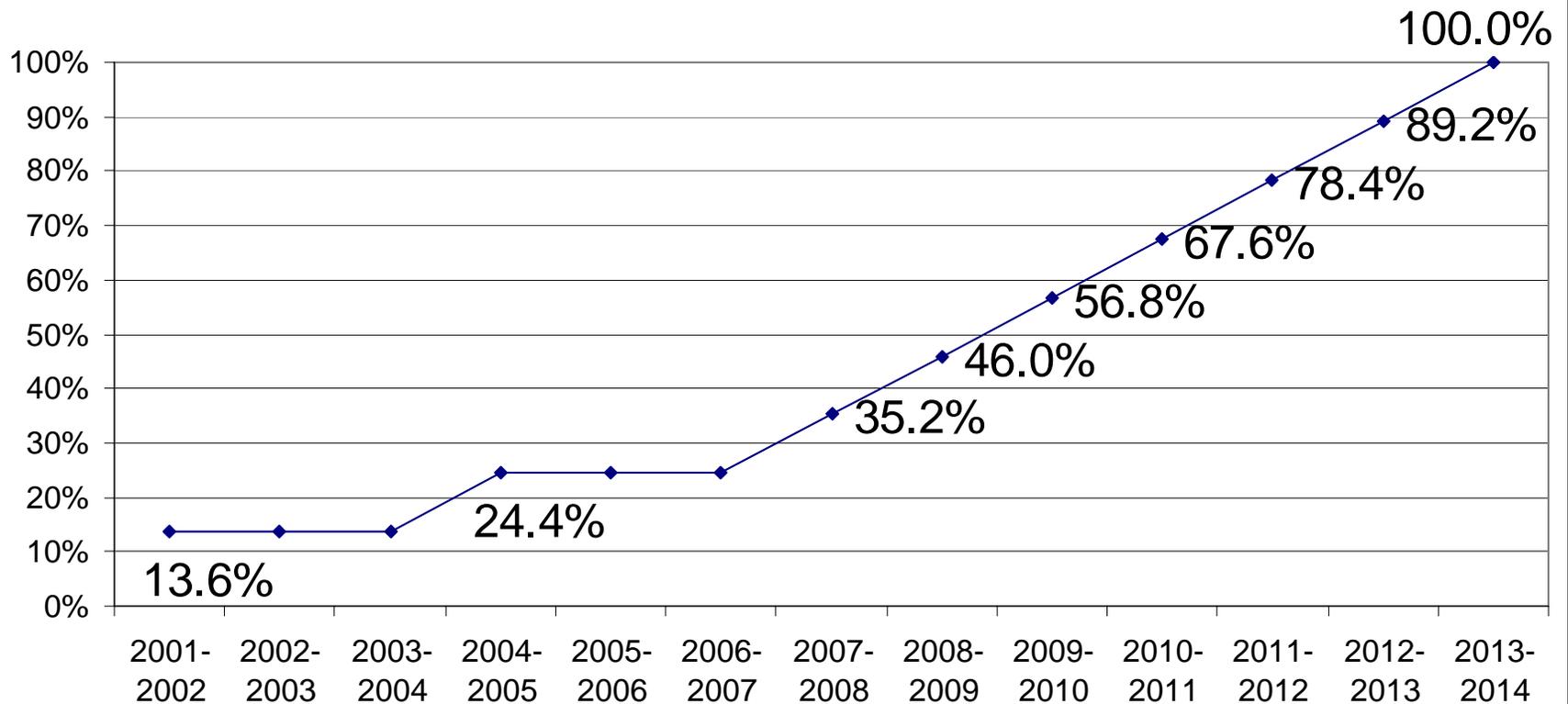
## Components

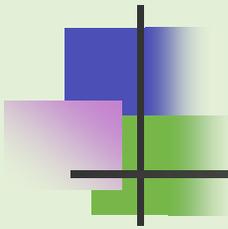
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- Achievement of the Annual Measurable Objectives (AMOs) in both English/language arts (ELA) and math
  - Percent proficient or above
- Achievement of a 95% participation rate on all applicable assessments
- Progress on another indicator(s):
  - API for all schools, and
  - Graduation rate for high schools

