Agenda--July 9-10, 2003

California State Board of Education (SBE) meeting agenda.

FULL BOARD
Public Session

AGENDA

July 9-10, 2003

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

Schedule of Meeting and Closed Session Agenda (PDF; 69KB; 4pp.)

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

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

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

ITEM 1 (PDF; 101KB; 13pp.)	STATE BOARD PROJECTS AND PRIORITIES. Including, but not limited to, future meeting plans; agenda items; State Board office budget; staffing, appointments, and direction to staff; declaratory and commendatory resolutions; update on litigation; bylaw review and revision; review of the status of State Board-approved charter schools as necessary; and other matters of interest.	INFORMATION ACTION
ITEM 2 (PDF; 12KB; 1p.)	PUBLIC COMMENT. Public Comment is invited on any matter not included on the printed agenda. Depending on the number of individuals wishing to address the State Board, the presiding officer may establish specific time limits on presentations.	INFORMATION
ITEM 3 (PDF; 13KB; 1p.)	Seminar Session: Report on California Charter Schools	INFORMATION
ITEM 4 (PDF; 90KB; 5pp.)	California High School Exit Examination (CAHSEE): Including, but not limited to, Decision Required by AB 1609.	INFORMATION ACTION

ITEM 5 (PDF; 13KB; 2pp.)	California High School Exit Examination (CAHSEE): Proposed Amendments to Title 5 Regulations on the CAHSEE. • Supplemental (Green) (PDF; 130KB; 28pp.) • Last Min. (Blue) (PDF; 457KB; 27pp.)	INFORMATION ACTION
ITEM 6 (PDF; 232KB; 33pp.)	California High School Exit Examination (CAHSEE): Discussion of Potential Changes to CAHSEE. • Last Min. (Blue) (PDF; 226KB; 23pp.)	INFORMATION ACTION
ITEM 7 (PDF; 11KB; 1p.)	Recognition of National Champion Academic Decathlon Team.	INFORMATION
ITEM 8 (PDF; 10KB; 1.)	No Child Left Behind: Including, but not limited to, update on accountability workbook, consolidated application, and Reading First.	INFORMATION ACTION
ITEM 9 (PDF; 11KB; 1p.)	No Child Left Behind (NCLB) Act: Teacher requirements ("Highly Qualified Teacher"), including, but not limited to, Proposed Title 5 Regulations. • Last Min. (Blue) (PDF; 234KB; 9pp.)	INFORMATION ACTION
ITEM 10 (PDF; 11KB; 1p.)	Report to the United States Department of Education (USDOE) of baseline data to reflect performance indicators listed in Goal #3 - Highly Qualified Teachers, Qualified Paraprofessionals, and High-Quality Professional Development - of the consolidated application for No Child Left Behind (NCLB). • Supplemental (Green) (PDF; 59KB; 15pp.)	INFORMATION ACTION
ITEM 11 (PDF; 20KB; 2pp.)	Approval of Local Educational Agency (LEA) Plans required by Title I, Section 1112 of No Child Left Behind Act of 2001. • Last Min. (Blue) (PDF; 286KB; 7pp.)	INFORMATION ACTION
ITEM 12 (PDF; 20KB; 2pp.)	Approval of Supplemental Educational Service Providers required by Title I, Section 1116(e) of No Child Left Behind Act of 2001. • Last Min. (Blue) (PDF; 138KB; 7pp.)	INFORMATION ACTION
ITEM 13 (PDF; 15KB; 2pp.)	The California Mathematics and Science Partnership (CAMSP) Program authorized by No Child Left Behind (NCLB) Title II, Part B.	ACTION

ITEM 14 (PDF; 342KB; 16pp.)	No Child Left Behind (NCLB) Title III Achievement Objectives and Accountability Requirements. • Last Min. (Blue) (PDF; 443KB; 11pp.)	INFORMATION ACTION
ITEM 15 (PDF; 108KB; 6pp.)	No Child Left Behind (NCLB): Title IX, Persistently Dangerous Schools. • Last Min. (Blue) (PDF; 80KB; 1p.)	ACTION
ITEM 16 (PDF; 71KB; 8pp.)	Federal Waiver - Safe and Drug Free School Innovative Programs Under NCLB.	ACTION
ITEM 17 (PDF; 11KB; 1p.)	National Assessment of Educational Progress (NAEP): Report of NAEP 2002 Reading Results and an Update of NAEP Activities for 2003-2004. • Supplemental (Green) (PDF; 103KB; 6pp.)	INFORMATION ACTION
ITEM 18 (PDF; 11KB; 1p.)	Assessment Release Plan.	INFORMATION ACTION
ITEM 19 (PDF; 31KB; 5pp.)	Standardized Testing and Reporting (STAR) Program: Including, but not limited to, Approving an Amendment to the 2002-2004 STAR Contract with Educational Testing Services (ETS). • Last Min. (Blue) (PDF; 93KB; 4pp.)	INFORMATION ACTION
ITEM 20 (PDF; 42KB; 12pp.)	Standardized Testing and Reporting (STAR) Program: Adoption of Performance Standards (Levels) for the California Alternate Performance Assessment (CAPA). • Supplemental (Green) (PDF; 83KB; 19pp.)	INFORMATION ACTION
ITEM 21 (PDF; 35KB; 3pp.)	Standardized Testing and Reporting (STAR) Program: Approval of Individual Student Reports for the California Alternate Performance Assessment (CAPA).	INFORMATION ACTION
ITEM 22 (PDF; 10KB;	California English Language Development Test (CELDT): Including, but not limited to, CELDT Program Update.	INFORMATION ACTION

1p.)	Supplemental (Green) (PDF; 23KB; 3pp.)	
ITEM 23 (PDF; 11KB; 1p.)	Criteria for the selection of 2003-2004 School Assistance and Intervention Team (SAIT) Providers. • Last Min. (Blue) (PDF; 151KB; 3pp.)	ACTION
ITEM 24 (PDF; 12KB; 1p.)	Instructional Materials Review Process. • Supplemental (Green) (PDF; 16KB; 4pp.)	INFORMATION
ITEM 25 (PDF; 11KB; 1p.)	Changes to English Language Development Guide in SRA/McGraw Hill's *SRA/Open Court Reading 2002.* • Last Min. (Blue) (PDF; 244KB; 18pp.)	INFORMATION ACTION
ITEM 26 (PDF; 91KB; 18pp.)	Report Pursuant to AB 2532/Pacheco, Chapter 1096 of the Statutes of 2002: Textbook Weight..	INFORMATION ACTION
ITEM 27 (PDF; 12KB; 1p.)	Implementation of the AB 466 Mathematics and Reading Professional Development Program (Chapter 737, Statutes of 2001): Including, but not Limited to, Approval of training Providers and Training Curricula.	INFORMATION ACTION
ITEM 28 (PDF; 11KB; 1p.)	Approval of Training Providers for The Principal Training Program (AB 75). • Supplemental (Green) (PDF; 9KB; 2pp.) • Last Min. (Blue) (PDF; 158KB; 3pp.)	ACTION
ITEM 29 (PDF; 20KB; 3pp.)	Approval of Local Education Agencies (LEAs) and Consortia applications for funding under The Principal Training Program (AB 75).	ACTION
ITEM 30 (PDF; 20KB; 4pp.)	Assignment of Numbers for Charter School Petitions. • Last Min. (Blue) (PDF; 65KB; 2pp.)	ACTION
ITEM 31 (PDF;	Request by KIPP Summit Academy Petitioners to Establish a New Deadline for Meeting State Board of Education Condition of Approval to Open.	INFORMATION ACTION

12KB; 2pp.)		

ITEM 32 (PDF; 886KB; 237pp.)	California School Information Services (CSIS) Data Dictionary Version 5.0.	ACTION

ADJOURNMENT OF DAY'S SESSION

Thursday, July 10, 2003 - 8:00 a.m.± (Upon adjournment of Closed Session if held)

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

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

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

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

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

ITEM 33 (PDF; 10KB; 1p.)	Legislative Update: Including, but not limited to, information on legislation. • Supplemental (Green) (PDF; 62KB; 9pp.)	INFORMATION ACTION

ITEM 34 (PDF; 14KB; 2pp.)	Approval of 2002-2003 Consolidated Applications.	ACTION

ITEM 35 (PDF; 17KB; 3pp.)	Approval of 2003-2004 Consolidated Applications.	ACTION

WAIVER REQUESTS

CONSENT MATTERS

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

GOLDEN STATE EXAMINATION

ITEM WC-1 (PDF; 20KB;	Request by various districts to waive Education Code (EC) Section 51451, regarding the method of qualifying this year's high school seniors for a Golden State Seal Merit Diploma.	ACTION

3pp.) CDSIS: Various-list of districts will be provided as a last minute item in blue.

- Last Min. (Blue) (PDF; 61KB; 1p.)

INSTRUCTIONAL MATERIALS SUFFICIENCY (Audit Findings)

ITEM WC - 2 (PDF; 20KB; 2pp.)	Request by one school district for a retroactive waiver of ***Education Code*** (EC) Section 60119 regarding Annual Public Hearing on the availability of textbooks or instructional materials. The district had an audit findings for fiscal year 2001-2002 that they 1) failed to hold the public hearing, or 2) failed to properly notice (10 days) the public hearing, and/or 3) failed to post the notice in the required three public places. CDSIS-32-5-2003 West Fresno School District (Recommended for APPROVAL)	ACTION

MILLER-UNRUH READING SPECIALIST

ITEM WC - 3 (PDF; 8KB; 1p.)	Request by New Haven Unified School District to waive *Education Code* (EC) Sections 52859(b) and 52863 in order to use SIP funds to co-fund the Miller-Unruh Reading Specialist positions at five school sites. This waiver is requested in the event that the Miller-Unruh program is not eliminated from the California State Budget for Fiscal Year 2003/04. CDSIS-45-5-2003 (Recommended for APPROVAL)	ACTION

NONPUBLIC SCHOOL/AGENCY (annual certification)

ITEM WC - 4 (PDF; 10KB; 1p.)	Request by Ventura County SELPA to waive *Education Code* (EC) Section 56355.1(g), the August 1 through October 31 timeline on annual certification renewal application for Child Development Center - Simi Valley Hospital. CDSIS-16-5-2003 (Recommended for APPROVAL)	ACTION

RESOURCE SPECIALIST CASELOAD

ITEM WC-5 (PDF; 12KB; 2pp.)	Request by Cascade Union Elementary School District to waive *Education Code* (EC) Section 56362(c); allowing the caseload of the resource specialist to exceed the maximum caseload of 28 students by no more than four students. Resource Specialist Conde Kunzman assigned at Anderson Middle School. CDSIS-144-3-2003 (Recommended for APPROVAL)	ACTION

ITEM WC - 6 (PDF; 11KB; 1p.)	Request by Bassett Unified School District to waive *Education Code* (EC) Section 56362(c); allowing the caseload of the resource specialist to exceed the maximum caseload of 28 students by no more than four students. For Resource Specialists, Jaime Tambara assigned at Erwin Elementary School , Janice Lim assigned at Edgewood Academy , and Helen Okawa assigned at Sunkist Elementary School.	ACTION

CDSIS-25-5-2003
(Recommended for APPROVAL)

STATE MEAL MANDATE (Summer School Session)

ITEM WC-7 (PDF; 12KB; 2pp.)	Request by Scotia Union School District to waive *Education Code* (EC) Section 49550, the State Meal Mandate during the summer school session. CDSIS-28-6-2003 (Recommended for APPROVAL)	ACTION

NON-CONSENT (ACTION) MATTERS

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

EQUITY LENGTH OF TIME

ITEM W - 1 (PDF; 10KB; 2pp.)	Request by Mountain View Elementary School District for a renewal to waive *Education Code* (EC) Section 37202, equity length of time requirement to allow a full day kindergarten program at Twin Lakes Elementary and Parkview Elementary Schools. CDSIS-23-5-2003 (Recommended for APPROVAL) E.C. 33051(c) will apply • Last Min. (Blue) (PDF; 76KB; 1p.)	ACTION

ITEM W-2 (PDF; 13KB; 2pp.)	Request by Moorpark Unified School District to waive *Education Code* (EC) Section 37202, equity length of time requirement to allow full day kindergarten program at Walnut Canyon , Peach Hill, Campus Canyon , and Flory Schools. CDSIS-42-5-2003 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

COMMUNITY DAY SCHOOL

ITEM W - 3 (PDF; 13KB; pp.) 2	Request by Lucerne Valley Unified School District for a waiver *Education Code* (EC) Section 48916.1(d) and portions of *Education Code* (EC) Section 48660 to permit the establishment of a K-8 community day school. CDSIS-43-5-2003 (Recommended for APPROVAL) E.C. 33051(c) will apply	ACTION

COMMUNITY DAY SCHOOL (co-location)

ITEM W - 4 (PDF; 10KB; 2pp.)	Request by the Hacienda La Puente Unified School District for a waiver of *Education Code* (EC) Section 48661(a) relating to the placement of a district community day school on the same site as Valley Alternative (Continuation High) School.	ACTION

CDSIS-19-6-2003
(Recommended for APPROVAL) E.C. 33051(c) will apply

ITEM W - 5 (PDF; 11KB; 2pp.)	Request by the Yucaipa-Calimesa Joint Unified School District for a waiver of *Education Code* (EC) Section 48661(a) relating to the placement of a community day school on the same site as a junior high school. CDSIS-17-5-2003 (Recommended for APPROVAL)	ACTION

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9 th GRADE CLASS SIZE REDUCTION (Morgan-Hart)

ITEM W-6 (PDF; 14KB; 2pp.)	Request by Los Angeles Unified School District to waive *Education Code* (EC) Section 52084 (a) 9 th Grade Class Size Reduction to receive funding for two English courses in Grade 9 (adding Developing Readers and Writers-Strategic Literacy for students who score below the 20 th percentile on the SAT-9 Reading test) and one Math course. CDSIS-1-5-2003 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

INSTRUCTIONAL MATERIALS FUNDING REALIGNMENT PROGRAM (IMFRP) PETITION

ITEM W-7 (PDF; 10KB; 2pp.)	Petition request under *Education Code* (EC) Sections 60421(d) and 60200(g) by Portola Valley School District to purchase Instructional Resources (*Everyday Mathematics* , *2001 (K-3)* using Instructional Materials Funding Realignment Program (IMFRP) monies. CDSIS-1-9-2002 (Recommended for APPROVAL)	ACTION

ITEM W-8 (PDF; 12KB; 3pp.)	Petition request under *Education Code* (EC) Sections 60421(d) and 60200(g) by Ontario-Montclair School District to purchase non-adopted Instructional Resources (*Houghton Mifflin Mathematics, Grade 6*) using Instructional Materials Funding Realignment Program (IMFRP) monies. CDSIS-24-5-2003 (Recommended for APPROVAL)	ACTION

ITEM W-9 (PDF; 11KB; 2pp.)	Petition request under *Education Code* (EC) Sections 60421(d) and 60200(g) by Orinda Union School District to purchase non-adopted Instructional Resources (*FOSS, Grades K-1, California Edition)* using Instructional Materials Funding Realignment Program (IMFRP) monies. CDSIS-38-4-2003 (Recommended for APPROVAL)	ACTION

INSTRUCTIONAL TIME PENALTY

ITEM W - 10 (PDF; 20KB; 2pp.)	Request by Holt Union Elementary School District to waive *Education Code* (EC) Section 46202(b), for falling below the 1982/83 offered number of minutes at during the 2001-2002 fiscal year. CDSIS-28-4-2003	ACTION

(Recommended for APPROVAL WITH CONDITIONS)

ITEM W-11 (PDF; 20KB; 2pp.)	Request by Compton Unified School District to waive *Education Code* (EC) Section 46201(c), the longer day instructional time penalty for the 2000-2001 school year for Centennial High School and Dominguez High School. CDSIS-10-5-2003 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

ITEM W-12 (PDF; 21KB; 2pp.)	Request by Las Virgenes Unified School District to waive *Education Code* (EC) Sections 46201(d) and 46200(c), the longer day instructional time penalty and the requirement of 180 days of instruction for the 2001-2002 school year for Lupin Hill Elementary School. CDSIS-19-5-2003 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

RESOURCE SPECIALIST CASELOAD

ITEM W-13 (PDF; 10KB; 2pp.)	Request by Modesto City Schools to waive *Education Code* (EC) 56362 (c) and Title 5 CCR 3100 (c) (3), which allows the district to exceed the maximum caseload of 28 students (but not more than 32) and in excess of the statutory maximum for more than two school years for Resource Specialist Karen Kline assigned at Mark Twain Jr. High School. CDSIS-43-4-2003 (Recommended for DENIAL)	ACTION

SALE/LEASE OF SURPLUS PROPERTY

ITEM W-14 (PDF; 11KB; 2pp.)	Request by Mill Valley School District to waive portions of *Education Code* (EC) Section 17466, Sale/Lease of Surplus Property, regarding property disposition of the Homestead School , owned by the Mill Valley School District , in order to continue its existing long term lease to the Marin Horizon School , a private school. CDSIS-14-4-2003 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

END OF WAIVER REQUESTS

ITEM 36 (PDF; 69KB; 2pp.)	Appeal of the County Committee 's Denial of a Petition to Transfer Territory from the Redwood City Elementary School District to the Woodside Elementary School District in San Mateo County .	ACTION

ADJOURNMENT OF MEETING

For more information concerning this agenda, please contact Rae Belisle, Executive Director of the California State Board of Education, or Deborah Franklin, Education Policy Consultant, at 1430 N Street, Room 5111, Sacramento, Ca, 95814; telephone

(916) 319-0827; fax (916) 319-0175. To be added to the speaker's list, please fax or mail your written request to the above referenced address/fax number. This agenda is posted on the State Board of Education's Web site. [http://www.cde.ca.gov/be/]

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

Last Reviewed: Monday, November 21, 2011

California Department of Education
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CALIFORNIA STATE BOARD OF EDUCATION

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Secretary & Executive Officer
Hon. Jack O'Connell

Executive Director
Rae Belisle

AGENDA

July 9-10, 2003

SCHEDULE OF MEETING

Wednesday, July 9, 2003
9:00 a.m. ±
STATE BOARD OF EDUCATION
Closed Session – IF NECESSARY
(The public may not attend.)

LOCATION

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

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

CLOSED SESSION AGENDA

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

- *Acevedo, et al. v. State of California, et al*., Sacramento County Superior Court, Case No. 03CS00827
- *Aguayo, et al. v. State of California, et al*., Sacramento County Superior Court, Case No. 03CS00825
- *Amy* v. *California Dept. of Education, et al.,* Los Angeles County Superior Court, Case No. 99CV2644LSP
- *Boyd, et al.* v. *State of California, et al.,* Sacramento County Superior Court, Case No. 01CS00136
- *Brian Ho, et al.,* v. *San Francisco Unified School District, et al.*, United States District Court, Northern District of California, Case No. C-94-2418 WHO
- *Buckle, et al. v. State of California, et al*., Sacramento County Superior Court, Case No 03CS00826
- *California Association of Private Special Education Schools, et al., v. California Department of Education, et al.*, Los Angeles County Superior Court, Case No. BC272983
- *California Department of Education, et al.,* v. *San Francisco Unified School District, et al.,* San Francisco Superior Court, Case No. 994049 and cross-complaint and cross-petition for writ of mandate and related actions
- *California State Board of Education* v. *Delaine Eastin, the Superintendent of Public Instruction for the State of California*, Sacramento County Superior Court, Case No. 97CS02991 and related appeal
- *Californians for Justice Education Fund, et al. v. State Board of Education, S*an Francisco City/County Superior Court, Case No. CPF-03-50227
- *Campbell Union High School District, et al.* v. *State Board of Education, et al.,* Sacramento Superior Court, Case No. 99CS00570

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; P.O. Box 944272, Sacramento, CA 94244-2720; 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 website: www.cde.ca.gov/board.**

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

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; P.O. Box 944272, Sacramento, CA 94244-2720; 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 website: www.cde.ca.gov/board.**

California State Board of Education
AGENDA..... July 9-10, 2003

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.

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

Wednesday, July 9, 2003
9:00 a.m. ± (Upon Adjournment of Closed Session, if held)
STATE BOARD OF EDUCATION
Public Session

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

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

Thursday, July 10, 2003
8:00 a.m. ±
STATE BOARD OF EDUCATION
Closed Session – IF NECESSARY
(The public may not attend.)

California Department of Education
1430 N Street, Room 1101
Sacramento, California
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Please see Closed Session Agenda above. The Closed Session (1) may commence earlier than 8:00 a.m.; (2) may begin at or before 8:00 a.m., be recessed, and then be reconvened later in the day; or (3) may commence later than 8:00 a.m.

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

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

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

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990*, any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the California State Board of Education (SBE), may request assistance by contacting the SBE Office, 1430 N Street, Room 5111, P.O. Box 944272, Sacramento, CA, 94244-2720; telephone, (916) 319-0827; fax, (916) 319-0175.

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; P.O. Box 944272, Sacramento, CA 94244-2720; 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 website: www.cde.ca.gov/board.**

CALIFORNIA STATE BOARD OF EDUCATION ITEM # 1

JULY 2003 AGENDA

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

RECOMMENDATION:

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

Summary of Previous State Board of Education Discussion and Action.

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

At the May 2003 meeting, the State Board directed staff to prepare proposed Bylaw changes related to the meeting schedule, the conduct of public hearings, the committee structure, and appointments of liaisons and representatives. At the June 2003 meeting, staff presented proposed Bylaw changes in writing to the State Board and was directed to place the proposed Bylaw changes on the July 2003 meeting agenda.

Summary of Key Issue(s).

N/A

Fiscal Analysis (as appropriate).

N/A

Background Information Attached to this Agenda Item.

State Board Bylaws (as amended April 11, 2001).
Proposed Revised 2003-04 Calendar.
Memorandum on Bylaw change regarding meeting schedule and public hearings.
Memorandum on Bylaw change regarding committees and representatives.

PROPOSED REVISED 2003-04
STATE BOARD OF EDUCATION MEETING SCHEDULE

2003

September 10-11
November 12-13

2004

January 7-8

March 10-11

May 12-13

July 7-8

September 8-9

November 9-10*****

*Tuesday-Wednesday meeting due to Veteran's Day Holiday Thursday, November 11.

CALIFORNIA STATE BOARD OF EDUCATION

1430 N Street; P.O. Box 944272
Sacramento, CA 94244-2720
(916) 319-0827
(916) 319-0175 FAX

June 24, 2003

To: Members of the State Board of Education

From: Staff to the State Board of Education

Subject: Item 1, July 2003 Agenda
Revisions to State Board Bylaws Regarding Meeting Schedule and Public Hearings

At its May 2003 meeting, the State Board agreed by consensus to explore an every-other-month meeting schedule as a way:

- To become more focused and strategic in the use of meeting time;
- To provide members more time to participate in other education-related activities; and
- To enable greater public access to the complete staff recommendations to the State Board and, thus, to facilitate improved public participation.

The State Board also acknowledged the fact that the Davis Administration has asked boards and commissions to reduce their meeting schedules significantly in order to lessen costs associated with travel, per diem, agenda publication, and the like.

Attached are proposed revisions to the State Board Bylaws designed to accomplish two key objectives:

- To modify the regular meeting schedule so that the State Board will meet six times per year instead of eleven. [Education Code Section 33007 requires that the State Board meet at least six times per year.]
- To provide at the State Board's direction for public hearings to be held by staff instead of before the State Board members. An audiotape recording of each public hearing would be made available to the members, along with a staff summary of comments received at the hearing.

In accordance with Article XIII of the Bylaws, the proposed revisions to the Bylaws were presented in writing at the June 2003 meeting, and they are being presented for adoption at the July 2003 meeting.

Cc: CDE Executive Staff

PROPOSED AMENDMENTS TO THE STATE BOARD BYLAWS

Amend Article V, Section 1, of the State Board Bylaws to read as follows:

ARTICLE V

Meetings

REGULAR ~~MONTHLY~~ MEETINGS	Section 1. Generally, regular meetings of the Board shall be held on the Wednesday and Thursday preceding the second Friday of each ~~month from September through July~~ of the following months: July, September, November, January, March, and May. However, in adopting a specific meeting schedule, the Board may deviate from this pattern to accommodate state holidays and special events. Other regularly noticed meetings may be called by the president for any stated purpose.

EC 33007

Amend Article VII of the State Board Bylaws to read as follows:

ARTICLE VII

Public Hearings: General

SUBJECT OF A PUBLIC HEARING	Section 1. (a) The Board may hold a public hearing regarding any matter pending before it after giving the notice required ~~for meetings required~~ by law. (b) The Board may direct that a public hearing be held before staff of the Department of Education, an advisory commission to the Board, or a standing or ad hoc committee of the Board regarding any matter which is or is likely to be pending before the Board. If the Board directs that a public hearing be held before staff, then an audiotape of the public hearing and a staff-prepared summary of comments received at the public hearing shall be made available to the Board members in advance of the meeting at which action on the pending matter is scheduled.

5 CCR 18460
EC 33031
GC 11125

~~SPEAKERS~~	~~Section 2. Persons wishing to address the Board on a subject to be considered at a future meeting, including any matter designated as a public hearing, shall present a written request to the secretary by noon of the third working day before the scheduled hearing at 721 Capitol Mall, Sacramento, California, 95814, stating the subject they wish to address, the organization they represent, if any, and the nature of their testimony.~~ ~~5 CCR 18461~~ ~~EC 33031~~
COPIES OF STATEMENTS	Section ~~3~~2. A written copy of the ~~speaker's~~ testimony a person wishes to present at a public hearing is requested, but not required. The written copy may be ~~presented~~ given to ~~the secretary or other~~ appropriate staff in advance of or at the public hearing ~~or to members of the Board at the hearing~~.
TIME LIMITS FOR THE PRESENTATION OF PUBLIC TESTIMONY	Section ~~4~~3. At or before ~~the~~ a public hearing ~~at which oral comments from the public are to be received~~, the ~~Board president or the chair of a hearing body other than the full Board~~ presiding individual shall (in keeping with any legal limitation or condition that may pertain) determine the total amount of time that will be devoted to hearing such oral comments, and may determine the time to be allotted to each person or to each side of an issue. 5 CCR 18463 EC 33031
WAIVER BY ~~PRESIDENT OR CHAIRPERSON~~ PRESIDING INDIVIDUAL	Section ~~5~~4. At any time, upon a showing of good cause, the ~~Board president or chair of the hearing body may waive the above requirements of Sections 2 to 4, inclusive, of this article~~ presiding individual may waive any time limitation established under subdivision 4 of this article. 5 CCR 18464 EC 33031

Amend Article VIII of the State Board Bylaws to read as follows:

ARTICLE VIII

Public Hearings: School District Reorganization

SUBMISSION OF PROPOSALS AND PETITIONS

Section 1. A proposal by a county committee on school district organization or other public agency, or a petition for the formation of a new district or the transfer of territory of one district to another shall be submitted to the executive officer of the Board. The executive officer of the Board shall cause the proposal or petition to be:

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

CCR 18570

ARGUMENTS ~~BEFORE THE BOARD~~ PRESENTED AT A HEARING: ORIGINAL SUBMISSION

Section 2. At the time and place of hearing, the Board (or staff if so directed by the Board) will receive oral or written arguments on the proposal or petition. The ~~Board~~ presiding individual may limit the number of speakers on each side of the issue, limit the time permitted for the presentation of a particular view, and limit the time of the individual speakers. The ~~Board will~~ presiding individual may ask that speakers not ~~entertain a repetition of~~ repeat arguments previously presented ~~by the same or another speaker at that meeting, or presented at a previous meeting at which the proposal or petition was considered~~.

CCR 18571

RESUBMISSION OF THE SAME OR AN ESSENTIALLY IDENTICAL PROPOSAL OR PETITION

Section 3. If the same or an essentially identical proposal or petition has been previously considered by the Board, the documents constituting such a resubmission shall be accompanied by a written summary of any new factual situations or facts not previously presented. In this case, ~~the Board will entertain~~ any hearing shall focus on arguments not theretofore presented and hear expositions of new factual situations and of facts not previously ~~brought to the Board's attention~~ entered into the public record.

CCR 18572

STATEMENTS

Section 4. All statements are requested to be submitted to the Board (or to staff if so directed by the Board) in advance of the presentation. Statements are requested to be in writing and should only be summarized in oral testimony.

Make technical amendments to Article X of the State Board Bylaws to read as follows:

ARTICLE X

Parliamentary Authority

RULES OF ORDER

Section 1. Debate and proceedings ~~before the Board~~ shall be conducted in accordance with *Robert's Rules of Order (Newly Revised)* when not in conflict with rules of the Board and other statutory requirements.

Section 2. Members of the public or California Department of Education staff may be recognized by the president of the Board or ~~a committee chair~~ other presiding individual, as appropriate, to speak at any meeting. Those comments shall be limited to the time determined by the president or ~~committee chair~~ other presiding individual. All remarks made shall be addressed to the president or ~~committee chair~~ other presiding individual. ~~No person other than~~ In order to maintain appropriate control of the meeting, the president or other presiding individual shall determine the person having the floor at any given time and, if discussion is in progress or to commence, who may participate in ~~members of the Board or committee shall be permitted to enter~~ the discussion.

Section 3. All speakers ~~before the Board or committee~~ shall confine their remarks to the ~~subject indicated in their request or indicated in the recognition~~ pending matter as recognized by the president or ~~committee chair~~ other presiding individual.

Section 4. Public speakers shall not directly question ~~individual~~ members of the Board, ~~or~~ the State Superintendent, or staff without express permission of the president or ~~committee chair~~ other presiding individual, nor shall ~~individual~~ Board members, ~~or~~ the State Superintendent, or staff address questions directly to ~~the~~ speakers without permission of the president or ~~committee chair~~ other presiding individual.

Section 5. The ~~staff counsel~~ Chief Counsel to the ~~b~~Board or the General Counsel of the California Department of Education, or a member of the Department's legal staff in the absence of the ~~b~~Board's ~~staff counsel~~ Chief Counsel, will serve as parliamentarian. In the absence of legal staff, the president or other presiding individual will name a temporary replacement if necessary.

CALIFORNIA STATE BOARD OF EDUCATION

1430 N Street; P.O. Box 944272
Sacramento, CA 94244-2720
(916) 319-0827
(916) 319-0175 FAX

June 24, 2003

To: Members of the State Board of Education

From: Staff to the State Board of Education

Subject: Item 1, July 2003 Agenda
Revisions to State Board Bylaws Regarding Committees and Representatives

Over the years, the State Board's traditions and practices related to committees and representatives have evolved. Attached are proposed revisions to the State Board Bylaws designed to better capture the current structure, including:

- Elimination of standing committees, except the Screening Committee.
- Establishment of representatives for specified purposes.
- Modification of provisions related to appointments by the State Board President for specified purposes.

In accordance with Article XIII of the Bylaws, the proposed revisions were presented in writing at the June 2003 meeting, and they are being presented for adoption at the July 2003 meeting.

Cc: CDE Executive Staff

PROPOSED AMENDMENTS TO THE STATE BOARD BYLAWS

Amend Article VI of the State Board Bylaws to read as follows:

ARTICLE VI

Committees and Representatives

~~STANDING~~ SCREENING COMMITTEES

Section 1. ~~Standing committees~~ A Screening Committee composed of no fewer than three and no more than five members ~~each~~ shall be appointed by the president ~~promptly after assuming office, with one member designated chair of each committee. The standing committees are:~~

- ~~the Administrative Committee which shall consider the recurring issues that come before the Board, conduct public hearings on school district reorganization matters and (as appropriate) proposed regulations, and recommend appropriate action to the Board;~~
- ~~the Legislative Committee which shall review existing law, study pending legislation, develop legislative proposals, and recommend appropriate action to the Board;~~
- ~~the Policy Committee which shall study the condition of education in the state, conduct public hearings on proposed regulations (as appropriate), and recommend appropriate action to the Board;~~
- ~~the Screening Committee which shall~~ to screen applicants for appointment to Board advisory bodies and other positions as necessary; participate, as directed by the president, in the selection of candidates for the position of student Board member in accordance with law; ~~be augmented by the respective liaison(s) sitting in a non-voting capacity when considering appointments to Board advisory bodies;~~ and recommend appropriate action to the Board
- ~~the Strategic Planning Committee which shall study the state's economy and revenues and the state-local fiscal relationship for support of the public schools; develop short- and long-range strategic plans for funding, organization, personnel, and infrastructure in the schools and in the California Department of Education; and recommend appropriate action to the Board; and.~~

- ~~the Public Information Committee which shall review and monitor mechanisms for announcing the meetings, actions and priorities of the Board; develop a strategic communications plan to ensure that local education agencies, school boards, superintendents, principals, teachers, parents, statewide policy makers, and the general public are fully informed regarding the meetings, actions and priorities of the Board; and recommend appropriate action to the Board.~~

AD HOC COMMITTEES

Section 2. From time to time, the president may appoint ad hoc committees for such purposes as he or she deems necessary. Ad hoc committees shall remain in existence until abolished by the president.

REPRESENTA-TIVES

Section 3. From time to time, the president may assign Board members the responsibility of representing the State Board in discussions with staff (as well as with other individuals and agencies) in relation to such topics as assessment and accountability, legislation, and implementation of federal and state programs. The president may also assign Board members the responsibility of representing the Board in ceremonial activities.

Amend Article XI of the State Board Bylaws to read as follows:

ARTICLE XI

Board Appointments

ADVISORY BODIES

Section 1. Upon recommendation of the Screening Committee as may be necessary, the Board appoints members to the following advisory bodies for the terms indicated:

(a) Advisory Commission on Special Education. The Board appoints five of 17 members to serve four-year terms.

EC 33590

(b) Curriculum Development and Supplemental Materials Commission. The Board appoints 13 of 18 members to serve four-year terms.

EC 33530

(c) Child Nutrition Advisory Council. The Board appoints ~~15~~ 13 members, ~~14~~ 12 to three-year terms and one student representative to a one-year term. By its own action, the Council may provide for the participation in its meetings of non-voting representatives of interest groups not otherwise represented among its members, such as school business officials and experts in the area of physical education and activity.

EC 49533
~~CFR 210.10, Title 7, Part 210.20~~

(d) Advisory Commission on Charter Schools. The Board appoints eight members to two-year terms.

EC 47634.2(b)(1)
State Board of Education Policy 01-04

OTHER APPOINTMENTS

Section 2. ~~Upon recommendation of the Screening Committee~~ On the Board's behalf, the ~~Board~~ president makes the following appointments:

(a) WestEd (Far West Laboratory for Educational Research and Development). ~~The Board appoints five persons~~ Five individuals to serve three-year terms on the Board of Directors as follows:

- one representing the California Department of Education;
- two representing school districts in California; and
- two representing county offices of education in California.

JPA-FWL

(b) Trustees of the California State Summer School for the Arts. ~~The Board appoints two~~ Two members, one of whom shall be a current member of the ~~State~~ Board ~~of Education~~, for terms of three years.

EC 8952.5

(c) No Child Left Behind Liaison Team. Two members for terms not to exceed two years.

EC 52058.1

SCREENING AND APPOINTMENT

Section 3. Opportunities for appointment shall be announced and advertised as appropriate, and application materials shall be made available to those requesting them. The Screening Committee shall paper-screen all applicants, interview candidates as the Committee determines necessary, and recommend appropriate action to the Board.

Amend Article XII of the State Board Bylaws to read as follows:

ARTICLE XII

Presidential Appointments

LIAISONS

Section 1. The president shall appoint one Board member, or more where needed, to serve as liaison(s) to:

(a) The Advisory Commission on Special Education.

(b) The Curriculum Development and Supplemental Materials Commission.

~~(c) The Education Council for Technology in Learning: one member as a nonvoting liaison.~~

(~~d~~c) The National Association of State Boards of Education, if the Board participates in that organization: the president and such other Board members as he or she may designate.

(~~e~~d) The Commission on Teacher Credentialing~~: one member as a nonvoting liaison~~.

(~~f~~e) The California Postsecondary Education Commission: one member to serve as the president's designee if the president so chooses, recognizing that no person employed full-time by any institution of public or private postsecondary education may serve on the commission.

EC 66901(d) and (h)

OTHER

Section ~~3~~2. The president shall make all other appointments that may be required of the Board or that require Board representation.

CALIFORNIA STATE BOARD OF EDUCATION ITEM # 2____

JULY 2003 AGENDA

SUBJECT: PUBLIC COMMENT. Public Comment is invited on any matter not included on the printed agenda. Depending on the number of individuals wishing to address the State Board, the presiding officer may establish specific time limits on presentations.	___ ACTION X INFORMATION ___ PUBLIC HEARING

RECOMMENDATION:

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

Summary of Previous State Board of Education Discussion and Action.

N/A.

Summary of Key Issue(s).

N/A.

Fiscal Analysis (as appropriate).

N/A.

Background Information Attached to this Agenda Item.

None.

CALIFORNIA STATE BOARD OF EDUCATION ITEM # 3

JULY 2003 AGENDA

SUBJECT: Seminar Session: Report on California Charter Schools	___ ACTION X INFORMATION ___ PUBLIC HEARING

RECOMMENDATION:

Listen to an analysis by the Progressive Policy Institute in Washington, D.C., of the status of charter schools in California. Engage in discussion as the members may desire.

Summary of Previous State Board of Education Discussion and Action.

N/A.

Summary of Key Issue(s).

In its *Report on California Charter Schools*, the Progressive Policy Institute (PPI) analyzed the status of California's charter schools. PPI will be reporting on what works, challenges ahead, and recommendations to the State Board on what could be done to help guarantee that California's charter schools are fulfilling their public policy purpose.

The seminar presenter will be the report's author, Nelson Smith, a nationally recognized expert on charter schools and former charter authorizer.

Fiscal Analysis (as appropriate).

N/A.

Background Information Attached to this Agenda Item.

None.

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 4

JULY 2003 AGENDA

SUBJECT		
California High School Exit Examination (CAHSEE): Including, but not limited to, Decision Required by AB 1609.	X	**ACTION**
	X	**INFORMATION**
		PUBLIC HEARING

Recommendation:

This item is being presented to the State Board of Education (SBE) for action as appropriate.

Summary of Previous State Board of Education Discussion and Action

Assembly Bill (AB) 1609 (Chapter 716, Statutes of 2001, Assemblyman Calderon) required the State Superintendent of Public Instruction (SSPI), with the approval of the SBE, to contract for an independent study regarding the requirement of passage of the CAHSEE as a condition of receiving a diploma of graduation and a condition of graduation from high school. A final report based on the study was delivered to the Governor, the chairs of the education policy committees in the California Legislature, the SBE, and the SSPI on May 1, 2003.

The study includes an examination of whether the test development process and the implementation of standards-based instruction meet the required standards for a test of this nature.

In March 2002, the SBE received a report on the status of the study required by AB 1609. The Human Resources Research Organization's (HumRRO) contract was amended to include this study. HumRRO presented the AB1609 report to the SBE at its May 2003 meeting. The SBE received additional information in June 2003 regarding the estimated math and English-language arts pass rates from the March 2003 administration of the CAHSEE and on the effects of compensatory models on these pass rates for all students tested and for subgroups. There were several cautions listed by Educational Testing Service (ETS) for the SBE in their consideration of a compensatory model.

Summary of Key Issue(s)

The key AB 1609 Study findings are as follows:

- Development of the CAHSEE meets all the required professional testing standards for use as a graduation test;
- CAHSEE has led to dramatically increased coverage of the California Content Standards at the high school and middle school levels and to development of new courses to provide help for students who have difficulty mastering these standards;
- Many courses of initial instruction and remedial courses only have limited effectiveness in helping students master the required standards;
- Many students placed in supplemental and remedial standards-based courses also would benefit from instruction in the prerequisite skills needed for success in these courses; and

Summary of Key Issue(s)

- Many factors suggest that the effectiveness of standards based instruction will improve for each succeeding class after the Class of 2004.

AB 1609 states that on or before August 1, 2003, the SBE may delay the date upon which each pupil completing grade 12 is required to successfully pass the CAHSEE as a condition of graduation from high school. The SBE will need to make its decision prior to August 1, 2003.

Fiscal Analysis (as appropriate)

None.

Attachment(s)

Attachment 1: June 13, 2003 letter from Jack O'Connell to County and District Superintendents and California High School Exit Examination (CAHSEE) Coordinators Re: Cancellation of July 2003 CAHSEE Administration (Pages 1-3)

JACK O'CONNELL
State Superintendent of Public Instruction

CALIFORNIA
DEPARTMENT
OF
EDUCATION

1430 N Street
P.O. Box 944272
Sacramento, CA
94244-2720

June 13, 2003

To: County and District Superintendents
California High School Exit Examination (CAHSEE) Coordinators

Re: Cancellation of July 2003 CAHSEE Administration

At its July meeting, the members of the State Board of Education (SBE) will take action on whether or not to delay the graduation requirements for the CAHSEE. I am aware that this July decision has caused confusion for school administrators, students, and parents regarding summer school scheduling and upcoming test administrations. At the July Board meeting, I will be recommending to Board members that they:

- Delay the graduation requirement to pass the CAHSEE until 2006
- Recognize those students who have passed both parts of the CAHSEE.
- Reduce both the length of the test and the number of days it is administered.

I am very encouraged by the March 2003 results from the Class of 2005. I congratulate you on your hard work and encourage you to continue the momentum toward raising standards and improving achievement. (See attached chart.)

I believe the board will vote to postpone the graduation requirement in July. In the meantime, we are set to administer the test at the end of July. In light of the confusion regarding the pending SBE decision, and to provide you flexibility in planning summer school programs, **I am canceling the July 2003 CAHSEE administration**. If, as anticipated, the SBE votes to delay the requirement, I also will cancel the September and November administrations. I strongly recommend that you encourage students who have not yet passed the CAHSEE to attend summer school. Students who have not mastered the knowledge and skills assessed on the CAHSEE could benefit from additional instruction this summer. By canceling the July administration, your parents and students can make an informed decision about what classes are best for them.

I am recommending that the SBE delay the graduation requirement for the classes of 2004 and 2005 because: (1) the Assembly Bill 1609 Study Report indicates "…many factors suggest that the effectiveness of standards-based instruction will improve for each succeeding class" [after the class of 2004]; and (2) I want to maintain the positive momentum created by the CAHSEE by requiring student in the class of 2006 to take it as 10th graders beginning in January 2004.