# AMOs: English language arts

## Elementary and Middle Schools and Elementary Districts

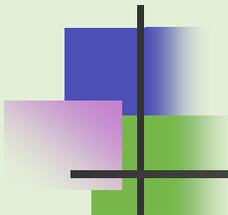




# AYP: Important Points

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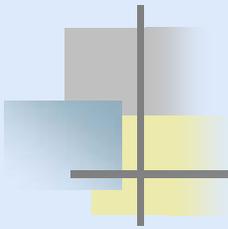
- **AMOs same for similar types of districts and schools**
- **For example, every elementary school in state has same AMO**
- **Every numerically significant subgroup in every elementary school in state has same AMO**
- **If you miss any one criterion (participation rate or AMO), you do not make AYP and are subject to identification as a Program Improvement district or school.**



# Status model vs. growth model: Key Difference between AYP and API

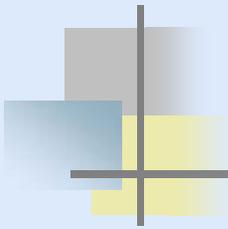
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- **Federal AYP criteria based on Status Model**
  - Doesn't matter whether you go up or down, only whether you met the AMO
  - Each school has the same target
  
- **API based on Growth Model**
  - Doesn't matter on where you end up, only how much you improve
  - Each school has its own target



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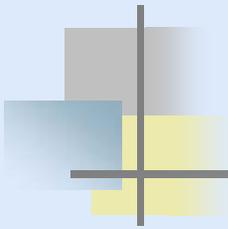
# **School Improvement Programs**



# State-funded School Improvement Initiatives

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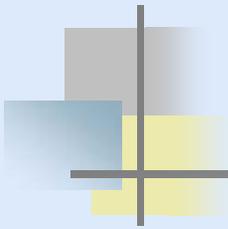
- **Immediate Intervention/Underperforming Schools Program (II/USP)**
- **High Priority Schools Grant Program (HP)**



## II/USP (PSAA/1999)

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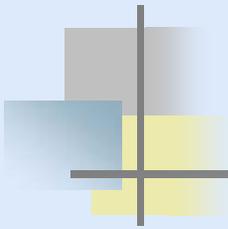
- Voluntary/schools in deciles 1-5
- \$50,000 planning grant
- \$200/student for up to three years
- Must meet growth targets first two years to exit
- Must make significant growth (some positive growth) to avoid state monitoring



# HP (AB 961/2001)

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- **Decile 1 schools**
- **\$400/student for up to four years**
- **Increased district involvement**
- **Enhanced focus on SBE-adopted materials and training**
- **Required annual data submission**
- **Seeking legislation to clarify exit criteria**



# Comprehensive School Reform (CSR/1999)

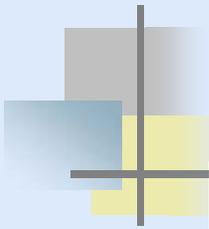
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- Federally-funded initiative similar to California school improvement programs
- \$200 or \$400/student for three years
- 196 schools funded since 1999 for a total of \$55.3 million
- Selected CSR schools accountable under II/USP, others under federal law, and some under neither law

# Schools Subject to State Accountability System

	<b>1<sup>st</sup> Implementation Year</b>		
	2000-01	2001-02	2002-03
II/USP Cohort I*	429		
II/USP Cohort II*		430	
II/USP Cohort III*			429
HP			665
<b>Total Schools</b>			<b>1953</b>

\*Each II/USP Cohort contains schools that are jointly funded with HP or CSR



# II/USP & HP – Funding

	Funding to Date	Years of Funding
<b>II/USP Cohort I</b> n=429	\$161,111,700	4 yrs (funding completed)
<b>II/USP Cohort II</b> n=430	\$218,017,400	4 yrs
<b>II/USP Cohort III</b> n=429	\$175,537,280	3 yrs
<b>High Priority</b> n=665	\$454,382,000	3 yrs

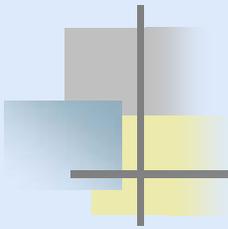
Please note: funding includes both planning and implementation years

# Status of Schools Subject to the State Accountability System: II/USP Cohorts 1 & 2

	Exit Program	On-Watch	State-Monitored	Closed
<b>II/USP Cohort I</b>	303	72	49	5
<b>II/USP Cohort II</b>	101	320	6	3

# Status of II/USP Cohort 3 & HP Schools Based On Spring 2003 STAR Assessment

	Made Growth Targets	Did not meet growth targets		Closed
<b>II/USP Cohort III--After 1<sup>st</sup> Year of Implementation</b>	242	183	0	5
<b>HP – After 1<sup>st</sup> Year of Implementation</b>	313	<b>Awaiting SBE definition of significant growth</b>		



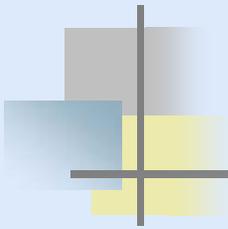
# School (Program) Improvement (NCLB/2001)

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- **Successor to IASA Title I initiative of same name**
- **Includes Title I schoolwide and Title I targeted assistance schools**
- **School must fail AYP for two consecutive years before entering Program Improvement (PI)**

# PI Requirements

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



# Status of Schools Subject to Federal Accountability System

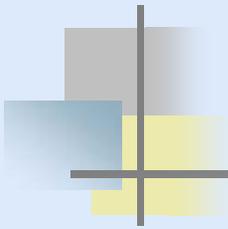
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**2002-03      814 Program Improvement  
Schools**

**2003-04      1199 Program Improvement  
Schools**

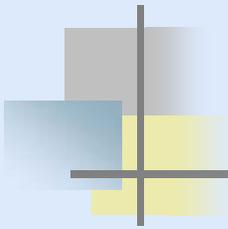
# 2003-2004 Status of Schools in Federal Program Improvement

<b>After two years of non-AYP attainment</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b># of Schools</b>	<b>642</b>	<b>217</b>	<b>328</b>	<b>12</b>



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# **Intervention, Support, and Capacity Building**

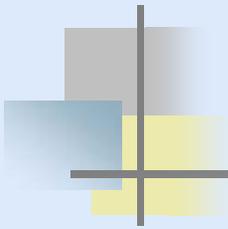


# School Intervention/ Federal Law

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## Program Improvement (PI)

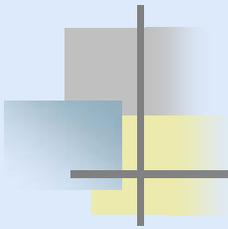
- Scholastic Audits conducted by CDE, COEs and LEAs resulting in Joint Intervention Agreements
- 13 PI schools 2001-2003 (11 made API targets in 2003)
- 11 PI schools in 2002-2004 (All made API targets in 2003)



# School Intervention/ State Law

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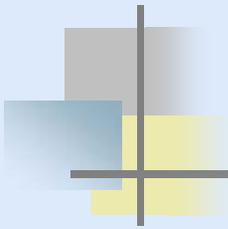
- **II/USP Ed. Code 52055.5**
  - **Reassign principal**
  - **Assume powers of local governing board**
  - **Other similar actions**
  
- **II/USP Ed. Code 52055.51**
  - **School Assistance and Intervention Team (SAIT) process conducted by Approved Providers**
  - **23 II/USP schools in 2002-2003**
  - **32 II/USP schools in 2003-2004**



# Features of SAIT Process

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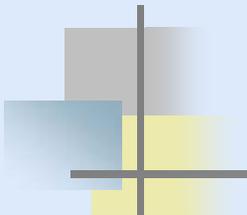
- **Focus on language arts and math**
- **Use of grade-span specific Academic Program Surveys and Rating Scales to guide corrective actions**
- **Support for implementation of Essential Program Components**



# Two-Level SAIT Process

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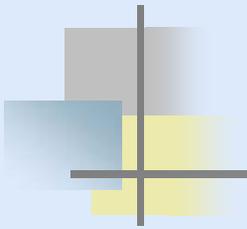
- **Level I: Verification of Essential Program Components**
- **Level II: If necessary, more in-depth analysis of why Essential Program Components are not working**