I am eliminating the July administration not only for this year but also for future years as the first step in developing a new CAHSEE testing schedule. We are in the process of finalizing this new schedule, which I am confident you will find more accommodating to your calendars. I have heard from many administrators that it is difficult to schedule the July test because it may not coincide with their scheduled summer school. Last year, schools ordered 166,000 tests for the July administration and only 46,000 students were tested.
Canceling the July 2003 test will:

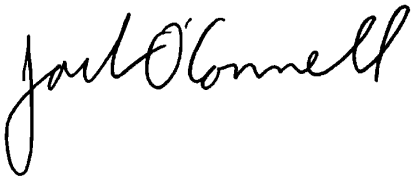
- Reduce the testing burden for students and schools.
- Provide schools flexibility in scheduling summer school by giving them more time to examine student results and plan appropriate actions for students.
- Save schools money in this tight budget time.
- Provide more opportunity for instruction and remediation in English-language arts and mathematics.

The Assembly Bill 1609 Study Report also found that those schools that have closely aligned their curriculum to the content standards, reported passing rates of 75 percent or greater more frequently than schools without early implementation of the standards.

- As a second step to minimize the testing burden on students and schools, I am directing the CDE to put together a special committee to re-examine the CAHSEE and to recommend changes in order to reduce the length of the test.

I appreciate your continued support of this program. Please contact the High School Exit Examination Office at (916) 445-9449 if you have any questions. Thank you.

Sincerely,



JACK O'CONNELL

CAHSEE Passing Rates for First-Time Test Takers in the Class of 2004 and 2005

Cohort	English-Language Arts		
	Number Tested	Number Passed	Percent Passed
Class of 2004 (Spring 2001 – Grade 9 first-time test takers)	369,968	236,646	64%
Class of 2005 (March 2003 – Grade 10 first-time test takers)	379,209	299,584	79%

Cohort	Mathematics		
	Number Tested	Number Passed	Percent Passed
Class of 2004 (Spring 2001 – Grade 9 first-time test takers)	365,325	161,967	44%
Class of 2005 (March 2003 – Grade 10 first-time test takers)	389,702	234,230	60%

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 5

JULY 2003 AGENDA

SUBJECT		
California High School Exit Examination (CAHSEE): Proposed Amendments to Title 5 Regulations on the CAHSEE.	X	ACTION
	X	INFORMATION
		PUBLIC HEARING

Recommendation:

Approve the Notice of Proposed Rulemaking and CAHSEE regulations and start the 45-day public comment process.

Summary of Previous State Board of Education Discussion and Action

In October, the State Board of Education (SBE) adopted revised CAHSEE regulations regarding definitions for accommodations and modifications, the waiver process, and a few other technical changes. The California Department of Education (CDE) stated at that time that staff would review the entire set of all CAHSEE regulations for clarity and for consistency and, in December, the SBE approved revisions to the entire set of CAHSEE regulations to go out for a 45-day public comment period. When the October regulations were reviewed by the Department of Finance and the Office of Administrative Law, concerns were raised about the impact of the recent changes in the law. Senate Bill (SB) 1476 was enacted in September, and included definitions of accommodations and modifications, and moved the waiver process to the local level. These changes impacted both the regulations adopted in October as well as the regulations approved in December. As a result, the regulations approved by the SBE in December were not circulated for the 45-day notice and comment period.

Summary of Key Issue(s)

Now that the CAHSEE has been administered several times, the CDE has become aware of the need for additional regulations to clarify the underlying statute. SB 2 was enacted in June 1999. In October of 2002, *California Education Code* section 60851 was amended effective January 1, 2003. In addition, the previously adopted regulations for CAHSEE have been revised twice. Based on these factors, CDE looked at the existing regulations in total to ensure that all sections are consistent with each other, and to address new issues and the new amendments to section 60851.

Several of the sections have been revised, mostly in organization rather than substance. Many of the changes are non-substantive and are made for purposes of consistency and clarity. For example, the terms "test" and "examination" were used interchangeably. For clarity, a definition of examination was inserted, and this term is used consistently throughout the regulations.

Several sections were reorganized to streamline them and to make them clearer and easier to use. For example, the test site coordinator and district coordinator regulations set forth in sections 1209 and 1210 were reorganized to clarify what each person must do prior to, during and after the administration of the CAHSEE. These sections now read much like checklists, and the goal

Summary of Key Issue(s)

is to clarify and simplify the tasks for these individuals. No substantive changes were made to either of these provisions.

An analysis of the substantive changes that have been made will be provided in the supplemental mailing.

Fiscal Analysis (as appropriate)

None.

Attachment(s)

The following attachments will be provided in the supplemental mailing:

Attachment 1: Proposed Regulations	Title 5. EDUCATION Division 1. State Department of Education Chapter 2. Pupils Subchapter 6. California High School Exit Examination Article 1. General

Attachment 2: The Initial Statement of Reasons

Attachment 3: Notice of Proposed Rulemaking

State of California **Department of Education**

Supplemental Memorandum

To: **STATE BOARD MEMBERS** **Date:** **June 26, 2003**

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

Re: **ITEM #5**

Subject: **CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE): PROPOSED AMENDMENTS TO TITLE 5 REGULATIONS ON THE CAHSEE.**

Please insert the following attachments:

Attachment 1: Title 5. EDUCATION
California State Board of Education
Notice of Proposed Rulemaking
California High School Exit Examination (Pages 1-4)

Attachment 2: Initial Statement of Reasons (Pages 1-3)

Attachment 3: Proposed Regulations
Title 5. EDUCATION
Division 1. State Department of Education
Chapter 2. Pupils
Subchapter 6. California High School Exit Examination
Article 1. General (Pages 1-19)

Attachment 4: Summary of Research Related to Use of Testing Variations (Page 1-52)

The majority of the changes, as explained in the original State Board of Education (SBE) Agenda Item, are mostly in organization rather than substance. The substantive changes include revisions to Sections 1215 Testing Variations Available to All Students; 1215.5 Accommodations for Pupils or Adult Students with Disabilities; Section 1216 Modifications for Pupils or Adult Students with Disabilities; and Section 1217 English Learners.

The former version of the CAHSEE regulations only specified a few accommodations and modifications. This section was changed and split into three sections to reflect the Accommodations/Modifications for all California Statewide Assessments matrix approved by the SBE last fall. The accommodations listed are available to all pupils having an Individualized Education Program (IEP) or Section 504 plan. The modifications listed are available to pupils if specified in the pupil's IEP or Section 504 plan for use on the CAHSEE, standardized testing or for use during classroom instruction and assessments.

Section 1217 English Learners has been changed to add a number of test variations / accommodations that may be used. The list was developed from the research done by the National Center for Research on Evaluation, Standards, and Student Testing (CRESST), the National Research Council, the U.S. Department of Education's Office for Civil Rights, and

from discussions with the SBE's expert testing panel. Some of the key findings include:

- Language proficiency strongly relates to test performance;
- Math items that have low language demands help increase English Learner performance (this does not apply to English-language arts—good readers perform better on reading test questions with high language demands);
- Providing extra time plus a glossary of key terms resulted in higher scores for English learners;
- The most common accommodations in other states for English learners include extra time, small group administration, clarifying directions, flexible scheduling, and the use of dictionaries (use of traditional dictionaries would alter the constructs being tested); and
- There are technical difficulties in translating a test.

The Fiscal Impact will be submitted as a Last Minute item.

STATE OF CALIFORNIA GRAY DAVIS, *Governor*

CALIFORNIA STATE BOARD OF EDUCATION
1430 N Street; P.O. Box 944272
Sacramento, CA 95814-5901

TITLE 5. EDUCATION

CALIFORNIA STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULEMAKING

California High School Exit Examination
[Notice published July 25, 2003]

The State Board of Education (State Board) proposes to adopt the regulations described below after considering all comments, objections, or recommendations regarding the proposed action.

PUBLIC HEARING

The State Board will hold a public hearing beginning at **3:00 p.m. on Monday, September 8, 2003**, at 1430 N Street, Room 1101, Sacramento. The room is wheelchair accessible. At the hearing, any person may present statements or arguments, orally or in writing, relevant to the proposed action described in the Informative Digest. The State Board requests that any person desiring to present statements or arguments orally notify the Regulations Adoption Coordinator of such intent. The Board requests, but does not require, that persons who make oral comments at the hearing also submit a summary of their statements. No oral statements will be accepted subsequent to this public hearing.

WRITTEN COMMENT PERIOD

Any interested person, or his or her authorized representative, may submit written comments relevant to the proposed regulatory action to the Regulations Adoption Coordinator. The written comment period ends at **5:00 p.m. on Monday, September 8, 2003**. The Board will consider only written comments received by the Regulations Adoption Coordinator or at the Board Office by that time (in addition to those comments received at the public hearing). Written comments for the State Board's consideration should be directed to:

Debra Strain, Regulations Adoption Coordinator
California Department of Education
LEGAL DIVISION
1430 N Street, Room 5319
Sacramento, California 94244-2720
Telephone : (916) 319-0641
E-mail: dstrain@cde.ca.gov

AUTHORITY AND REFERENCE

Authority: Section 33031, Education Code.

Reference: Sections 48980, 49068, 52504, 56101, 56365, 60850, 60851, and 60855, Education Code.

INFORMATIVE DIGEST/POLICY STATEMENT OVERVIEW

The State Board of Education proposes to adopt amendments to Sections 1200 to 1225 in Title 5 of the California Code of Regulations (CCR). These sections concern the administration of the California high school exit examination (CAHSEE) that require each pupil completing grade 12 or adult school student to successfully pass the high school exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school. These sections also concern the administration of the examination in each public school and state special school that provides instruction in grades 10, 11, and 12. Education Code section 33031 authorizes the State Board of Education to adopt regulations to implement, interpret and make specific these requirements.

Senate Bill 2 was enacted in June 1999 to establish the CAHSEE. The examination is offered in English/language arts and mathematics and is aligned to state content standards in these content areas.

In October 2002, Education Code section 60851 was amended effective January 1, 2003, which requires the revision and addition of regulations to clarify the underlying statute. Senate Bill (SB) 2 was enacted in June 1999. In October of 2002, Education Code section 60851 was amended by Senate Bill 1476 and will become effective January 1, 2003. In addition, the previously adopted regulations for CAHSEE have been revised twice, thus existing regulations were reviewed in total to ensure that all sections are consistent with each other, and to address new issues and the new amendments to Section 60851.

The purpose of the proposed regulations is to guide districts and schools in the administration of the high school exit examination, including but not limited to definitions, data requirements, test security, and apportionment.

Section 1200 provides definitions. Sections 1203 to 1211.5 deal with administration issues, such as responsibilities of district and school test coordinators and test security. Sections 1215 to 1219.5 address accommodations, modifications and waivers for special needs students. Section 1220 specifies how cheating during test administration will be handled. Section 1225 describes how funds will be apportioned to school districts.

DISCLOSURES REGARDING THE PROPOSED ACTION

Mandate on local agencies and school districts: Fiscal analysis pending

Cost or savings to any state agency: Fiscal analysis pending

Costs to any local agency or school district which must be reimbursed in accordance with Government Code section 17561: Fiscal analysis pending

Other non-discretionary cost or savings imposed on local educational agencies: Fiscal analysis pending

Cost or savings in federal funding to the state: None

Significant, statewide adverse economic impact directly affecting business including the ability of California businesses to compete with businesses in other states: None.

Cost impacts on a representative private person or businesses: The State Board is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Adoption of these regulations will not:

(1) create or eliminate jobs within California;
(2) create new businesses or eliminate existing businesses within California; or
(3) affect the expansion of businesses currently doing business within California.

Significant effect on housing costs: None.

Affect on small businesses: The proposed regulations will have no effect on small businesses because they only relate to the administration of the high school exit exam in public schools. The proposed regulations do not impose additional workload on small businesses or contractors funded by the Department.

CONSIDERATION OF ALTERNATIVES

In accordance with Government Code section 11346.5(a)(13), the State Board must determine that no reasonable alternative it considered or that has otherwise been identified and brought to the attention of the State Board, would be more effective in carrying out the purpose for which the action is proposed or would be as effective and less burdensome to affected private persons than the proposed action.

The State Board invites interested persons to present statements or arguments with respect to alternatives to the proposed regulations at the scheduled hearing or during the written comment period.

CONTACT PERSONS

Inquiries concerning the substance of the proposed regulations should be directed to:

Jan Chladek, Manager
California Department of Education
Standards and Assessment Division
1430 N Street, Suite 5408
Sacramento, CA 95814
E-mail: jchladek@cde.ca.gov
Telephone: (916) 445-9449

Requests for a copy of the proposed text of the regulations, the Initial Statement of Reasons, the modified text of the regulations, if any, or other technical information upon which the rulemaking is based or questions on the proposed administrative action may be directed to Regulations Adoption Coordinator.

AVAILABILITY OF INITIAL STATEMENT OF REASONS AND TEXT OF PROPOSED REGULATIONS

The Regulations Adoption Coordinator will have the entire rulemaking file available for inspection and copying throughout the rulemaking process at her office at the above address. As of the date this notice is published in the Notice Register, the rulemaking file consists of this notice, the proposed text of the regulations, and the initial statement of reasons. A copy may be obtained by contacting the Regulations Adoption Coordinator at the above address.

AVAILABILITY OF CHANGED OR MODIFIED TEXT

Following the public hearing and considering all timely and relevant comments received, the State Board may adopt the proposed regulations substantially as described in this notice. If the State Board makes modifications which are sufficiently related to the originally proposed text, the modified text (with changes

clearly indicated) available to the public for at least 15 days before the State Board adopts the regulations as revised. Requests for copies of any modified regulations should be sent to the attention of the Regulations Adoption Coordinator at the address indicated above. The State Board will accept written comments on the modified regulations for 15 days after the date on which they are made available.

AVAILABILITY OF THE FINAL STATEMENT OF REASONS

Upon its completion, a copy of the Final Statement of Reasons may be obtained by contacting the Regulations Adoption Coordinator at the above address.

AVAILABILITY OF DOCUMENTS ON THE INTERNET

Copies of the Notice of Proposed Action, the Initial Statement of Reasons, the text of the regulations in underline and strikeout, and the Final Statement of Reasons, can be accessed through the California Department of Education's website at http://www.cde.ca.gov/regulations.

INITIAL STATEMENT OF REASONS

Sections 1200, 1204, 1204.5, 1207.5, 1209, 1210, 1211, 1211.5, 1215, 1215.5, 1216, 1217, 1218, 1218.5 – California High School Exit Examination

SPECIFIC PURPOSE OF THE REGULATIONS

The purpose of the proposed new and amended regulations is to provide further guidance to districts and schools in the administration of the high school exit examination, including but not limited to definitions, test administration, data requirements, testing dates, test order information, test security, district and school test coordinators' responsibilities, variations, accommodations, modifications, waiver requests, cheating, and apportionment. Because the California High School Exit Examination (CAHSEE) is a high stakes exam, the proposed regulations are designed to ensure that the examination is administered in a consistent manner across school districts, that maximum test security is maintained, that treatment of cheating is provided for, and that pupils entitled to variations, accommodations or modifications receive them. The proposed regulations are also intended to ensure that necessary data on pupil participation and data required for analysis of pupil performance is collected and maintained.

The proposed regulations serve as an amendment to current regulations that govern the CAHSEE. The amended regulations are based on a careful and overall review of the entire set of regulations for clarity and consistency, as well as revisions based on new laws that remove ninth graders from testing and move the waiver process to the local district governing board.

NECESSITY/RATIONALE

The State Board is revising the proposed regulations to clarify some of the definitions under Article 1 and add definitions for "scribe" and "variation" in test administration. Revisions to Article 2 on Administration consist largely of reorganizing sections to streamline them and make them clearer and easier to use. Article 3 is revised to amend the regulations in accordance with new law (Senate Bill 1476, Ch. 808, Statutes of 2002), which moves the waiver process to the local district governing board. It also addresses state special schools and any requests that still may be made to the State Board. Article 5 on apportionment is revised to reduce paperwork.

The substantive changes to the regulations are:

<u>Article 1. General.</u>
The sections in Article 1 are intended to provide general information for the high school exit examination.

<u>Section 1200 Definitions</u>:
Section 1200 (b) was amended to clarify test administration.
Section 1200 (c) was amended to clarify that a school should determine the grade of a pupil as of the testing date.
Section 1200 (f) was added to define district coordinator.

Section 1200 (g) was added to define test site coordinator.
Section 1200 (j) was added to define a scribe.
Section 1200 (l) was added to define department.
Section 1200 (m) was added to define examination.
Section 1200 (o) was added to define a variation.

Article 2. Administration.
This article provides guidelines to local education agencies on administration of the high school exit examination.

Section 1203:
Wording was changed to clarify that the test administrators are to be responsible for the accurate identification of the pupils.

Section 1204 Grade 10 Census Testing:
Wording was added to clarify that all tenth graders are to take the test once in tenth grade.

Section 1204.5 Grades 11 and 12 Testing Dates:
This section was added to clarify that pupils in grades 11 and 12 should be provided up to two opportunities per year to take the examination, and should not be tested in successive administrations. This allows sufficient time for pupils to receive their test scores before re-testing if necessary. This is to ensure compliance with Education Code Section 60857, which states that no pupil who has passed an examination shall re-take it.

Section 1205, 1206, 1207 Collection of Data: These sections were amended to further clarify what data must be collected and maintained by the districts.

Sections 1209, 1210, 1211, and 1211.5 were revised to separate out and clarify the duties for the district test coordinator and the school site test coordinator. In addition, the sections on test security and test security forms are amended to further clarify who is responsible for ensuring security of the examination during administration and who must sign the security agreement and affidavit. All new wording is underlined in the second attachment. The issue here was that the original regulations did not clearly separate these four areas.

Article 3. Variations/Accommodations/Modifications/Waivers specify when variations, accommodations and modifications can be used while taking the examination.

Sections 1215, 1215.5, 1216 and 1217 were revised and amended.

Section 1218 Review Process for Proposed Variations in Administering the Examination was revised to clarify that this process is not for approving accommodations but rather for determining if a proposed variation or change in how the test is presented, administered, or how a test taker is allowed to respond is a variation, accommodation or modification.

Section 1218.6 Waiver Requests by the Local Governing Board was deleted because the language was amended and incorporated into Section 1216.

Article 5. Apportionment

This article is revised to reduce paperwork. Currently, school districts must complete a form telling the Department how many students were tested, send it to the Department, and we apportion money on this certification. This revision states that the test publisher will inform the Department of the number of students tested, the Department will send these numbers to the local districts to certify, and the apportionment shall be based on that amount. The issue has been that many districts have trouble filling out the forms or are very late in completing them. A section was also added here to prompt districts to return all materials. After each administration, there have been a large number of materials not returned.

TECHNICAL, THEORETICAL, AND/OR EMPIRICAL STUDY, REPORTS OR DOCUMENTS

REASONABLE ALTERNATIVES TO THE REGULATION AND THE AGENCY'S REASONS FOR REJECTING THOSE ALTERNATIVES

The State Board has determined that no alternative considered by the State Board would be more effective in carrying out the purpose for which these regulations are proposed or would be as effective and less burdensome to the affected local educators than the adopted regulations.

REASONABLE ALTERNATIVES TO THE PROPOSED REGULATORY ACTION THAT WOULD LESSEN ANY ADVERSE IMPACT ON SMALL BUSINESS

The proposed regulations will have no adverse economic effect on small businesses because they only relate to the administration of the CAHSEE in public schools or to students placed by their districts in private schools through their Individualized Education Program (IEP).

EVIDENCE SUPPORTING FINDING OF NO SIGNIFICANT ADVERSE ECONOMIC IMPACT ON ANY BUSINESS

The CAHSEE contract for test administration was awarded through a request for proposal, competitive bid process to Educational Testing Service. The proposed regulations provide guidance to local educational agencies, which are not businesses.

Title 5. EDUCATION

Division 1. State Department of Education

Chapter 2. Pupils

Subchapter 6. California High School Exit Examination

Article 1. General

Amend Sections 1200, 1203, and 1204 to read:

§ 1200. Definitions.

For the purposes of the high school exit examination, the following definitions shall apply:

(a) "Section," "portion," and "part(s)" of the examination shall refer to either the English/language arts section of the high school exit examination or the mathematics section of the high school exit examination.

(b) ~~An~~ "Test administration" ~~means an eligible pupil's or eligible adult student's taking both the English/language arts and mathematics sections of the high school exit examination or either section during a test cycle~~ is the period of time starting with the delivery of the secure testing materials to the district and ending with the return shipment of materials to the test publisher, and includes the period of time during which eligible pupils or eligible adult students take one or both sections of the examination.

~~(c) "Test cycle" means one of the opportunities provided each year by the Superintendent of Public Instruction for an eligible pupil or eligible adult student to take the high school exit examination.~~

(c)~~(d)~~ "Grade ~~level~~" for the purposes of the high school exit examination means the grade assigned to the pupil by the school district at the time of testing.

(d)~~(e)~~ "Eligible pupil" ~~means one~~ is a person ~~who is~~ enrolled in a California public school in ~~any of~~ grade~~s~~ 10, 11, or 12, including those pupils placed in a non-public school through the IEP process pursuant to Education Code section 56365, who has not passed either the English/language arts section or the mathematics section of the high school exit examination.

(e)~~(f)~~ "Eligible adult student" is a person ~~who is~~ enrolled in an adult school operated by a school district ~~and~~ who is working to attain a high school diploma and has not passed either the English/language arts section or the mathematics section of the high school exit examination. This term does not include pupils who are concurrently enrolled in high school and adult school.

(f) "District coordinator" is an employee of the district designated by the superintendent of the district to oversee the administration of the high school exit examination within the district.

(g) "Test site coordinator" is an employee of the district designated by the district coordinator or the superintendent or a person assigned by a nonpublic school to implement a student's IEP who oversees the administration of the high school exit examination at each test site at which the examination is given.

(h)~~(g)~~ "Test administrator" ~~means~~ is a certificated employee of a school district, or a person assigned

by a nonpublic school to implement a student's Individualized Education Program (IEP), who ~~has received training in the administration of~~ administers the high school exit examination ~~from the high school exit examination district or test site coordinator~~ to eligible pupils or eligible adult students.

(i)~~(h)~~ "Test proctor" is an employee of a school district, or a person assigned by a nonpublic school to implement a pupil's IEP, who has received training specifically designed to prepare him or her to assist the test administrator in administration of the high school exit examination.

(j) "Scribe" is an employee of the school district, or a person assigned by a nonpublic school to implement a pupil's IEP and is required to transcribe a pupil's or adult student's responses to the format required by the examination. A family member or guardian is not eligible to be a scribe.

(k)~~(i)~~ "School districts" includes school districts, county offices of education, and any independent charter school that ~~does~~ is not ~~elect to be~~ part of the school district or county office of education that granted the charter.

(l) "Department" is the California Department of Education.

(m) "Examination" is the high school exit examination.

(n) "Variation" is a change in the manner in which a test is presented or administered, or in how a test taker is allowed to respond, and includes, but is not limited to, accommodations and modifications as defined in Education Code section 60850.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 52504, 56365, 60850 and 60851, Education Code.

Article 2. High School Exit Examination Administration

§ 1203. Pupil or Adult Student Identification.

~~School personnel~~ Test administrators at the test site shall be responsible for the accurate identification of eligible pupils or adult students who are to be administered the ~~high school exit~~ examination through the use of photo-identification~~,~~ or positive recognition by ~~the test administrator, or some equivalent means of identification~~ an employee of the school district.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60851, Education Code.

§ 1204. Grade 10 ~~Census~~ Testing.

~~Each school district must first offer the exam to each pupil in grade 10 only at the spring administration (March or May). If a pupil is absent at the spring administration, the school district must offer a make-up test at the next test date designated by the Superintendent of Public Instruction or on the next designated test date selected by the school district.~~

All eligible grade 10 pupils shall only take the examination once while in grade 10.

NOTE: Authority Cited: Section 33031, Education Code. Reference: Section 60851, Education Code.

Add Section 1204.5 to read:

§ 1204.5 Grades 11 and 12 Testing Dates.

Pupils in grades 11 and 12 who have not yet passed one or both sections of the examination shall have up to two opportunities per year to take the section (s) of the examination not yet passed. Districts shall not test eligible pupils in grades 11 and 12 in successive administrations within a school year. Eligible pupils in grades 11 and 12 should be offered appropriate remediation or supplemental instruction before being retested. Eligible pupils shall be provided one opportunity to pass the examination after completion of other grade 12 requirements.

NOTE: Authority Cited: Section 33031, Education Code. Reference: Section 60851, Education Code.

Amend Sections 1205, 1206, 1207 to read:

§ 1205. ~~Documentation~~ School District Information.

School districts shall maintain a summary data file, as set forth below, ~~record~~ of all pupils ~~and adult students~~ who participate in each test ~~cycle~~ administration of the ~~high school exit~~ examination. This summary data file ~~record~~ shall include the following information for (1) the English/language arts section, and (2) the mathematics section, for each test ~~cycle~~ administration:

(a) The date on which each section of the examination was ~~offered~~ taken.

(b) The full name~~s~~ of each pupil ~~and adult student~~ who took each section of the examination.

(c) The grade level of each pupil ~~who took~~ at the time each section of the examination was taken.

(d) Whether each pupil ~~or adult student passed or did not pass the section or sections of the examination taken~~ has satisfied the requirement to successfully pass the examination for each section or sections of the examination taken.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60851~~(d)~~, Education Code.

§ 1206. Pupil or ~~Adult Student~~ Permanent Record Information.

(a) School districts shall maintain in each pupil's ~~or adult student's~~ permanent record the following information:

(1) The date on which the pupil ~~or adult student~~ took each section of the examination.

(2) Whether the pupil ~~or adult student passed or did not pass each section of the examination taken~~ has satisfied the requirement to successfully pass the examination for each section or sections of the examination taken.

(b) The ~~record required by Section 1205 shall be created and the~~ information required by subdivision (a) of this section shall be entered in each pupil's ~~or adult student's~~ permanent record ~~prior to the subsequent test cycle~~ within 60 days of receiving the electronic data files from the test publisher.

(c) Whenever a pupil transfers from one school district to another, the new district shall request the pupil's examination results as part of the permanent record in compliance with Education Code section

49068.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 49068 and 60851~~(a) and (d)~~, Education Code.

§ 1207. Data for Analysis of Pupil ~~or Adult Student~~ Performance.

(a) Each school district shall provide the test publisher with an answer document with complete demographic information for each grade 10 pupil enrolled at the time of the grade 10 census administration.

(b)~~(a)~~ Each school district shall provide the data collected pursuant to Section 1205 to the test publisher of the ~~high school exit~~ examination. In addition, each school district shall provide the following demographic information for each pupil tested: ~~or adult student tested for purposes of the analyses required pursuant to Education Code section 60855~~:

(1) Pupil's full name

(2)~~(1)~~ Date of birth

(3)~~(2)~~ Grade level

(4)~~(3)~~ Gender

(5)~~(4)~~ Language fluency and home language

(6)~~(5)~~ Special program participation

(7)~~(6)~~ Participation in free or reduced priced meals

(8)~~(7)~~ Enrolled in a school that qualifies for assistance under Title 1 of the ~~Improving America's Schools Act of 1994~~ Elementary and Secondary Education Act

(9)~~(8)~~ Testing accommodations or modifications used during the examination

(10)~~(9)~~ Handicapping condition or disability

(11)~~(10)~~ Ethnicity

(12)~~(11)~~ District mobility, school mobility, and matriculation

(13)~~(12)~~ Parent education

(14)~~(13)~~ Post-high school plans

(c)~~(b)~~ The demographic information is for the purposes of aggregate analyses only and shall be provided to the test publisher and collected as part of the testing materials for the ~~high school exit~~ examination.

(d)~~(c)~~ School districts shall provide the same information for each eligible pupil enrolled in an alternative or off-campus program, or for pupils placed in non-public schools, as is provided for all other eligible pupils.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 56365 and 60855, Education Code.

Amend Sections 1208, 1209, 1210, 1211 to read:

§ 1208. Notice of the High School Exit Examination.

A school district shall maintain documentation that the parent or guardian of each pupil has ~~received~~ been sent written notification as required by Education Code sections 48980~~(e)~~ and 60850~~(f)(1~~).

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 48980~~(e)~~, and 60850~~(e) and (f)~~, Education Code.

§ 1209. High School Exit Examination District Coordinator Responsibilities.

(a) On or before July 1 of each school year, the superintendent of each unified or high school district shall designate from among the employees of the school district a ~~high school exit examination~~ district coordinator. The superintendent shall notify the test publisher of the ~~high school exit examination~~ of the identity and contact information, including electronic mail address if available, for the high school exit examination district coordinator.

~~(b) The high school exit examination district coordinator's responsibilities shall include, but not be limited to, the following~~:

(b) The ~~high school exit examination~~ district coordinator~~,~~ or the school district superintendent ~~or his or her designee,~~ shall be available throughout the year and shall serve as the liaison between the school district and the test publisher and the school district and the ~~California~~ Department ~~of Education~~ for all matters related to the ~~high school exit~~ examination.

(c) The district coordinator or the school district superintendent shall oversee the administration of the examination to eligible pupils or adult students, in accordance with the manuals or other instructions provided by the test publisher for administering and returning the examinations and test materials including, but not limited to, the following responsibilities:

(1) Responding to correspondence and inquiries from the test publisher and the Department in a timely manner and as provided in the test publisher's instructions and these regulations.

(2) Advising the test publisher of the selected administration dates for the coming year by November 1 of the prior year.

(3)~~(2)~~ Determining school district and individual school examination and test material needs in conjunction with the test publisher using current enrollment data.

(4) Completing and filing a Test Security Agreement as set forth in Section 1211.5 prior to the receipt of examinations and test materials. The Test Security Agreement shall be maintained at the district office for 12 months from the date signed.

(5) Identifying a test site coordinator for each test site and securing a signed Test Security Agreement from each test site coordinator in the district and from any test administrator at a nonpublic school in which a pupil has been placed by the district.

(6) Training all test site coordinators on the proper and secure handling of examinations and test

materials, on administering the examination, and on collecting, inventorying and returning all examinations and test materials in a secure manner.

(7)~~(3)~~ ~~Overseeing the~~ ~~acquisition~~ Ordering ~~and distribution of~~ sufficient examinations and test materials ~~to~~ for eligible pupils and adult students, including completing an electronic data file as set forth in section 1207, if the district chooses to have the test publisher pre-identify answer documents~~individual schools and sites~~.

(8) Coordinating with the school test site coordinator within any required time periods the testing days for the school district and nonpublic schools which serve grade 10 through grade 12 pupils of the district.

~~(4) Maintaining security over the high school exit examination and test data using the procedure set forth in Section 1211. The high school exit examination district coordinator shall sign the Test Security Agreement set forth in Section 1211 prior to receipt of the test materials.~~

~~(5) Overseeing the administration of the high school exit examination to eligible pupils or adult students, in accordance with the manuals or other instructions provided by the test publisher for administering and returning the test.~~

(9)~~(6)~~ Overseeing the collection of all pupil ~~and return of all test materials and test~~ data as required to comply with Sections 1205, 1206, and 1207 ~~to the publisher within any required time periods~~.

~~(7) Assisting the test publisher in the resolution of any discrepancies in the test information and materials.~~

~~(8) Ensuring that all examinations and test materials are received from school test sites within the school district no later than the close of the school day on the school day following administration of the high school exit examination.~~

(10)~~(9)~~ Ensuring that ~~all~~ the examinations and test materials ~~received from school test sites within the school district have been placed~~ are retained in a secure, locked location, in sealed boxes in which they were received from the test publisher, from the time they are received in the school district until the time they are delivered to the test sites ~~location by the end of the day following the administration of those tests~~.

(11) Ensuring delivery of examinations and test materials to the test sites no more than five (5) working days before the examination is to be administered.

(12) Ensuring that all examinations and test materials are received from test sites no later than the close of the school day on the school day following administration of the examination.

(13) Ensuring that all examinations and test materials received from test sites have been placed in a secure school district location by the end of the day following the administration of those examinations.

(14)~~(10)~~ Ensuring that all examinations and test materials are inventoried, packaged, and labeled in accordance with instructions from the test publisher. The examinations and test materials shall be ready

for pick-up by the test publisher at a designated location in the school district no more than five (5) working days following ~~administration~~ completion of the ~~English/language arts or the mathematics section~~examination in the school district.

~~(11) Ensuring that the high school exit examinations and test materials are retained in a secure, locked location, in the unopened boxes in which they were received from the test publisher, from the time they are received in the school district until the time they are delivered to the test sites.~~

(15) Assisting the test publisher and the Department in the resolution of any discrepancies in the test information and materials, including but not limited to, pre-identification files and the number of examinations received from the test publisher and the number of examinations collected for return to the test publisher.

(d)~~(c)~~ Within seven (7) working days of completion of school district testing, the superintendent and the high school exit examination district coordinator shall certify to the test publisher ~~California Department of Education~~ that the school district has maintained the security and integrity of the examination, collected all data and information as required to comply with Sections 1205, 1206, and 1207, and returned all examinations and test materials, answer documents, and other materials included as part of the ~~high school exit~~ examination in the manner and as otherwise required by the ~~publisher~~ Department.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60851, Education Code.

§ 1210. High School Exit Examination Test Site Coordinator Responsibilities.

(a) Annually, the district coordinator or the superintendent of the unified or high school district shall designate a high school exit examination test site coordinator for each test site, including, but not limited to, each dependant charter school, each court school, ~~and~~ each school or program operated by a school district, and nonpublic school which serves grade 10 through grade 12 pupils of the district. The designee shall be an employee of the school district, or the person assigned by a non public school to implement a student's Individualized Education Program (IEP) ~~from among the employees of the school district~~.

~~(b) The high school exit examination test site coordinator's responsibilities shall include, but are not be limited to, all of the following~~:

(b) The ~~high school exit examination~~ test site coordinator~~,~~ or the site principal ~~or his or her designee,~~ shall be available to the ~~high school exit examination~~ district coordinator for the purpose of resolving issues that arise as a result of the administration of the ~~high school exit~~ examination.

(c) The test site coordinator or the site principal shall oversee the administration of the examination to eligible pupils or adult students at the test site in accordance with the manuals or other instructions provided by the test publisher for administering the examination including, but not limited to, the following responsibilities:

(1) Determining test site examination and test material needs.

(2) Arranging for test administration at the test site.

(3) Training the test administrator(s), ~~and~~ test proctors, and scribes as provided in the test publisher's manual.

(4) Completing ~~the~~ a Test Security Agreement and Test Security Affidavit as set forth in Section 1211.5 prior to the receipt of examinations and test materials.

(5) Overseeing test security requirements, including collecting and ~~filing~~delivering all completed Test Security Affidavit forms ~~from~~ to the school district office from the test administrators and other site personnel involved with testing. All Test Security Affidavits shall be maintained for 12 months from the date signed.

(6)~~(7)~~ Overseeing the acquisition of examinations from the school district and the distribution of examinations to the test administrator(s).

(7)~~(6)~~ Maintaining security over the examination and test data as follows: ~~required by Section 1211~~.

~~(8) Overseeing the administration of the high school exit examination to eligible pupils or adult students at the test site.~~

(A) Delivering the examinations and test materials only to those persons who have executed the Test Security Affidavit and who are administering the examination on the date of testing.

(B) Ensuring that strict supervision is maintained over each pupil or adult student who is being administered the examination both while the pupil or adult student is in the room in which the examination is being administered and during any period in which the pupil or adult student is, for any purpose, granted a break during testing.

(8)~~(11)~~ Overseeing the collection of all pupil ~~or adult student~~ data as required to comply with Sections 1205, 1206, and 1207 of these regulations.

(9) Overseeing the collection and return of all testing materials to the ~~high school exit examination~~ district coordinator no later than the close of the school day on the school day following administration of the ~~high school exit~~ examination.

(10) Assisting the ~~high school exit examination~~ district coordinator and the test publisher in the resolution of any discrepancies between the number of examinations received from the ~~high school exit examination~~ district coordinator and the number of examinations collected for return to the ~~high school exit examination~~ district coordinator.

(d)~~(12)~~ Within three (3) working days of completion of site testing, the site principal and the ~~high school exit examination~~ test site coordinator shall certify to the ~~high school exit examination~~ district coordinator that the test site has maintained the security and integrity of the examination, collected all data and information as required, and returned all examinations and test materials, answer documents, and other materials included as part of the ~~high school exit~~ examination in the manner and as otherwise required by the test publisher.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60851~~(c)~~ , Education Code.

§ 1211. High School Exit ExaminationTest Security.

~~(a) High school exit examination test site coordinators shall ensure that strict supervision is maintained over each pupil or adult student who is being administered the high school exit examination both while the pupil or adult student is in the room in which the test is being administered and during any period in which the pupil or adult student is, for any purpose, granted a break from testing.~~

(a)~~(b)~~ Access to the ~~high school exit~~ examination materials is limited to pupils taking the examination for the purpose of graduation from high school and adult students taking the examination for the purpose of obtaining a high school diploma of graduation, and those who have signed the security affidavit or agreements, including employees of a school district directly responsible for administration of the examination, and persons assigned by a nonpublic school to implement students' IEPs.

(b) To maintain the security of the examination, all district and test site coordinators are responsible for inventory control and shall use appropriate inventory control forms to monitor and track test inventory.

(c) The security of the examinations and test materials that have been delivered to the school district is the sole responsibility of the school district until all examinations and test materials have been inventoried, accounted for, and delivered to the common or private carrier designated by the test publisher.

(d) Once materials have been delivered to the school district, secure transportation of the examinations and test materials within a school district including to non-public schools (for students placed through the IEP process), court and community schools, and home and hospital care, is the responsibility of the school district.

(e) No examination may be administered in a private home or location except by a test administrator as defined in Section 1200(h) who signs the Test Security Affidavit as set forth in Section 1211.5. No examination shall be administered to a pupil by the parent or guardian of that pupil. This subdivision does not prevent classroom aides from being a proctor and assisting in the administration of the examination under the supervision of a certificated school district employee provided that the classroom aide does not assist his or her own child and that the classroom aide signs the Test Security Affidavit as set forth in Section 1211.5.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 60851 and 60850, Education Code.

Add Section 1211.5 (Title). Remove language from Section 1211 and place into Section 1211.5 to read:

§ 1211.5. High School Exit Examination Test Security Forms.

(a)~~(c)~~ All ~~high school exit examination~~ district and test site coordinators shall sign the California High School Exit Examination Test Security Agreement set forth in subdivision (b).

(b)~~(d)~~ The California High School Exit Examination Test Security Agreement shall be as follows:

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION

TEST SECURITY AGREEMENT

(1) The coordinator will take all necessary precautions to safeguard all ~~tests~~ examinations and test materials by limiting access to persons within the school district with a responsible, professional interest in the ~~test's~~ examination's security.

(2) The coordinator will keep on file the names of persons having access to examinations and test materials. All persons having access to the materials shall be required by the coordinator to sign the California High School Exit Examination Test Security Affidavit that will be kept on file in the school district office.

(3) The coordinator will keep the ~~tests~~ examinations and test materials in a secure, locked location, limiting access to only those persons responsible for test security, except on actual testing dates as provided in California Code of Regulations, Title 5, Division 1, Chapter 2, Subchapter 6.

By signing my name to this document, I am assuring that I, and to the utmost of my ability that anyone having access to the test materials will abide by the above conditions.

~~By~~Signed: _____

Print name: _____

Title: _____

School District: _____

Date: _____

~~(c) Each high school exit examination test site coordinator shall deliver the examinations and test materials only to those persons actually administering the high school exit examination on the date of testing and only upon execution of the California High School Exit Examination Test Security Affidavit set forth in subdivision (g).~~

(c)~~(f)~~ All persons having access to the California High School Exit Examination, including but not limited to the ~~high school exit examination~~ site principal, test site coordinator, test administrators, test proctors, scribes, and persons assigned by a nonpublic school to implement students' IEPs shall acknowledge the limited purpose of their access to the ~~test~~ examination by signing the California High School Exit Examination Test Security Affidavit set forth in subdivision ~~(g)~~(d).

(d)~~(g)~~ The California High School Exit Examination Test Security Affidavit shall be as follows:

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION

TEST SECURITY AFFIDAVIT

I acknowledge that I will have access to the ~~high school exit~~ examination and test materials for the purpose of administering the ~~test~~ examination. I understand that these materials are highly secure, and it is my professional responsibility to protect their security as follows:

(1) I will not divulge the contents of the ~~test~~ examination to any other person.

(2) I will not copy any part of the ~~test~~ examination or test materials.

(3) I will keep the ~~test~~ examination secure until the ~~test~~ examination is actually distributed to pupils or adult students.

(4) I will limit access to the ~~test~~ examination and test materials by test examinees to the actual testing periods.

(5) I will not permit pupils or adult students to remove examinations or test materials from the room where testing takes place.

(6) I will not disclose, or allow to be disclosed, the contents of, or the scoring keys to, the ~~test~~ examination ~~instrument~~.

(7) I will return all examinations and test materials to the designated ~~high school exit examination~~ test site coordinator upon completion of the ~~test~~ examination.

(8) I will not interfere with the independent work of any pupil or adult student taking the examination and I will not compromise the security of the ~~test~~ examination by any means including, but not limited to:

(A) Providing eligible pupils or adult students with access to ~~test~~ examination questions prior to testing.

(B) Copying, reproducing, transmitting, distributing or using in any manner inconsistent with test security all or any ~~portion~~ section of any secure ~~high school exit~~ examinations or test materials~~booklet or document~~.

(C) Coaching eligible pupils or adult students during testing or altering or interfering with the pupil's or adult student’s responses in any way.

(D) Making answer keys available to pupils or adult students.

(E) Failing to follow security rules for distribution and return of secure ~~tests~~ examinations and test materials as directed, or failing to account for all secure examinations and test materials before, during, and after testing.

(F) Failing to follow test administration directions specified in test administration manuals**.**

(G) Participating in, directing, aiding, counseling, assisting in, or encouraging any of the acts prohibited in this section.

Signed: _____

Print Name: _____

Position: _____

School: _____

School District: _____

Date: _____

~~(h) To maintain the security of the high school exit examination, all high school exit examination~~

~~district and test site coordinators are responsible for inventory control and shall use appropriate inventory control forms to monitor and track test inventory.~~

~~(i) The security of the test materials that have been duly delivered to the school district is the sole responsibility of the school district until all test materials have been inventoried, accounted for, and delivered to the common or private carrier designated by the publisher.~~

~~(j) Once materials have been duly delivered to the school district, secure transportation of the test materials within a school district (including to non-public schools, (for students placed through the IEP process), court and community schools, and home and hospital care) is the responsibility of the school district.~~

~~(k) No test may be administered in a private home or location except by a test administrator as defined in section 1200 (g) who signs a security affidavit. No test shall be administered to a pupil by the parent or guardian of that pupil. This subdivision does not prevent classroom aides from assisting in the administration of the test under the supervision of a credentialed school district employee provided that the classroom aide does not assist his or her own child and that the classroom aide signs a security affidavit.~~

NOTE: Authority Cited: Section 33031, Education Code. Reference: Sections 60851 and 60850, Education Code.

Delete Section 1212.

~~§ 1212. Test Site Delivery.~~

~~School districts shall deliver the booklets for the high school exit examination to the school test site no more than two working days before the test is to be administered.~~

NOTE: Authority cited: 33031, Education Code. Reference: Section 60851, Education Code.

Amend Section 1215 to read:

Article 3. High School Exit Examination Testing Variations/Accommodations/Modifications/Waivers

§ 1215. ~~Timing/Scheduling~~ Testing Variations Available to All Students.

(a) All eligible pupils and adult students may have the following testing variations: ~~additional time to complete the examination, within the limits imposed by test security as provided in Section 1211~~.

(1) extra time within a testing day.

(2) test directions that are simplified or clarified.

(b) All eligible pupils and adult students may have the following testing variations if regularly used in the classroom:

(1) special or adaptive furniture.

(2) special lighting or acoustics.

(3) an individual carrel or study enclosure.

(4) test individually in a separate room provided that the pupil or adult student is directly supervised by an employee of the school, district, or non-public school, who has signed the Test Security Affidavit.

(5) markers, masks, or other means to maintain visual attention to the examination or test items.

(c) If a school district proposes the use of a variation on the examination that is not listed in this section, the school district may submit a request for review of proposed variation in administering the examination pursuant to Section 1218.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60851, Education Code.

Renumber Section 1217 to 1215.5 and amend to read:

§ ~~1217~~ 1215.5. Accommodations ~~and Modifications~~ for Pupils or Adult Students with Disabilities.

(a) ~~Where necessary to access the test,~~ Eligible pupils or adult students with disabilities shall be permitted to take the ~~high school exit~~ examination with ~~those~~ accommodations listed in subsections (b) through (e), if specified in the eligible ~~that are necessary and appropriate to address the pupil's or adult student's identified disability(ies) and that have been approved by their individualized education program teams or 504 plan teams, including but not limited to those accommodations that the pupil or adult student has regularly used during instruction and classroom assessments, provided that such accommodations do not fundamentally alter what the test measures. Approved accommodations for the high school exit examination must be reflected in the~~ pupil's or adult student's ~~individualized education program~~ IEP or Section 504 plan, for use on the examination, standardized testing or for use during classroom instruction and assessments.

(b) Presentation ~~A~~accommodations ~~that do not fundamentally alter what the test measures~~ include~~, but may not be limited to~~:

(1) ~~Presentation accommodations: L~~large print versions~~;~~.

(2) test items enlarged through ~~mechanical or~~ electronic means (e.g., photocopier)~~;~~.

(3) Braille transcriptions provided by the test publisher or a designee~~;~~. ~~markers, masks, or other means to maintain visual attention to the test or test items; reduced numbers of items per page;~~

(4) use of manually coded or American sign language to present directions for administration.

(5) audio or oral presentation ~~on~~ of the mathematics ~~portion~~ section of the ~~test~~ examination.~~, provided that an audio presentation is the pupil's or adult student's only means of accessing written material.~~

(6) use of manually coded or American sign language to present test questions on the mathematics section of the examination.

(~~2~~)(c) Response accommodations include:

~~(A) Verbal, written, or signed responses; responses made with mechanical or electronic assistance as long as the mechanical or electronic device is used solely to record the pupil's or adult student's response.~~

~~If a person is required to transcribe the pupil's or adult student's responses to the format required by the examination, the transcriber shall be an employee of the school district who has signed the Test Security Affidavit.~~

~~(B) Assistive devices and technologies that are regularly used during testing provided that no technology or assistive device may be used that fundamentally alters what the test measures.~~

(1) responses marked in test booklet and transferred to the answer document by a school or district employee who has signed the Test Security Affidavit.

(2) responses dictated to a scribe for selected-response items (e.g., multiple-choice test questions).

(3) responses dictated to a scribe, audio recorder or speech to text converter on the writing portion of the examination, and the pupil or adult student indicates all spelling and language conventions.

(4) use of word processing software with spell and grammar check tools turned off on the writing portion of the examination.

(5) use of an assistive device that does not interfere with the independent work of the student on the writing portion of the examination.

(d)~~(3)~~ Scheduling/timing accommodations include: ~~More frequent breaks during the regularly scheduled test session; multiple sessions, provided that a pupil or adult student does not have access to test items that will be presented in a future session or sessions.~~

(1) testing over more than one day in consultation with the test publisher.

(2) supervised breaks within a section of the examination.

(3) administration of the examination at the most beneficial time of day to the pupil or adult student in consultation with the test publisher.

(e)~~(4)~~ Setting accommodations include: ~~Special or adaptive furniture; special lighting or acoustics; an individual carrel or study enclosure; a separate room provided that the pupil or adult student is directly supervised by school personnel who have signed the Test Security Affidavit.~~

(1) test administered by certificated teacher to a pupil or adult student at home or in the hospital.

(f) The use of accommodations on the examination will not invalidate a pupil's or adult student's test score or scores.

~~(c) The following are modifications because they fundamentally alter what the test measures:~~

~~(1) Calculators on the math portion of the test.~~

~~(2) Audio or oral presentation of the English/language arts portion of the test.~~

(d) If the pupil's or adult student's IEP team ~~individualized education program team~~ or Section 504 plan ~~team~~ proposes a~~n~~ variation for use on the examination that has not been specified in this section, the school district may submit a request for review of the proposed variation in administering the examination ~~accommodation for use on the high school exit examination that is not included subdivision (b), the school district may submit a request for accommodation~~ pursuant to Section 1218.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60850, Education Code.

Amend Section 1216 to read:

§ 1216. ~~Allowable Accommodations~~ Modifications for Pupils or Adult Students with Disabilities~~, or for English Learners~~.

~~The purpose of the high school exit examination is to assure that pupils and adult students who graduate from high school have demonstrated in English the skills, knowledge and abilities embodied in the state standards in English/language arts and mathematics selected for the high school exit examination. To assure that the high school exit examination is a valid measure of each pupil's or adult student's skills, knowledge and abilities in relationship to these standards, accommodations will be allowed that are necessary and appropriate to afford access to the test, consistent with federal law, so long as the accommodations do not fundamentally alter what the examination is designed to measure.~~

(a) Eligible pupils or adult students with disabilities shall be permitted to take the examination with the following modifications if specified in the eligible pupil's or adult student's IEP or Section 504 plan for use on the examination, standardized testing or for use during classroom instruction and assessments.

(b) The following are modifications as defined by Education Code section 60850 because they fundamentally alter what the examination measures:

(1) calculators on the mathematics section of the examination.

(2) audio or oral presentation of the English/language arts section of the examination.

(3) use of manually coded or American sign language to present test questions on the English/language arts section of the examination.

(4) spellcheckers, grammar checkers, or word processing software programs that check or correct spelling and/or grammar on the writing portion of the examination.

(5) mechanical or electronic devices or other assistive devices that are not used solely to record the pupil's responses, including but not limited to transcribers, scribes, voice recognition or voice to text software, and which have the ability to correct, or otherwise identify a potential error in the pupil's or adult student's response by correcting spelling, grammar and conventions on the writing portion of the examination.

(6) use of American sign language to provide a response to the written portion of the examination.

(7) English dictionary on the English/language arts section of the examination.

(8) mathematics dictionary on the mathematics section of the examination.

(c) A pupil or adult student who takes the examination with one or more modifications shall receive a score marked not valid for the sections of the examination on which the modifications were used. If the score is equivalent to a passing score, the pupil or adult student may be eligible for a waiver pursuant to Education Code section 60851.

(d) If the pupil's or adult student's IEP or Section 504 plan proposes a variation for use on the examination that has not been specified in this section, the school district may submit a request for review of proposed variations in administering the examination pursuant to Section 1218.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60850~~(g)~~, Education Code.

Renumber Section 1217.5 to 1217 and amend to read:

§ 1217.~~5~~ English ~~Language~~ Learners.

~~English learners must read and pass the high school exit examination in English. School districts must evaluate pupils to determine if they possess sufficient English language skills at the time of the examination to be assessed with the test. If the pupil does not possess sufficient English language skills to be assessed, the school district, in addition to the instruction in reading, writing, and comprehension in the English language specified in Education Code section 60852, may provide additional time as provided in Section 1215.~~

If necessary to access the examination, English learner pupils or adult English learner students shall be permitted to take the examination with the following testing variations:

(1) Flexible setting. English learners may be offered the opportunity to be tested in a separate room with other English learners provided that the pupil or adult student is directly supervised by an employee of the school, district, or non-public school, who has signed the Test Security Affidavit.

(2) Flexible schedule. English learners may have additional supervised breaks within a testing day.

(3) Flexible time. English learners may be provided with extra time on the examination within a testing day.

(4) Translated directions. English learners may have the opportunity to hear a translated version of the test directions and the opportunity to ask clarifying questions about the test directions in their primary language.

(5) Glossaries. English learners may have access to translation glossaries if used regularly in the classroom (English to primary language or primary language to English) if used such as those provided in an instructional setting. Dictionaries providing definitions are not permitted.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 60850 and 60852, Education Code.

Amend Section 1218 to read:

§ 1218. ~~Requests for Accommodations~~ Review Process for Proposed Variations in Administering the Examination.

(a) The school district may file a request for ~~accommodation~~ review of proposed examination variations with the ~~California~~ Department ~~of Education~~ for a case-by-case determination ~~of the use~~ of

~~accommodations~~ variations that are not ~~included~~ specified in Sections ~~1217(b)~~ 1215, 1215.5 or 1216. Requests must be received by the ~~California~~ Department ~~of Education~~ at least ~~nine (9) weeks~~ 30 working days in advance of the ~~pupil's or adult student's~~ proposed administration of the ~~high school exit~~ examination.

(b) The request for ~~accommodation~~ review of proposed variations in administering the examination must include:

~~(1) A description of the pupil's or adult student's disability(ies).~~

(1)~~(2)~~ A description of the requested ~~accommodation~~ variation(s).

(2)~~(3)~~ If applicable, a~~A~~ ~~statement~~ certification that the pupil's or adult student's ~~individualized education program~~ IEP ~~team~~ or Section 504 plan ~~team has determined~~ specifies that the requested ~~accommodation~~ variation is appropriate and necessary to ~~address~~ access the examination due to the pupil's or adult student's identified disability(ies) and that such variation is currently listed in the pupil's or adult student's IEP or Section 504 plan.

~~(4) An explanation of how the requested accommodation would allow the pupil or adult student to access the high school exit examination.~~

(c) ~~The California Department of Education shall make a determination of whether the requested accommodation would fundamentally alter what the test measures.~~ The ~~California~~ Department's ~~of Education's~~ determination shall be ~~the~~ a final administrative decision for purposes of review under the Administrative Procedure Act.

(d) The ~~California~~ Department ~~of Education~~ shall issue its decision within 15 working days of receipt of the request for review of proposed variation ~~on each request and shall inform the school district in writing at least six (6) weeks in advance of the pupil's or adult student's proposed administration of the high school exit examination~~.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60850, Education Code.

Delete Section 1218.5.

§ 1218.5. Use of Modifications.

~~(a) If the pupil's IEP or Section 504 Plan indicates that it is appropriate and necessary for a pupil to take the test with a modification(s) as defined in Education Code section 60850, or as specified in Section 1217(c), or determined pursuant to Section 1218, the school district must then administer the test to the pupil with these modifications.~~

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 60850 and 60851, Education Code; and 34 CFR Section 300.138(a).

Add Section 1218.6 to read:

§ 1218.6. Waiver Requests on Behalf of Pupils in a State Special School

(a) For a pupil in a state special school who is eligible for a waiver, the state special school principal shall submit a waiver request to the local governing board of the school district that placed the pupil in the state special school.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 56101 and 60850 Education Code; and 34 CFR Section 300.138(a).

Amend Section 1219 to read:

§ 1219. Independent Work of the Pupil or Adult Student.

In ~~implementing~~ administering the examination, with accommodations or modifications pursuant to Section ~~1216 or 1217~~ 1215.5 or 1216, school districts shall ensure that all ~~test~~ examination responses are the independent work of the pupil or adult student. School districts, ~~and~~ school district personnel, including scribes, and nonpublic school personnel are prohibited from assisting any pupil or adult student in determining how the pupil or adult student will respond to each question, and are prohibited from leading or directing the pupil or adult student to a particular response, and from correcting, prompting or otherwise influencing a response.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60850, Education Code.

Delete Section 1219.5.

§ 1219.5. Invalidation of Test Scores.

~~If a school district allows a pupil or adult student to take the high school exit examination with one or more accommodations that are determined by the California Department of Education to fundamentally alter what the test measures, that pupil's or adult student's test score or scores will be invalidated.~~

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 60850, Education Code.

Amend Section 1220 to read:

Article 4. Cheating

§ 1220. Cheating.

(a) Any pupil or adult student found by the school district or its agents to have cheated or assisted others in cheating, or to have compromised the security of the ~~high school exit~~ examination ~~shall have his or her test marked as "invalid" and the pupil or adult student~~ shall not receive a score from that test administration.

(b) The school district shall notify each eligible pupil or adult student prior to each administration of the ~~high school exit~~ examination of the provisions of subdivision (a).

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60851, Education Code.

Amend Section 1225 to read:

Article 5. Apportionment

§ 1225. Apportionment.

(a) For each test cycle, each school district shall report to the California Department of Education the number of examinations administered.

(b) The superintendent of each school district shall certify the accuracy of all information submitted. The report required by subdivision (a) shall be filed with the State Superintendent of Public Instruction within ten (10) working days of completion of each test cycle in the school district.

(c) The amount of funding to be apportioned to the school district for the ~~high school exit~~ examination shall be ~~equal to the product of~~calculated by multiplying the amount per administration established by the State Board of Education to enable school districts to meet the requirements of ~~subdivisions (a), (b) and (c) of~~ Education Code section 60851 by the number of ~~times the number of tests administered to~~ pupils and adult students in the school district tested for one or both portions of the examination as determined by the certification of the school district superintendent pursuant to subdivision (b).

(d) The apportionment shall be paid upon return of all secure test materials.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60851, Education Code.

7/1/03

State of California **Department of Education**

Last Minute Memorandum

To: **STATE BOARD MEMBERS** **Date: July 7, 2003**

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

Re: **ITEM #5**

Subject: **CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE): PROPOSED AMENDMENTS TO TITLE 5 REGULATIONS ON THE CAHSEE.**

The following attachments supersede the previously submitted attachments:

Attachment 1: Title 5. EDUCATION
California State Board of Education
Notice of Proposed Rulemaking
California High School Exit Examination (Pages 1-4)

Attachment 2: Initial Statement of Reasons (Pages 1-3)

Attachment 3: Proposed Regulations
Title 5. EDUCATION
Division 1. State Department of Education
Chapter 2. Pupils
Subchapter 6. California High School Exit Examination
Article 1. General (Pages 1-19)

The Notice of Proposed Rulemaking and the Initial Statement of Reasons were revised to be consistent with the proposed revisions to the CAHSEE regulations. The revisions to the regulations were mainly for clarity or consistency or were corrections. The more substantive revisions were in Sections 1216 and 1217, Modifications for Pupils or Adult Students with Disabilities. These revisions included the following:

- Section 1216(b), page 15, line 17, was revised to make this wording consistent with Education Code Section 60850(f)(5).
- Section 1216(b)(5), lines 26 and 27 were revised for clarity.
- Section 1216(d), page 16, line 1 was revised to clarify that a request for a variation is for a variation not listed in sections 1215, 1215.5, or 1216.
- Section 1217, page 16, line 14 was revised to be consistent with section 1215 and the word may was substituted for shall.

STATE OF CALIFORNIA GRAY DAVIS, *Governor*

CALIFORNIA STATE BOARD OF EDUCATION
1430 N Street; P.O. Box 944272
Sacramento, CA 95814-5901

TITLE 5. EDUCATION

CALIFORNIA STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULEMAKING

California High School Exit Examination
[Notice published July 25, 2003]

The State Board of Education (State Board) proposes to adopt the regulations described below after considering all comments, objections, or recommendations regarding the proposed action.

PUBLIC HEARING

The State Board will hold a public hearing beginning at **3:00 p.m. on Monday, September 8, 2003**, at 1430 N Street, Room 1101, Sacramento. The room is wheelchair accessible. At the hearing, any person may present statements or arguments, orally or in writing, relevant to the proposed action described in the Informative Digest. The State Board requests that any person desiring to present statements or arguments orally notify the Regulations Adoption Coordinator of such intent. The Board requests, but does not require, that persons who make oral comments at the hearing also submit a summary of their statements. No oral statements will be accepted subsequent to this public hearing.

WRITTEN COMMENT PERIOD

Any interested person, or his or her authorized representative, may submit written comments relevant to the proposed regulatory action to the Regulations Adoption Coordinator. The written comment period ends at **5:00 p.m. on Monday, September 8, 2003**. The Board will consider only written comments received by the Regulations Adoption Coordinator or at the Board Office by that time (in addition to those comments received at the public hearing). Written comments for the State Board's consideration should be directed to:

Debra Strain, Regulations Adoption Coordinator
California Department of Education
LEGAL DIVISION
1430 N Street, Room 5319
Sacramento, California 94244-2720
Telephone : (916) 319-0641
E-mail: dstrain@cde.ca.gov

AUTHORITY AND REFERENCE

Authority: Section 33031, Education Code.

Reference: Sections 48980, 49068, 52504, 56101, 56365, 60850, 60851, and 60855, Education Code.

INFORMATIVE DIGEST/POLICY STATEMENT OVERVIEW

The State Board of Education proposes to adopt amendments to Sections 1200 to 1225 in Title 5 of the California Code of Regulations (CCR). These sections concern the administration of the California high school exit examination (CAHSEE) that require each pupil completing grade 12 or adult school student to successfully pass the high school exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school. These sections also concern the administration of the examination in each public school and state special school that provides instruction in grades 10, 11, and 12. Education Code section 33031 authorizes the State Board of Education to adopt regulations to implement, interpret and make specific these requirements.

Senate Bill 2 was enacted in June 1999 to establish the CAHSEE. The examination is offered in English/language arts and mathematics and is aligned to state content standards in these content areas.

In October 2002, Education Code section 60851 was amended effective January 1, 2003, which requires the revision and addition of regulations to clarify the underlying statute. Senate Bill (SB) 2 was enacted in June 1999. In October of 2002, Education Code section 60851 was amended by Senate Bill 1476 and became effective January 1, 2003. In addition, the previously adopted regulations for CAHSEE have been revised twice, thus existing regulations were reviewed in total to ensure that all sections are consistent with each other, and to address new issues and the new amendments to Section 60851.

The purpose of the proposed regulations is to guide districts and schools in the administration of the high school exit examination, including but not limited to definitions, data requirements, test security, and apportionment.

Section 1200 provides definitions. Sections 1203 to 1211.5 deal with administration issues, such as responsibilities of district and school test coordinators and test security. Sections 1215 to 1219.5 address accommodations, modifications and waivers for special needs students. Section 1220 specifies how cheating during test administration will be handled. Section 1225 describes how funds will be apportioned to school districts.

DISCLOSURES REGARDING THE PROPOSED ACTION

Mandate on local agencies and school districts: Fiscal analysis pending

Cost or savings to any state agency: Fiscal analysis pending

Costs to any local agency or school district which must be reimbursed in accordance with Government Code section 17561: Fiscal analysis pending

Other non-discretionary cost or savings imposed on local educational agencies: Fiscal analysis pending

Cost or savings in federal funding to the state: None

Significant, statewide adverse economic impact directly affecting business including the ability of California businesses to compete with businesses in other states: None.

Cost impacts on a representative private person or businesses: The State Board is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Adoption of these regulations will not:

(1) create or eliminate jobs within California;
(2) create new businesses or eliminate existing businesses within California; or
(3) affect the expansion of businesses currently doing business within California.

Significant effect on housing costs: None.

Affect on small businesses: The proposed regulations will have no effect on small businesses because they only relate to the administration of the high school exit exam in public schools. The proposed regulations do not impose additional workload on small businesses or contractors funded by the Department.

CONSIDERATION OF ALTERNATIVES

In accordance with Government Code section 11346.5(a)(13), the State Board must determine that no reasonable alternative it considered or that has otherwise been identified and brought to the attention of the State Board, would be more effective in carrying out the purpose for which the action is proposed or would be as effective and less burdensome to affected private persons than the proposed action.

The State Board invites interested persons to present statements or arguments with respect to alternatives to the proposed regulations at the scheduled hearing or during the written comment period.

CONTACT PERSONS

Inquiries concerning the substance of the proposed regulations should be directed to:

Jan Chladek, Manager
California Department of Education
Standards and Assessment Division
1430 N Street, Suite 5408
Sacramento, CA 95814
E-mail: jchladek@cde.ca.gov
Telephone: (916) 319-0575

Requests for a copy of the proposed text of the regulations, the Initial Statement of Reasons, the modified text of the regulations, if any, or other technical information upon which the rulemaking is based or questions on the proposed administrative action may be directed to the Regulations Adoption Coordinator.

AVAILABILITY OF INITIAL STATEMENT OF REASONS AND TEXT OF PROPOSED REGULATIONS

The Regulations Adoption Coordinator will have the entire rulemaking file available for inspection and copying throughout the rulemaking process at her office at the above address. As of the date this notice is

published in the Notice Register, the rulemaking file consists of this notice, the proposed text of the regulations, and the initial statement of reasons. A copy may be obtained by contacting the Regulations Adoption Coordinator at the address on page 1 of this notice.

AVAILABILITY OF CHANGED OR MODIFIED TEXT

Following the public hearing and considering all timely and relevant comments received, the State Board may adopt the proposed regulations substantially as described in this notice. If the State Board makes modifications which are sufficiently related to the originally proposed text, the modified text (with changes clearly indicated) will be available to the public for at least 15 days before the State Board adopts the regulations as revised. Requests for copies of any modified regulations should be sent to the attention of the Regulations Adoption Coordinator at the address indicated above. The State Board will accept written comments on the modified regulations for 15 days after the date on which they are made available.

AVAILABILITY OF THE FINAL STATEMENT OF REASONS

Upon its completion, a copy of the Final Statement of Reasons may be obtained by contacting the Regulations Adoption Coordinator at the address on page 1 of this notice.

AVAILABILITY OF DOCUMENTS ON THE INTERNET

Copies of the Notice of Proposed Rulemaking, the Initial Statement of Reasons, the text of the regulations in underline and strikeout, and the Final Statement of Reasons, can be accessed through the California Department of Education's website at http://www.cde.ca.gov/regulations.

INITIAL STATEMENT OF REASONS

Sections 1200, 1203, 1204, 1204.5, 1205, 1206, 1207, 1207.5, 1208, 1209, 1210, 1211, 1211.5, 1215, 1215.5, 1216, 1217, 1218, 1218.5, 1219, 1219.5, 1220, 1225 – California High School Exit Examination

SPECIFIC PURPOSE OF THE REGULATIONS

The purpose of the proposed new and amended regulations is to provide further guidance to districts and schools in the administration of the high school exit examination, including but not limited to definitions, test administration, data requirements, testing dates, test security, district and test sit coordinators' responsibilities, variations, accommodations, modifications, waiver requests, cheating, and apportionment. Because the California High School Exit Examination (CAHSEE) is a high stakes exam, the proposed regulations are designed to ensure that the examination is administered in a consistent manner across school districts, that maximum test security is maintained, that treatment of cheating is provided for, and that pupils entitled to variations, accommodations or modifications receive them. The proposed regulations are also intended to ensure that necessary data on pupil participation and data required for analysis of pupil performance is collected and maintained.

The proposed regulations serve as an amendment to current regulations that govern the CAHSEE. The amended regulations are based on a careful and overall review of the entire set of regulations for clarity and consistency, as well as revisions based on new laws that remove ninth graders from testing and move the waiver process to the local district governing board.

NECESSITY/RATIONALE

The State Board is revising the proposed regulations to clarify some of the definitions under Article 1 and add definitions for "district coordinator," "scribe," "test site coordinator," and "variation" in test administration. Revisions to Article 2 on Administration consist largely of reorganizing sections to streamline them and make them clearer and easier to use. Article 3 is revised to provide lists of variations, accommodations, and modifications for use on the CAHSEE. Article 3 is also revised to amend the regulations in accordance with new law (Senate Bill 1476, Ch. 808, Statutes of 2002), which moves the waiver process to the local district governing board. It also addresses state special schools and any requests that still may be made to the State Board. Article 5 on apportionment is revised to reduce paperwork.

The substantive changes to the regulations are:

<u>Article 1. General.</u>
The sections in Article 1 are intended to provide general information for the high school exit examination.

<u>Section 1200 Definitions</u>:
Section 1200 (b) was amended to clarify test administration.

Section 1200 (c) was amended to clarify that a school should determine the grade of a pupil as of the testing date.
Section 1200 (f) was added to define district coordinator.
Section 1200 (g) was added to define test site coordinator.
Section 1200 (j) was added to define a scribe.
Section 1200 (l) was added to define department.
Section 1200 (m) was added to define examination.
Section 1200 (n) was added to define a variation.

Article 2. Administration.
This article provides guidelines to local education agencies on administration of the high school exit examination.

Section 1203:
Wording was changed to clarify that the test administrators are to be responsible for the accurate identification of the pupils.

Section 1204 Grade 10 Testing:
Wording was revised to clarify that all tenth graders are to take the test once in tenth grade.

Section 1204.5 Grades 11 and 12 Testing Dates:
This section was added to clarify that pupils in grades 11 and 12 should be provided up to two opportunities per year to take the examination, and should not be tested in successive administrations. This allows sufficient time for pupils to receive their test scores before re-testing if necessary. This is to ensure compliance with Education Code Section 60851 that states that no pupil who has passed an examination shall re-take it.

Section 1205, 1206, 1207 Collection of Data: These sections were amended to further clarify what data must be collected and maintained by the districts.

Sections 1209, 1210, 1211, and 1211.5 were revised to separate out and clarify the responsibilities for the district test coordinator and the test site coordinator. In addition, the sections on test security and test security forms are amended to further clarify who is responsible for ensuring security of the examination during administration and who must sign the security agreement and affidavit. All new wording is underlined in the second attachment. The issue here was that the original regulations did not clearly separate these four areas.

Article 3. Variations/Accommodations/Modifications/Waivers specify when variations, accommodations and modifications can be used while taking the examination.

Sections 1215, 1215.5, 1216 and 1217 were revised and amended.

Section 1218 Review Process for Proposed Variations in Administering the Examination was revised to clarify that this process is not for approving accommodations but rather for determining if a proposed variation or change in how the test is presented, administered, or how a test taker is allowed to respond is a variation, accommodation or modification.

Section 1218.6 Waiver Requests by the Local Governing Board was deleted because the language was amended and incorporated into Section 1216.

TECHNICAL, THEORETICAL, AND/OR EMPIRICAL STUDY, REPORTS OR DOCUMENTS

The State Board did not rely upon any other technical, theoretical, or empirical studies, reports or documents in proposing the adoption of these regulations.

REASONABLE ALTERNATIVES TO THE REGULATION AND THE AGENCY'S REASONS FOR REJECTING THOSE ALTERNATIVES

The State Board has determined that no alternative considered by the State Board would be more effective in carrying out the purpose for which these regulations are proposed or would be as effective and less burdensome to the affected local educators than the adopted regulations.

REASONABLE ALTERNATIVES TO THE PROPOSED REGULATORY ACTION THAT WOULD LESSEN ANY ADVERSE IMPACT ON SMALL BUSINESS

The proposed regulations will have no adverse economic effect on small businesses because they only relate to the administration of the CAHSEE in public schools or to students placed by their districts in private schools through their Individualized Education Program (IEP).

EVIDENCE SUPPORTING FINDING OF NO SIGNIFICANT ADVERSE ECONOMIC IMPACT ON ANY BUSINESS

The CAHSEE contract for test administration was awarded through a request for proposal, competitive bid process to Educational Testing Service. The proposed regulations provide guidance to local educational agencies, which are not businesses.

Title 5. EDUCATION

Division 1. State Department of Education

Chapter 2. Pupils

Subchapter 6. California High School Exit Examination

Article 1. General

Amend Sections 1200, 1203, and 1204 to read:

§ 1200. Definitions.

For the purposes of the high school exit examination, the following definitions shall apply:

(a) "Section," "portion," and "part(s)" of the examination shall refer to either the English/language arts section of the high school exit examination or the mathematics section of the high school exit examination.

(b) ~~An~~ "Test administration" ~~means an eligible pupil's or eligible adult student's taking both the English/language arts and mathematics sections of the high school exit examination or either section during a test cycle~~ is the period of time starting with the delivery of the secure testing materials to the district and ending with the return shipment of materials to the test publisher, and includes the period of time during which eligible pupils or eligible adult students take one or both sections of the examination.

~~(c) "Test cycle" means one of the opportunities provided each year by the Superintendent of Public Instruction for an eligible pupil or eligible adult student to take the high school exit examination.~~

(c)~~(d)~~ "Grade ~~level~~" for the purposes of the high school exit examination means the grade assigned to the pupil by the school district at the time of testing.

(d)~~(e)~~ "Eligible pupil" ~~means one~~ is a person ~~who is~~ enrolled in a California public school in ~~any of~~ grade~~s~~ 10, 11, or 12, including those pupils placed in a non-public school through the IEP process pursuant to Education Code section 56365, who has not passed either the English/language arts section or the mathematics section of the high school exit examination.

(e)~~(f)~~ "Eligible adult student" is a person ~~who is~~ enrolled in an adult school operated by a school district ~~and~~ who is working to attain a high school diploma and has not passed either the English/language arts section or the mathematics section of the high school exit examination. This term does not include pupils who are concurrently enrolled in high school and adult school.

(f) "District coordinator" is an employee of the district designated by the superintendent of the district to oversee the administration of the high school exit examination within the district.

(g) "Test site coordinator" is an employee of the district designated by the district coordinator or the superintendent or a person assigned by a nonpublic school to implement a student's IEP who oversees the administration of the high school exit examination at each test site at which the examination is given.

(h)~~(g)~~ "Test administrator" ~~means~~ is a certificated employee of a school district, or a person assigned

by a nonpublic school to implement a student's Individualized Education Program (IEP), who ~~has received training in the administration of~~ administers the high school exit examination ~~from the high school exit examination district or test site coordinator~~ to eligible pupils or eligible adult students.

(i)~~(h)~~ "Test proctor" is an employee of a school district, or a person assigned by a nonpublic school to implement a pupil's IEP, who has received training specifically designed to prepare him or her to assist the test administrator in administration of the high school exit examination.

(j) "Scribe" is an employee of the school district, or a person assigned by a nonpublic school to implement a pupil's IEP and is required to transcribe a pupil's or adult student's responses to the format required by the examination. A family member or guardian is not eligible to be a scribe.

(k)~~(i)~~ "School districts" includes school districts, county offices of education, and any independent charter school that ~~does~~ is not ~~elect to be~~ part of the school district or county office of education that granted the charter.

(l) "Department" is the California Department of Education.

(m) "Examination" is the high school exit examination.

(n) "Variation" is a change in the manner in which a test is presented or administered, or in how a test taker is allowed to respond, and includes, but is not limited to, accommodations and modifications as defined in Education Code section 60850.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 52504, 56365, 60850 and 60851, Education Code.

Article 2. High School Exit Examination Administration

§ 1203. Pupil or Adult Student Identification.

~~School personnel~~ Test administrators at the test site shall be responsible for the accurate identification of eligible pupils or adult students who are to be administered the ~~high school exit~~ examination through the use of photo-identification~~,~~ or positive recognition by ~~the test administrator, or some equivalent means of identification~~ an employee of the school district.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60851, Education Code.

§ 1204. Grade 10 ~~Census~~ Testing.

~~Each school district must first offer the exam to each pupil in grade 10 only at the spring administration (March or May). If a pupil is absent at the spring administration, the school district must offer a make-up test at the next test date designated by the Superintendent of Public Instruction or on the next designated test date selected by the school district.~~

All eligible grade 10 pupils shall only take the examination once while in grade 10.

NOTE: Authority Cited: Section 33031, Education Code. Reference: Section 60851, Education Code.

Add Section 1204.5 to read:

§ 1204.5 Grades 11 and 12 Testing Dates.

Pupils in grades 11 and 12 who have not yet passed one or both sections of the examination shall have up to two opportunities per year to take the section (s) of the examination not yet passed. Districts shall not test eligible pupils in grades 11 and 12 in successive administrations within a school year. Eligible pupils in grades 11 and 12 should be offered appropriate remediation or supplemental instruction before being retested. Eligible pupils shall be provided one opportunity to pass the examination after completion of other grade 12 requirements.

NOTE: Authority Cited: Section 33031, Education Code. Reference: Section 60851, Education Code.

Amend Sections 1205, 1206, 1207 to read:

§ 1205. ~~Documentation~~ School District Information.

School districts shall maintain a summary data file, as set forth below, ~~record~~ of all pupils ~~and adult students~~ who participate in each test ~~cycle~~ administration of the ~~high school exit~~ examination. This summary data file ~~record~~ shall include the following information for (1) the English/language arts section, and (2) the mathematics section, for each test ~~cycle~~ administration:

(a) The date on which each section of the examination was ~~offered~~ taken.

(b) The full name~~s~~ of each pupil ~~and adult student~~ who took each section of the examination.

(c) The grade level of each pupil ~~who took~~ at the time each section of the examination was taken.

(d) Whether each pupil ~~or adult student passed or did not pass the section or sections of the examination taken~~ has satisfied the requirement to successfully pass the examination for each section or sections of the examination taken.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60851~~(d)~~, Education Code.

§ 1206. Pupil or ~~Adult Student~~ Permanent Record Information.

(a) School districts shall maintain in each pupil's ~~or adult student's~~ permanent record the following information:

(1) The date on which the pupil ~~or adult student~~ took each section of the examination.

(2) Whether the pupil ~~or adult student passed or did not pass each section of the examination taken~~ has satisfied the requirement to successfully pass the examination for each section or sections of the examination taken.

(b) The ~~record required by Section 1205 shall be created and the~~ information required by subdivision (a) of this section shall be entered in each pupil's ~~or adult student's~~ permanent record ~~prior to the subsequent test cycle~~ within 60 days of receiving the electronic data files from the test publisher.

(c) Whenever a pupil transfers from one school district to another, the new district shall request the pupil's examination results as part of the permanent record in compliance with Education Code section 49068.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 49068 and 60851~~(a) and (d)~~, Education Code.

§ 1207. Data for Analysis of Pupil ~~or Adult Student~~ Performance.

(a) Each school district shall provide the test publisher with an answer document with complete demographic information for each grade 10 pupil enrolled at the time of the grade 10 census administration.

(b)~~(a)~~ Each school district shall provide the data collected pursuant to Section 1205 to the test publisher of the ~~high school exit~~ examination. In addition, each school district shall provide the following demographic information for each pupil tested: ~~or adult student tested for purposes of the analyses required pursuant to Education Code section 60855~~:

(1) Pupil's full name

(2)~~(1)~~ Date of birth

(3)~~(2)~~ Grade level

(4)~~(3)~~ Gender

(5)~~(4)~~ Language fluency and home language

(6)~~(5)~~ Special program participation

(7)~~(6)~~ Participation in free or reduced priced meals

(8)~~(7)~~ Enrolled in a school that qualifies for assistance under Title 1 of the ~~Improving America's Schools Act of 1994~~ Elementary and Secondary Education Act

(9)~~(8)~~ Testing accommodations or modifications used during the examination

(10)~~(9)~~ Handicapping condition or disability

(11)~~(10)~~ Ethnicity

(12)~~(11)~~ District mobility, school mobility, and matriculation

(13)~~(12)~~ Parent education

(14)~~(13)~~ Post-high school plans

(c)~~(b)~~ The demographic information is for the purposes of aggregate analyses only and shall be provided to the test publisher and collected as part of the testing materials for the ~~high school exit~~ examination.

(d)~~(c)~~ School districts shall provide the same information for each eligible pupil enrolled in an alternative or off-campus program, or for pupils placed in non-public schools, as is provided for all other eligible pupils.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 56365 and 60855, Education Code.

Amend Sections 1208, 1209, 1210, 1211 to read:

§ 1208. Notice of the High School Exit Examination.

A school district shall maintain documentation that the parent or guardian of each pupil has ~~received~~ been sent written notification as required by Education Code sections 48980~~(e)~~ and 60850~~(f)(1~~).

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 48980~~(e)~~, and 60850~~(e) and (f)~~, Education Code.

§ 1209. High School Exit Examination District Coordinator Responsibilities.

(a) On or before July 1 of each school year, the superintendent of each unified or high school district shall designate from among the employees of the school district a ~~high school exit examination~~ district coordinator. The superintendent shall notify the test publisher ~~of the high school exit examination~~ of the identity and contact information, including electronic mail address if available, for the high school exit examination district coordinator.

~~(b) The high school exit examination district coordinator's responsibilities shall include, but not be limited to, the following~~:

(b) The ~~high school exit examination~~ district coordinator~~,~~ or the school district superintendent ~~or his or her designee,~~ shall be available throughout the year and shall serve as the liaison between the school district and the test publisher and the school district and the ~~California~~ Department ~~of Education~~ for all matters related to the ~~high school exit~~ examination.

(c) The district coordinator or the school district superintendent shall oversee the administration of the examination to eligible pupils or adult students, in accordance with the manuals or other instructions provided by the test publisher for administering and returning the examinations and test materials including, but not limited to, the following responsibilities:

(1) Responding to correspondence and inquiries from the test publisher and the Department in a timely manner and as provided in the test publisher's instructions and these regulations.

(2) Advising the test publisher of the selected administration dates for the coming year by November 1 of the prior year.

(3)~~(2)~~ Determining school district and individual school examination and test material needs in conjunction with the test publisher using current enrollment data.

(4) Completing and filing a Test Security Agreement as set forth in Section 1211.5 prior to the receipt of examinations and test materials. The Test Security Agreement shall be maintained at the district office for 12 months from the date signed.

(5) Identifying a test site coordinator for each test site and securing a signed Test Security Agreement from each test site coordinator in the district and from any test administrator at a nonpublic school in which a pupil has been placed by the district.

(6) Training all test site coordinators on the proper and secure handling of examinations and test materials, on administering the examination, and on collecting, inventorying and returning all examinations and test materials in a secure manner.

(7)~~(3)~~ ~~Overseeing the~~ ~~acquisition~~ Ordering ~~and distribution of~~ sufficient examinations and test materials ~~to~~ for eligible pupils and adult students, including completing an electronic data file as set forth in section 1207, if the district chooses to have the test publisher pre-identify answer documents~~individual schools and sites~~.

(8) Coordinating with the school test site coordinator within any required time periods the testing days for the school district and nonpublic schools which serve grade 10 through grade 12 pupils of the district.

~~(4) Maintaining security over the high school exit examination and test data using the procedure set forth in Section 1211. The high school exit examination district coordinator shall sign the Test Security Agreement set forth in Section 1211 prior to receipt of the test materials.~~

~~(5) Overseeing the administration of the high school exit examination to eligible pupils or adult students, in accordance with the manuals or other instructions provided by the test publisher for administering and returning the test.~~

(9)~~(6)~~ Overseeing the collection of all pupil ~~and return of all test materials and test~~ data as required to comply with Sections 1205, 1206, and 1207 ~~to the publisher within any required time periods~~.

~~(7) Assisting the test publisher in the resolution of any discrepancies in the test information and materials.~~

~~(8) Ensuring that all examinations and test materials are received from school test sites within the school district no later than the close of the school day on the school day following administration of the high school exit examination.~~

(10)~~(9)~~ Ensuring that ~~all~~ the examinations and test materials ~~received from school test sites within the school district have been placed~~ are retained in a secure, locked location, in sealed boxes in which they were received from the test publisher, from the time they are received in the school district until the time they are delivered to the test sites ~~location by the end of the day following the administration of those tests~~.

(11) Ensuring delivery of examinations and test materials to the test sites no more than five (5) working days before the examination is to be administered.

(12) Ensuring that all examinations and test materials are received from test sites no later than the

close of the school day on the school day following administration of the examination.

(13) Ensuring that all examinations and test materials received from test sites have been placed in a secure school district location by the end of the day following the administration of those examinations.

(14)~~(10)~~ Ensuring that all examinations and test materials are inventoried, packaged, and labeled in accordance with instructions from the test publisher. The examinations and test materials shall be ready for pick-up by the test publisher at a designated location in the school district no more than five (5) working days following ~~administration~~ completion of the ~~English/language arts or the mathematics section~~examination in the school district.

~~(11) Ensuring that the high school exit examinations and test materials are retained in a secure, locked location, in the unopened boxes in which they were received from the test publisher, from the time they are received in the school district until the time they are delivered to the test sites.~~

(15) Assisting the test publisher and the Department in the resolution of any discrepancies in the test information and materials, including but not limited to, pre-identification files and the number of examinations received from the test publisher and the number of examinations collected for return to the test publisher.

(d)~~(c)~~ Within seven (7) working days of completion of school district testing, the superintendent and the high school exit examination district coordinator shall certify to the test publisher ~~California Department of Education~~ that the school district has maintained the security and integrity of the examination, collected all data and information as required to comply with Sections 1205, 1206, and 1207, and returned all examinations and test materials, answer documents, and other materials included as part of the ~~high school exit~~ examination in the manner and as otherwise required by the ~~publisher~~ Department.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60851, Education Code.

§ 1210. High School Exit Examination Test Site Coordinator Responsibilities.