# SAIT Organized Around Verification of Essential Program Components

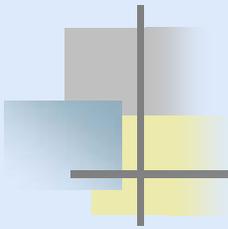
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- 1) **Most recent State Board-adopted or standards-aligned instructional programs, including interventions for reading/language arts and mathematics**
- 2) **Implementation of K-8 required instructional time; 9-12 master schedule reflects effective use of time**
- 3) **AB 75 Principal Training Program**
- 4) **Substantial number of fully credentialed teachers; teachers attend AB 466 Mathematics and Reading Professional Development Programs**



# **SAIT Organized Around Verification of Essential Program Components**

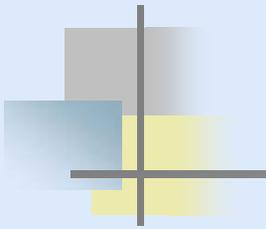
- 5) System for assessing, reporting, and monitoring student progress**
- 6) Instructional assistance and support for teachers of reading/language arts and mathematics/algebra**
- 7) Facilitation and support of teacher grade level or department collaboration to plan and discuss lesson delivery**
- 8) Preparation and distribution of an annual district/schoolwide pacing schedule**
- 9) Appropriate use of general and categorical funds to support program goals in the school plan**



# SAIT Teams

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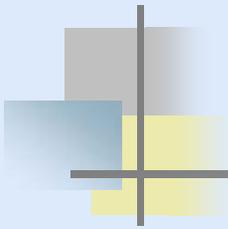
- **SAIT Providers selected based on SBE-adopted criteria**
- **Approval of SAIT Leads based on evidence of experience**
- **One-week training for 45 providers and 199 Approved Leads**
- **District selects and contracts with an approved provider organization**



# District/School Liaison Team

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



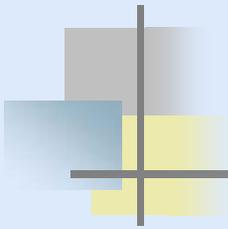
# Recommended Findings and Corrective Actions

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

# Statewide System of School Support (NCLB Sec. 1117)

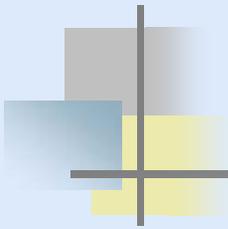
<b>Purpose:</b>	<b>Increase opportunity for all students to meet academic content and achievement standards</b>
<b>Priorities:</b>	<b>Support to Program Improvement schools and districts in corrective action, other PI schools and Title I schools; building capacity of county offices to support this work</b>



# Structure of the Statewide System of School Support

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- **11 County-based regional offices (Regional System of District and School Support)**
- **2 Federal Comprehensive Assistance Centers (CACs)**
  - Southern CAC in Los Angeles County Office
  - Northern CAC in WestEd/Bay Area
- **California Department of Education (CDE)**



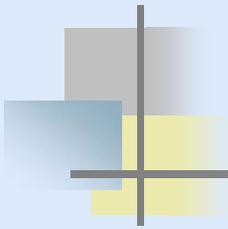
# Functions of Regional System of District and School Support (RSDSS)

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- **Identify districts at risk of student failure to offer assistance in data analysis, planning, access to technical assistance, school support, and evaluation services**
- **Work with county offices to establish school support teams to help schools review and analyze data and implement research-based strategies to improve curriculum, instruction, and assessment**

# Support and Capacity Building in High Priority Schools and Districts

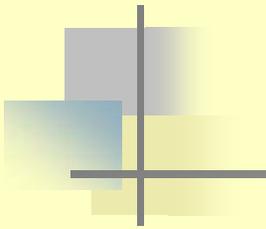
<b>Sponsor</b>	<b>Example</b>
<b>Local School Districts</b>	<b>LAUSD "Red Teams"</b>
<b>County Office Support</b>	<b>County Course of Study linked to state frameworks</b>
<b>University-based Initiatives</b>	<b>California Writing Project</b>
<b>Collaborative Efforts</b>	<b>Secondary Literacy Summit sponsored by Association of California School Administrators, County Offices of Education, CACs, and CDE</b>
<b>Statewide System of School Support</b>	<b>RSDSS, CACs, and CDE</b>