(a) Annually, the district coordinator or the superintendent of the unified or high school district shall designate a high school exit examination test site coordinator for each test site, including, but not limited to, each dependant charter school, each court school, ~~and~~ each school or program operated by a school district, and nonpublic school which serves grade 10 through grade 12 pupils of the district. The designee shall be an employee of the school district, or the person assigned by a non public school to implement a student's Individualized Education Program (IEP) ~~from among the employees of the school district~~.

~~(b) The high school exit examination test site coordinator's responsibilities shall include, but are not be limited to, all of the following~~:

(b) The ~~high school exit examination~~ test site coordinator~~,~~ or the site principal ~~or his or her designee,~~ shall be available to the ~~high school exit examination~~ district coordinator for the purpose of resolving issues that arise as a result of the administration of the ~~high school exit~~ examination.

(c) The test site coordinator or the site principal shall oversee the administration of the examination to eligible pupils or adult students at the test site in accordance with the manuals or other instructions provided by the test publisher for administering the examination including, but not limited to, the following responsibilities:

(1) Determining test site examination and test material needs.

(2) Arranging for test administration at the test site.

(3) Training the test administrator(s), ~~and~~ test proctors, and scribes as provided in the test publisher's manual.

(4) Completing ~~the~~ a Test Security Agreement and Test Security Affidavit as set forth in Section 1211.5 prior to the receipt of examinations and test materials.

(5) Overseeing test security requirements, including collecting and ~~filing~~delivering all completed Test Security Affidavit forms ~~from~~ to the school district office from the test administrators and other site personnel involved with testing. All Test Security Affidavits shall be maintained for 12 months from the date signed.

(6)~~(7)~~ Overseeing the acquisition of examinations from the school district and the distribution of examinations to the test administrator(s).

(7)~~(6)~~ Maintaining security over the examination and test data as follows: ~~required by Section 1211~~.

~~(8) Overseeing the administration of the high school exit examination to eligible pupils or adult students at the test site.~~

(A) Delivering the examinations and test materials only to those persons who have executed the Test Security Affidavit and who are administering the examination on the date of testing.

(B) Ensuring that strict supervision is maintained over each pupil or adult student who is being administered the examination both while the pupil or adult student is in the room in which the examination is being administered and during any period in which the pupil or adult student is, for any purpose, granted a break during testing.

(8)~~(11)~~ Overseeing the collection of all pupil ~~or adult student~~ data as required to comply with Sections 1205, 1206, and 1207 of these regulations.

(9) Overseeing the collection and return of all testing materials to the ~~high school exit examination~~ district coordinator no later than the close of the school day on the school day following administration of the ~~high school exit~~ examination.

(10) Assisting the ~~high school exit examination~~ district coordinator and the test publisher in the resolution of any discrepancies between the number of examinations received from the ~~high school exit examination~~ district coordinator and the number of examinations collected for return to the ~~high school exit examination~~ district coordinator.

(d)~~(12)~~ Within three (3) working days of completion of site testing, the site principal and the ~~high school exit examination~~ test site coordinator shall certify to the ~~high school exit examination~~ district coordinator that the test site has maintained the security and integrity of the examination, collected all data and information as required, and returned all examinations and test materials, answer documents, and other materials included as part of the ~~high school exit~~ examination in the manner and as otherwise required by the test publisher.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60851~~(c)~~ , Education Code.

§ 1211. High School Exit ExaminationTest Security.

~~(a) High school exit examination test site coordinators shall ensure that strict supervision is maintained over each pupil or adult student who is being administered the high school exit examination both while the pupil or adult student is in the room in which the test is being administered and during any period in which the pupil or adult student is, for any purpose, granted a break from testing.~~

(a)~~(b)~~ Access to the ~~high school exit~~ examination materials is limited to pupils taking the examination for the purpose of graduation from high school and adult students taking the examination for the purpose of obtaining a high school diploma of graduation, and those who have signed the security affidavit or agreements, including employees of a school district directly responsible for administration of the examination, and persons assigned by a nonpublic school to implement students' IEPs.

(b) To maintain the security of the examination, all district and test site coordinators are responsible for inventory control and shall use appropriate inventory control forms to monitor and track test inventory.

(c) The security of the examinations and test materials that have been delivered to the school district is the sole responsibility of the school district until all examinations and test materials have been inventoried, accounted for, and delivered to the common or private carrier designated by the test publisher.

(d) Once materials have been delivered to the school district, secure transportation of the examinations and test materials within a school district including to non-public schools (for students placed through the IEP process), court and community schools, and home and hospital care, is the responsibility of the school district.

(e) No examination may be administered in a private home or location except by a test administrator as defined in Section 1200(h) who signs the Test Security Affidavit as set forth in Section 1211.5. No examination shall be administered to a pupil by the parent or guardian of that pupil. This subdivision does not prevent classroom aides from being a proctor and assisting in the administration of the examination under the supervision of a certificated school district employee provided that the classroom aide does not assist his or her own child and that the classroom aide signs the Test Security Affidavit as

set forth in Section 1211.5.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 60851 and 60850, Education Code.

Add Section 1211.5 (Title). Remove language from Section 1211 and place into Section 1211.5 to read:

§ 1211.5. High School Exit Examination Test Security Forms.

(a)~~(c)~~ All ~~high school exit examination~~ district and test site coordinators shall sign the California High School Exit Examination Test Security Agreement set forth in subdivision (b).

(b)~~(d)~~ The California High School Exit Examination Test Security Agreement shall be as follows:

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION

TEST SECURITY AGREEMENT

(1) The coordinator will take all necessary precautions to safeguard all ~~tests~~ examinations and test materials by limiting access to persons within the school district with a responsible, professional interest in the ~~test's~~ examination's security.

(2) The coordinator will keep on file the names of persons having access to examinations and test materials. All persons having access to the materials shall be required by the coordinator to sign the California High School Exit Examination Test Security Affidavit that will be kept on file in the school district office.

(3) The coordinator will keep the ~~tests~~ examinations and test materials in a secure, locked location, limiting access to only those persons responsible for test security, except on actual testing dates as provided in California Code of Regulations, Title 5, Division 1, Chapter 2, Subchapter 6.

By signing my name to this document, I am assuring that I ~~and anyone having access to the test materials~~ will abide by the above conditions.

~~By~~Signed: _____

Print name: _____

Title: _____

School District: _____

Date: _____

~~(e) Each high school exit examination test site coordinator shall deliver the examinations and test materials only to those persons actually administering the high school exit examination on the date of testing and only upon execution of the California High School Exit Examination Test Security Affidavit set forth in subdivision (g).~~

(c)~~(f)~~ All persons having access to the California High School Exit Examination, including but not limited to the ~~high school exit examination~~ site principal, test site coordinator, test administrators, test

proctors, scribes, and persons assigned by a nonpublic school to implement students' IEPs shall acknowledge the limited purpose of their access to the ~~test~~ examination by signing the California High School Exit Examination Test Security Affidavit set forth in subdivision ~~(g)~~(d).

(d)~~(g)~~ The California High School Exit Examination Test Security Affidavit shall be as follows:

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION

TEST SECURITY AFFIDAVIT

I acknowledge that I will have access to the ~~high school exit~~ examination and test materials for the purpose of administering the ~~test~~ examination. I understand that these materials are highly secure, and it is my professional responsibility to protect their security as follows:

(1) I will not divulge the contents of the ~~test~~ examination to any other person.

(2) I will not copy any part of the ~~test~~ examination or test materials.

(3) I will keep the ~~test~~ examination secure until the ~~test~~ examination is actually distributed to pupils or adult students.

(4) I will limit access to the ~~test~~ examination and test materials by test examinees to the actual testing periods.

(5) I will not permit pupils or adult students to remove examinations or test materials from the room where testing takes place.

(6) I will not disclose, or allow to be disclosed, the contents of, or the scoring keys to, the ~~test~~ examination ~~instrument~~.

(7) I will return all examinations and test materials to the designated ~~high school exit examination~~ test site coordinator upon completion of the ~~test~~ examination.

(8) I will not interfere with the independent work of any pupil or adult student taking the examination and I will not compromise the security of the ~~test~~ examination by any means including, but not limited to:

(A) Providing eligible pupils or adult students with access to ~~test~~ examination questions prior to testing.

(B) Copying, reproducing, transmitting, distributing or using in any manner inconsistent with test security all or any ~~portion~~ section of any secure ~~high school exit~~ examinations or test materials~~booklet or document~~.

(C) Coaching eligible pupils or adult students during testing or altering or interfering with the pupil's or adult student's responses in any way.

(D) Making answer keys available to pupils or adult students.

(E) Failing to follow security rules for distribution and return of secure ~~tests~~ examinations and test materials as directed, or failing to account for all secure examinations and test materials before, during, and after testing.

(F) Failing to follow test administration directions specified in test administration manuals**.**

(G) Participating in, directing, aiding, counseling, assisting in, or encouraging any of the acts prohibited in this section.

Signed: _____

Print Name: _____

Position: _____

School: _____

School District: _____

Date: _____

~~(h) To maintain the security of the high school exit examination, all high school exit examination district and test site coordinators are responsible for inventory control and shall use appropriate inventory control forms to monitor and track test inventory.~~

~~(i) The security of the test materials that have been duly delivered to the school district is the sole responsibility of the school district until all test materials have been inventoried, accounted for, and delivered to the common or private carrier designated by the publisher.~~

~~(j) Once materials have been duly delivered to the school district, secure transportation of the test materials within a school district (including to non-public schools, (for students placed through the IEP process), court and community schools, and home and hospital care) is the responsibility of the school district.~~

~~(k) No test may be administered in a private home or location except by a test administrator as defined in section 1200 (g) who signs a security affidavit. No test shall be administered to a pupil by the parent or guardian of that pupil. This subdivision does not prevent classroom aides from assisting in the administration of the test under the supervision of a credentialed school district employee provided that the classroom aide does not assist his or her own child and that the classroom aide signs a security affidavit.~~

NOTE: Authority Cited: Section 33031, Education Code. Reference: Sections 60851 and 60850, Education Code.

Delete Section 1212.

~~**§ 1212. Test Site Delivery.**~~

~~School districts shall deliver the booklets for the high school exit examination to the school test site no more than two working days before the test is to be administered.~~

NOTE: Authority cited: 33031, Education Code. Reference: Section 60851, Education Code.

Amend Section 1215 to read:

Article 3. High School Exit Examination Testing Variations/Accommodations/Modifications/Waivers

§ 1215. ~~Timing/Scheduling~~ Testing Variations Available to All Students.

(a) All eligible pupils and adult students may have the following testing variations: ~~additional time to complete the examination, within the limits imposed by test security as provided in Section 1211~~.

(1) extra time within a testing day.

(2) test directions that are simplified or clarified.

(b) All eligible pupils and adult students may have the following testing variations if regularly used in the classroom:

(1) special or adaptive furniture.

(2) special lighting or acoustics.

(3) an individual carrel or study enclosure.

(4) test individually in a separate room provided that the pupil or adult student is directly supervised by an employee of the school, district, or non-public school, who has signed the Test Security Affidavit.

(5) markers, masks, or other means to maintain visual attention to the examination or test items.

(c) If a school district proposes the use of a variation on the examination that is not listed in this section, 1215.5, or 1216, the school district may submit a request for review of proposed variation in administering the examination pursuant to Section 1218.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60851, Education Code.

Renumber Section 1217 to 1215.5 and amend to read:

§ ~~1217~~ 1215.5. Accommodations ~~and Modifications~~ for Pupils or Adult Students with Disabilities.

(a) ~~Where necessary to access the test,~~ Eligible pupils or adult students with disabilities shall be permitted to take the ~~high school exit~~ examination with ~~those~~ accommodations listed in subsections (b) through (e), if specified in the eligible ~~that are necessary and appropriate to address the pupil's or adult student's identified disability(ies) and that have been approved by their individualized education program teams or 504 plan teams, including but not limited to those accommodations that the pupil or adult student has regularly used during instruction and classroom assessments, provided that such accommodations do not fundamentally alter what the test measures. Approved accommodations for the high school exit examination must be reflected in the~~ pupil's or adult student's ~~individualized education program~~ IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessments.

(b) Presentation ~~A~~accommodations ~~that do not fundamentally alter what the test measures~~ include~~,~~ ~~but may not be limited to~~:

(1) ~~Presentation accommodations: L~~large print versions~~;~~.

(2) test items enlarged through ~~mechanical or~~ electronic means (e.g., photocopier)~~;~~.

(3) Braille transcriptions provided by the test publisher or a designee~~;~~. ~~markers, masks, or other means to maintain visual attention to the test or test items; reduced numbers of items per page;~~

(4) use of manually coded or American sign language to present directions for administration.

(5) audio or oral presentation ~~on~~ of the mathematics ~~portion~~ section of the ~~test~~ examination.~~, provided that an audio presentation is the pupil's or adult student's only means of accessing written material.~~

(6) use of manually coded or American sign language to present test questions on the mathematics section of the examination.

(~~2)~~(c) Response accommodations include:

~~(A) Verbal, written, or signed responses; responses made with mechanical or electronic assistance as long as the mechanical or electronic device is used solely to record the pupil's or adult student's response. If a person is required to transcribe the pupil's or adult student's responses to the format required by the examination, the transcriber shall be an employee of the school district who has signed the Test Security Affidavit.~~

~~(B) Assistive devices and technologies that are regularly used during testing provided that no technology or assistive device may be used that fundamentally alters what the test measures.~~

(1) responses marked in test booklet and transferred to the answer document by a school or district employee who has signed the Test Security Affidavit.

(2) responses dictated to a scribe for selected-response items (e.g., multiple-choice test questions).

(3) responses dictated to a scribe, audio recorder or speech to text converter on the writing portion of the examination, and the pupil or adult student indicates all spelling and language conventions.

(4) use of word processing software with spell and grammar check tools turned off on the writing portion of the examination.

(5) use of an assistive device that does not interfere with the independent work of the student on the writing portion of the examination.

(d)~~(3)~~ Scheduling/timing accommodations include: ~~More frequent breaks during the regularly scheduled test session; multiple sessions, provided that a pupil or adult student does not have access to test items that will be presented in a future session or sessions.~~

(1) testing over more than one day in consultation with the test publisher.

(2) supervised breaks within a section of the examination.

(3) administration of the examination at the most beneficial time of day to the pupil or adult student in consultation with the test publisher.

(e)~~(4)~~ Setting accommodations include: ~~Special or adaptive furniture; special lighting or acoustics; an~~

~~individual carrel or study enclosure; a separate room provided that the pupil or adult student is directly supervised by school personnel who have signed the Test Security Affidavit.~~

(1) test administered by certificated teacher to a pupil or adult student at home or in the hospital.

(f) The use of accommodations on the examination will not invalidate a pupil's or adult student's test score or scores.

~~(e) The following are modifications because they fundamentally alter what the test measures:~~

~~(1) Calculators on the math portion of the test.~~

~~(2) Audio or oral presentation of the English/language arts portion of the test.~~

(d) If the pupil's or adult student's IEP team ~~individualized education program team~~ or Section 504 plan ~~team~~ proposes a~~n~~ variation for use on the examination that has not been listed in this section, 1215, or 1216, the school district may submit a request for review of the proposed variation in administering the examination ~~accommodation for use on the high school exit examination that is not included subdivision (b), the school district may submit a request for accommodation~~ pursuant to Section 1218.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60850, Education Code.

Amend Section 1216 to read:

§ 1216. ~~Allowable Accommodations~~ Modifications for Pupils or Adult Students with Disabilities~~, or for English Learners~~.

~~The purpose of the high school exit examination is to assure that pupils and adult students who graduate from high school have demonstrated in English the skills, knowledge and abilities embodied in the state standards in English/language arts and mathematics selected for the high school exit examination. To assure that the high school exit examination is a valid measure of each pupil's or adult student's skills, knowledge and abilities in relationship to these standards, accommodations will be allowed that are necessary and appropriate to afford access to the test, consistent with federal law, so long as the accommodations do not fundamentally alter what the examination is designed to measure.~~

(a) Eligible pupils or adult students with disabilities shall be permitted to take the examination with the following modifications if specified in the eligible pupil's or adult student's IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessments.

(b) The following are modifications as defined by Education Code section 60850 because they fundamentally alter what the examination measures or affect the comparability of scores:

(1) calculators on the mathematics section of the examination.

(2) audio or oral presentation of the English/language arts section of the examination.

(3) use of manually coded or American sign language to present test questions on the English/language arts section of the examination.

(4) spellcheckers, grammar checkers, or word processing software programs that check or correct spelling and/or grammar on the writing portion of the examination.

(5) mechanical or electronic devices or other assistive devices that are not used solely to record the pupil's responses, including but not limited to transcribers, scribes, voice recognition or voice to text software, and that identify a potential error in the pupil's or adult student's response or that correct spelling, grammar or conventions on the writing portion of the examination.

(6) use of American sign language to provide a response to the written portion of the examination.

(7) English dictionary on the English/language arts section of the examination.

(8) mathematics dictionary on the mathematics section of the examination.

(c) A pupil or adult student who takes the examination with one or more modifications shall receive a score marked not valid for the sections of the examination on which the modifications were used. If the score is equivalent to a passing score, the pupil or adult student may be eligible for a waiver pursuant to Education Code section 60851.

(d) If the pupil's or adult student's IEP or Section 504 plan proposes a variation for use on the examination that has not been listed in this section, 1215, or 1215.5, the school district may submit a request for review of proposed variations in administering the examination pursuant to Section 1218.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60850~~(g)~~, Education Code.

Renumber Section 1217.5 to 1217 and amend to read:

§ 1217.~~5~~ English ~~Language~~ Learners.

~~English learners must read and pass the high school exit examination in English. School districts must evaluate pupils to determine if they possess sufficient English language skills at the time of the examination to be assessed with the test. If the pupil does not possess sufficient English language skills to be assessed, the school district, in addition to the instruction in reading, writing, and comprehension in the English language specified in Education Code section 60852, may provide additional time as provided in Section 1215.~~

English learner pupils or adult English learner students may be permitted to take the examination with the following testing variations:

(1) Flexible setting. English learners may have the opportunity to be tested in a separate room with other English learners provided that the pupil or adult student is directly supervised by an employee of the school, district, or non-public school, who has signed the Test Security Affidavit and the pupil or adult student has been provided such a flexible setting as part of their regular instruction or assessment.

(2) Flexible schedule. English learners may have additional supervised breaks within a testing day.

(3) Flexible time. English learners may have extra time on the examination within a testing day.

(4) Translated directions. English learners may have the opportunity to hear a translated version of the test directions and the opportunity to ask clarifying questions about the test directions in their primary language.

(5) Glossaries. English learners may have access to translation glossaries if used regularly in the classroom (English to primary language or primary language to English).

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 60850 and 60852, Education Code.

Amend Section 1218 to read:

§ 1218. ~~Requests for Accommodations~~ Review Process for Proposed Variations in Administering the Examination.

(a) The school district may file a request for ~~accommodation~~ review of proposed examination variations with the ~~California~~ Department ~~of Education~~ for a case-by-case determination ~~of the use~~ of ~~accommodations~~ variations that are not ~~included~~ specified in Sections ~~1217(b)~~ 1215, 1215.5 or 1216. Requests must be received by the ~~California~~ Department ~~of Education~~ at least ~~nine (9) weeks~~ 30 working days in advance of the ~~pupil's or adult student's~~ proposed administration of the ~~high school exit~~ examination.

(b) The request for ~~accommodation~~ review of proposed variations in administering the examination must include:

~~(1) A description of the pupil's or adult student's disability(ies).~~

(1)~~(2)~~ A description of the requested ~~accommodation~~ variation(s).

(2)~~(3)~~ If applicable, a~~A~~ ~~statement~~ certification that the pupil's or adult student's ~~individualized education program~~ IEP ~~team~~ or Section 504 plan ~~team has determined~~ specifies that the requested ~~accommodation~~ variation is appropriate and necessary to ~~address~~ access the examination due to the pupil's or adult student's identified disability(ies) and that such variation is currently listed in the pupil's or adult student's IEP or Section 504 plan.

~~(4) An explanation of how the requested accommodation would allow the pupil or adult student to access the high school exit examination.~~

(c) ~~The California Department of Education shall make a determination of whether the requested accommodation would fundamentally alter what the test measures.~~ The ~~California~~ Department's ~~of Education's~~ determination shall be ~~the~~ a final administrative decision for purposes of review under the Administrative Procedure Act.

(d) The ~~California~~ Department ~~of Education~~ shall issue its decision within 15 working days of receipt of the request for review of proposed variation ~~on each request and shall inform the school district in~~

~~writing at least six (6) weeks in advance of the pupil's or adult student's proposed administration of the high school exit examination~~.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60850, Education Code.

Delete Section 1218.5.

§ 1218.5. Use of Modifications.

~~(a) If the pupil's IEP or Section 504 Plan indicates that it is appropriate and necessary for a pupil to take the test with a modification(s) as defined in Education Code section 60850, or as specified in Section 1217(c), or determined pursuant to Section 1218, the school district must then administer the test to the pupil with these modifications.~~

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 60850 and 60851, Education Code; and 34 CFR Section 300.138(a).

Add Section 1218.6 to read:

§ 1218.6. Waiver Requests on Behalf of Pupils in a State Special School

(a) For a pupil in a state special school who is eligible for a waiver, the state special school principal shall submit a waiver request to the local governing board of the school district that placed the pupil in the state special school.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 56101 and 60850 Education Code; and 34 CFR Section 300.138(a).

Amend Section 1219 to read:

§ 1219. Independent Work of the Pupil or Adult Student.

In ~~implementing~~ administering the examination, with accommodations or modifications pursuant to Section ~~1216 or 1217~~ 1215.5 or 1216, school districts shall ensure that all ~~test~~ examination responses are the independent work of the pupil or adult student. School districts, ~~and~~ school district personnel, including scribes, and nonpublic school personnel are prohibited from assisting any pupil or adult student in determining how the pupil or adult student will respond to each question, and are prohibited from leading or directing the pupil or adult student to a particular response, and from correcting, prompting or otherwise influencing a response.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60850, Education Code.

Delete Section 1219.5.

§ 1219.5. Invalidation of Test Scores.

~~If a school district allows a pupil or adult student to take the high school exit examination with one or more accommodations that are determined by the California Department of Education to fundamentally alter what the test measures, that pupil's or adult student's test score or scores will be invalidated.~~

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 60850, Education Code.

Amend Section 1220 to read:

Article 4. Cheating

§ 1220. Cheating.

(a) Any pupil or adult student found by the school district or its agents to have cheated or assisted others in cheating, or to have compromised the security of the ~~high school exit~~ examination ~~shall have his or her test marked as "invalid" and the pupil or adult student~~ shall not receive a score from that test administration.

(b) The school district shall notify each eligible pupil or adult student prior to each administration of the ~~high school exit~~ examination of the provisions of subdivision (a).

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60851, Education Code.

Amend Section 1225 to read:

Article 5. Apportionment

§ 1225. Apportionment.

(a) For each test cycle, each school district shall report to the California Department of Education the number of examinations administered.

(b) The superintendent of each school district shall certify the accuracy of all information submitted. The report required by subdivision (a) shall be filed with the State Superintendent of Public Instruction within ten (10) working days of completion of each test cycle in the school district.

(c) The amount of funding to be apportioned to the school district for the ~~high school exit~~ examination shall be ~~equal to the product of~~calculated by multiplying the amount per administration established by the State Board of Education to enable school districts to meet the requirements of ~~subdivisions (a), (b) and (c) of~~ Education Code section 60851 by the number of ~~times the number of tests administered to~~ pupils and adult students in the school district tested for one or both portions of the examination as determined by the certification of the school district superintendent pursuant to subdivision (b).

(d) The apportionment shall be paid upon return of all secure test materials.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60851, Education Code.

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 6

JULY 2003 AGENDA

SUBJECT		
California High School Exit Examination (CAHSEE): Discussion of Potential Changes to CAHSEE.	X	ACTION
	X	INFORMATION
		PUBLIC HEARING

Recommendation:

Discuss potential changes and take action as appropriate.

Summary of Previous State Board of Education Discussion and Action

At the June meeting, the State Board of Education (SBE) discussed a paper on compensatory scoring. Changing the scoring model could be a possible option if a decision is made to make any revisions to the CAHSEE. This item presents additional information that the SBE might want to consider if the test is changed. The SBE adopted final blueprints for the CAHSEE in December 2000. If the SBE directs the California Department of Education (CDE) to move forward with developing any revisions, the CDE will conduct a standards-setting study with teachers, administrators, and community members in September to validate changes to the test. The results of the study, including a final revised blueprint, will be brought before the SBE for action at their next meeting after September.

Summary of Key Issue(s)

Re-examining blueprints is a common practice for monitoring the validity and reliability of any high-stakes test. The CDE has now administered the CAHSEE ten times. The independent evaluator, HumRRO, has reported the effectiveness of the CAHSEE at measuring the state content standards in a rigorous way, but any high-stakes test should be continuously monitored and revised for refinement. The test contractor, at the direction of CDE, has developed a paper on the reading level of the CAHSEE (see Attachment 1) and a paper on reducing the length of the test (see Attachment 2). Reducing the length of the test will cause changes in the number of items assessed and possibly in the number of standards assessed. The standards and the number of items assessed are reflected on the CAHSEE blueprints. Proposed revisions to the CAHSEE blueprints are found in Attachment 3. Attachment 4 is a paper on " Alternatives for Scaling the California High School Exit Examination," also prepared by the test contractor at the direction of CDE. The CDE would like the SBE to discuss these papers and the proposed blueprints, and hold any further discussion on the paper from June on compensatory scoring, and provide direction for the study that would take place in September.

Fiscal Analysis (as appropriate)

None.

Attachment(s)

Attachment 1: Evaluating the Readability of the California High School Exit Examination
Educational Testing Service, June 10, 2003 Executive Summary (Pages 1-5)

Attachment 2: Reducing the Length of the California High School Exit Examination
June 10, 2003 (Pages 1-4)

Attachment 3: CAHSEE Language Arts and Math Blueprint* Revised December 2000
(Proposed Revisions) (Pages 1-20)

Attachment 4: Alternatives for Scaling the California High School Examination
Educational Testing Service June 12, 2003 (Pages 1-2)

Evaluating the Readability of the California High School Exit Examination
Educational Testing Service
June 10, 2003

Executive Summary

CAHSEE Mathematics: The California content standards require students to solve mathematical application problems, and thus many CAHSEE test items require some reading. In developing items for the CAHSEE mathematics test, ETS pays special attention to vocabulary level and complexity of linguistic structures. The CAHSEE Content Review Committee also evaluates reading level, ensuring that all mathematics items have a reading level below grade 10. ETS relies on professional judgment in determining reading level; however, the Flesch-Kincaid readability index shows that CAHSEE math items have an average reading level of grade 7 on that scale. An analysis of the number of words in the item stems shows that a majority of stems on the CAHSEE, even when the words in the charts and graphs are counted, have 30 words or fewer. About 25 of the 80 items have 10 words or fewer. During the summer of 2003, ETS plans a small study comparing the mathematics standards on the CAHSEE with the mathematics standards on other exit examinations in the United States.

CAHSEE English Language Arts: The reading passages on the CAHSEE are selected to be grade appropriate and accessible to tenth grade students. A variety of reading levels is used on each test form so that a range of student abilities can be tested. However, all texts must be judged as at or below the tenth grade reading level. This judgment is rendered by the experienced California ELA educators on the CAHSEE Content Review Committee. In addition, word lists are sometimes used in evaluating the reading level of passages and also individual items. Use of the Flesch-Kincaid formula on 30 randomly chosen CAHSEE reading passages reveals an average reading level between grade 8 and grade 9 on that scale. ETS cautions against relying on mathematical indexes of reliability because they vary depending upon the criteria used and do not evaluate cognitive complexity, a key factor in actual readability.

Readability is an important factor affecting fairness in all testing programs, and it is especially important in high-stakes tests like the California High School Exit Examination (CAHSEE). There are several ways in which readability may be evaluated, and they are discussed below, first for the CAHSEE mathematics test and then for the CAHSEE English language arts test.

Readability of the CAHSEE Mathematics Test

If the CAHSEE mathematics test consisted only of items requiring mathematical computation, students would be asked to do almost no reading. However, because the test is based on the California content standards, students are required to do some amount of reading. As stated in the *Mathematics Framework for California Public Schools,* the goals for California students include not only developing fluency in basic computational and procedural skills but also developing an understanding of mathematical concepts and the ability to use mathematical reasoning to solve mathematical problems. Thus the CAHSEE must present word problems, graphical representations, and other similar opportunities for students to demonstrate their reasoning and problem-solving abilities.

Item Development. The mathematics item specifications for the CAHSEE program direct that the reading level in CAHSEE mathematics items be below the tenth grade. The ETS mathematics staff members use their professional judgment and experience throughout the development process in order to meet this goal. The staff works specifically to reduce the number of words in the stem and answer choices, to use high-frequency vocabulary, and to minimize the complexity of language structures (e.g., revising compound or complex sentences to make two sentences instead). We also work to eliminate idiomatic language and other figures of speech that might be unfamiliar to students. At the same time, however, we must ensure that problems are presented clearly and accurately.

In addition, the ETS staff develops items that represent a wide variety of valid approaches to assessing each standard, whenever the standard allows a variety of approaches. Some standards invite and allow items that have a context (i.e., word problems) and also items that are strictly computational. In creating the item bank and in constructing operational forms, we make sure that there is a balance of both kinds of items.

Item Review. An important additional evaluation of the reading level of the CAHSEE mathematics items occurs when the items are submitted to the CAHSEE Mathematics Content Review Committee. This committee, which is composed primarily of practicing California educators, reviews every test item for number of words, appropriateness of vocabulary, linguistic complexity, and use of idiomatic and figurative language—based on the experience of these educators in California classrooms. Many items are significantly revised and edited at this stage. The CAHSEE Community Review Committee, composed of individuals representing diverse population groups, also reviews each item for these factors, and additional revisions are made. These two reviews occur before any item is presented for field testing.

Word Lists. In addition to using their professional judgment, ETS assessment specialists sometimes consult word lists to help determine the appropriateness of specific vocabulary words for mathematics items. Word lists, which usually are researched and generated by language researchers and textbook publishers, are typically designed to indicate the grade level by which students adopt a particular word into their reading (not speaking) vocabulary. Words that are listed above the tenth grade level are not used.

Readability Formulas. As described above, the professional judgments of educators and assessment specialists, occasionally supplemented by word lists, are used to determine appropriate reading levels on the CAHSEE mathematics examination. However, when the Flesch-Kincaid readability formula is applied to the sample CAHSEE items in the item specifications, the level ranges from grade 5.0 to grade 8.8. Overall, most of the mathematics item stems fall in the grade 7 range and below on the Flesch-Kincaid scale. Two examples follow.

5.3:

A bag contained four green balls, three red balls, and two purple balls. Jason removed one purple ball from the bag and did not put the ball back in the bag. He then randomly removed another ball from the bag. What is the probability that the second ball Jason removed was purple?

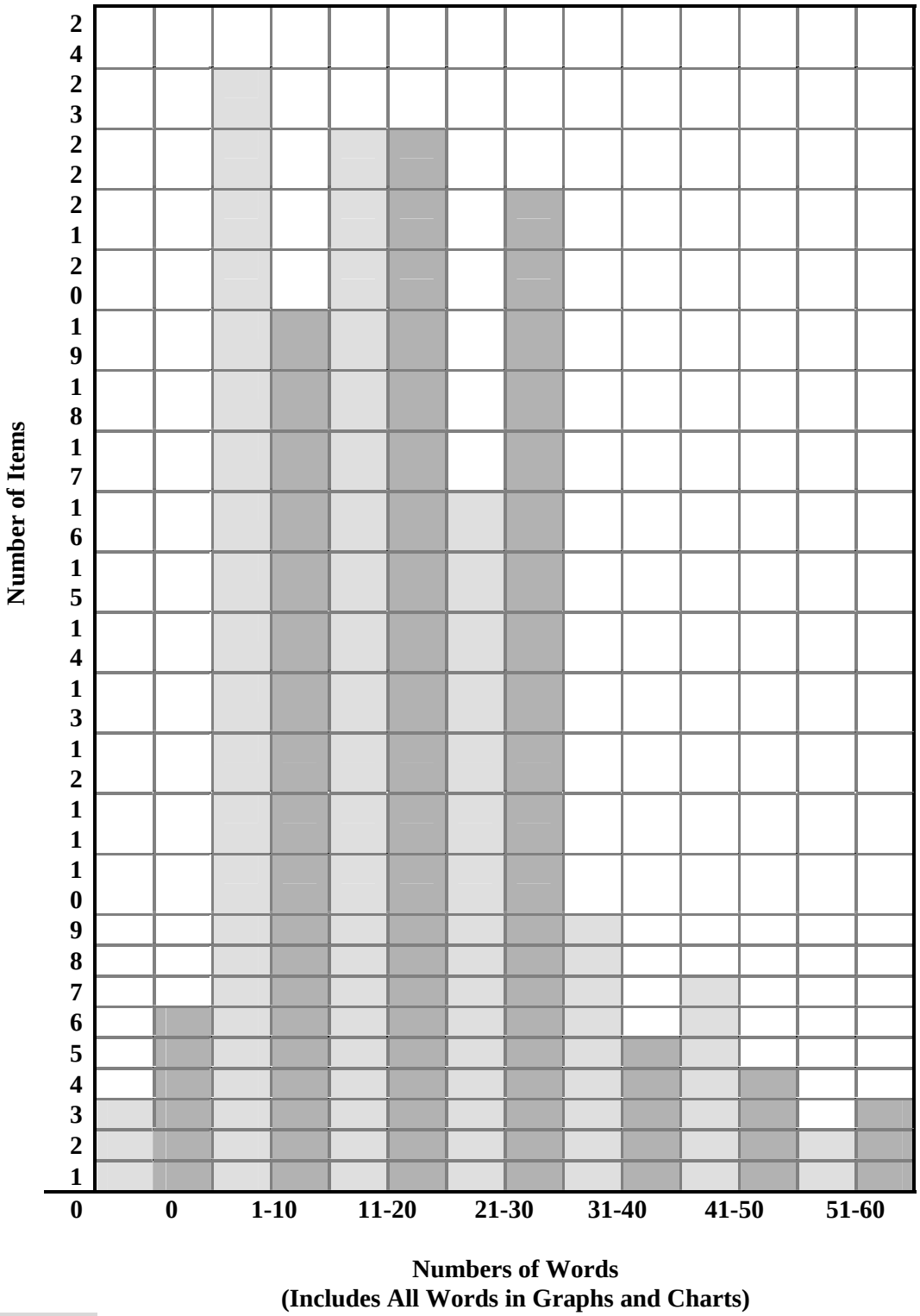
8.2:

Mr. Jacobs can correct 150 quizzes in 50 minutes. His student aide can correct 150 quizzes in 75 minutes. When they work together, how many minutes will it take them to correct 150 quizzes?

Please note that readability scales are usually based on mathematical calculations, with little or no reference to complexity of meaning. The Flesch-Kincaid Index, for example, is based on the average number of syllables per word and the average number of words per sentence. Another readability index, based on different criteria, would give a different estimate of readability.

Number of Words. Another measure of readability is the number of words in mathematics items. The frequency of words in ten-word groups is shown in the graph below. The left-hand columns represent the operational items in the March 2001 form; the right-hand columns represent the operational items in the March 2003 form. The graph shows that, in general, most of the stems on the CAHSEE, even when the words in the charts and graphs are counted, have 30 words or fewer. In both administrations, about 25 of the 80 items had 10 words or fewer.

Distribution of the Number of Words in CAHSEE Mathematics Stems, 2001 and 2003



March 2001
March 2003

Use of Mathematical Terminology. Another factor that influences readability is the use of specialized mathematical terms. On the CAHSEE mathematics exam, terms such as *mean, median, mode, scatterplot, quartile, absolute value, congruent,* and *reciprocal* appear in items, as required by the standards. The

Mathematic Framework for California Public Schools indicates that students should be able to communicate precisely about quantities and logical relationships through the use of mathematical terms. As more CAHSEE items are released, and as more teachers become familiar with the CAHSEE teacher guides, it is to be expected that students will receive more instruction on the key terms in the standards in the CAHSEE blueprint.

Mathematics Language Load Study. The test development department of the ETS K-12 division, with the help of ETS statisticians, have undertaken a small study of the performance of English learners on CAHSEE mathematics items. While there is a good body of literature already indicating that English learners benefit from shorter, clearer items, we want to know more specifically about performance on CAHSEE items. We created a study set of 30 pairs of items to try to determine specifics about brevity and clarity for this exam and this population. We will also be looking at the field tested items that have "B" and "C" (moderate to problematic) Differential Item Functioning (DIF) for English learners. Results of the study will be available in July 2003. It is our hope that the CAHSEE assessment specialists and review committees can use the results when reviewing items.

CAHSEE Mathematics Difficulty Study. During the summer of 2003, ETS also plans a small study comparing the mathematics content standards on the CAHSEE with the mathematics content standards on other exit examinations in the United States. The states whose standards we will study may include Florida, New York, North Carolina, Texas, and Washington.

Readability of the CAHSEE English Language Arts Test

The item specifications for the CAHSEE English Language Arts test give important guidelines about the reading passages to be used on the test. Each test form includes about 50 percent informational texts and 50 percent literary texts. Informational texts include articles on any appropriate subject, as well as persuasive pieces and functional texts such as "how to" articles, consumer materials (e.g., warranties, advertisements), and workplace documents (e.g., memoranda and announcements). Literary texts include classical and contemporary stories, poems, and dramatic literature as well as literary nonfiction texts (e.g., essays, autobiographies, biographies, and memoirs that are written in a literary style). In general, passages are between 300 and 1200 words, with an average length of 600 words.

The reading passages on the CAHSEE are selected to be grade appropriate and accessible to tenth grade students. A variety of reading levels is used on each test form so that a range of student abilities can be tested. However, texts must be judged as at or below the tenth grade reading level. Passages that are used for testing writing conventions and writing strategies are geared to a lower reading level than passages that are used for testing reading comprehension.

The reading level is determined by the experienced California ELA educators on the CAHSEE Content Review Committee. They evaluate each passage before it is used on the test. As with mathematics, the CAHSEE Community Review Committee, composed of individuals representing diverse population groups, also reviews each passage for appropriateness of reading level, as well as bias and sensitivity issues.

Educators base their judgments about reading level on several factors, including the length of the passage, the complexity of its paragraph and sentence structures, the vocabulary load, and the genre. Poems, for example, are generally more difficult for students to comprehend on an examination. A less tangible but extremely important factor influencing readability is the cognitive load in a passage. Cognitive load increases when, for example, abstract topics are discussed, when unfamiliar ideas are presented, and when inferences are required for full comprehension. ETS believes that experienced educators are the best judges of reading level based on all these factors.

Word Lists. Word lists are sometimes used in evaluating the reading level of passages and also individual items. In addition, when ETS staff develops items that specifically test vocabulary, we find it useful to consult word lists to help ascertain the level of the word being tested as well as the level of the answer

choices provided as possible definitions.

Readability Formulas. As described above, the professional judgments of educators and assessment specialists, occasionally supplemented by word lists, are used to determine appropriate reading levels on the CAHSEE. However, use of the Flesch-Kincaid formula on 30 randomly chosen CAHSEE reading passages reveals an average reading level between grade 8 and grade 9 on that scale. Again we note that readability scales are only mathematical calculations of such factors as sentence and/or word length, without reference to cognitive complexity. Other readability indexes, based on different criteria, would give widely different estimates of readability.

Readability of ELA Items. As with the mathematics items, the ETS staff, whenever possible, reduces the number of words in the stem and answer choices, uses high-frequency vocabulary, and minimizes the complexity of language structures We also avoid idiomatic expressions and other figures of speech unless the standards require testing them. The English Language Arts Content Review Panel and the Community Review Panel also examine items for their reading level.

Reducing the Length of the California High School Exit Examination (CAHSEE)

June 10, 2003

The California Department of Education (CDE) has been asked to examine the possibility of reducing the number of days for the CAHSEE. Currently, the English-language arts (ELA) part of the test is given on two separate days because there are two writing tasks. Each task takes approximately an hour to complete. The mathematics part of the test is given in one day. Some suggestions for ways to reduce the length of the CAHSEE ELA test so that it may be given in one day, as well as possible changes to the test blueprints, are outlined below.

To shorten the ELA test sufficiently so that ELA testing can occur on one day, there are at least three approaches that could be used individually or in combination:

1. **Eliminate one of the writing tasks.** It would be possible to eliminate one of the two writing tasks, thereby reducing testing time by as much as an hour. As currently constructed, the CAHSEE contains one writing task that is a response to a literary passage on one day and one writing task that does not rely on a passage (stand-alone writing tasks) on the second day that may be either a biographical narrative, or a persuasive composition, or an expository composition, or a business letter. If one writing task were eliminated from the test, it might be desirable to randomly rotate all categories of writing on the CAHSEE. This plan is similar to the STAR writing tests at grades 4 and 7, which randomly present one type of writing each year.

   Concerns

   - Responses to literature tend to be more difficult for students than stand-alone writing tasks. This problem could possibly be addressed with the kinds and numbers of writing tasks field-tested in October 2003.

   - There will be a need to alter CAHSEE scoring practices slightly to use a previously scored writing task to anchor the scoring to previous scorings.

   - CDE would need to re-examine the weighting of the single writing task, as now both writing tasks are weighted as 30 percent of the ELA assessment.

2. **Make Adjustments to the current ELA test blueprint**. It may be desirable to make minor adjustments to the ELA blueprint if the test is shortened—not just for length but also for the overall effectiveness of the test. One option is to eliminate some standards from the blueprint. Some standards tend to overlap each other when assessed with multiple-choice questions, and one of a pair of overlapping standards could be eliminated. Other standards are perhaps not well suited to multiple-choice questions. These kinds of problems often do not become apparent until a large number of items has been developed for specific standards. Many standards-based testing programs make these kinds of adjustments periodically to ensure there is a good alignment to standards.

   Another option is to reduce the number of questions associated with particular standards. See proposed changes below and on Attachment 3, the CAHSEE blueprints.

Proposed changes to CAHSEE ELA blueprints
We recommend eliminating some standards, including:

- Eliminate reading comprehension standard # 2.2 (assesses bibliographic citation, something students should perhaps look up rather than memorize)
- Eliminate writing strategy standard # 1.3 (assesses research methods and sources—virtually the same skills as reading comprehension standard #2.3 and writing strategy standard # 1.5)
- Eliminate writing strategy standard # 1.5 (assesses the integration of quotations into text, a concept not well assessed in multiple-choice format)
- Eliminate writing convention standard #1.5 (assesses manuscript requirements that are not established in a consistent manner in California classrooms).

We also would recommend reducing the number of items in some standards, including:

- For reading comprehension standard # 2.3, require 1 item instead of 2 (assesses the ability to generate research questions)
- For reading comprehension standard # 2.8, require 5 items instead of 7 (assesses the evaluation of the credibility of an author's argument)
- For reading literacy standard 3.5, require 3 items instead of 4 (assesses universal themes)
- For reading literacy standard # 3.10, require 1 item instead of 2 (assesses dialogue, scene designs, soliloquies, asides, and character foils in drama)

These changes would maintain the same percentage of reading items and language items on the operational forms.

Concerns
- Maintaining adequate coverage of the standards on the State Board's adopted blueprint. If the number of multiple-choice items is reduced, there is a concern about maintaining adequate coverage of the content standards listed for assessment on the blueprint. Since there are 35 standards assessed on the multiple-choice part of the ELA CAHSEE, it would still be possible to have at least one question for each standard.
- Keeping a sufficient number of items to maintain the reliability of the test. ETS would recommend retaining at least 72 multiple-choice items for purposes of reliability.
- If the test were changed, the CDE would have to conduct a new standards-setting study to establish that there is good alignment to the standards and that the items fairly and reliably measure the standards.

3. **Reduce the number of embedded field test items in the CAHSEE ELA operational form**. Currently, 12 of the 94 ELA multiple-choice items are field test items for possible future operational use (these items do not count toward a student's score). ETS recommends reducing the number of embedded field test items on the ELA part of the CAHSEE from 12 to 7, so that the total number of multiple-choice items (operational plus field test) would be 79. These items would be divided into two sessions administered on the same day. Students could be given a brief break between the two sessions of the ELA test.

The combination of 72 operational items and 7 field test items would also reduce the number of reading passages by: one operational reading passage, possibly one operational language passage, and one field test passage (currently each operational form has two field test passages). These reductions would significantly shorten testing time.

Concerns

- A drawback to this approach is that it would be impossible for ETS to fulfill its obligation to field test 5,880 multiple-choice ELA items by the end of the current contract. However, the required number of items will have been developed, reviewed, and prepared for field-testing, and they could be field tested in subsequent CAHSEE administrations.

The Mathematics Blueprint

ETS has been advised that the mathematics test would not need adjustment for length, as it is currently given in its entirety on one day. However, it may be a good time to evaluate the CAHSEE mathematics blueprint to see if there are standards that are not well assessed with multiple-choice questions or if there are standards that tend to overlap when tested with questions in this format.

For a brief summary of possible changes in the CAHSEE mathematics blueprint, see below and Attachment 3, CAHSEE blueprints. The intent of these changes would be to eliminate areas of overlap within the CAHSEE mathematics test without changing the number of items within the test or the number of items within each reporting category.

Statistics, data analysis, and probability, grades 6 and 7

- Eliminate two items from the grade 7 standard for statistics, data analysis, and probability # 1.3 (assesses the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set)
- Increase the number of items from 1 to 3 for the grade 6 standard for statistics, data analysis, and probability # 1.1 (assesses the mean, median, and mode of data sets).

Both of these standards call for finding the median of a data set. If standard # 1.3 is eliminated from the blueprint, only one standard will assess the median of a data set. In addition, removing standard # 1.3 would eliminate questions about the concepts of lower quartile and upper quartile. These concepts could be considered of lesser importance to students, especially given the small data sets being used in CAHSEE test questions for this standard.

Mathematical Reasoning, grade 7

- Increase the number of items from 1 to 2 for the grade 7 standard for mathematical reasoning # 2.1 ("Use estimation to verify the reasonableness of calculated results").
- Reduce the number of items from 1 to 0 for the grade 7 standard for mathematical reasoning # 3.1 ("Evaluate the reasonableness of the solution in the context of the original situation").

The items written for these two standards tend to be very similar. This change would eliminate the overlap between the two standards and emphasize the importance of

estimation as a tool in assessing the reasonableness of a calculated result.

CAHSEE Language Arts Blueprint*

Revised December 2000

California Content Standard	Number and Type of Items	July 2003 **Proposed Revision**
Reading (Grades Nine and Ten with two standards from Grade Eight as noted*)	58 Multiple-choice Items Total	51 Multiple-choice Items Total
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.	10 Multiple-choice Items	No change
1.1 Identify and use the literal and figurative meanings of words and understand word derivations.	6	6
1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.	4	4
1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word narcissistic drawn from the myth of Narcissus and Echo).	0	0
2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Grades Nine Through Twelve* (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.	24 Multiple-choice Items	19 Multiple-choice Items
Structural Features of Informational Materials †8.2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).	1	1
2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.	3	3

† *Eighth-grade content standard.*

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Language Arts Blueprint*

Revised December 2000

California Content Standard	Number and Type of Items	July 2003 **Proposed Revision**
2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.	2	0
Comprehension and Analysis of Grade-Level-Appreciated Text		
2.3 Generate relevant questions about readings on issues that can be researched.	2	1
2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	3	3
2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	3	3
2.6 Demonstrate the use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).	0	0
Expository Critique		
2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.	3	3
2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).	7	5

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Language Arts Blueprint*

Revised December 2000

California Content Standard	Number and Type of Items	July 2003 **Proposed Revision**
3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analysis of recurrent patterns and themes. The selections in *Recommended Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.	24 Multiple-choice Items	22 Multiple-choice Items
Structural Features of Literature		
3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).	2	2
3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.	0	0
Narrative Analysis of Grade-Level-Appropriate Text		
3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.	2	2
3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.	2	2
3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.	4	3
3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).	2	2
3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	2	2
3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.	2	2

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Language Arts Blueprint*

Revised December 2000

California Content Standard	Number and Type of Items	July 2003 **Proposed Revision**
3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	2	2
3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature:	2	1
Literary Criticism †8.3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach) 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach) 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)	4 (Tasks that assess the three different approaches will be rotated across test forms.)	4 (Tasks that assess the three different approaches will be rotated across test forms.)
Writing (Grades Nine and Ten)	24 Multiple-choice Items	21 Multiple-choice Items
1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	11 Multiple-choice Items	9 Multiple-choice Items
Organization and Focus 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	2	2
1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.	3	3

† *Eighth-grade content standard.*

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Language Arts Blueprint*

Revised December 2000

California Content Standard	Number and Type of Items	July 2003 **Proposed Revision**
Research and Technology		
1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.	1	0
1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).	1	1
1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).	1	1
1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.	1	0
1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).	0	0
1.8 Design and publish documents by using advanced publishing software and graphic programs.	0	0
Evaluation and Revision		
1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.	2	2
2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	Essay Items	Essay Items

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Language Arts Blueprint*

Revised December 2000

California Content Standard	Number and Type of Items	July 2003 **Proposed Revision**
Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:	√	√
2.1 Write biographical ~~or autobiographical~~ narratives ~~or short stories~~:		
a. Relate a sequence of events and communicate the significance of the events to the audience.		
b. Locate scenes and incidents in specific places.		
c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.		
d. Pace the presentation of actions to accommodate changes in time and mood.		
e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.		
2.2 Write responses to literature:	√	√
a. Demonstrate a comprehensive grasp of the significant ideas of literary works.		
b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.		
c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.		
d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.		
2.3 Write expository compositions, including analytical essays and research reports:	√	√
a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.		

√ Covered on this exam.

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Language Arts Blueprint*

Revised December 2000

California Content Standard	Number and Type of Items	July 2003 **Proposed Revision**
b. Convey information and ideas from primary and secondary sources accurately and coherently.		
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.		
~~d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.~~		
e. Anticipate and address readers' potential misunderstandings, biases, and expectations.		
f. Use technical terms and notations accurately.		
2.4 Write persuasive compositions:	√	√
a. Structure ideas and arguments in a sustained and logical fashion.		
b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).		
c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.		
d. Address readers' concerns, counterclaims, biases, and expectations.		
2.5 Write business letters:	√	√
a. Provide clear and purposeful information and address the intended audience appropriately.		
b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.		
c. Highlight central ideas or images.		

√ Covered on this exam

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Language Arts Blueprint*

Revised December 2000

California Content Standard	Number and Type of Items	July 2003 **Proposed Revision**
d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.		
2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):		
a. Report information and convey ideas logically and correctly.		
b. Offer detailed and accurate specifications.		
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).		
d. Anticipate readers' problems, mistakes, and misunderstandings.		
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions.	13 Multiple-choice Items	12 Multiple-choice Items
Grammar and Mechanics of Writing		
1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).	4	4
1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).	4	4
1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.	4	4
Manuscript Form		
1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	0	0
1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.	1	0

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Language Arts Blueprint*

Revised December 2000

2 Essays

1 from standards 2.2 or 2.3

Response to Literature or Analytic Essay (Expository Writing)

1 from standards 2.1, 2.4 or 2.5

Biography, persuasion, business letter

July 2003 Proposed Revision

1 Essay-Randomly rotate all categories of writing for each test administration

1 from standards 2.2 or 2.3

Response to Literature or Analytic Essay (Expository Writing)

Or from 2.1, 2.4, or 2.5

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Math Blueprint*

Revised December 2000

California Content Standard	Number of Items	July 2003 **Proposed Revisions**
Grade 6—Statistics, Data Analysis, and Probability	6 Items Total	9 Items total
1.0 Students compute and analyze statistical measurements for data sets:		
1.1 Compute the ~~range,~~ mean, median, and mode of data sets.	1	3
1.2 Understand how additional data added to data sets may affect these computations of measures of central tendency.	0	0
1.3 Understand how the inclusion or exclusion of outliers affects measures of central tendency.	0	0
1.4 Know why a specific measure of central tendency (mean, median, mode) provides the most useful information in a given context.	0	0
2.0 Students use data samples of a population and describe the characteristics and limitations of the samples:		
2.1 Compare different samples of a population with the data from the entire population and identify a situation in which it makes sense to use a sample.	0	0
2.2 Identify different ways of selecting a sample (e.g., convenience sampling, responses to a survey, random sampling) and which method makes a sample more representative for a population.	0	0
2.3 Analyze data displays and explain why the way in which the question was asked might have influenced the results obtained and why the way in which the results were displayed might have influenced the conclusions reached.	0	0
2.4 Identify data that represent sampling errors and explain why the sample (and the display) might be biased.	0	0
2.5 Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims.	1	1

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Math Blueprint*

Revised December 2000

California Content Standard	Number of Items	July 2003 **Proposed Revision**
3.0 Students determine theoretical and experimental probabilities and use these to make predictions about events:		
3.1 Represent all possible outcomes for compound events in an organized way (e.g., tables, grids, tree diagrams) and express the theoretical probability of each outcome.	1	1
3.2 Use data to estimate the probability of future events (e.g., batting averages or number of accidents per mile driven).	0	0
3.3 Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if *P* is the probability of an event, 1-*P* is the probability of an event not occurring.	2	2
3.4 Understand that the probability of either of two disjoint events occurring is the sum of the two individual probabilities and that the probability of one event following another, in independent trials, is the product of the two probabilities.	0	0
3.5 Understand the difference between independent and dependent events.	1	1
Grade 7—Number Sense	14 Items Total	None
1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms:		
1.1 Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.	1	1
1.2 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers	3	3
1.3 Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.	2	2

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Math Blueprint*

Revised December 2000

California Content Standard	Number of Items	July 2003 **Proposed Revision**
1.4 Differentiate between rational and irrational numbers.	0	0
1.5 Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.	0	0
1.6 Calculate the percentage of increases and decreases of a quantity.	1	1
1.7 Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.	2	2
2.0 Students use exponents, powers, and roots and use exponents in working with fractions:		
2.1 Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base.	1	1
2.2 Add and subtract fractions by using factoring to find common denominators.	1	1
2.3 Multiply, divide, and simplify rational numbers by using exponent rules.	1	1
2.4 Use the inverse relationship between raising to a power and extracting the root of a perfect square integer; for an integer that is not square, determine without a calculator the two integers between which its square root lies and explain why.	1	1
2.5 Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers.	1	1
Grade 7—Algebra and Functions	17 Items Total	None
1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs:		
1.1 Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A).	2	2

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Math Blueprint*

Revised December 2000

California Content Standard	Number of Items	July 2003 **Proposed Revision**
1.2 Use the correct order of operations to evaluate algebraic expressions such as $3(2x+5)^2$.	1	1
1.3 Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.	0	0
1.4 Use algebraic terminology (e.g., variable, equation, term, coefficient, inequality, expression, constant) correctly.	0	0
1.5 Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.	3	3
2.0 Students interpret and evaluate expressions involving integer powers and simple roots:		
2.1 Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents.	1	1
2.2 Multiply and divide monomials; extend the process of taking powers and extracting roots to monomials when the latter results in a monomial with an integer exponent.	1	1
3.0 Students graph and interpret linear and some nonlinear functions:		
3.1 Graph functions of the form $y=nx^2$ and $y=nx^3$ and use in solving problems.	1	1
3.2 Plot the values from the volumes of three-dimensional shapes for various values of the edge lengths (e.g., cubes with varying edge lengths or a triangle prism with a fixed height and an equilateral triangle base of varying lengths).	0	0
3.3 Graph linear functions, noting that the vertical change (change in *y*-value) per unit of horizontal change (change in *x*-value) is always the same and know that the ratio ("rise over run") is called the slope of a graph.	2	2

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Math Blueprint*

Revised December 2000

California Content Standard	Number of Items	July 2003 **Proposed Revision**
3.4 Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of a line equals the quantities.	1	1
4.0 Students solve simple linear equations and inequalities over the rational numbers:		
4.1 Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.	3	3
4.2 Solve multistep problems involving rate, average speed, distance, and time or a direct variation.	2	2
Grade 7—Measurement and Geometry	17 Items Total	None
1.0 Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems:		
1.1 Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).	2	2
1.2 Construct and read drawings and models made to scale.	1	1
1.3 Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.	2	2
2.0 Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area and volume are affected by changes of scale:		
2.1 Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures, including rectangles, parallelograms, trapezoids, squares, triangles, circles, prisms and cylinders.	3	3

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Math Blueprint*

Revised December 2000

California Content Standard	Number of Items	July 2003 **Proposed Revision**
2.2 Estimate and compute the area of more complex or irregular two- and three-dimensional figures by breaking the figures down into more basic geometric objects.	2	2
2.3 Compute the length of the perimeter, the surface area of the faces, and the volume of a three-dimensional object built from rectangular solids. Understand that when the lengths of all dimensions are multiplied by a scale factor, the surface area is multiplied by the square of the scale factor and volume is multiplied by the cube of the scale factor.	1	1
2.4 Relate the changes in measurement with a change of scale to the units used (e.g., square inches, cubic feet) and to conversions between units (1square foot = 144 square inches or [1 ft^2] = [144 in^2], 1 cubic inch is approximately 16.38 cubic centimeters or [1 in^3] = [16.38 cm^3].)	1	1
3.0 Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures:		
3.1 Identify and construct basic elements of geometric figures (e.g., altitudes, mid-points, diagonals, angle bisectors, and perpendicular bisectors; central angles, radii, diameters, and chords of circles) by using a compass and straightedge.	0	0
3.2 Understand and use coordinate graphs to plot simple figures, determine lengths and areas related to them, and determine their image under translations and reflections.	2	2
3.3 Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.	2	2
3.4 Demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.	1	1

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Math Blueprint*

Revised December 2000

California Content Standard	Number of Items	July 2003 **Proposed Revision**
3.5 Construct two-dimensional patterns for three-dimensional models, such as cylinders, prisms, and cones.	0	0
3.6 Identify elements of three-dimensional geometric objects (e.g., diagonals of rectangular solids) and describe how two or more objects are related in space (e.g., skew lines, the possible ways three planes might intersect).	0	0
Grade 7—Statistics, Data Analysis, and Probability	6 Items Total	4 Items Total
1.0 Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program:		
1.1 Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.	2	2
1.2 Represent two numerical variables on a scatterplot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables (e.g., between time spent on homework and grade level).	2	2
1.3 Understand the meaning of, and be able to compute the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.	2	0
Grade 7—Mathematical Reasoning	8 Items Total Plus Integrated into Other Strands	None
1.0 Students make decisions about how to approach problems:		
1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.	2	2
1.2 Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.	1	1
1.3 Determine when and how to break a problem into simpler parts.	0	0

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Math Blueprint*

Revised December 2000

California Content Standard	Number of Items	July 2003 **Proposed Revision**
2.0 Student use strategies, skills, and concepts in finding solutions:		
2.1 Use estimation to verify the reasonableness of calculated results.	1	2
2.2 Apply strategies and results from simpler problems to more complex problems.	0	0
2.3 Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.	1	1
2.4 Make and test conjectures by using both inductive and deductive reasoning.	1	1
2.5 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.	0	0
2.6 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.	0	0
2.7 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.	0	0
2.8 Make precise calculations and check the validity of the results from the context of the problem.	0	0
3.0 Students determine a solution is complete and move beyond a particular problem by generalizing to other situations:		
3.1 Evaluate the reasonableness of the solution in the context of the original situation.	1	0
3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.	0	0
3.3 Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.	1	1

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Math Blueprint*

Revised December 2000

California Content Standard	Number of Items	July 2003 **Proposed Revision**
Algebra I	12 Items Total	
1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable: 1.1 Students use properties of numbers to demonstrate whether assertions are true or false.	0	0
2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, and taking a root, ~~and raising to a fractional power~~. They understand and use the rules of exponents.	1	1
3.0 Students solve equations and inequalities involving absolute values.	1	1
4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x\text{-}5) + 4(x\text{-}2) = 12$.	2	2
5.0 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.	1	1
6.0 Students graph a linear equation and compute the x- and y-intercepts (e.g., graph $2x + 6y = 4$). ~~They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).~~	2 (1 graphing item; 1 computing item)	2 (1 graphing item; 1 computing item)
7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations. ~~by using the point-slope formula.~~	1	1
8.0 Students understand the concepts of parallel lines ~~and perpendicular lines~~ and how their slopes are related. ~~Students are able to find the equation of a line perpendicular to a given line that passes through a given point~~.	1	1
9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.	1	1

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Math Blueprint*

Revised December 2000

California Content Standard	Number of Items	July 2003 **Proposed Revision**
10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.	1	1
11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.	0	0
12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.	0	0
13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.	0	0
14.0 Students solve a quadratic equation by factoring or completing the square.	0	0
15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.	1	1
16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.	0	0
17.0 Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.	0	0
18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.	0	0
19.0 Students know the quadratic formula and are familiar with its proof by completing the square.	0	0

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Math Blueprint*

Revised December 2000

California Content Standard	Number of Items	July 2003 **Proposed Revision**
20.0 Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.	0	0
21.0 Students graph quadratic functions and know that their roots are the x-intercepts.	0	0
22.0 Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points.	0	0
23.0 Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.	0	0
24.0 Students use and know simple aspects of a logical argument:		
24.1 Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.	0	0
24.2 Students identify the hypothesis and conclusion in logical deduction.	0	0
24.3 Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.	0	0
25.0 Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements:		
25.1 Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.	0	0
25.2 Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.	0	0
25.3 Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.	0	0

* Blueprint approved by the State Board of Education on December 7, 2000.

Alternatives for Scaling the California High School Exit Examination

Educational Testing Service

June 12, 2003

When test specifications are revised, there is opportunity to revise the score scale that defines the test. In particular, the standards for educational and psychological testing recommend such action:

> When substantial changes in test specifications occur, either scores should be reported on a new scale or a clear statement should be provided to alert users that the scores are not directly comparable with those on earlier versions of the test[1]

The current CAHSEE scale ranges from 250 to 450, with the passing point defined at 350. The use of this scale has raised several concerns. These include:

- Research has indicated that the score points between 250 and 300 do not measure meaningful variation in student scores.
- The CAHSEE scale has properties that overlap with the California Standards Test (CST) score scales in ways that may lead to misinterpretation. In particular, "proficient" is set at 350 on the CST scales. This promotes the incorrect interpretation that a student who passes CAHSEE is "proficient" as defined by the CSTs.
- Recent NCLB requirements have resulted in the use of CAHSEE for reporting adequate yearly progress of 10th grade California students in Mathematics and English Language Arts. For these purposes, initial cut points defining "proficient" and "advanced" have been placed on the scale without a formal standard setting but using relationships between score distributions for on CAHSEE and the CST ("proficient" and "advanced" for Mathematics are at 373 and 417, respectively, and at 387 and 413 for English language arts).

Although future plans for the CAHSEE are somewhat uncertain at this time, if the CAHSEE test specifications are revised and a new passing score is established in Fall 2003, it makes sense to consider revising CAHSEE score scale as well. The following observations are helpful to include in such considerations:

- The points in the reported score scale should be approximately equal to the number of meaningful raw score points, e.g., if a multiple-choice test with four answer options is composed of 80 questions, there are probably only 60 to 70 meaningful score points because of the effects of guessing.
- The score scale should ensure that each raw score value maps to a different scaled score value throughout the score scale.
- The score scale should not take on a range that would promote confusion with other tests or scores commonly used (e.g., the CSTs, the SAT, the ACT, percentile ranks, etc.).
- To the extent feasible, the score scale should allow cut scores to be set at easily remembered values.
- It will be important to communicate the properties of the new CAHSEE score scale to

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

school districts prior to its first use.

A number of alternative revised CAHSEE scales are possible, each of which would have strong technical properties, and it would be premature to recommend a specific scale without knowing the number of items in each test and how constructed-response items in the English-language arts test will be weighted as compared with multiple-choice items. However, it will be most desirable for the revised CAHSEE scale to minimize gaps in reported scaled scores given consecutive raw scores. For example, currently one might see that CAHSEE raw scores of 44 and 45 convert to scaled scores of 349 and 354 in one administration and 350 and 355 in another. The difference between 349 and 350 goes beyond what the precision of the test supports—it is not a meaningful distinction. Furthermore, the score of 349 is not a passing score even though it represents a level of performance that is virtually identical to the performance that converts to a 350.

Should the CAHSEE be revised, ETS will be pleased to work with the CDE and their technical advisors to develop an alternative CAHSEE scale that strikes the best possible balance between distinguishing different levels of performance and minimizing the scaled score gaps corresponding to these different levels.

State of California **Department of Education**

Last Minute Memorandum

To: **STATE BOARD MEMBERS** **Date:** **July 7, 2003**

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

Re: **ITEM #6**

Subject: **California High School Exit Examination (CAHSEE): Discussion of Potential Changes to CAHSEE.**

Please insert the following additional attachments:

Attachment 5: CAHSEE Language Arts Blueprint* Revised December 2000 (2nd Proposed Revision) (Pages 1-17)
Note: This attachment replaces Attachment 3 pages 1-9 only
Attachment 6: Projected Reliability of a Reduced CAHSEE Test (Pages 1-2)

Recommended English-language Arts Blueprint Revisions

After further discussion about scoring the English-language arts (ELA) exam with one less essay, additional changes to the test blueprint have been proposed to keep the relative weights of reading and writing in the ELA test at about 50 percent each, as was originally proposed by the High School Exit Examination Standards Panel. In the original blueprint, the two essays counted 30 percent of the total score; writing was weighted 50 percent including the essays; and reading was weighted 50 percent. With the additional changes to the revised blueprint, there will be 45 points for reading multiple-choice questions and 27 points for writing multiple-choice questions plus 18 points for an essay for a total of 45 points for writing. The changes are listed in the third column of the attached blueprint. The standards identified for elimination in the 2nd Proposed Revision were selected because they are difficult to test with multiple-choice questions. They are:

Reading Comprehension

- 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents; and
- 2.3 Generate relevant questions about readings on issues that can be researched.

Writing Strategies

- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources; and
- 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.

Writing Conventions

- 1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

Other standards have had the number of questions adjusted as shown on the attached blueprint.

Recommended State Board of Education Actions

If the State Board of Education (SBE) approves the proposed changes both to the CAHSEE Language Arts and Math Blueprint, it will be important for the SBE to take action on the other issues proposed in the original item #6, Attachment 3, in order for the test contractor to be able to develop a new form of the test for the spring 2004 census administration. Actions for this item include the following:

1. Approval of proposed revisions to the blueprints;
2. Approval of reducing the test from three days to two days; and
3. Approval of whether or not to use compensatory scoring.

If SBE approves the proposed revisions to the blueprint, the California Department of Education (CDE) will hold a meeting with the content review panels for the CAHSEE to validate that with the changes, the test is still aligned to the standards. This panel will also look at the statistical difficulty of the items, including the language level particularly for the mathematics items. Information will be brought back to SBE in September of the results of this meeting. The readability paper is for discussion only. The conclusion is that the readability is set at the correct level for both ELA and mathematics.

Reducing The Test to Two Days

If SBE chooses to reduce the test from three days to two days, the testing contractor will need to initiate a number of programming and printing changes immediately in order to have a test ready for the spring census administration. ELA would be tested on one day, and mathematics on the second day. With the revised blueprint, the test contractor estimates that the testing schedule for ELA will require 3 hours and 40 minutes for working time (when students are actually taking the test). In addition, administration time is needed, so conservatively (assuming no pre-ID service used) 30 minutes per session would need to be added for the administrative details. Districts can either test all morning (8am-12noon), or split the testing into morning and afternoon sessions. Scheduling and facilities will continue to be an issue whether or not the CAHSEE is given on two or three days. One day for testing ELA will require less overall disruption to the school schedule and will ensure that more students complete both sessions of the ELA test. There is a caution that this is a high-stakes test and students who may need extra time for the English-language arts (ELA) test may not have enough time left in the day.

Input From School Districts

CDE announced at our two large meetings of state testing directors that SBE would be considering this reduction in July and did not receive any negative responses. Apparently, the

trade-off in reducing the testing days more than makes up for having one very long day of testing.

In discussions with several school district testing directors (Los Angeles, Riverside, San Diego, Kern, Sacramento, and more at the north/south meetings), it is clear that reducing testing time will be helpful. It is less unanimous that one versus two days is better given that the ELA testing time will not be significantly reduced in order to maintain adequate (0.9) reliability on the ELA test. However, all indications are that most schools will prefer one day for ELA. Also, a one-day ELA test will eliminate the absence issue–students not showing up on Day One or missing Day Two would not be able to achieve a passing score even if they got all the items correct and achieved a perfect score on the writing task. The testing directors said that most students finished the test within the time allotted and one director said the times in the manuals were "excessive" for the majority of students.

Compensatory Scoring

The decision on compensatory scoring raises administrative issues. The model is based on an assumption that the student would continue taking the test each time it is offered until he or she passes. Without an individual student identifier, the testing contractor will not be able to match student reports with 100 percent accuracy if a student takes the test more than once. The options are to either amend the current contract to have the testing contractor build in a system for individual student identifiers or to report only the numerical scores on the student reports and give the district the rules on the compensatory scoring so they will know when the student has successfully passed both sections of the exam. CDE talked to several states having high-stakes examinations.

Florida does not use a compensatory model. Students must achieve a scale score of 300 on both the grade 10 mathematics and reading tests (FCAT) as one of the requirements to receive a high school diploma. Please refer to Web site <*http://www.firn.edu/doe/sas/fcat/fcatpass.htm*>. In talking to testing directors in several other states with high school exit examinations (Louisiana, Massachusetts, and Texas), the compensatory model has been considered, but met with varying responses.

In Texas, a compensatory model was not used with the TASS over the past 10 years. The new exit examination includes tests in four content areas (math, ELA, science, and social studies) and the mathematics test now includes high school geometry (over time the math content assessed has increased in rigor). The revised exit exam has met with less than stellar student passing rates this year, generating concerns in the business and policy world. Therefore, the Texas Education Agency (TEA) is presenting two compensatory model options to its SBE this month. The first option is to accept a score of up to one standard error below the passing score on one of the four content tests as long as the other three tests receive a passing score. The second option is to accept a score of up to one standard error below the passing score on one of the four content tests as long as the other three tests receive a passing score AND the average score of all 4 content tests is at or above the passing score, then the student passes the testing graduation requirement. In analyses conducted by TEA, it was found that only one (1) student out of about 180,000 tested would fail under the second option while passing under the first option. TEA prefers the first option because it will be easier to implement at the local level.

In Louisiana, there has been a graduation exit examination since the 1980's and the state has never applied a compensatory model. Only recently did the state add promotion/retention tests at

grades 4 and 8. For these latter tests, the state briefly considered a compensatory approach, but did not pursue it because they felt it would be too confusing to explain to parents and that the data checking related to combining scores would be too labor intensive for the state department staff.

In Massachusetts, the compensatory model was rejected because of the manner in which the passing score was set on the graduation test. The test is used for both accountability (first-time test takers only) and student graduation requirements. It was implemented in 1998, but did not count for graduation until 2001. Initially, four performance levels were set, and then the passing scores on the math and English-language arts tests were set between level 1 (failing) and level 2 (needs improvement). The State did not feel that work below "needs improvement" was acceptable for a high school graduation requirement, so the compensatory model was not used. Massachusetts felt the compensatory model was inappropriate given the already low cut score on the exit exam. However, the State may reconsider a compensatory model when it adds two more content areas to the graduation requirement in the future.

California Department of Education (CDE) Recommendation

If the State Board of Education decides to approve a compensatory model, CDE recommends that the "partially compensatory" model be used and that the minimum threshold be set at no lower than 2 standard errors below the current passing score. The two standard error rule translates into a scaled score of roughly 330 on the mathematics and ELA portions of the exam. This would be roughly 44 percent correct for the mathematics and ELA portions of the CAHSEE.

In the June Board item, Table A.1 was presented. If the minimum threshold for both mathematics and ELA were set at 330, then 70% of these first-time test takers would pass with a total score of 700 and a minimum on either portion of 330. This is 11% higher than the 59% of first-time test takers achieving at least 350 on each test independently. If ELA were left at 350 and math were lowered to 330, then the overall pass rate would be 69%.

Table A.1
CAHSEE March 2003 Passing Rates - Partially Compensatory Approach (Total ≥ 700) with Different Minimum Thresholds for ELA and Math*

		English Language Arts Minimum Threshold							
		350	345	340	335	330	325	320	250
Math Minimum Threshold	350	**59%**	60%	60%	60%	60%	60%	60%	60%
	345	62%	63%	63%	63%	63%	63%	63%	63%
	340	66%	66%	66%	67%	67%	67%	67%	67%
	335	67%	68%	68%	68%	68%	68%	69%	69%
	330	69%	70%	70%	70%	**70%**	70%	71%	71%
	325	70%	71%	71%	71%	71%	71%	71%	71%
	320	71%	71%	71%	72%	72%	72%	72%	72%
	250	71%	72%	72%	72%	72%	72%	72%	72%

* Based on 10th Grade students who completed both ELA and Math

CAHSEE Language Arts Blueprint*
Revised December 2000

California Content Standard	Number and Type of Items	July 2003 **Proposed Revision**	July 2003 **2nd Proposed Revision**
Reading (Grades Nine and Ten with two standards from Grade Eight as noted*)	58 Multiple-choice Items Total	51 Multiple-choice Items Total	45 Multiple-choice Items Total
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.	10 Multiple-choice Items	No Change	7 Multiple-choice Items
1.1 Identify and use the literal and figurative meanings of words and understand word derivations.	6	6	5
1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.	4	4	2
1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word narcissistic drawn from the myth of Narcissus and Echo).	0	0	0

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Language Arts Blueprint*
Revised December 2000

California Content Standard	Number and Type of Items	July 2003 **Proposed Revision**	July 2003 **2nd Proposed Revision**
2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Grades Nine Through Twelve* (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.	24 Multiple-choice Items	19 Multiple-choice Items	18 Multiple-choice Items
Structural Features of Informational Materials †8.2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).	1	1	1
2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.	3	3	3

† *Eighth-grade content standard.*

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Language Arts Blueprint*
Revised December 2000

California Content Standard		Number and Type of Items	July 2003 **Proposed Revision**	July 2003 **2nd Proposed Revision**
2.2	Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.	2	0	0
	Comprehension and Analysis of Grade-Level-Appreciated Text	2	1	0
2.3	Generate relevant questions about readings on issues that can be researched.			
2.4	Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	3	3	3
2.5	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	3	3	3
2.6	Demonstrate the use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).	0	0	0

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Language Arts Blueprint*
Revised December 2000

California Content Standard	Number and Type of Items	July 2003 **Proposed Revision**	July 2003 **2nd Proposed Revision**
Expository Critique 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.	3	3	3
2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).	7	5	5

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Language Arts Blueprint*
Revised December 2000

California Content Standard	Number and Type of Items	July 2003 **Proposed Revision**	July 2003 **2nd Proposed Revision**
3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analysis of recurrent patterns and themes. The selections in *Recommended Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.	24 Multiple-choice Items	22 Multiple-choice Items	20 Multiple-choice Items
Structural Features of Literature 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).	2	2	2
3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.	0	0	0
Narrative Analysis of Grade-Level-Appropriate Text 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.	2	2	2

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Language Arts Blueprint*
Revised December 2000

California Content Standard		Number and Type of Items	July 2003 **Proposed Revision**	July 2003 **2nd Proposed Revision**
3.4	Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.	2	2	2
3.5	Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.	4	3	2
3.6	Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).	2	2	2
3.7	Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	2	2	2
3.8	Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.	2	2	2

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Language Arts Blueprint*
Revised December 2000

California Content Standard	Number and Type of Items	July 2003 **Proposed Revision**	July 2003 **2nd Proposed Revision**
3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	2	2	2
3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature:	2	1	1
Literary Criticism †8.3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)	4 (Tasks that assess the three different approaches will be rotated across test forms.)	4 (Tasks that assess the three different approaches will be rotated across test forms.)	3 (Tasks that assess the three different approaches will be rotated across test forms.)
3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)			
3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)			

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Language Arts Blueprint*
Revised December 2000

California Content Standard	Number and Type of Items	July 2003 **Proposed Revision**	July 2003 **2nd Proposed Revision**
Writing (Grades Nine and Ten)	24 Multiple-choice Items	21 Multiple-choice Items	27 Multiple-choice Items
1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	11 Multiple-choice Items	9 Multiple-choice Items	12 Multiple-choice Items
Organization and Focus 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	2	2	3
1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.	3	3	3

† *Eighth-grade content standard.*

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Language Arts Blueprint*
Revised December 2000

California Content Standard	Number and Type of Items	July 2003 **Proposed Revision**	July 2003 **2nd Proposed Revision**
Research and Technology 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.	1	0	0
1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).	1	1	2
1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).	1	1	1
1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.	1	0	0

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Language Arts Blueprint*
Revised December 2000

California Content Standard	Number and Type of Items	July 2003 **Proposed Revision**	July 2003 **2nd Proposed Revision**
1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).	0	0	0
1.8 Design and publish documents by using advanced publishing software and graphic programs.	0	0	0
Evaluation and Revision 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.	2	2	3
2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	Essay Items	Essay Items No Change	Essay Items No Change

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Language Arts Blueprint*
Revised December 2000

California Content Standard	Number and Type of Items	July 2003 **Proposed Revision**	July 2003 **2nd Proposed Revision**
Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students: 2.1 Write biographical ~~or autobiographical~~ narratives ~~or short stories~~:	√	√	√
a. Relate a sequence of events and communicate the significance of the events to the audience.			
b. Locate scenes and incidents in specific places.			
c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.			
d. Pace the presentation of actions to accommodate changes in time and mood.			
e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.			

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* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Language Arts Blueprint*
Revised December 2000

California Content Standard	Number and Type of Items	July 2003 **Proposed Revision**	July 2003 **2nd Proposed Revision**
2.2 Write responses to literature:	√	√	√
a. Demonstrate a comprehensive grasp of the significant ideas of literary works.			
b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.			
c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.			
d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.			
2.3 Write expository compositions, including analytical essays and research reports:	√	√	√
a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.			

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CAHSEE Language Arts Blueprint*
Revised December 2000

California Content Standard	Number and Type of Items	July 2003 **Proposed Revision**	July 2003 **2nd Proposed Revision**
b. Convey information and ideas from primary and secondary sources accurately and coherently.			
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.			
~~d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.~~			
e. Anticipate and address readers' potential misunderstandings, biases, and expectations.			
f. Use technical terms and notations accurately.			
2.4 Write persuasive compositions:	√	√	√
a. Structure ideas and arguments in a sustained and logical fashion.			

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Language Arts Blueprint*
Revised December 2000

California Content Standard	Number and Type of Items	July 2003 **Proposed Revision**	July 2003 **2nd Proposed Revision**
b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).			
c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.			
d. Address readers' concerns, counterclaims, biases, and expectations.			
2.5 Write business letters:	√	√	√
a. Provide clear and purposeful information and address the intended audience appropriately.			
b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.			
c. Highlight central ideas or images.			

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Language Arts Blueprint*
Revised December 2000

California Content Standard	Number and Type of Items	July 2003 **Proposed Revision**	2nd Proposed Revision
d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.			
2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):			
a. Report information and convey ideas logically and correctly.			
b. Offer detailed and accurate specifications.			
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).			
d. Anticipate readers' problems, mistakes, and misunderstandings.			

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Language Arts Blueprint*
Revised December 2000

California Content Standard	Number and Type of Items	July 2003 **Proposed Revision**	July 2003 **2nd Proposed Revision**
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions.	13 Multiple-choice Items	12 Multiple-choice Items	15 Multiple-choice Items
Grammar and Mechanics of Writing 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).	4	4	5
1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).	4	4	5
1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.	4	4	5
Manuscript Form 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	0	0	0

* Blueprint approved by the State Board of Education on December 7, 2000.

CAHSEE Language Arts Blueprint*
Revised December 2000

California Content Standard	Number and Type of Items	July 2003 **Proposed Revision**	July 2003 **2nd Proposed Revision**
1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.	1	0	0

2 Essays

1 from standards 2.2 or 2.3

Response to Literature or Analytic Essay (Expository Writing)

1 from standards 2.1, 2.4 or 2.5

Biography, persuasion, business letter

July 2003 Proposed Revision

1 Essay-Randomly rotate all categories of writing for each test administration

1 from standards 2.2 or 2.3

Response to Literature or Analytic Essay (Expository Writing)

Or from 2.1, 2.4, or 2.5

* Blueprint approved by the State Board of Education on December 7, 2000.

Projected Reliability of a Reduced CAHSEE Test
Educational Testing Service (ETS)
July 2, 2003

The California Department of Education (CDE) and ETS have recommended a revised English-Language Arts test consisting of 72 operational questions and one writing prompt. The suggestion has been that California students and school districts could benefit from a reduction in the testing time for the English-Language Arts part of the CAHSEE. The current recommendation will shorten the test sufficiently so that it could be given on one day rather than two, as is done currently. This analysis uses data from the March 2003 CAHSEE administration to project the impact of this change on test reliability.

Based on a random sample of student data from the March 2003 administration, we calculated reliabilities for the full English-Language Arts test (82 multiple-choice items and 2 constructed response items) and for a test consisting of 72 multiple-choice items and one constructed response item. For the full test reliability, we applied the weights that are currently used in CAHSEE ELA scoring, where multiple-choice items have a weight of 0.7683 and each constructed response item is weighted 3.375. This weighting results in 90 points, with the essays counting 27 points (30 percent) and the multiple-choice items counting 63 points (70 percent). For the reduced test, we propose that the multiple-choice items have a weight of 1.0 and that the essays have a weight of 4.5. This weighting results in 90 points, with the essay counting 18 points (20 percent) and the multiple-choice items counting 72 points (80 percent). We calculated reliabilities based on a random sample of all 10th grade students from the March 2003 administration as well as a random sample of 10th grade English Learners. These latter data were used to check the reliability of the reduced test in a special sample that is lower in ability compared with the total group. Table 1 presents the results of this analysis and indicates that the CAHSEE ELA test reliability is only slightly affected by the reduction in test length. The composite reliability of the reduced test, with the multiple-choice and constructed response components weighted as described above, remains above the targeted value of 0.90.

Table 1

March 03 Test	MC Items	2 CR Items	Composite
All 10th Grade Students	0.95	0.81	0.95
10th Grade English Learners	0.91	0.74	0.92
Reduced ELA Test	MC Items	1 CR Item	Composite
All 10th Grade Students	0.94	0.69	0.94
10th Grade English Learners	0.90	0.65	0.91

Additional information related to the reduced test length is summarized in Table 2, which provides intercorrelations of various components of the current CAHSEE English-Language Arts test based on a random sample of 10th grade students from the March 2003 administration. These components include scores based on all multiple-choice items measuring Reading standards (58 questions in the current test), multiple-choice items measuring Writing standards (24 questions in the current test), the two constructed-response items (CR1 is passage-based and CR2 is stand alone), and the total CR score (CR Tot). Note that several correlations in this table are inflated because one score is part of the score with which it is correlated (these are indicated with asterisks).

Table 2

	MC	Reading	Writing	CR1	CR2
MC	**1.00**				
Reading	0.99*	**1.00**			
Writing	0.92*	0.84	**1.00**		
CR1	0.73	0.72	0.67	**1.00**	
CR2	0.69	0.67	0.67	0.68	**1.00**
CR Tot	0.78	0.76	0.73	0.93*	0.91*

It can be seen from Table 2 that the two constructed response items correlate relatively highly with each other (r = 0.68) as well as with the total multiple-choice component (r = 0.73 and 0.69, respectively). The correlation between CR Tot (based on both constructed response items) and the multiple-choice component is only slightly higher (0.78). These data provide corroborating evidence that removing one of the constructed-response items from the CAHSEE English-Language Arts test will not have much effect on test reliability. In addition, the proposed rotation across administrations between a passage-based literary response essay and a standalone essay is supported by the correlation between these two essay types.

In shortening the test, changes to the test blueprint have been proposed to keep the relative weights of Reading and Writing in the CAHSEE ELA test at about 50 percent each, as in the current ELA test. To accomplish this goal, additional multiple-choice items measuring writing strands will be added to the test to replace the constructed response item that has been eliminated. The net result of this change will be that the number of Reading multiple-choice items will be reduced from 58 to 45 and the number of Writing multiple-choice items will be increased from 24 to 27. The high correlation of 0.84 between the reading and writing components in the current ELA test suggest that the proposed reconfiguring of the reading and writing components will have little effect on the psychometric properties of the test. The benefit of revising the ELA test in this manner is that the current emphasis on measuring reading and writing equally will be maintained, thus encouraging equal emphasis on both reading and writing instruction.