# Additional County Office Support

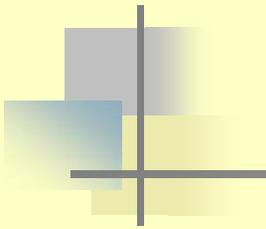
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- **21 COEs approved as SAIT providers**
- **Reading Implementation Centers (RIC) and Reading-Technical Assistance Centers (R-TAC)**
- **AB 466 Providers**
- **AB 75 Module I Providers**
- **In-depth technical assistance to districts and schools**



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**Looking Ahead  
and  
Issues for Future  
Discussion**



# Looking Ahead: Anticipated School Intervention in 2004-2005

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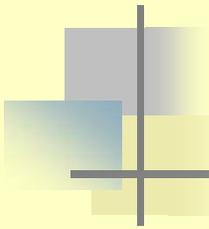
**Some state-monitored schools will:**

- **Be newly identified**
- **Continue implementation of corrective actions**
- **Make growth targets and exit**

# Looking Ahead: Anticipated District Intervention in 2004-2005

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- SAIT Providers (including county offices) will provide external teams for newly identified PI districts
- Intervention in PI districts will include:
  - External analyses based on data
  - Focused requirements for change
  - Technical assistance from multiple sources
  - Categorical resources aligned to LEA plan
- Title I School Improvement set-aside



# Multiple and Conflicting Planning Requirements

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- **CSR – 11 requirements**
- **II/USP – 22 requirements**
- **HP – All II/USP requirements plus four additional requirements**
- **PI – Research-based plan**

# Multiple and Conflicting Exit Requirements

<b>PI</b>	Two consecutive years of making AYP
<b>II/USP after first two years of implementation</b>	Two consecutive years of making API growth targets
<b>II/USP "on watch"</b>	One year of making API growth targets
<b>II/USP in sanction</b>	Two consecutive years of making API significant growth
<b>HP</b>	Awaiting SBE definition of significant growth

# Multiple and Conflicting Exit Requirements: An Example

## Weatherall School

### 2001-2002 School Year

2001 Base API	Target	Growth	2002 Growth API
519	14	18	537

### 2002-2003 School Year

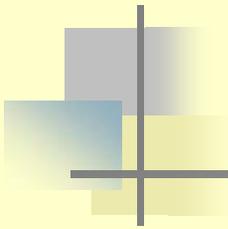
2002 Base API	Target	Growth	2003 Growth API
544	13	22	566

Exited II/USP

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Failed to make AYP in 2002 and 2003

Entered PI local corrective action in 2003-2004



# HP Significant Growth Definition

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**Anticipated SBE item on definition of  
significant growth for HP schools  
(June-July, 2004)**

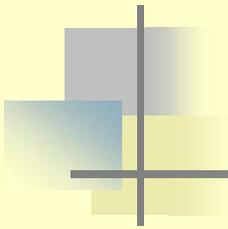
- **Proposed definition to be parallel to  
II/USP**

# SBE Review of HP Schools

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**Requirement for SBE to review data from HP schools failing to make growth targets each of their first two years (fall of 2004)**

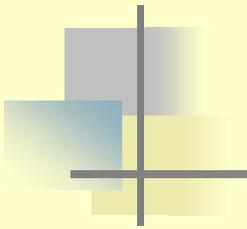
- **Review shall examine the school's progress relative to its action plan.**
- **SPI, with the approval of the SBE, may direct the local governing board to take appropriate action to assist the school.**



# **SBE II/USP Waiver Policy**

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**Waiver policy for higher-performing  
II/USP schools (to be considered  
by SBE in May, 2004)**



# Need to Integrate Federal and State Accountability Systems

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- **Balanced school and district accountability**
- **Aligned intervention programs**
- **Reasonable and easily understood expectations and exit measures**