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 7

JULY 2003 AGENDA

SUBJECT		**ACTION**
Recognition of National Champion Academic Decathlon Team.	**X**	**INFORMATION**
		PUBLIC HEARING

Recommendation:

Recognize and commend the members and coach of the 2003 National Champion Academic Decathlon Team form Moorpark High School in the Moorpark Unified School District in Ventura County.

Summary of Previous State Board of Education Discussion and Action

Periodically, the State Board recognizes and commends exceptional academic achievements by California students. In this case, the exceptional accomplishment of these students was brought to the State Board's attention by Ventura County Superintendent of Schools Chuck Weis (Chair of the NCLB Liaison Team) and State Superintendent Jack O'Connell.

Summary of Key Issue(s)

Moorpark High School's 2003 Academic Decathlon Team

Adam Abed	Paul Ideal	Ashlee Scott
Max Geiger	Nathaniel Jones	Grant Volk
Lindsay Hebert	Kevin Randolph	Tracy Yagi
	Larry Jones, Coach	

The 2003 National Academic Decathlon was held last April in Erie, Pennsylvania. Moorpark High School's team emerged the national champions, successfully challenging 37 other teams from across the United States. The competition involved a variety of subjects, including mathematics, history-social science, music, and "super quiz." Moorpark was proud of the fact that its team included "not only 'A' students, but 'B' and 'C' students as well. The idea is to bring the students together to compete as a team." Moorpark High School previously won the National Academic Decathlon five years ago.

Fiscal Analysis (as appropriate)

N/A.

Attachment(s)

None. Certificates of Commendation will be provided to the team members and coach.

California Department of Education
SBE-001 (New 04/2003)

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 8

JULY 2003 AGENDA

SUBJECT	**X**	**ACTION**
No Child Left Behind: Including but not limited to, update on accountability workbook, consolidated application and Reading First	**X**	**INFORMATION**
		PUBLIC HEARING

Recommendation:

Hear an update on NCLB. Take action as deemed necessary and appropriate.

Summary of Previous State Board of Education Discussion and Action

The purpose of this standing item is to allow CDE and SBE staff to brief the Board on timely topics related to NCLB.

Summary of Key Issue(s)

N/A

Fiscal Analysis (as appropriate)

N/A

Attachment(s)

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

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 9

JULY 2003 AGENDA

SUBJECT		
No Child Left Behind (NCLB) Act: Teacher requirements ("Highly Qualified Teacher"), including but not limited to, Proposed Title 5 Regulations.	X	ACTION
	X	INFORMATION
		PUBLIC HEARING

Recommendation:

Approve proposed regulations, if necessary, that implement the definition for meeting the NCLB teacher requirements approved in concept by the Board in June, for 45-day public comment and review.

Summary of Previous State Board of Education Discussion and Action

At its June meeting, the Board adopted a proposal in concept that would implement the NCLB Teacher Requirements in California, and directed staff to seek technical assistance from the United States Department of Education (USDE) to ensure that the proposal meets all the federal requirements. After receiving advice from the USDE, staff was directed to bring the proposal, with any revisions, and regulations, if necessary, back to the Board in July for further action.

Summary of Key Issue(s)

The staff of the State Board of Education (SBE), the Office of the Secretary of Education (OSE), the Commission on Teacher Credentialing (CTC), and the California Department of Education (CDE) have been working for over a year to develop a definition by which California could meet the Teacher Requirements of the No Child Left Behind Act (also known as the Highly Qualified Teacher requirement). The effort has been to meld the requirement of this new federal law with California's existing teacher preparation and credentialing process, and produce a new system that is as transparent to teachers and administrators as possible while still adhering to the new standards required by NCLB.

SBE staff is currently reviewing the proposal approved by the Board in concept at its June meeting with the United States Department of Education. Once those conversations are completed, SBE staff will determine if any revisions to the proposal are required and draft proposed regulations as necessary. Any revisions and regulations will be provided in the supplemental agenda.

Fiscal Analysis (as appropriate)

N/A

Attachment(s)

The Proposed Regulations, The Initial Statement of Reasons and the Notice of Proposed Rulemaking will be provided in the supplemental agenda.

State of California **Department of Education**

Last Minute Memorandum

To: **STATE BOARD MEMBERS** **Date:** **July 8, 2003**

From: **Karen Steentofte, Chief Counsel, State Board of Education**

Re: **ITEM 9**

Subject **NO CHILD LEFT BEHIND (NCLB) ACT: TEACHER REQUIREMENTS ("HIGHLY QUALIFIED TEACHER"), INCLUDING, BUT NO LIMITED TO, PROPOSED TITLE 5 REGULATIONS**

Attached are proposed regulations for implementing the NCLB Teacher Requirements. The proposed regulations are based on the proposal adopted by the Board in concept at the June 2003 meeting with modifications based on CDE and Board staff 's consultation with staff at the United States Department of Education (USDE) as directed by the Board.

Consultation with USDE suggested that two changes to the "adopted-in-concept proposal" were appropriate. First, while they understood California's need for a limited transition period, they did not see anything in the law that would allow for such a transition period and advised us not to include it. Therefore the transition period in the "adopted-in-concept proposal" has not been included in the proposed regulations.

Secondly, USDE informed us that further Guidance on "Highly Qualified Teacher" would be released in late July or early August and that there would be a question and answer on how one determines if a teacher is teaching at the elementary, middle or high school level. USDE informed us that each State, or even each LEA, could make their own determination based on the curriculum taught. For example, based on the curriculum taught, teachers instructing multiple subjects taught together in one class of sixth or seventh graders could be considered elementary in nature, while eighth grade--where Algebra, foreign languages and other subjects are taught separately-- could be considered middle school. Differentiating teachers by the nature of curriculum taught should help school districts struggling with the NCLB Teacher Requirements in grades 6-8, and perhaps some alternative school programs. The proposed regulations include a definition for "elementary, middle and high school" as a result of this information.

Once approved by the Board, the proposed regulations will be sent out for the 45-day public comment period and will come back to the Board in September. Given that further written Guidance on Title II is expected from USDE before September further revisions to the proposed regulations that will require another 15-day or 45-day public review may be necessary or advisable.

INITIAL STATEMENT OF REASONS

SPECIFIC PROBLEM, ADMINISTRATIVE REQUIREMENT, OR OTHER CONDITION OR CIRCUMSTANCE THAT THE REGULATIONS ARE INTENDED TO ADDRESS

Federal law under No Child Left Behind Act (NCLB) requires that all teachers of core academic subjects meet the federal definition of "highly qualified teacher" no later than the end of the 2005-2006 school year. Schools that receive Title I funds are currently required to hire only teachers that meet the federal definition of "highly qualified teacher." Core academic subjects include English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography (NCLB Section 9101).

While federal law defines the requirements for "highly qualified teacher," some details regarding how the definition is applied in each State must also be determined. Existing State law and these proposed regulations are intended to provide the detail necessary to meet the NCLB Teacher Requirements in California.

SPECIFIC PURPOSE OF THE REGULATIONS

The proposed regulations identify the "rigorous state test" that federal law requires each new to the profession elementary teacher pass, and outlines the "high objective uniform state standard evaluation" that can be used to qualify not new to the profession teachers as "highly qualified." The proposed regulations also define several key phrases to assist school district in complying with the federal law.

AUTHORITY AND REFERENCE

Authority for these proposed regulations is found in Education Code sections 12001. Education Code section 12001 is the general authority for the State Board of Education to adopt rules and regulations for implementing federal law in the State. Reference for these proposed regulations is the federal No Child Left Behind Act (20 USC 6301 et seq.) and associated federal regulations.

NECESSITY

The proposed regulations are necessary to implement the requirements of the federal No Child Left Behind Act. Specifically, the proposed regulations are necessary to identify the "rigorous state test" that federal law requires each new to the profession elementary teacher pass, and outline the "high objective uniform state standard evaluation" that federal law provides to qualify not new to the profession teachers as "highly qualified." The proposed regulations also define several key phrases to assist school districts in complying with the federal law. These details are necessary to assist school districts meet the federal law and allow California to receive and retain federal funding under the federal Title I, Part A.

SUMMARY OF PROPOSED REGULATIONS

Article 1. General
Article 1 provides California specific definitions of key words and phrases in the federal law.

Article 2. Elementary Level Teachers
Article 2 provides California specific details for meeting the federal requirements for ”new” and “not new” to the profession elementary teachers.

Article 3. Middle and High School Level Teachers
Article 3 provides California specific details for meeting the federal requirements for ”new” and “not new” to the profession middle and high school teachers.

Article 4. Teachers Not Meeting NCLB Teacher Requirements
Article 4 identifies the California permits and authorizations that would not meet the federal requirements.

Article 5. One Time Compliance Article
Article 5 clarifies that compliance with the federal requirements must only be accomplished once per subject or grade span taught.

Article 6. Teachers from Out-of-State
Article 6 clarifies that California will accept another State’s determination that a teacher has met the NCLB Teacher Requirements for a particular subject or grade span taught.

DISCLOSURES

The fiscal analysis of these proposed regulations is pending.

The State Board of Education has determined that no alternative considered by the State Board or that has otherwise been identified and brought to the attention of the State Board, would be more effective in carrying out the purpose for which the action is proposed or would be as effective and less burdensome to the affected private persons than the proposed action.

The State Board of Education has made an assessment and determined that the adoption of the proposed regulations will neither create nor eliminate jobs in the State of California.

Title 5. EDUCATION
Division 1. State Department of Education
Chapter 6. Certificated Personnel
Subchapter 7. No Child Left Behind Teacher Requirements

Article 1. General

Add Section 6100 to read:

§6100. Definitions.

For purposes of No Child Left Behind Teacher Requirements, the following definitions shall apply:

(a) Advanced Credentialing: A teacher who has achieved National Board Certification is considered to have Advanced Credentialing.

(b) Credential: A Preliminary, Professional Clear or Life Credential, or any teaching credential issued under prior statutes, that authorizes a person to teach in California K-12 schools

(c) Elementary, Middle and High School: The local educational agency shall determine, based on curriculum taught, by school site, or by each grade at the school site, if appropriate, whether a teacher is hired to teach elementary, middle or high school.

(d) First Day of School: The first day of school is the first day of school that students report to the school per the district school calendar.

(e) Hired: A teacher is hired when they accept employment at the school district. The date a teacher is hired is not affected by a change of assignments or schools within the district. The date a teacher is hired in a district does not affect a teacher's "new" or "not new" to the profession status.

(f) Teacher New to the Profession: A teacher is new to the profession if they have graduated from an accredited institution of higher education and received a credential, or began an approved intern program, on or after July 1, 2002.

(g) Teacher Not New to the Profession: A teacher is not new to the profession if they graduated from an accredited institution of higher education and received a credential, or were enrolled in, or had completed, an approved intern program before July 1, 2002.

Article 2. Elementary Level Teachers

Add Sections 6101 through 6104 to read:

§ 6101. Elementary Teachers.

A teacher who meets NCLB requirements at the elementary level is one who:

(1) Holds at least a bachelor's degree, and

(2) Is currently enrolled in an approved intern program for less than three years or has a credential, and

(3) Meets the applicable requirements in section 6102 or 6103.

§ 6102. Elementary Teachers New to the Profession.

A teacher who meets the NCLB requirements and is new to the profession at the elementary level, in addition to having at least a bachelor's degree and either being currently enrolled in an approved intern program for less than three years or holding a credential, must have passed a validated statewide subject matter examination certified by the Commission on Teacher Credentialing.

§ 6103. Elementary Teachers Not New to the Profession.

A teacher who meets NCLB requirements and is not new to the profession at the elementary level, in addition to having at least a bachelor's degree and either being currently enrolled in an approved intern program for less than three years or holding a credential, must have completed one of the following:

(1) A validated statewide subject matter examination certified by the Commission on Teacher Credentialing

(2) In lieu of the high objective uniform state standard evaluation in subsection 3, National Board Certification

(3) A high objective uniform state standard evaluation conducted pursuant to section 6104 and in conjunction with the teacher's evaluation and assessment pursuant to Education Code section 44662, to determine the teacher's subject matter competence in each of the academic subjects taught by the teacher.

§ 6104. High Objective Uniform State Standard Evaluation.

(a) The high objective uniform state standard evaluation shall be conducted at the time and by the means utilized to satisfy Education Code section 44662, except that (1) subject matter shall be defined as the State Academic Content Standards for the grades and subjects taught, and (2) competency shall be demonstrated by satisfactorily meeting standards 3 and 5.1of the California Standards for the Teaching Profession. The demonstration of subject matter competence shall include some combination of the following:

(1) Classroom observation,

(2) Demonstration of knowledge of the appropriate grade-level and subject State Academic Content Standards, and

(3) Portfolio review of lesson plans and student work for one academic year.

(b) This one time demonstration of subject matter competence shall be evaluated by a person or persons knowledgeable in the State Academic Content Standards for the grade and subject for which the teacher is demonstrating competency.

(c) If the teacher does not satisfactorily meet standards 3 and 5.1of the California Standards for the Teaching Profession as part of the NCLB evaluation, then subject matter competency shall be demonstrated through completion of the Peer Assistance and Review Program for Teachers or other individualized professional development plan, pursuant to Education Code section 44664, aimed at assisting the teacher to meet standards 3 and 5.1of the California Standards for the Teaching Profession.

Article 3. Middle and High School Level Teachers

Add Sections 6110 through 6112 to read:

§ 6110. Middle and High School Teachers.

A teacher who meets NCLB requirements at the middle and high school levels is one who:

(1) Holds at least a bachelor's degree, and

(2) Is currently enrolled in an approved intern program for less than three years or has a full credential, and

(3) Meets at least one of the applicable requirements in section 6111 or 6112.

§ 6111. Middle and High School Teachers New to the Profession.

A teacher who meets NCLB requirements and is new to the profession at the middle and high school levels, in addition to having at least a bachelor's degree and either being currently enrolled in an approved intern program for less than three years or holding a credential in the subject taught, must have passed or completed one of the following for every core subject currently assigned:

(1) validated statewide subject matter examination certified by the Commission on Teacher Credentialing,

(2) university subject matter program approved by the Commission on Teacher Credentialing,

(3) undergraduate major in the subject taught,

(4) graduate degree in the subject taught,

(5) coursework equivalent to undergrad major,

(6) advanced certification or credentialing (National Board Certification).

§ 6112. Middle and High School Teachers Not New to the Profession.

A teacher who meets NCLB requirements and is not new to the profession at the middle and high school levels, in addition to having at least a bachelor's degree and either being currently enrolled in an approved intern program for less than three years or holding a credential, must have passed or completed one of the following for every core subject currently assigned:

(1) A validated statewide subject matter examination certified by the Commission on Teacher Credentialing,

(2) University subject matter program approved by the Commission on Teacher Credentialing,

(3) Undergraduate major in the subject taught,

(4) Graduate degree in the subject taught,

(5) Coursework equivalent to undergrad major,

(6) Advanced certification or credentialing (National Board Certification),

(7) The high objective uniform state standard evaluation pursuant to Article 2, section 6104.

Article 4. Teachers Not Meeting NCLB Teacher Requirements

Add Section 6115 to read:

§ 6115. Teachers Not Meeting NCLB Teacher Requirements.

A teacher does not meet the NCLB teacher requirements for the core academic subject taught if:

(1) Teaching with an Emergency Permits, or

(2) Teaching with a supplemental authorization (except where the supplemental authorization is based on a major or its equivalent in the subject taught) or a local authorizations for the subject taught, or

(3) Teaching with state or local waivers for the grade or subject taught, or

(4) Teaching as a pre-intern.

Article 5. One Time Compliance

Add Section 6120 to read:

§ 6120. One Time Compliance.

Once a school district has determined that a teacher meets the NCLB Teacher Requirements for the grade level and/or subject taught that teacher will not be required to demonstrate that they meet the requirements again for the same grade level and/or subject taught, even if they are later hired by another school district in California.

Article 6. Teachers from Out-of-State

Add Section 6125 to read:

§ 6125. Teachers from Out-of-State.

Teachers who have been found to meet subject matter competency requirements of NCLB in another State shall also be considered to have met those requirements for that particular subject and/or grade span in California. California's credentialing reciprocity with other States is not affected by the requirements of NCLB.

7/08/03

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 10

JULY 2003 AGENDA

SUBJECT		
Report to the United States Department of Education (USDOE) of baseline data to reflect performance indicators listed in Goal #3 – Highly Qualified Teachers, Qualified Paraprofessionals, and High-Quality Professional Development – of the consolidated application for No Child Left Behind (NCLB)	X	ACTION
	X	INFORMATION
		PUBLIC HEARING

Recommendation:

The California Department of Education recommends the Board approve the submission of the data included in the staff recommendation subject to any necessary modifications made with the approval of the Executive Director of the Board.

Summary of Previous State Board of Education Discussion and Action

In June, the State Board approved in concept the California definition of a highly qualified teacher. In the same meeting, the Board adopted guidelines regarding paraprofessional requirements.

Summary of Key Issue(s)

Accountability for NCLB requires providing baseline counts of all non-Adequate Yearly Progress indicators in September 2003. Annual progress reports will be provided through the Consolidated Performance Report.

Goal #3. By 2005-06, all students will be taught by highly qualified teachers (in all core academic subjects).
Performance indicators:

3.1 The percentage of classes being taught by "highly qualified" teachers, in the aggregate, and in "high poverty" schools (quartile of schools with the highest poverty counts).
3.2 The percentage of teachers receiving high-quality professional development.
3.3 The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified.

California has not collected data specifically designed to reflect the indicators. CDE staff will utilize CBEDS data as a proxy to approximate the baseline. Plans are being developed to collect data that better reflects the performance indicators.

Fiscal Analysis (as appropriate)

NCLB, Title I and Title II SEA administrative resources will be used to cover the staff costs associated with developing and reporting these data requirements.

Attachment(s)

A draft of the baseline data will be included in the Supplemental mailing.

State of California
SBE-004 (New 04/2003)

Department of Education

Supplemental Memorandum

To: **STATE BOARD MEMBERS** **Date:** **June 27, 2003**

From: **William W. Vasey, Director**
Professional Development and
Curriculum Support Division

Re: **ITEM #10**

Subject **Report to the United States Department of Education (USDOE) of baseline data to reflect performance indicators listed in Goal #3 – Highly Qualified Teachers, Qualified Paraprofessionals, and High-Quality Professional Development - of the consolidated application for No Child Left Behind (NCLB**)

The California Department of Education (CDE) is requesting approval of the submission of baseline data and annual measurable objectives for Highly Qualified Teachers, High-quality Professional Development, and Qualified Paraprofessionals for inclusion in the report to the U.S. Department of Education (USDOE) for No Child Left Behind (NCLB). This item discusses the procedures, methodology and sources to be used by the CDE to generate baseline counts and perform data collection in future years.

Performance Indicator #3.1 (Highly Qualified Teachers): The CDE recommends approval of Steps 1 through 5 for calculating baseline counts from 2002-03 California Basic Education Database System (CBEDS) Professional Assignment Information Form (PAIF), approval of recommendations for Annual Measurable Objectives and approval of plans to develop Annual Performance Reports.

Performance Indicator #3.2 (High Quality Professional Development): The CDE recommends approval of a baseline count, annual measurable objectives and data collection plans. The CDE seeks the Board's guidance on mechanisms for ensuring that professional development meets the federal definition.

Performance Indicator #3.3 (Qualified Paraprofessionals): The CDE recommends approval of plans for collecting baseline data and developing statewide annual measurable objectives for assuring that all paraprofessionals are qualified.

ATTACHMENT 1 – Performance Goal 3: Data and Reporting

PERFORMANCE GOAL 3: DATA AND REPORTING

Performance Goal 3: By 2005-06 - All students will be taught by highly qualified teachers.

Performance indicator 3.1: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

No Child Left Behind Section 1119 (2) requires that "each state educational agency shall establish annual measurable objectives for each local educational agency and school that, at a minimum- (a) shall include an annual increase in the percentage of highly qualified teachers at each local educational agency and school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-06 school year…"

Issue – Baseline Count 3.1

The California Basic Educational Data System (CBEDS) is used to collect a variety of information related to students and staff in California's public schools. The key part that includes information about certificated staff is the Professional Assignment Information Form (PAIF). The PAIF is the most complete and comprehensive data system available in California for linking teacher qualifications and teacher classroom assignments. However, it was not designed for collecting NCLB-required data. Nevertheless, with appropriate assumptions applied to the data, the PAIF will enable the SBE to provide baseline counts for performance indicator #3.1. The October 2002 PAIF data are now available so the data that follow reflect the data for the 2002-03 school year.

Within the limits of the data, this issue paper provides reasonable, good-faith estimates of baseline counts for the SBE's consideration.

California's adopted-in-concept definition contains two primary elements:

- Being fully credentialed, and
- Having demonstrated subject-matter competency in the subjects one currently teaches.

Creating the baseline requires cross-referencing every core academic subject class by the credential and subject matter authorizations of that class's teacher.

For elementary classes, this means establishing whether each classroom teacher has an elementary credential or is enrolled in an approved intern program and whether that teacher has demonstrated subject-matter competency as required by NCLB. In California that means the teacher has passed a rigorous state test or, if "not new to the profession,"has demonstrated subject-matter competence through a High Objective Uniform State Standard of Evaluation

(HOUSE). The PAIF database does report whether teachers have elementary credentials, but does not provide information on whether the teacher passed a rigorous State test. The SBE will be asked for guidance on this issue (see Step 2).

Determining which classes are taught by highly qualified teachers at the secondary level is a more complex process. PAIF identifies the subject matter area of every class assignment (most teachers will have between 4 and 6 assignments, some in the same subject matter areas). Using this data, we were able to identify core academic subject classes for inclusion in the analyses.

PAIF also reports the classroom teachers' credentials or whether they're enrolled in an approved intern program and areas in which they are authorized to teach. For every teacher, we can reasonably assume that one of their subject matter authorizations was earned through completing requirements for their single-subject secondary credential. However, we can't make the same assumptions about all authorizations held by teachers with multiple authorizations (25,138 individuals report having between 2 and 4 authorizations each). This is because there are several possible routes an individual can complete to gain a supplemental authorization, only some of which are NCLB compliant. We provide a recommendation to address this uncertainty (see Step 3).

Baseline Count 3.1

Five steps are needed to establish baseline counts on the percentage of core academic subject classes being taught by "highly qualified" teachers. These are:

Step 1. Establish the number of core academic classes taught in California. (Numbers will be reported separately for elementary and secondary schools.)

Step 2. Establish an assumption about the percentage of elementary teachers likely to have passed a rigorous state test for demonstrating subject-matter competency.

Step 3. Establish a baseline of the number of secondary, single-subject teachers likely to have demonstrated subject-matter competency as a function of their single-subject, secondary credential.

Step 4. Create a baseline count (as a percentage) of core academic subject classes taught by highly qualified teachers in the aggregate.

Step 5. Create a baseline of the percentage of core academic subject classes in high poverty schools that were taught by highly qualified teachers.

The following is a discussion of these five steps.

Step 1. Establish the number of core academic classes taught in California. (Numbers will be reported separately for elementary and secondary schools.) This number becomes the denominator for calculating the percentage for the baseline.

Analyses indicate there were 176,384 elementary, multiple-subject classes and 472,907 secondary classes (most that were subject-specific).

Applying the NCLB requirements to California's teachers requires that different assumptions be applied to elementary, multiple-subject teachers than to single-subject, secondary teachers. To understand the impact of each of the options presented below, it's necessary to utilize the denominator (total number of core academic classes) that applies to each grade span.

Step 2. Establish an assumption about the percentage of elementary teachers likely to have passed a rigorous state test for demonstrating subject-matter competency.

This number includes teachers who passed a rigorous state test as well as those who completed credential requirements through the coursework option. The California Commission on Teacher Credentialing (CCTC) indicates that about 60% of the multiple-subject credential holders have passed the MSAT and, therefore, that about 40% followed the course completion pattern, e.g., the liberal studies major. At present, it's impossible to link credential history data (from the CCTC) with class assignment data from the PAIF. (Options for remedying this data limitation are presented in Issue #3 – Annual Performance Reports for 2003-04, 2004-05, and 2005-06.) For baseline determinations, the SBE is being asked to provide guidance. Two options are presented.

Option 1. Assume that the CCTC data is representative of all teachers currently in elementary, multiple-subject classrooms. Using this figure, we can extrapolate that about 88,540 (60% of elementary credential holders) satisfy the NCLB requirement. These teachers are responsible for 93,108 classes, or 53% of all elementary classes. This assumption would create a baseline percentage of 53%.

Option 2. Assume that individuals who followed the course completion pattern are more likely to populate the classroom (given the greater resource investment required for coursework completion) and, therefore, that the percentage of highly qualified teachers in elementary classrooms was less than 60%. An assumption of 50% would result in 73,784 elementary teachers who taught the 79,257 courses that were taught by highly qualified teachers. This assumption would create a baseline percentage of 45%.

Recommendation: Adopt Option 1

Step 3. Establish a baseline of the number of secondary, single-subject teachers likely to have demonstrated subject-matter competency as a function of their single-subject, secondary credential.

Analyses show that 472,907 core academic subject classes were taught in California secondary schools in 2002-03. There were 132,947 teachers assigned to those classes.

To satisfy NCLB requirements at the secondary level, teachers must be credentialed and have demonstrated subject matter competency for every core subject they teach. In California, individuals who completed a single-subject credential satisfy the NCLB requirement for any classes they teach in that subject area. However, individuals who are authorized to teach additional subject matter areas may have gained that authorization through the supplemental authorization process which does not require a major or a major equivalent in coursework. The CCTC is unable to determine the proportion of single subject supplementary authorizations that were granted through completion of a major or major-equivalent (NCLB compliant) vs. completion of a minor or its equivalent of coursework (not NCLB compliant).

Available data indicates that 88,457 (66%) of secondary school teachers have a secondary/single-subject credential in California. Of those, about 62,000 have only one core academic subject area authorization. A smaller percent of teachers with a single authorization are teaching only in their subject-matter areas, about 29,280 individuals. These teachers represent about 131,765 subject classes. We can reasonably assert that these classes satisfy the NCLB requirements. This leads to a baseline of 28% for the secondary grade span.

Available data don't permit determination of the relationship between the remaining 72% of secondary classes and the qualifications of each class' teacher. A large number of these teachers do satisfy the NCLB requirements for, at least, part of their teaching assignment in core academic subjects and some of those will satisfy the requirements in all part of their16 academic subject classes. This baseline reflects a conservative approach to using the available data.

Step 4. Create a baseline count (as a percentage) of core academic subject classes taught by highly qualified teachers in the aggregate.

The United State Department of Education (USDOE) requires submission of a single baseline count for Performance Indicator 3.1. This requires the SBE/CDE to create a single indicator from the separate grade-span baselines presented above.

Percent of Core Academic Classes Taught by NCLB Compliant Teachers

	Core Academic Classes	Core Academic Classes Taught by NCLB Compliant Teachers
Core elementary Classes	176,384	93,108
Core Secondary Classes	472,907	131,765
Total Core Classes	649,191	224,873
Percentage of Core Classes Taught by NCLB Compliant Teachers		34.6%

*These calculations assume the SBE accepted the recommendation of the CDE on Step 2.

Step 5. Create a baseline of the percentage of core academic subject classes in high poverty schools that were taught by highly qualified teachers.

For this purpose high poverty schools are the 25% of California schools with the highest rate of poverty. We will use the same methodology as presented above to generate this figure.

Issue--Annual Measurable Objective 3.1

The USDOE requires that states adopt the Highly Qualified Teacher Goal (#3) if the state utilized the Consolidated Application mechanism for gaining federal NCLB funds. Goal #3 states that, by 2005-2006, all students will have highly qualified teachers in their core academic subject classes. Once states define how the Highly Qualified Teacher requirements apply in their respective systems, they must create annual performance targets (Annual Measurable Objective) for achieving the 100% goal.

Once the assumptions for the Baseline Count for 3.1 have been determined, we can examine the size of the "gap" between baseline count and goal. With information on the distribution of teachers who do not satisfy the NCLB requirement, it's possible to establish some expectations about the rate at which California schools are likely to reflect the NCLB goal.

Step 1. Establish an expectation for the rate at which teachers who have not yet demonstrated subject-matter competence as required by NCLB will be certified as highly qualified in each of their subject-matter areas.

Option 1. *Establish the State's Performance Target as three equal increments between the baseline count and the goal of 100%.*

Timing of the HOUSE option will be tied to the Stull Act cycle so we are likely to see significant increases in each of the next two years.

Option 2. *Establish a "balloon" trajectory that estimates a large increase in NCLB compliant teachers during the first year, and a lower rate of growth in the following two years.*

Advantage: Option 2 creates a pressure to satisfy the NCLB requirements in the near future rather than in the second or third years. This may increase the likelihood that California LEAs and statewide can achieve the 100% goal.

Disadvantage: Option 2 may establish an unreasonable expectation for growth that cannot be met by California LEAs. It requires California schools to proceed more quickly than the federal law requires.

Option 3. *Establish a trajectory that "balloons" during the third year (2004-05 to 2005-06).*

Advantage: Buys time for districts to organize their resources and staff to comply with the NCLB requirement. Increases the likelihood that California will achieve its Performance Targets for the first two years. Allows the SBE to monitor the rate of growth and introduce interventions as necessary.

Disadvantages: Decreases emphasis on achieving this important goal, particularly during fiscally impacted years. May dissuade LEAs from targeting limited funding towards the goal with the result that fewer LEAs achieve the goal by the end of the third year.

Recommendation: Adopt Option 1

Issue – Annual Performance Reports for 2003-04, 2004-05, and 2005-06

Each state is required to provide annual performance reports that document that state's gains on the NCLB Performance Indicators. As stated above, California doesn't have a mechanism for collecting teacher qualification and assignment data that aligns with NCLB specifications. Creating such a data system would normally require two to three years.

The CDE has, in place, the PAIF data system that can be modified to collect data for performance indicators 3.1 for the October 2004 collection. The October 2003 survey was completed some time ago and cannot be modified. To improve the quality of data reported in the first Annual Performance Report (for 2003-2004), the CDE recommends utilizing the 2003 PAIF survey data in the same way it was utilized to generate the baseline data and to cross-check the validity of that data by collecting similar information via the Consolidated Application (ConApp to distinguish it from the State's Consolidated Application to the USDOE). By combining data from different sources, the accuracy of California's Performance Report will be substantially increased.

Option 1. *Modify the PAIF to reflect all teacher-level information required to determine whether a teacher's classes were taught by a highly qualified individual.*

Advantage: CDE would collect and manage all NCLB teacher quality data.

Disadvantage: CDE would need to modify its current data collections substantially to allow collection of NCLB data. Much of the data collection would be redundant with that currently collected by, or stored by, the CCTC.

Option 2. *Enter into a Memorandum-of-Understanding with the CCTC to enable the agencies to link databases (without using social security numbers).*

Advantages: Reduces redundant data collection by the CDE since the CCTC has teacher credential and supplementary authorization data. In addition, the CCTC intends to modify its credential system (and data collection system) to reflect requirements of NCLB.

Disadvantages: Requires a long-term MOU between two state agencies and the associated administrative burden.

It is our intention to explore each of these options. It is our preference to make Option 2 work.

The table reflects data collection and reporting options:

Source of Data	2002-03 Baseline	2003-04 First Annual Performance Report	2004-05 Second Annual Performance Report	2005-06 Third Annual Performance Report
Unchanged PAIF	X			
Unchanged PAIF		X		
Modified ConApp		X	X	
Modified PAIF			X	X
Integrate files with the CCTC			X	X

Performance indicator 3:2: The percentage of teachers receiving high-quality professional development (as the term is defined in section 9101 (34).

No Child Left Behind Section 1119 (2) requires that "each state educational agency shall establish annual measurable objectives for each local educational agency and school that, at a minimum- (b) shall include an annual increase in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers …."

Baseline Count 3.2

This is a baseline calculation using statewide professional development programs that clearly meet the NCLB definition of "high quality professional development" and that have databases with teacher level counts. There are many statewide and local programs that are not represented in the baseline count. These programs would meet the definition of "high quality professional development," however; teacher counts are not available at this time. Therefore, what is presented is a baseline count that is a very conservative estimate of the overall "high quality professional development" opportunities available to the teacher workforce.

Step 1. Total classroom teacher workforce in 2002-03 was 309,775.

Step 2. Total classroom teachers participating in "high quality professional development" statewide programs that are mutually exclusive in 2002-03 was 41,599. (Pre-Intern, Intern, Induction, or National Board Certification.) With an N= 41,599, 13.4% of the teacher workforce participated in the programs in Step 2. (See Chart 1)

Step 3. Total classroom teachers participating in "high quality professional development" statewide programs that are not mutually exclusive but have teacher counts is 42,195. (Reading and Mathematics Professional Development AB466, Reading Excellence Act, Support for Secondary Schools Reading). (See Chart 1)

Step 4. An estimate of the number of individual teachers participating in at least one statewide "high quality professional development" program that was non mutually exclusive in 2002-2003.

Assumption: Step 3 program participants were distributed evenly across the workforce.

Estimate the number of individuals participating in more than one program. Subtract the rate of participants in Step 2 from statewide programs in Step 3 (13.4%). Subtract an additional 3 % percent to estimate the number of individuals who may have participated in more than one program in Step 3.

With an N = 42,195 – 16.4% (42,195) = 35,275 participants in not mutually exclusive statewide "high quality professional development" programs.

Step 5. Baseline estimate of the percentage of individual California teachers receiving high quality professional development in 2002-03 is (N= (41,599 + 35,275 = 76,874) 24.8% of the teaching workforce.

Baseline Year 2002-2003 = 76, 824 (24.8%) of the total classroom teachers participated in "high quality professional development."

Annual Measurable Objectives

There are two parts to Performance Indicator 3.2. The first requires that we establish an annual measurable objective for participation in “high quality professional development” for the teacher population, as a whole. The second requires that we establish an annual measurable objective for the participation in “high quality professional development” for the teachers who are “not highly qualified.”

Part 1
Establish a straight-line trajectory from the base year for expected teacher participation in “high quality professional development.”

The percentage of teachers engaged in high quality professional development, in the aggregate, will increase from:

2002-03 = 24.8% (Baseline Year)
2003-04 = 50%
2004-05 = 75%
2005-06 = 100%.

Recommendation: Adopt Part 1.
Sets out a reasonable and achievable expectation for increasing numbers of California teachers to participate in “high quality professional development” that will improve teaching and student performance.

Part 2*: Option 1*
Establish a trajectory that is the same as what we expect for the teacher population as a whole. Note: Baseline specific data is not available at this time.

The percentage of "not highly qualified" teachers engaged in high quality professional development will increase from:

2002-03 = (Insufficient data available at this time)
2003-04 = 50%2004-05 = 75%
2005-06 = 100%

Advantages
Establishes an achievable goal based on what we expect everybody to do.

Disadvantages
May not provide sufficient incentive and direction of resources to move teachers quickly to the "highly qualified" category to be compliant with NCLB law. Also, may send a mixed message to the teacher workforce and LEAs that we expect only normal progress for “not highly qualified teachers” to participate in development that will promote compliance with NCLB requirements.

Part 2: *Option 2*
Establish a trajectory that creates high expectations for "not highly qualified teachers'" participation in "high quality professional development." Note: Baseline specific data is not available at this time.

The percentage of "not highly qualified" teachers engaged in high quality professional development will increase from:

2002-03 = (Insufficient data available at this time)
2003-04 = 95%
2004-05 = 100%
2005-06 = 100%

Advantages
Prioritizes the issue of "not highly qualified" teachers and sends a focused, urgent message to teachers and LEAs.

Disadvantages
May not be doable or realistic. Good, but challenged schools may miss the target yet be making steady progress toward the goal. Teacher morale may be impacted.

Recommendation: Adopt Option 2

Data Collection

Beginning in 2003-04 and each year after we will utilize the Consolidated Application to collect data. Each year on the Consolidated Application, the LEA will report:

1. Total number of classroom teachers at each school site.
2. Total number of teachers at each school site who are "not highly qualified."
3. Total number of teachers participating in "high quality professional development" at each school site.
4. The number of "not highly qualified" teachers at each site participating in "high quality professional development."

Issue -- Applying the NCLB definition of "high quality professional development."

How shall programs of professional development be reviewed to determine whether or not they conform to the definition of "high quality professional development" for purposes of NCLB compliance?" (as the term is defined in section 9101 (34).

Suggestions

1. The California Department of Education shall conduct an internal review of statewide programs to determine which ones meet the NCLB definition of "high quality professional development." Recommendations for modifications will be made at a future date. CDE will provide technical assistance to LEAs who will establish a review process for local programs to determine whether or not they meet the definition.

2. LEAs will assure that any program of professional development used for NCLB reporting conforms to the definition of high quality professional development.

Chart 1

Teacher level data on selected California programs that meet the NCLB definition of High Quality Professional Development.

High Quality Professional Development NCLB Act of 2001, Title IX – general Provisions, Part A – Definitions, Sec. 9101. Definitions	**California Programs that meet the NCLB definition**	**2002-2003 teachers** (N)
PROFESSIONAL DEVELOPMENT includes activities that • increase knowledge of core subjects to become highly qualified; • are integral to educational improvement plans; • give teachers skills to help students meet State standards, • improve classroom management; • are sustained, intensive, classroom-focused • not one-day or short-term workshops or conferences; • support teacher's training to become highly qualified, • support instructional strategies based on scientifically based research • support strategies for improving student academic achievement; • aligned with and directly related to State academic content standards, student achievement standards, and assessments; and Programs • are developed with extensive participation of individuals served under this Act; • increase appropriate language and academic support services to limited English proficient students, including the appropriate use of curricula and assessments; • provide teachers and principals with technology applications to improve learning in the core subjects; • are regularly evaluated for impact with the findings used to improve the quality, • provide methods of teaching children with special needs; • provide ways that site level educators may work more effectively with parents.	***Pre-Internship Program*** 1-2 years of support for teachers to become highly qualified in their content area.	9,548 (in the program)
	Internship Program 1-2 years of support in an alternative program for teachers who have met content requirements and need their preliminary credential.	8,715 (in the program)
	Induction/BTSA 2 years of support and assessment for teachers who need to clear their preliminary credential.	21,600 (in the program)
	National Board for Professional Teaching Standards 1 year of support and assessment to prepare and take the assessments.	1,700 (in the program)
	Reading and Mathematics Professional Development Program AB 466 Training 40 to 120 hours of training and support for standards based instructional materials and grade appropriate intervention strategies.	21,748 (Reading) 5,367 (Math)
	Reading Excellence Act Two years of intensive, ongoing training including coaching, on scientifically based and standards-based reading instruction.	1,568
	Support for Secondary Schools Reading (SSSR) Intensive development of strategies to improve reading achievement based on student needs. For administrators and teachers in 4-12th grade.	13,512

Performance Indicator 3.3: Percentage of Paraprofessionals Who Are Qualified

No Child Left Behind Section 1119 requires that paraprofessionals who assist in instruction in Title I programs shall have:

A. Completed at least two years of study at an institution of higher education;

B. Obtained an associate's (or higher) degree; or

C. Met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment--

Knowledge of, and the ability to assist in instructing reading, writing, and mathematics (or reading readiness, writing readiness, or mathematics readiness).

All paraprofessionals assisting in instruction in Title I programs must also have a high school diploma or its recognized equivalent.

Through the NCLB Consolidated State Application California assures that all paraprofessionals, excluding those working with parents or as translators, attain the qualifications stated in Sections 1119(c) and (d) by the 2005-06 school year.

Baseline Count 3.

There are 110,779 paraprofessionals employed in California Local Education Agencies (LEAs). Title I data from the Consolidated Application and CBEDS data indicate that 65,142 of this group are employed to assist in instruction in Title I programs. Districts do not currently have baseline data to report how many of those employees meet the NCLB paraprofessional requirements. Many districts have not yet implemented the assessment option for meeting the requirements, but will be doing so over the next few months. In limited, informal surveys, district Title I and Human Resource Directors report that approximately 15-30% of currently employed Title I teacher aides may meet the requirements.

Annual Measurable Objectives

Option 1: *Since NCLB does not specify that each LEA must meet annual measurable objectives toward meeting the paraprofessional requirements, data could be reported as a statewide average e.g., 100% of Title I paraprofessionals employed in California Local Education Agencies will meet the NCLB requirements by 2005-06, at the following average rate of progress on a straight-line projection:*

2002-03: 20% (statewide, conservative estimate)

2003-04: 47%

2004-05: 74%

2005-06: 100%

Option #2: *Each LEA could be asked to develop annual measurable objectives for meeting the NCLB paraprofessional requirements using the following algorithm, so that 100% of Title I paraprofessionals employed by the LEA meet the requirement by 2005-06: Subtract the baseline percentage from 100%, and divide by three to obtain the minimum annual percentage point increase over the next three years. For example:*

2002-03: 40% Individual LEA Baseline

2003-04: 60%

2004-05: 80%

2005-06: 100%

Recommendation: Adopt Option 1

Data Collection

Option #1: *The total number of Title I paraprofessionals and the percentage of those paraprofessionals who meet the NCLB requirements will be collected from LEAs in the Consolidated Application, Part II, beginning in fall 2003. The Coordinated Compliance Review process will be used to monitor LEA implementation of the paraprofessional requirements. Data collected will include the following:*

1). Number of paraprofessionals who assist in instruction in Title I programs

2). Number of Title I paraprofessionals who assist in instruction and meet the NCLB requirements

Option #2: The total number of Title I paraprofessionals and the percentage of those *paraprofessionals who meet the NCLB requirements will be collected from LEAs in a separate, electronic data collection instrument to be developed. Data collected will include the same two categories as in Option #1.*

Recommendation: Adopt Option 1

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 11

JULY 2003 AGENDA

SUBJECT		
Approval of Local Educational Agency (LEA) Plans required by Title I, Section 1112 of No Child Left Behind Act of 2001	X	**ACTION**
	X	**INFORMATION**
		PUBLIC HEARING

Recommendation:

Staff recommends adoption of the following list of LEA Plans.

Summary of Previous State Board of Education Discussion and Action

None.

Summary of Key Issue(s)

The No Child Left Behind (NCLB) Act of 2001 mandates local educational agencies to develop a Local Educational Agency (LEA) Plan as a requirement for receiving federal funding subgrants for NCLB programs. LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements.

The LEA Plan serves multiple purposes:

- Five-year plan operational from July 1, 2003 through June 30, 2008
- Annual update of LEA program implementation
- Guide to implement federal and state-funded programs, allocation of resources, and reporting requirements
- Blueprint for students to achieve the state content standards
- Single, coordinated, and comprehensive plan describing services for all students
- Basis for a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation
- Summary of all existing federal and state plans that can establish a focus for raising academic performance for all students.

In developing the LEA plan, LEAs responded to the SBE adopted performance goals, indicators and additional mandated information.

Fiscal Analysis (as appropriate)

The purpose of the LEA Plan is to verify compliance with program requirements to ensure that program funds are spent to increase student performance. The LEA Plan is mandated by NCLB for LEAs that receive federal funding. A LEA may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency plan, approved by the State educational agency, that is coordinated with the other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate. The plan describes the actions LEAs will take to ensure that programmatic requirements are met.

Attachment(s)

A list of the recommended LEA Plans will be included in the supplemental board item.

State of California
SBE-006 (New 04/2003)

Department of Education

Last Minute Memorandum

To: **STATE BOARD MEMBERS** **Date:** **July 8, 2003**

From: **Larry Jaurequi, Assistant Superintendent**

Re: **ITEM # 11**

Subject **APPROVAL OF LOCAL EDUCATIONAL AGENCY (LEA) PLANS REQUIRED BY SECTION 1112 OF NO CHILD LEFT BEHIND ACT OF 2001**

Attached for Board approval are four lists of 1,040 LEA Plans. These Plans are required under No Child Left Behind (NCLB) so that LEAs may receive federal categorical aid for educational programs.

The LEA Plans (Plan) submitted by local school districts, county offices of education, and direct-funded charter schools underwent a comprehensive review process beginning on June 2, 2003, continuing to the present. The process included the following five steps:

- Upon receipt, Plans were prescreened for basic requirements such as signatures, local board approval verification, and required content areas based on federal and state programs operating in the LEAs. LEAs were contacted for missing information.

- An LEA Plan database was created to log pertinent information such as date received, date reviewed, complete or incomplete basic requirements, date of response to incomplete Plans, and recommendations about approval status.

- During the two-week Readers' Conference review period from June 9 – 20, 2003, six program-specific tables of readers reviewed Plans that addressed the five NCLB goals and the Title I Mandatory section of the LEA Plan application form. Each Plan had multiple readers with program expertise in the specific goal or section of the Plan. Readers reviewed each Plan for adherence to basic requirements of the LEA Plan application form. In total, there were 152 readers, 93 from CDE and 59 from outside CDE.

- The findings from the multiple readers were sent to the Summary Table where reviewers with broad-based program knowledge checked each Plan for completeness or to identify missing information. If information was found to be missing, the Plan was sent to the Technical Assistance Table.

Technical Assistance Specialists representing the five goals, and the high school and Title I Mandatory sections verified the missing information and contacted the LEA either by phone or fax. They clarified the issues and provided assistance for information to be faxed or mailed. Responses were reviewed for completeness. Once complete, a Plan was recommended for full approval.

To accomplish the last three processing steps, the following criteria applied to **all LEA Plans** submitted for review and recommendation for approval. Each Plan had to include **a comprehensive description** about

- The following five NCLB goals

  --Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014
  --Goal 2: All limited English proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
  --Goal 3: By 2005-06, all students will be taught by highly qualified teachers.
  --Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.
  --Goal 5: All students will graduate from high school.

- Title I mandatory requirements

In addition, Plans had to include the following basic requirements:

- A district profile
- A description of high quality local assessments
- Signature of the LEA superintendent
- Approval of the local governing board

As a result of the comprehensive review process, CDE staff is recommending 645 LEA Plans for **full approval**. These Plans are complete, having met the criteria listed above as well as the basic requirements of the LEA Plan application form. This group contains 629 LEAs and 16 charter schools.

Please see the following attachments.

Attachment 1: Full SBE Approval-Districts and COEs (Pages 1-31)
Attachment 2: Full SBE Approval-Charter Schools (Pages 1-1)

The preceding Plan criteria and processing steps applied to **all LEA Plans** received. This comprehensive review process yielded another group of 395 LEA Plans recommended for **provisional approval**. This group includes 354 LEAs and 41 charter schools.

The reasons for the provisional status include the following:

- Lack of authorized LEA superintendent signature
- Lack of formal Plan approval by the local governing board
- Missing element(s) in a Plan goal section

Plans in the provisional approval category tend to have only one item needing completion. There are no Plans on this list that require extensive technical assistance to the submitting LEAs to correct their submittals.

Throughout June, LEAs have been prompt in providing Plan information requested. However, the closure of many LEA offices in the summer poses a delay in CDE's receiving additional Plan information. Thus, CDE staff is recommending that the LEAs on this list receive provisional Board approval, having until Friday, August 29 to complete their Plans. Provisionally-approved Plans incomplete after this date would not be eligible to receive federal education categorical aid until receiving Board full approval at a later date.

Please see the following attachments.

Attachment 3: Provisional SBE Approval-Districts and COEs (Pages 1-17)
Attachment 4: Provisional SBE Approval-Charter Schools (Pages 1-3)

Full SBE Approval - Charter Schools

CD_CODE	*SCH_CODE*	*NAME*
1964584	1996305	Gorman Learning Center
1964691	1996438	Environmental Charter
1964733	6119903	Las Familias Del Pueblo Value
1964733	6119945	Magnolia Science Academy
1964733	6119895	Pacifica Community Charter
1964733	6120489	Para Los Ninos Charter School
2673668	2630085	Sierra Charter
3768023	6111322	Discovery Charter
3768338	6061956	Memorial Junior High
3768338	6114961	Nubia Leadership Academy (Char)
3768338	6061964	O'farrell Community Charter
3768338	6119598	King/Chavez Academy Of Excellence
4169005	6044473	Garfield Charter (Elem)
4970953	6111678	Sonoma Charter (Elem)
5010504	5030234	Valley Business High
5171464	5130125	Yuba City Charter

Provisional SBE Approval - Charter Schools

CD_CODE	*SCH_CODE*	*NAME*
0761705	6118160	Homesmartkids Of Knightsen
0761796	0730580	Alternative Education Learning Center
1030782	0000000	Center For Advanced Research/Tech
1062166	6118095	Cornerstone Academy
1062166	1030733	Fresno Prep Academy
1062166	1030667	New Millenium Charter
1062166	1030642	School Of Unlimited Learning
1062539	6112387	West Park Charter Academy
1262927	1230150	Pacific View Charter
1575630	1530500	Ridgecrest Charter
1964584	1996677	Lifeline Education Charter School
1964709	1996313	Animo Leadership High
1964733	1996636	Community Harvest Charter School
1964733	1996594	Discovery Charter
1964733	6119044	Multicultural Learning Center
1964733	6117949	Valley Community Charter
1964733	6019715	Vaughn Next Century Learning Center
2365615	2330454	Accelerated Achievement Academy
2573585	2530129	Modoc Charter

CD_CODE	SCH_CODE	NAME
2766092	6118962	International School Of Monterey
3066670	6119127	El Sol Santa Ana Science And Arts C
3066670	3030723	Orange County High School Of The A
3367215	6119788	Rehoboth Charter Acdemy
3667850	3631116	Carter-Walters Preparatory School Of
3768023	6115778	Chula Vista Learning Community Cha
3768130	3732732	Helix High
3768189	6120901	Barona Indian Charter
3768338	6113211	Mcgill School Of Success
3768338	6120943	Promise Charter School
3768338	6039457	Darnall E-Campus Charter
3768338	3731395	Audeo Charter
3775614	6119275	All Tribes American Indian Charter
3868478	3830411	Leadership High (Char)
4168999	4130118	East Palo Alto High School
4169005	4130100	Aurora High
4369427	4330726	Escuela Popular Accelerated Family L
4369583	6118541	Charter School Of Morgan Hill
4970912	6116958	Kid Street Charter
4970920	6119150	Roseland Accelerated Middle School
5071134	6118178	University Charter School

Provisional SBE Approval – Charter Schools

CD_CODE	SCH_CODE	NAME
5071134	6119705	Summit Charter Academy

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 12

JULY 2003 AGENDA

SUBJECT		
Approval of Supplemental Educational Service Providers required by Title I, Section 1116(e) of No Child Left Behind Act of 2001	X	ACTION
	X	INFORMATION
		PUBLIC HEARING

Recommendation:

Staff recommends adoption of the list of providers for Supplemental Educational Services.

Summary of Previous State Board of Education Discussion and Action

The State Board of Education (SBE) approved, at the May 2003 meeting, the emergency regulations, annual notice to potential providers and the revised providers application. The Board approved, at the June 2003 meeting, 21 applications on an one-year provisional basis.

Summary of Key Issue(s)

Supplemental Educational Services to low-achieving, low-income students are required by Section 1116(e) of the No Child Left Behind (NCLB) Act of 2001. The California Department of Education (CDE) is responsible for establishing a list of approved providers, as described in Section 1116(e)(4) of NCLB.

Supplemental Educational Services include "tutoring and other academic enrichment services" that are:

- Chosen by parents
- Provided outside the school day
- Research-based
- High quality
- Designed specifically to increase the academic achievement of eligible children

The application process is open on an on-going basis. In the future applications will be presented to the SBE on a monthly basis. Applications were received, evaluated and are being recommended for approval. Each application was evaluated by at least two readers against a four-point rubric based on the SBE-adopted criteria. Also, the Supplemental Educational Service Providers survey results were reviewed with the application. The narrative section of the application describes the four elements of the criteria:

Element I. Program
Element II. Staff
Element III. High Quality Research and Program Effectiveness
Element IV. Evaluation/Monitoring

Fiscal Analysis (as appropriate)

Federal revenues will be apportioned to LEAs to support the use of supplemental educational services. LEAs must use a minimum of 5 percent and a maximum of 15 percent of the Title I, Part A allocation for supplemental educational services, unless a lesser amount is needed. Title V, Part A Innovative Program funds can be also used to support supplemental educational services.

Attachment(s)

A list of recommended supplemental providers will be included in the supplemental board item.

State of California
SBE-006 (New 04/2003)

Department of Education

Last Minute Memorandum

To: **STATE BOARD MEMBERS** **Date:** **July 1, 2003**

From: **Dr. Larry Jaurequi**
Assistant Superintendent

Re: **ITEM 12**

Subject **APPROVAL OF SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDERS REQUIRED BY SECTION 1116(e) OF NO CHILD LEFT BEHIND ACT OF 2001**

Attached is the list of applicants to become supplemental educational services providers.

All applications were logged into a database and then evaluated against the existing rubric. The providers that reapplied were also reviewed against the data and information provided in the Supplemental Educational Service Survey conducted by WestEd. In addition, each provider submitted the revised application adopted by the State Board of Education in May 2003. The providers demonstrated a record of effectiveness in accordance with the emergency regulations.

Attached is a list of 80 applicants recommended for approval. This list includes the applicant's name, web-based services available, new or reapplicant status, and a brief program description.

Please see the following attachment:
Attachment 1: COHORT 4 SUPPLEMENTAL SERVICES PROGRAM DESCRIPTION (Pages 1-5)

NO	APPLICANT	WEB-BASED	NEW	REAPPLIED	PROGRAM DESCRIPTION
1	A + Educational Centers			Yes	Provides tutoring service in English/language arts mathematics, and other subjects; K-12; statewide, 1:1 and small group instruction.
2	ABC-Learn, Inc.			Yes	Provides tutoring services in reading, mathematics; statewide K-12; instruction via a personal tutor or small group sessions.
3	Achievement Technologies	X		Yes	Provides web-based program acceptable statewide to provide tutoring for grades K-12 and adults in English/language arts and mathematics.
4	ARC Associates				Provides instruction in reading/language arts and mathematics for grades 3-11 in small groups. Also can provide services in grades K-2 as requested.
5	Action Learning Systems, Inc.			Yes	Provides statewide, K-12, tutorial services in 1.3, 1.4 or 1.5 ratio in reading, mathematics, and other subjects.
6	Adelanto School District		Yes		Provides elementary/middle school after school tutoring program in reading/mathematics for students in Title I Program Improvement Schools.
7	Alum Rock Union Elementary School District			Yes	Provides supplemental instruction in the area of mathematics and language arts for middle school in small groups, after school and on Saturdays.
8	Beyond the Bell Branch				Provides tutorial services in reading/mathematics in grades 1-8 (reading esl) and grades 9-12 in small groups on Saturdays.
9	Boys & Girls Clubs of America			Yes	Provides after school, evenings, and limited Saturday tutorial programs in English/mathematics state-wide; K-12 small groups and individual tutoring.
10	BrainFuse	X		Yes	Provides online tutorial services in reading and mathematics statewide via the internet.
11	Butte County Office of Education			Yes	Provides tutoring for students grades K-12 in schools districts in the county in language arts/mathematics via small groups and 1:1 sessions.
12	Calaveras Unified School District		Yes	Yes	Provides K-12 tutorial services in language arts, mathematics, and science; before and after school, and intersession 1:1, small groups, or computer assisted instruction.
13	Chaffey Joint Unified School District			Yes	Provides 1:1, small group and computerized instructional services in English/language arts and mathematics to students in grade levels 9-12
14	Corcoran Joint Unified School Dist.		Yes		Provides K-8 tutorial services in reading, mathematics, and writing; after school and summer school programs in small groups (max of 10) 1:1 tutoring.
15	Creative Education Institute		Yes		Provides a highly individualized tutorial process focused on K-12 reading, 1:1 tutorial and lab setting.
16	Dream Builders			Yes	Provides statewide individualized tutorial services in reading/mathematics to grades 1-12.

17	Ebony Counseling Center			Yes	Provides after school and weekend tutorial services to elementary students and their families in reading, mathematics and the subjects in cooperative learning groups.
18	Educational Clinics, Incorporated			Yes	Provides a performance based program which assists dropout and at risk students to return to school. Tutorial services are provided in language arts/mathematics, in small groups.
19	Educational and Tutorial Services			Yes	Provides the South Bay region of Southern California with 1:1 tutoring for grades K-12 in English/language arts and mathematics, this program will develop individualized tutorial plans.
20	Escondido Union School District			Yes	Provides extra academic support in K-8 mathematics/reading, in small groups and (1.8 ratio reading, and 1.10 ratio mathematics) 2-3 times/week for at least 30 weeks.
21	Franklin-McKinley School District			Yes	Provides after school, intersession, and Saturday school intervention activities in reading/language arts/mathematics via small group/individual tutoring.
22	Fontana Unified			Yes	Provides services to district students at grades K-6 in areas of reading/language arts and mathematics in small groups or on an individualized basis.
23	Grant Joint Union HSD			Yes	Provides a comprehensive accelerated learning language arts program for grades 1-12, in a 1:1 or small group setting.
24	Greenfield Union Elementary			Yes	Provides after school tutorial services for grades 4-8 in language arts via direct instruction.
25	Home Tutoring Plus, Inc.			Yes	Provides statewide K-12 1:1 instruction in reading/mathematics and other subjects.
26	Hosts Learning			Yes	Provides statewide 1:1 monitoring in K-12 reading/mathematics.
27	Huntington Learning Centers, Inc.			Yes	Provides testing and instruction statewide K-12 in reading/language arts/mathematics; after school, weekend, or summer sessions.
28	Imperial County Office of Education			Yes	Provides academic Individual Action Plans (IAP), tutoring services will be provided 1:1 or in small groups grades K-12 throughout the county.
29	Jobs For California Graduates			Yes	Provides statewide tutorial services before/after school, and weekends in mathematics/reading for grades 7-12 in groups 1:1 statewide.
30	Kaplan K12 Learning Services	X		Yes	Provides instruction in English language arts, mathematics for grades 8-12 via direction instruction, online or through software based programs.
31	Knowledge Points				Provides statewide tutorial services in reading/mathematics, and study skills before/after , during school in a 1:1 and small group settings.
32	Kumon mathematics & Reading Centers			Yes	Provides statewide individualized tutorial assisted services (ratio 10 students per instructor) 6 days per week in mathematics and reading grades K-12.

33	Lake County Office of Education			Yes	Provides tutorial services in English language arts and mathematics grades 2-12 1:1, or small groups at school sites in Lake County.
34	La Mesa-Spring Valley School District		Yes		Provides focused tutorial services in small groups instruction K-8 grades before and after school, during intersession and summer school.
35	Lancaster School District			Yes	Provides a tutorial services in reading/language arts grades K-8 before/after school, or during intersession in small group configurations.
36	Learner's Link		Yes		Provides statewide tutorial service K-12 grades in reading, mathematics, and other subjects on 1:1 .
37	Learning Excitement, Inc. Reading Revolution d/b/a				Provides a statewide tutorial service in reading for grades K-12 in 1:1or group instruction.
38	Learning for Life, Boy Scouts of America		Yes		Provides a flexible after school tutorial program grades K-12 in small groups in history, social science and language arts primarily in the Los Angeles area.
39	Lincoln Unified School District				Provides tutorial service in reading/language arts for grades K-8 before and after school in 1:1 or small group tutoring.
40	Lindamood-Bell Learning Processes			Yes	Provides English/language arts tutoring instruction for grades K-12 in small groups statewide.
41	Math Ability		Yes		Provides statewide tutorial service in basic arithmetic to grades K-8, 1:1 or small groups.
42	Manteca Unified School District			Yes	Provides tutorial service summer school, intersession, and after school tutorials in language arts/mathematics grades 1-8 after school with small groups.
43	Mercy Education Resource Center		Yes		Provides tutorial service K-12 in reading/mathematics and other subjects 1:1, small groups.
44	MESA Statewide Office		Yes		Provides educationally disadvantaged students academic support in mathematics, science; grades 9-12 in small groups.
45	Modesto City schools			Yes	Provides supplemental tutorial services during summer school and intersession in language arts/mathematics and other subjects grades K-12
46	Mt. Diablo Unified School District			Yes	Provides tutorial services in language arts/mathematics and other subjects grades K-8,after school in 1:1 and small groups.
47	Murrieta Valley Unified School District			Yes	Provides tutorial service in reading/language arts, grades K-5 after school in 1:1 and small groups.
48	Napa Valley Unified School District			Yes	Provides a personalized academic intervention program for district students in reading/mathematics, grades 2-12 , 1:1, and small group settings.

49	Neighborhood Youth Association			Yes	Provides statewide after school tutorial in literacy for 15 immigrant readers in grades 1-5 in 1:1 and small groups.
50	Office of Student Assistance & Preventive Programs			Yes	The Office Of Student Assistance and Prevention Program is in the San Juan Unified School District. Districts provide comprehensive tutorial services to grades K-12, after school, 1:1 and small groups.
51	Pearson Digital Learning	X		Yes	Provides statewide tutorial services in reading/mathematics and other subjects to grades K-6 before/after school, summers and weekends. Provides statewide technology based tutorial service in reading/mathematics and other subjects grades K-6 before/after school, summers, and weekends, 1:1 and small groups.
52	Princeton Review	X		Yes	Provides an individualized instructional support in English language arts/mathematics for grades 3-12 statewide; services are also offered in small groups.
53	Pro Youth /Heart				Provide statewide enriched literacy tutorial program to grades K-8 in individual or small group instruction.
54	Professional Tutors of America			Yes	Provides statewide tutorial services reading/mathematics and other subjects grades K-12 after school 1:1 or small groups.
55	Project IMPACT			Yes	Provides comprehensive services and tutorial services in language arts/mathematics to grades 3-10, tailored to each student in a 1:1 or small groups.
56	Read and Succeed, LLC			Yes	Provides statewide tutorial service in reading K-12 after school 4 times per week 1:1 and in small groups.
57	Renaissance Education Group	X	Yes		Provides statewide high school mathematics and science instruction through the web based learning community. Self paced study is presented in short 15-20 minute segments.
58	Riverdale Joint Unified School District			Yes	Provides after school tutoring to grades K-12 in reading language arts/mathematics in small groups.
59	SCORE Educational Centers			Yes	Provides throughout the state instructional services in math and reading for students 11-12 on an individual or small group basis with parent involvement to ensure student success.
60	Sacramento START			Yes	Provides tutorial services to 6 school districts in Sacramento County in reading/mathematics Labs to grades 1-6 after school, 1:1 and in small groups.
61	San Diego Unified School District			Yes	Provides student support in existing extended day programs that focus on reading and mathematics; in grades 1-12, in small groups.

62	San Jacinto Unified School District		Yes		Provides tutorial services before/after school intersession, summer school, Saturday session, individual tutoring, and small group tutoring, K-12 in English language arts/mathematics.
63	Santa Ana Unified School District			Yes	Provides statewide tutorial services grades K-12, whole group instruction, small group instruction, computer assisted instruction, skills practice in English language arts and mathematics before/after school, during intersession and Saturdays.
64	Say Yes To Life			Yes	Provides statewide, target area Southern California, individualized student learning programs for grades 1-12 in reading, mathematics and other subject areas.
65	SMARTHINKING, Inc.			Yes	Provides services through the internet for grades 6-12 in math and writing on a statewide level.
66	Smart Kids Tutoring & Learning Center, Inc.			Yes	Provides statewide tutorial services grades 1-12 in English language arts, mathematics and other subjects with flexible hours, 1:1 and semi-private group.
67	Stone Soup Child Care Programs			Yes	Provides statewide tutorial services to grades K-8, address specific populations ELL, Special Needs and Migrants, in language arts/mathematics after school, 1:1 and small groups.
68	Sylvan Learning Center			Yes	Provides proactive educational programs in beginning reading, academic reading, basic and advanced mathematics grades K-12, an individual program is develop for students.
69	The Learning Advantage			No	Provides tutoring in small group sessions in English/language arts and mathematics for grades K-12 to students in Yolo County. Instruction can also meet the needs of students with IEPs and those identified with attention deficits.
70	The Talking Page Literacy Organization			Yes	Provides statewide tutorial services in English language development and literacy tutorial skills to grades K-11, in small groups settings.
71	Tutor.com	X		Yes	Provides statewide tutorial assistance via internet, Live Homework Help, and The Live Test Help, grades K-12.
72	Tutoring Club, Inc.			Yes	Provides statewide individualized learning programs in beginning, reading, writing and mathematics for grades 1-12, 1:1 or groups.
73	Tutors Of The Inland Empire			Yes	Provides tutorial service in Southern California to K-12, English language arts, mathematics and other subject areas in a 1:1 setting.
74	Ujima Learning Center		Yes		Provides tutoring/mentoring in English, mathematics and parental support statewide to grades K-12, on a 1:1 and small groups.
75	Vallejo City Unified School District			Yes	Provides tutorial services in language arts/reading 2-5 grades after school in small groups.

76	Visalia Unified School District			Yes	Provides tutorial services in language arts/reading for students 2 years below grade level, K-8 after school, 1:1 or small groups.
77	University of California, Santa Barbara			Yes	Provides statewide tutorial services in English language and literacy instructions, and other support services to grades K-14, 1:1 or small groups. Focus is on early information about college, academic counseling and other comprehensive services.
78	Voyager Expanded Learning	X	Yes		Provides statewide before/after school, Saturday Academic, Summer tutorial services in reading, K-8, extended day reading is done in small groups.
80	Whittier Adult School			Yes	Provides a district tutorial services in reading/language arts and mathematics for grades 1-12 using the latest software programs in the subject matter area.

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 13

JULY 2003 AGENDA

SUBJECT	X	ACTION
The California Mathematics and Science Partnership (CaMSP) Program authorized by No Child Left Behind (NCLB) Title II, Part B		INFORMATION
		PUBLIC HEARING

Recommendation:

The California Department of Education requests State Board of Education approval to release a Request for Application to implement the grant program outlined in the attachment.

Summary of Previous State Board of Education Discussion and Action

This item was brought to the Board as an information item in June 2003. At that time the Board had no questions or suggestions.

Summary of Key Issue(s)

The Mathematics and Science Leadership Office (MSLO) of the CDE is developing the Request for Applications for the California Mathematics and Science Partnership Program. Under the No Child Left Behind (NCLB), Title II, Part B, the State Education Agency (SEA) is required to administer the competitive California Mathematics and Science Partnership Program (CaMSP). The CaMSP program will establish partnerships between high need LEAs and IHEs to improve the academic achievement of students in mathematics and science. The focus of the program is to create opportunities for enhanced and ongoing professional development for mathematics teachers in grades five through nine and science teachers in grades four through eight based upon the California state standards.

Fiscal Analysis (as appropriate)

Approximately $14 million is available for awards to eligible partnerships, including IHEs and LEAs, to provide high quality professional development in mathematics and science. State administrative costs shall not exceed five per cent.

Attachment(s)

Attachment 1: Background Information on Title II, Part B and California Mathematics and Science Partnership Focus

Background Information on Title II, Part B

Earlier this year, Congress appropriated $100,343,500 for the Mathematics and Science Partnerships program, which is authorized under Title II, Part B (§2201-2203) of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001. Because the appropriation is greater than $100 million, the program will convert from what has been a U.S. Department of Education (USDOE)-administered competitive grant program to a state educational agency (SEA)-administered competitive grant program.

In FY 2003, the USDOE will make awards to SEAs, which, in turn, must by law award sub-grants on a competitive basis to eligible partnerships. The statute requires the USDOE to provide an amount to each SEA "in proportion to the number of children, aged 5 to 17, who are from families with incomes below the poverty line and reside in a state for the most recent fiscal year for which satisfactory data are available, as compared to the number of such children who reside in all such states for such year" (§2202(a)(2)(B)).

California's estimated FY 2003 allocation is $14.3 million. These funds become available on July 1, 2003, and must be obligated by the States by September 30, 2004. In practical terms, this means that the States can receive their funds in July 2003 and have until September 2004 to make sub-grants to partnerships, as required in the law. The sub-grantees then have until September 2005 to spend these funds.

To be eligible for a sub-grant, a "partnership" must include both an engineering, mathematics, or science department of an institution of higher education (IHE) and a high-need local educational agency (LEA). In addition to these two required partners, the partnership may also include: another engineering, mathematics, science, or teacher training department of an IHE education; additional LEAs, public charter schools, public or private elementary schools or secondary schools, or a consortium of such schools; a business; or, a nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers (§2201(b)). These requirements are designed to ensure that Mathematics and Science Partnerships emphasize the improvement of content knowledge of teachers in mathematics and science through an expanded role of the disciplinary departments in IHEs.

California's Mathematics and Science Partnership Focus

California's Mathematics and Science Partnership awards will be made in response to a competitive process. Awards will be granted to applicants which adhere to the federal legislation and which focus on California's content standards and adopted instructional materials. With the new science California Standards Test for fifth grade students coming in 2004, and with the implementation of the algebra graduation requirement and the California High School Exit Exam, successful applications will target mathematics teachers in grades five through nine and science teachers in grades four through eight. Core members of funded partnerships will commit to undergo the coordinated institutional change necessary to sustain the partnership effort beyond the funding period. Funded CaMSP programs will participate in the CaMSP Learning Network in which they are linked with other researchers and practitioners in the study and evaluation of educational innovations designed to improve student achievement in mathematics and science.

California Department of Education
SBE-001 (New 04/2003)

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 14

JULY 2003 AGENDA

SUBJECT	**X**	**ACTION**
No Child Left Behind (NCLB) Title III Achievement Objectives and Accountability Requirements		**INFORMATION**
		PUBLIC HEARING

Recommendation:

The following recommendations relate to the First Annual Measurable Achievement Objective:

Step 2. Set the starting point for 2003-04 at 51 percent of students gaining one proficiency level or attaining or remaining at the level of English language proficiency.

Step 3. Adopt the Option 2 target structure.

The following recommendations relate to the Second Annual Measurable Achievement Objective:

Step 1. Adopt Option C which includes the following students in the analysis:

- Students who have been in U.S. schools for 4 or more years
- Students at the Intermediate level or above who did not previously reach English proficiency
- Students below Intermediate who meet the English proficient level.

Step 2. Use the Title I method of determining the starting point for 2003-04.

Step 3. Select Option 2 which ends at the 75th percentile of the current LEA distribution.

Summary of Previous State Board of Education Discussion and Action

SBE has discussed the Achievement Objectives at their meetings in March, April, May and June 2003. In June, the SBE adopted the annual growth metric for AMAO 1 as gaining one proficiency level annually. In May, the SBE adopted the definition of English language proficiency that will be used in AMAO 2 as Early Advanced Overall, with all skill areas scores at the Intermediate level or above.

Summary of Key Issue(s)

Establish two Annual Measurable Achievement Objectives as required by Title III, NCLB.

Fiscal Analysis (as appropriate)

None

Attachment(s)

Attachment 1: Issues Related to the Establishment of the First Annual Measurable Achievement Objective (AMAO) for Title III.

Attachment 2: Issues Related to the Establishment of the Second Annual Measurable Achievement Objective for Title III

Issue Paper-AMAO 1
Issues Related to the Establishment of the First AMAO for Title III

This is the first of two issue papers that have been prepared to identify issues that must be resolved in order to meet the requirements of Title III of No Child Left Behind (NCLB). The SBE's task is to define two annual measurable achievement objectives (AMAOs) for limited-English-proficient students (§ 3122).
The two AMAOs that need to be defined are:

1. Gains in the percentage of students meeting annual California English Language Development Test (CELDT) objectives.
2. Annual increases in the percentage of students attaining English language proficiency as demonstrated by the CELDT.

In Title III the State is to hold LEAs accountable, rather than holding schools accountable as was done in Title I.

AMAO #1

There are three steps that need to be made to establish targets for 2003-04 to 2013-14.

1. Set the metric for the annual growth target
2. Set the starting point for 2003-04
3. Set the targets for 2004-05 to 2013-14

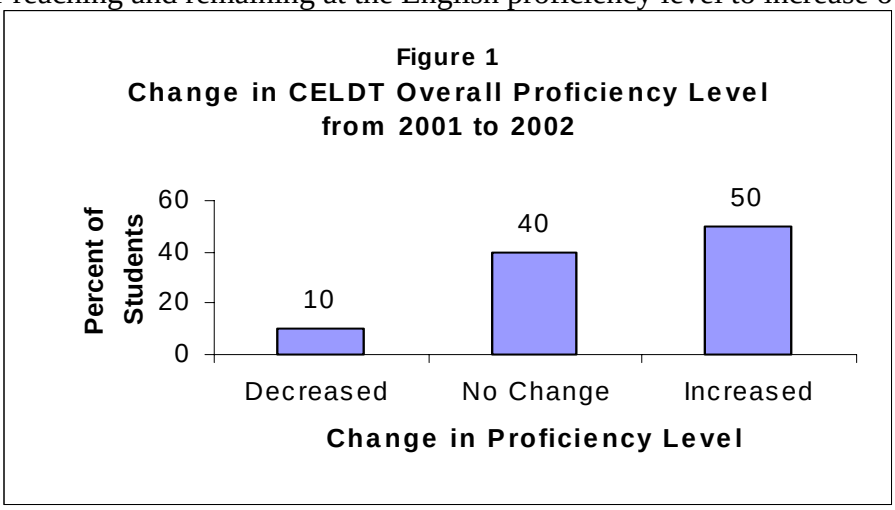
In June, the State Board of Education set the annual growth metric as required in Step 1. Steps 2 and 3 will need to be decided at the July meeting.

Step 1. Metric for the annual growth target

The first AMAO requires setting an annual CELDT growth target. In March and April, the SBE discussed using the Overall proficiency level scores instead of scaled scores to measure growth in order to ensure greater reliability. Using proficiency level gains as the metric of growth limits the range of options regarding how much growth should be expected in one year. The most feasible target would be to expect students to gain one proficiency level per year until they reach the level where they are considered English Language Proficient (Early Advanced Overall, with no skill scores below Intermediate). Once they reach that level, the expectation would be that they maintain the level while they are working to meet academic content skills or other criteria required for redesignation.

CELDT growth data presented at the April Board meeting indicated that 50 percent of students gained one or more proficiency levels from 2001 to 2002 (See Figure 1 on page 2). The greatest gains were made at the Beginning and Early Intermediate levels where a gain of one level per year is a reasonable expectation for most students. However, for students at the Intermediate level, a gain of one level is much more difficult. At the Intermediate level, 43 percent of the students gained one level and 57 percent did not. Although a gain of one level may not be reasonable for all intermediate students, it is reasonable to expect a given percent of students in an LEA

to gain one proficiency level and for the percent of students gaining one proficiency level or reaching and remaining at the English proficiency level to increase over time.



In June, the State Board of Education adopted the annual growth metric for AMAO 1. The annual growth metric for students is to gain one proficiency level annually until they reach English language proficiency. Once they reach English language proficiency they are expected to remain at that level until they are redesignated.

Step 2. Set starting point for 2003-04

For the first AMAO, the percent of students in an LEA who will meet the goal of one proficiency level growth per year or remain at the level required for English language proficiency is the growth metric. The goal structure will define what percent of students in an LEA meet that goal each year. Results for students with two years of CELDT data (2001 to 2002) were analyzed for all LEAs and for LEAs with 25 or more students. The data presented here are based on LEAs with 25 or more students because these results are more stable than those that include very small LEAs and should be used to establish targets even if a smaller minimum size is used for accountability purposes.

One option to determine the starting point is to use a process similar to Title I's Adequate Yearly Progress requirements. In that method, schools are ranked and the starting point is set at the percentage of students who meet the target in the school at the 20th percentile of the State's total enrollment. For Title III, only LEP students with CELDT data are used and LEAs are used instead of schools because LEAs are held accountable. Using the Title I method of selecting the starting point results in a starting point of 51 percent of students gaining one level or attaining/maintaining English language proficiency in 2003-04.

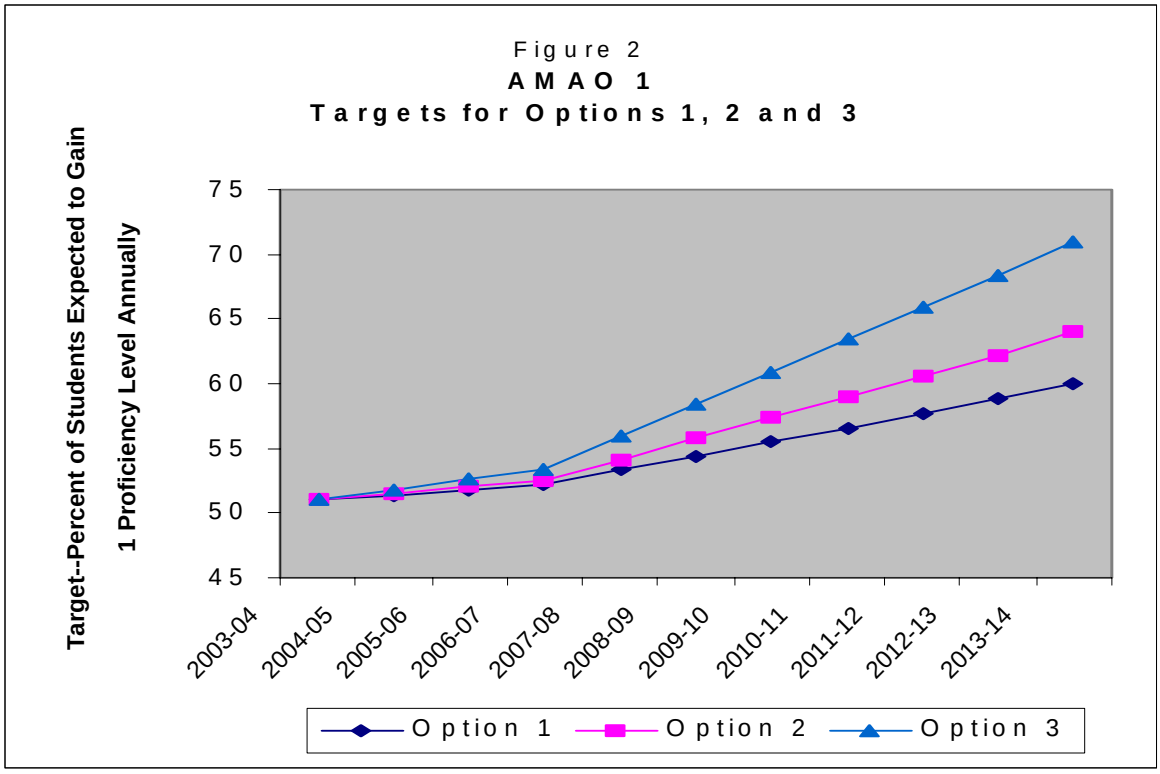
Recommendation: Set the starting point for 2003-04 at 51 percent of students gaining one proficiency level or attaining or remaining at the level of English language proficiency.

Step 3. Set the targets for 2004-05 through 2013-14.

Title III requires that the AMAOs set annual increases for English language proficiency from 2003-04 to 2013-14. However in Title III, LEAs are not expected to reach 100 percent proficient in 2013-14 as is required in Title I for academic performance.

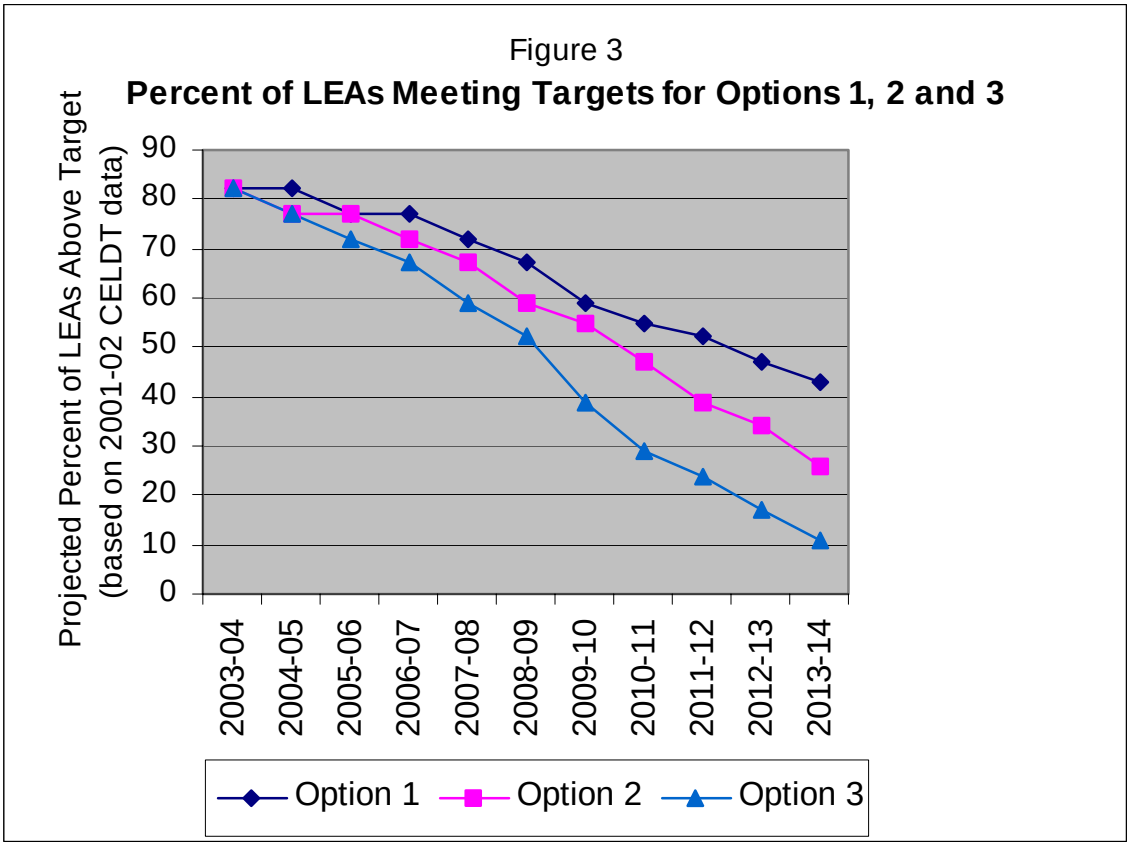
Outlined on Figure 2 are three options for target structures. The target structures vary in where they expect the end point to be in 2013-14. Three end points were chosen as options.

- Option 1 ends at the 60th percentile of the LEA distribution. That is the level where 60 percent of LEAs are below the target and 40 percent are above.
- Option 2 ends at the 75th percentile of the LEA distribution.
- Option 3 ends at the 90th percentile of the LEA distribution.



We have used an approach similar to the Title I Adequate Yearly Progress targets where all three options have smaller gains the first three years since it is a new accountability system. As schools and districts begin to improve their instruction for English learners they should be able to meet the more rigorous targets expected in 2007-08 and beyond. The targets increase 1/3 of a step the first 3 years and then 1 step per year until 2013-14. The actual targets for each option are listed in the Appendix. The target structure can be adjusted in the future if the data indicate a need for revision.

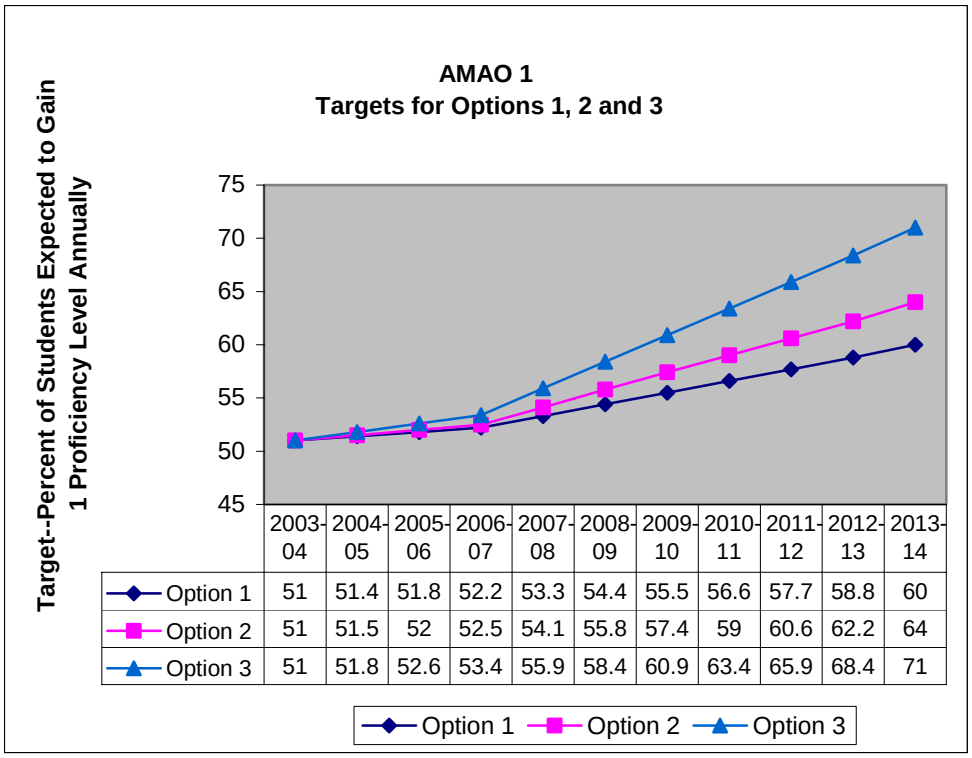
Figure 3 shows the projected percent of LEAs that would meet the targets for the three options based on 2001-02 CELDT data. As can be seen from the chart, 82 percent of LEAs would meet all three targets in the 2003-04 and at least 72 percent would be projected to meet the targets in 2006-07. After that year, the targets increase at a greater rate and the percent of LEAs that would meet the targets decline especially under options 2 and 3. In 2013-14, 43 percent of schools would be projected to meet the target in Option 1, 26 percent of LEAs would be projected to meet the target in Option 2 and only 11 percent would be projected to meet target in Option 3.



Recommendation: Adopt the Option 2 target structure.

Appendix
AMAO 1 Target Structure

The following table shows the percent of students who have to meet the target each year under Options 1, 2 and 3. The target is the percent of students who are expected to gain one proficiency level annually until they reach English language proficiency. Once they reach English language proficiency they are expected to remain at that level until they are redesignated.



	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Option 1	51	51.4	51.8	52.2	53.3	54.4	55.5	56.6	57.7	58.8	60
Option 2	51	51.5	52	52.5	54.1	55.8	57.4	59	60.6	62.2	64
Option 3	51	51.8	52.6	53.4	55.9	58.4	60.9	63.4	65.9	68.4	71

Issue Paper- AMAO 2
Issues Related to the Establishment of the Second AMAO for Title III

This is the second issue paper that identifies issues that must be resolved in order to meet the requirements of Title III of No Child Left Behind (NCLB). The SBE's task is to define two annual measurable achievement objectives (AMAOs) for limited-English-proficient students (§ 3122).
The two AMAOs that need to be defined are:

1. Gains in the percentage of students meeting annual California English Language Development Test (CELDT) objectives.
2. Annual increases in the percentage of students attaining English language proficiency as demonstrated by the CELDT.

Unlike AMAO 1 which focused on annual gains for all students, AMAO 2 focuses on what percentage of students attain English language proficiency. This AMAO is based on a cohort analysis. Section 3122 specifies that such AMAOs shall be developed in a manner that reflects the amount of time an individual child has been enrolled in a language instruction educational program. In May, the SBE adopted the definition of English language proficiency that will be used in AMAO 2 as Early Advanced Overall, with all skill area scores at the Intermediate level or above.

There are three major decisions that need to be made in order to establish annual targets for the second AMAO.

1. Determine which students are appropriate to include in the analysis.
2. Set the initial target for 2003-04.
3. Set the targets for 2004-05 to 2013-14.

Step 1. Determine which students are appropriate to include in the analysis

Given the need to conduct a cohort analysis, one key issue to address is *which students can reasonably be expected to reach English language proficiency at a given point in time*. This is optimally determined using longitudinal data, in order to propose targets for students based on their English language proficiency levels when they enter California schools, and their corresponding attainment of the English language proficient level over time. There are two problems with the current data. The first problem is that there are only two years of CELDT data on English Learners. The second problem is that while data on the number of years students have been in U.S. public schools are available, there are a large number of missing cases. Information on years in U.S. schools was available for only 49 percent of the students taking the CELDT 2002 Annual test. Moreover, response options on the CELDT header sheet range from "less than one school year" to "five school years." Since there is no response option for years of U.S. schooling beyond five years, it is unclear if those who had more than five years marked "five school years" or left the variable blank. It is expected that the response rate and accuracy on the years in U.S. schools variable will increase over time as school personnel become accustomed to collecting it.

In addition to years in U.S. schools another key factor to consider in determining which students to include for analysis is students' prior CELDT level since this may also indicate which students can reasonably be expected to reach English language proficiency.

Four options for determining which students to include in the analysis are described along with the advantages and disadvantages of each option. Note that students' time in U.S. schools is obtained from the last CELDT administration (2002 for this analysis), while CELDT level refers to their performance prior to the latest CELDT administration (2001 for this analysis).

Option A. Include students who have been in U.S. schools for 4 or more years

This option includes for analysis those students with four or more years in US schools based on 2002 Annual CELDT data. Setting a 4-year criterion is defensible based on the annual objective that students progress one proficiency level per year on the CELDT.

Advantages

- considers students' expected performance in relation to time in U.S. schools
- consistent with annual objective that students progress one proficiency level per year on the CELDT
- existing empirical studies of time to language proficiency, which estimate 3 to 5 years for oral fluency, and 4 to 7 years for overall English language proficiency also support a 4 year criterion.[1]

Disadvantages

- does not count those students who reach English proficiency in less than 4 years
- given the large percentage of students missing "years in U.S. school" values this option may significantly limit the number of students considered on an annual basis[2]

Option B. Include the following students:

1. students who have been in U.S. schools for 4 or more years
2. students at the Intermediate level or above who did not previously reach English proficiency

In addition to time in U.S. schools, this option considers students' prior language proficiency level by including students at the Intermediate level of proficiency or above in 2001. Option B excludes those students who previously attained English language proficiency.

Advantages--Includes all of the advantages of Option A plus:

- includes students at the Intermediate level because they could reasonably be expected to reach English proficiency
- mitigates the disadvantages described in Option A by including those students at Intermediate level regardless of time in U.S. school

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[1] See, for example, De Avila, E. (1997*). Setting expected gains for non and Limited English Proficient students*. Washington D.C.: National Clearinghouse for English Language Acquisition, and Hakuta, K., Butler, Y., & Witt, D. (2000). *How long does it take English learners to attain proficiency?* Santa Barbara: University of California Linguistic Minority Research Institute Policy Report 2000-1.

[2] Only 23.5 percent of the 2002 Annual CELDT test takers are included when LEAs with 25 or more ELs taking CELDT are considered.

- may motivate LEAs to better attend to the many English learners statewide that have plateaued at the Intermediate level.
- increases the number of students and LEAs included in the analysis relative to Option A

Disadvantages

- does not credit LEAs who have students who are at levels lower than Intermediate who reach English proficiency

Option C. Include the following students:

1. students who have been in U.S. schools for 4 or more years
2. students at the Intermediate level or above who did not previously reach English proficiency
3. students below Intermediate who meet the English proficient level

Option C is similar to Option B but it credits LEAs for all students who reach the English proficient level even if they were below the Intermediate level. It does not penalize districts for students below the Intermediate level who do not reach the English proficient level.

Advantages--Includes all of the advantages of Options A and B and, in addition,

- credits LEAs for those students below Intermediate who meet the proficient level

Disadvantages

- no disadvantages are apparent at this time

Option D. Include the following students:

1. students who have been in U.S. schools for 4 or more years
2. students who reach English proficiency regardless of time in U.S. schools or prior CELDT level

Option D combines elements of Option A and Option C. It includes for analysis those students with four or more years in US schools based on 2002 Annual CELDT data, and it credits LEAs for all students who reach the English proficient level regardless of time in U.S. schools or prior CELDT level.

Advantages--Includes all of the advantages of Option A plus:

- mitigates the disadvantages described in Options A and B by including all those students reaching English proficiency regardless of time in U.S. schools or prior CELDT level
- increases the number of students and LEAs included in the analysis relative to all other Options

Disadvantages

- given the large percentage of students missing "years in U.S. school" values, this option may exclude a significant number of students
- credits LEAs for students previously reaching English proficiency who maintain proficient level, since prior CELDT level is not considered. This could provide a disincentive to reclassify students
- could set artificially high initial target, if students reaching English proficiency in future years are more carefully monitored for reclassification and less likely to retake CELDT

Table 1 shows the number of students and LEAs that would be included under each of the four different options. As can be seen from the table the number of students included increases for each of the four options.

Table 1
Number of Students and LEAs Included in the Analysis
Under Four Different Options

Option	Total Students / LEAs Included	Percent of 2002 Annual CELDT students/LEAs
A	304,040 547	23.5% 78.7%
B	448,055 516	34.6 74.2
C	475,060 522	36.7 75.1
D	579,342 614	44.7 88.3

Note: All numbers are based on LEAs with 25 or more CELDT takers in 2002.
2002 Annual CELDT Student N = 1,295,171.
LEA N = 695.

Recommendation: Adopt Option C which includes the following students in the analysis:

1. ***students who have been in U.S. schools for 4 or more years***
2. ***students at the Intermediate level or above who did not previously reach English proficiency***
3. ***students below Intermediate who meet the English proficient level***

Step 2. Set starting point for 2003-04

As was done with the first AMAO, we recommend using a process similar to Title I's Adequate Yearly Progress requirements for determining the starting point. In that method, schools are ranked and the starting point is set at the percentage of students who meet the target in the school at the 20th percentile of the State's total enrollment. For Title III, only LEP students with CELDT data are used and LEAs are used instead of schools because LEAs are held accountable.

The target will be defined as the percent of LEP students in an LEA who achieve English language proficiency. In May, the SBE adopted the definition of English language proficiency as Early Advanced Overall, with all skill area scores at the Intermediate level or above.

Recommendation: Use the Title I method of determining the starting point for 2003-04.

Step 3. Set the targets for 2004-05 through 2013-14.

Three options for target structures are outlined that parallel the target structures for AMAO 1[3]. The target structures all use the 20th percentile of the State's LEP student enrollment with CELDT data as the starting point and vary in where they expect the end point to be in 2013-14. Three end points were chosen as options. As was done in AMAO 1:

- option 1 ends at the 60th percentile of the LEA distribution. That is the level where 60 percent of LEAs are below the target and 40 percent are above.
- option 2 ends at the 75th percentile of the LEA distribution.
- option 3 ends at the 90th percentile of the LEA distribution.

The target structures are parallel to AMAO 1 where all three options have smaller gains the first three years. The targets increase 1/3 of a step the first three years and then 1 step per year until 2013-14.

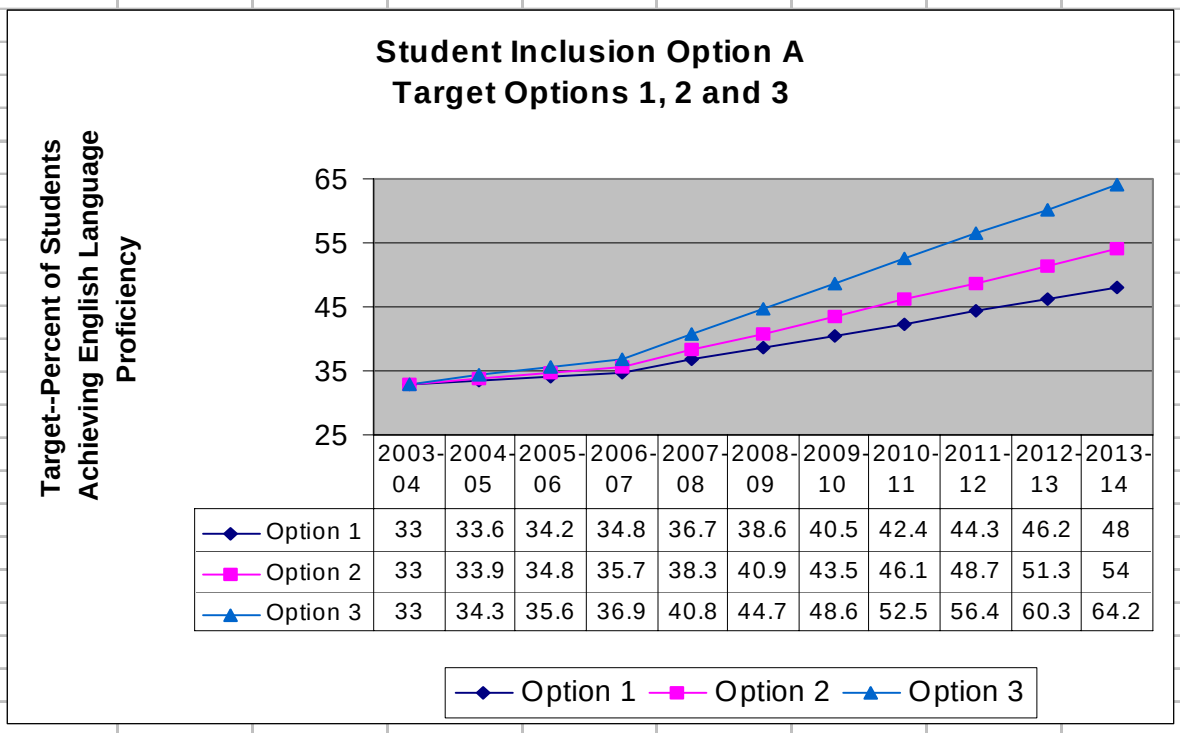
Pages 6 through 9 contain charts outlining 1) the target structure and 2) the percent of LEAs meeting the targets for each of the options for student inclusion (Options A through D) that were outlined in step 1. Once the student inclusion criteria have been determined, a decision will need to be made regarding which target option to use.

Option 2 is consistent with the recommendation for the first AMAO and would require districts to be at the level that the upper 25 percent of LEAs are now. This would be a rigorous target but is achievable if LEAs provide more focused and effective instruction targeted to the needs of their English learners.

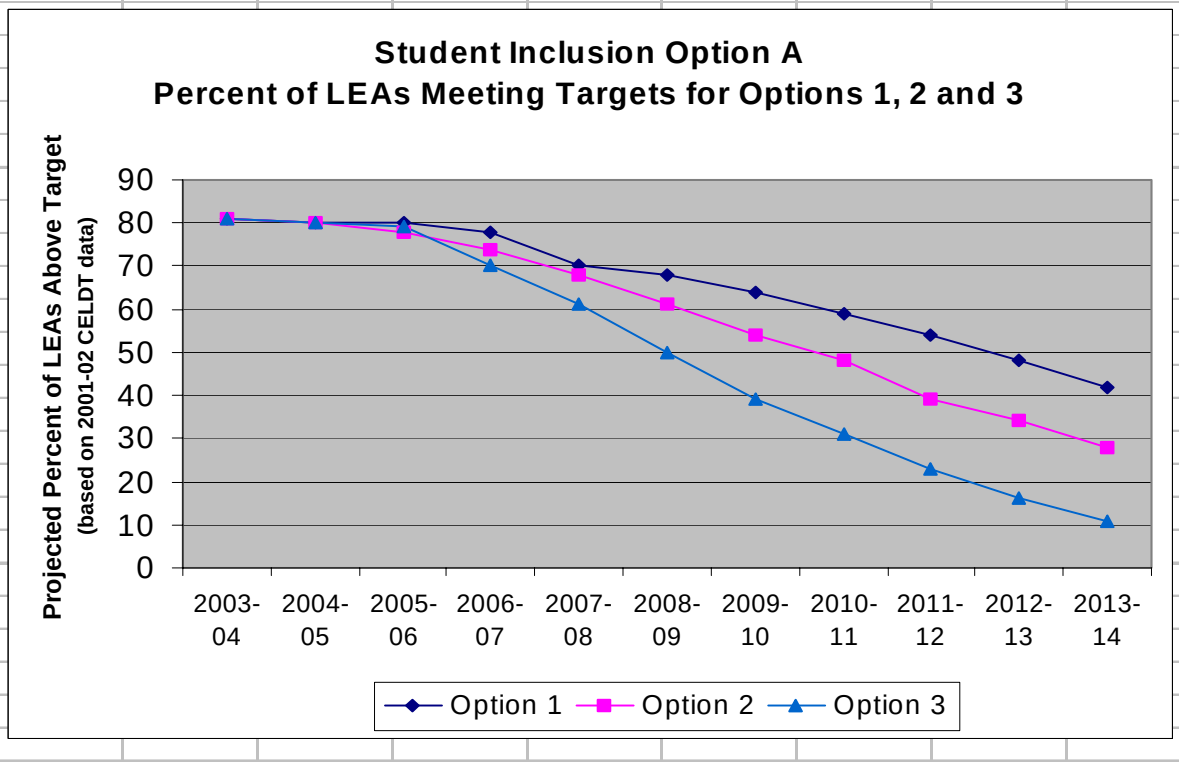
Recommendation: Select Option 2 which ends at the 75th percentile of the current LEA distribution

[3] As with AMAO 1, the data presented here are based on LEAs with 25 or more students with CELDT data. These results are more stable than those that include very small LEAs and should be used to establish targets even if a smaller minimum size is used for accountability purposes.

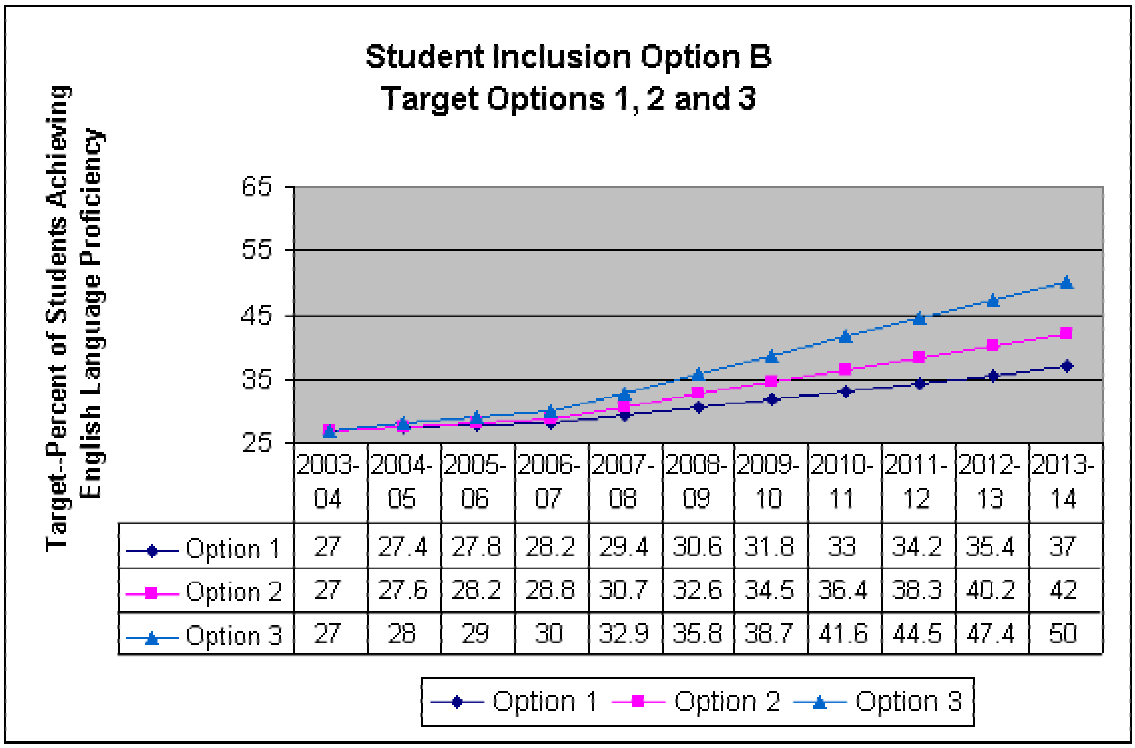
Student Inclusion Option A
Target Options and the Percent of LEAs Meeting Targets



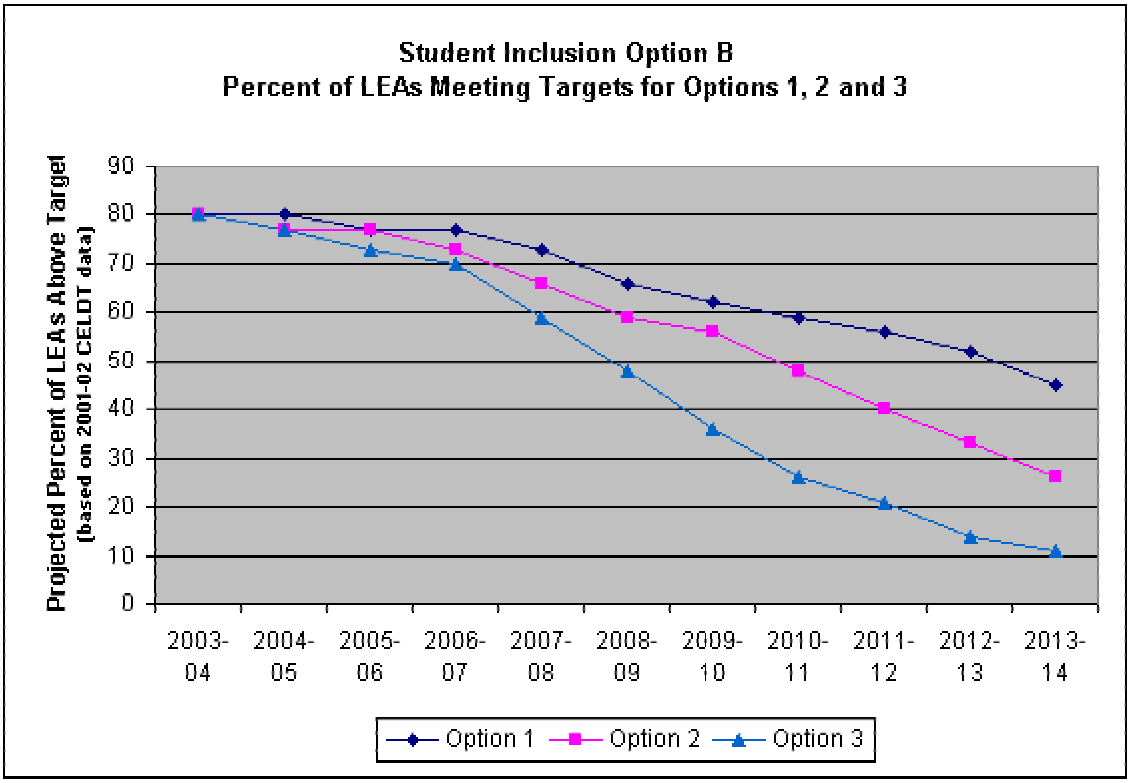
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Option 1	33	33.6	34.2	34.8	36.7	38.6	40.5	42.4	44.3	46.2	48
Option 2	33	33.9	34.8	35.7	38.3	40.9	43.5	46.1	48.7	51.3	54
Option 3	33	34.3	35.6	36.9	40.8	44.7	48.6	52.5	56.4	60.3	64.2



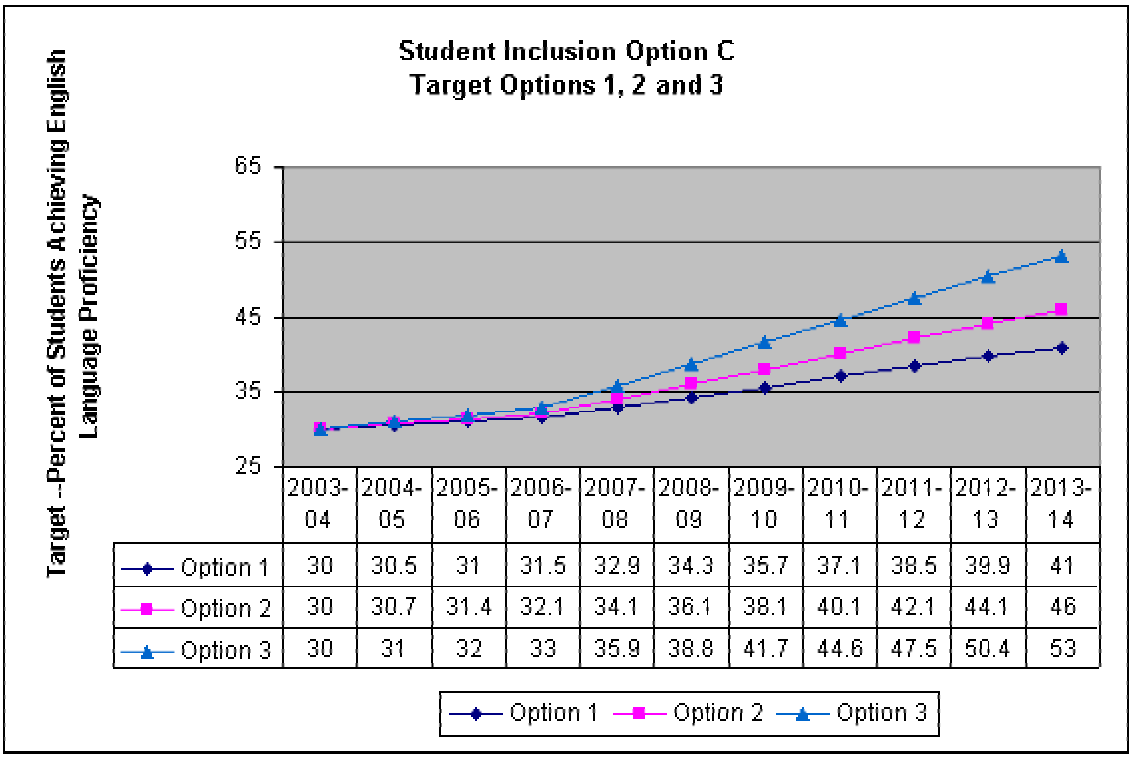
Student Inclusion Option B
Target Options and the Percent of LEAs Meeting Targets



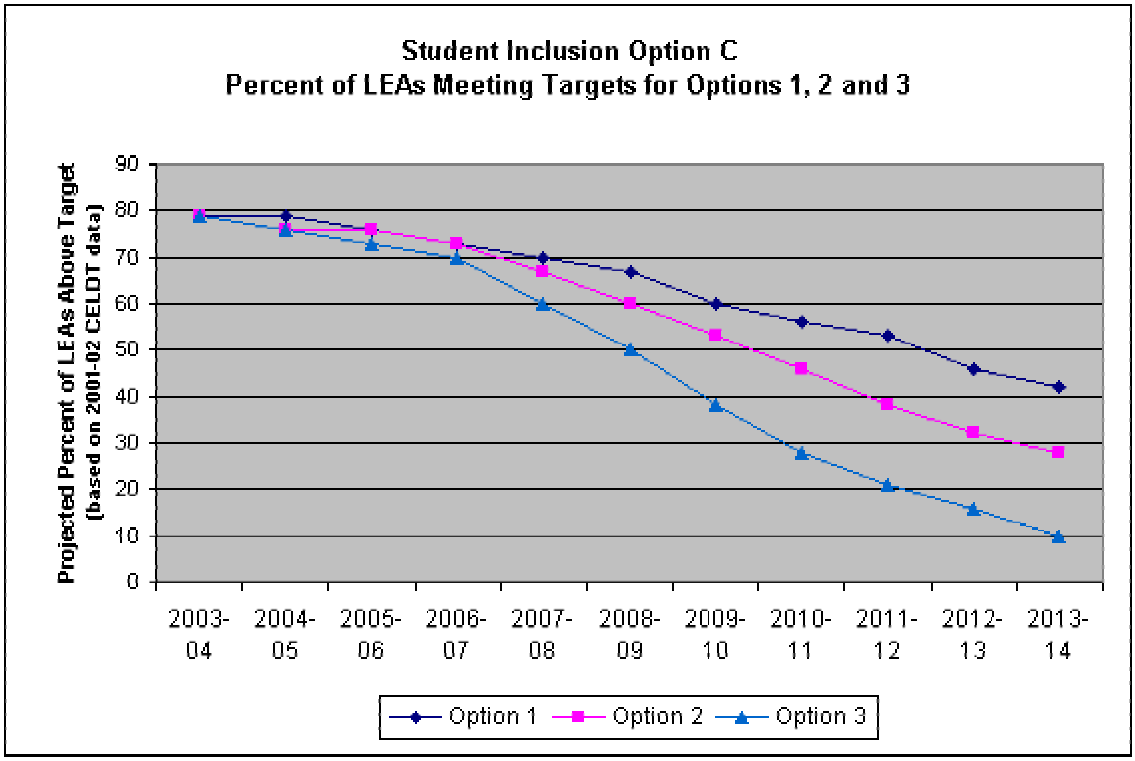
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Option 1	27	27.4	27.8	28.2	29.4	30.6	31.8	33	34.2	35.4	37
Option 2	27	27.6	28.2	28.8	30.7	32.6	34.5	36.4	38.3	40.2	42
Option 3	27	28	29	30	32.9	35.8	38.7	41.6	44.5	47.4	50



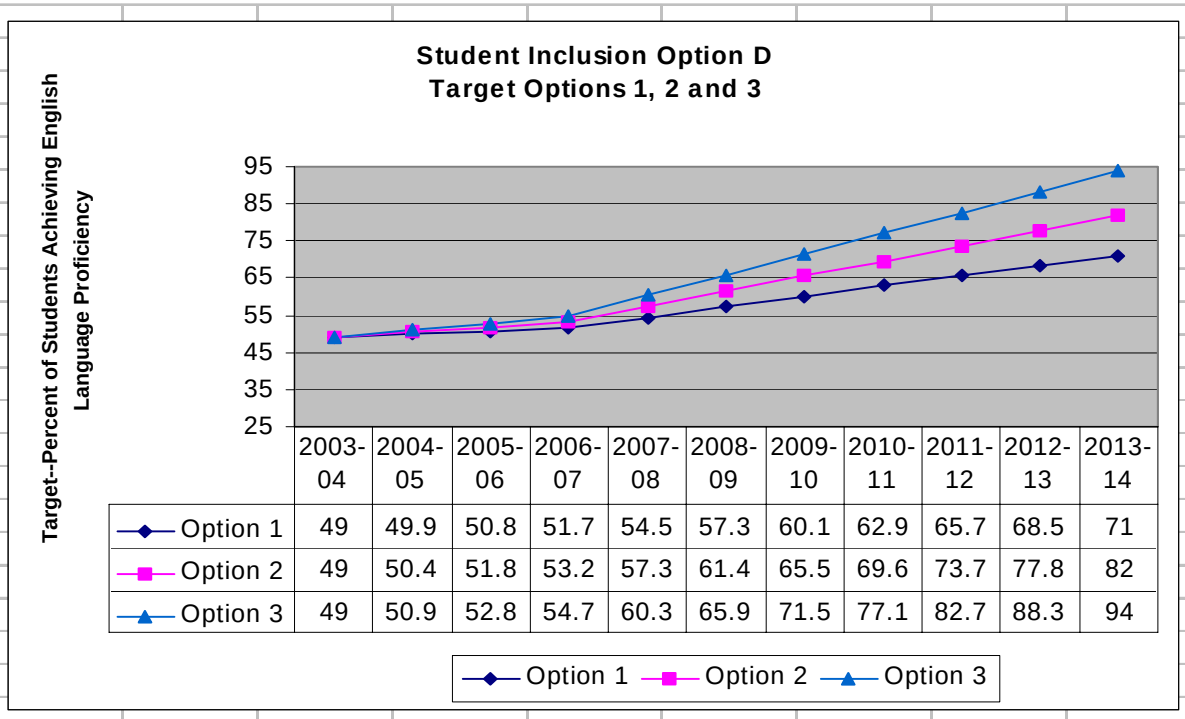
Student Inclusion Option C
Target Options and the Percent of LEAs Meeting Targets



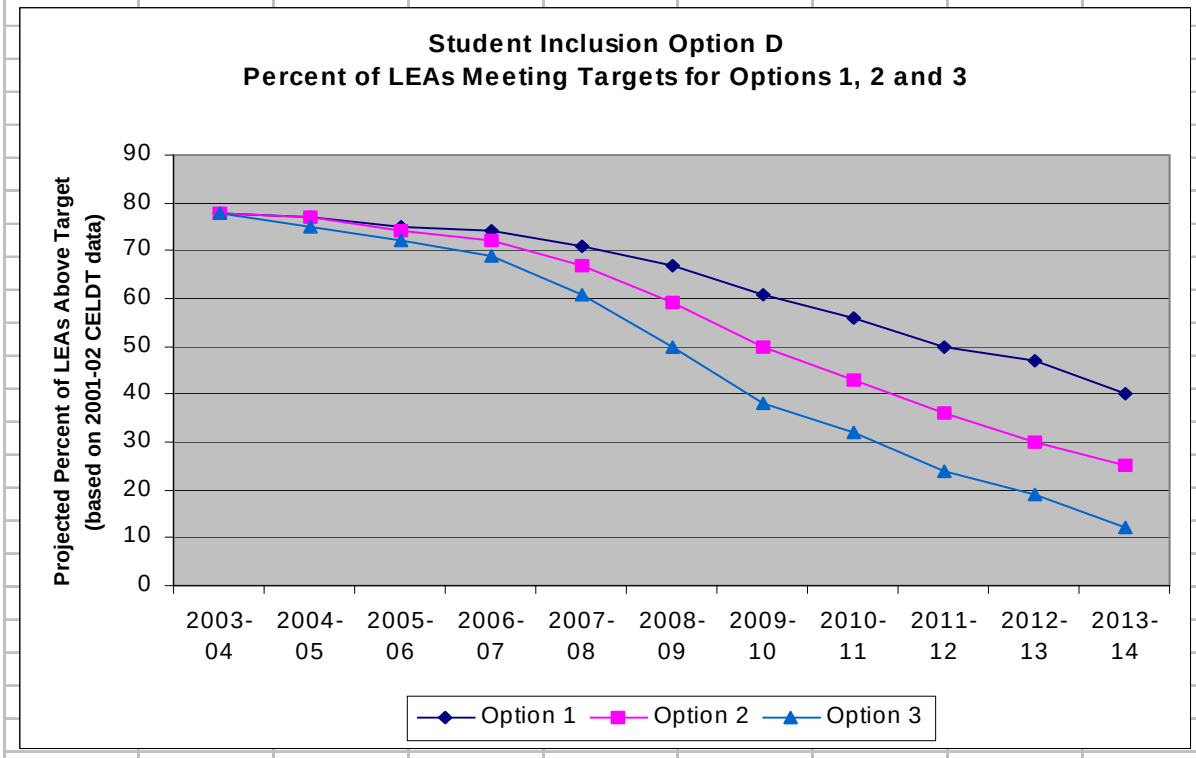
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Option 1	30	30.5	31	31.5	32.9	34.3	35.7	37.1	38.5	39.9	41
Option 2	30	30.7	31.4	32.1	34.1	36.1	38.1	40.1	42.1	44.1	46
Option 3	30	31	32	33	35.9	38.8	41.7	44.6	47.5	50.4	53



Student Inclusion Option D
Target Options and the Percent of LEAs Meeting Targets



	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Option 1	49	49.9	50.8	51.7	54.5	57.3	60.1	62.9	65.7	68.5	71
Option 2	49	50.4	51.8	53.2	57.3	61.4	65.5	69.6	73.7	77.8	82
Option 3	49	50.9	52.8	54.7	60.3	65.9	71.5	77.1	82.7	88.3	94



State of California
SBE-006 (New 04/2003)

Department of Education

Last Minute Memorandum

To: **STATE BOARD MEMBERS** **Date:** **July 9, 2003**

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

Re: **ITEM 14**

Subject **NO CHILD LEFT BEHIND (NCLB) TITLE III ACHIEVEMENT OBJECTIVES AND ACCOUNTABILITY REQUIREMENTS**

Please replace the existing Attachment 2 with the Revised Attachment 2.

Attachment 2:

Issue Paper –AMAO 2
Issues related to the Establishment of the Second AMAO for Title III (Pages 1-10)

Minor revisions have been made, to pages 2-4, to more clearly reflect the students included in Options A through D and the disadvantages of each option.

The revisions are in bold text and underlined. Revisions have been made on the following pages.

Page 2, Option A. Disadvantages – added second bullet.
Page 2, Option B. added footnote 2.
Page 3, Option B. Disadvantages – added second bullet.
Page 3, Option C. added footnote 3.
Page 3, Option C. Disadvantages – added first bullet.
Page 4, Added 2 paragraphs.

Issue Paper - AMAO 2
Issues Related to the Establishment of the Second AMAO for Title III

This is the second issue paper that identifies issues that must be resolved in order to meet the requirements of Title III of No Child Left Behind (NCLB). The SBE's task is to define two annual measurable achievement objectives (AMAOs) for limited-English-proficient students (§ 3122).
The two AMAOs that need to be defined are:

1. Gains in the percentage of students meeting annual California English Language Development Test (CELDT) objectives.
2. Annual increases in the percentage of students attaining English language proficiency as demonstrated by the CELDT.

Unlike AMAO 1 which focused on annual gains for all students, AMAO 2 focuses on what percentage of students attain English language proficiency. This AMAO is based on a cohort analysis. Section 3122 specifies that such AMAOs shall be developed in a manner that reflects the amount of time an individual child has been enrolled in a language instruction educational program. In May, the SBE adopted the definition of English language proficiency that will be used in AMAO 2 as Early Advanced Overall, with all skill area scores at the Intermediate level or above.

There are three major decisions that need to be made in order to establish annual targets for the second AMAO.

1. Determine which students are appropriate to include in the analysis.
2. Set the initial target for 2003-04.
3. Set the targets for 2004-05 to 2013-14.

Step 1. Determine which students are appropriate to include in the analysis

Given the need to conduct a cohort analysis, one key issue to address is *which students can reasonably be expected to reach English language proficiency at a given point in time*. This is optimally determined using longitudinal data, in order to propose targets for students based on their English language proficiency levels when they enter California schools, and their corresponding attainment of the English proficient level over time. There are two problems with the current data. The first problem is that there are only two years of CELDT data on English learners. The second problem is that while data on the number of years students have been in U.S. public schools are available, there are a large number of missing cases. Information on years in U.S. schools was available for only 49 percent of the students taking the CELDT 2002 Annual test. Moreover, response options on the CELDT header sheet range from "less than one school year" to "five school years." Since there is no response option for years of U.S. schooling beyond five years, it is unclear if those who had more than five years marked "five school years" or left the variable blank. It is expected that the response rate and accuracy on the years in U.S. schools variable will increase over time as school personnel become accustomed to collecting it.

In addition to years in U.S. schools another key factor to consider in determining which students to include for analysis is students' prior CELDT level since this may also indicate which students can reasonably be expected to reach English language proficiency.

Four options for determining which students to include in the analysis are described along with the advantages and disadvantages of each option. Note that students' time in U.S. schools is obtained from the last CELDT administration (2002 for this analysis), while CELDT level refers to their performance prior to the latest CELDT administration (2001 for this analysis).

Option A. Include students who have been in U.S. schools for 4 or more years

This option includes for analysis those students with four or more years in US schools based on 2002 Annual CELDT data. Setting a 4-year criterion is defensible based on the annual objective that students progress one proficiency level per year on the CELDT.

Advantages

- considers students' expected performance in relation to time in U.S. schools
- consistent with annual objective that students progress one proficiency level per year on the CELDT
- existing empirical studies of time to language proficiency, which estimate 3 to 5 years for oral fluency, and 4 to 7 years for overall English language proficiency also support a 4 year criterion.[1]

Disadvantages

- does not count those students who reach English proficiency in less than 4 years
- **credits LEAs for students previously reaching English proficiency who maintain the proficient level, since prior CELDT level is not considered. This could provide a disincentive to reclassify students.**
- given the large percentage of students missing "years in U.S. school" values this option may significantly limit the number of students considered on an annual basis

Option B. Include the following students[2]:

1. students who have been in U.S. schools for 4 or more years
2. students at the Intermediate level or above who did not previously reach English proficiency

In addition to time in U.S. schools, this option considers students' prior language proficiency level by including students at the Intermediate level of proficiency or above in 2001. Option B excludes those students who previously attained English language proficiency.
Advantages--Includes all of the advantages of Option A plus:

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[1] See, for example, De Avila, E. (1997*). Setting expected gains for non and Limited English Proficient students*. Washington D.C.: National Clearinghouse for English Language Acquisition, and Hakuta, K., Butler, Y., & Witt, D. (2000). *How long does it take English learners to attain proficiency?* Santa Barbara: University of California Linguistic Minority Research Institute Policy Report 2000-1.

[2] This analysis is based on the set of students with two years of CELDT scores.

- includes students at the Intermediate level because they could reasonably be expected to reach English proficiency
- may motivate LEAs to better attend to the many English learners statewide that have plateaued at the Intermediate level
- increases the number of students included in the analysis relative to Option A

Disadvantages

- does not credit LEAs who have students who are at levels lower than Intermediate who reach English proficiency
- **only includes students with 2 years of CELDT scores**

Option C. Include the following students[3]***:***

1. students who have been in U.S. schools for 4 or more years
2. students at the Intermediate level or above who did not previously reach English proficiency
3. students below Intermediate who meet the English proficient level

Option C is similar to Option B but it credits LEAs for all students who reach the English proficient level even if they were below the Intermediate level. It does not penalize districts for students below the Intermediate level who do not reach the English proficient level.

Advantages--Includes all of the advantages of Options A and B and, in addition,

- credits LEAs for those students below Intermediate who meet the proficient level

Disadvantages

- **only includes students with 2 years of CELDT scores**

Option D. Include the following students:

1. students who have been in U.S. schools for 4 or more years
2. students who reach English proficiency regardless of time in U.S. schools or prior CELDT level

Option D combines elements of Option A and Option C. It includes for analysis those students with four or more years in US schools based on 2002 Annual CELDT data, and it credits LEAs for all students who reach the English proficient level regardless of time in U.S. schools or prior CELDT level.

Advantages--Includes all of the advantages of Option A plus:

- mitigates the disadvantages described in Options A and B by including all those students reaching English proficiency regardless of time in U.S. schools or prior CELDT level
- increases the number of students and LEAs included in the analysis relative to all other Options

[3] **This analysis is based on the set of students with two years of CELDT scores.**

Disadvantages

- given the large percentage of students missing "years in U.S. school" values, this option may exclude a significant number of students
- credits LEAs for students previously reaching English proficiency who maintain the proficient level, since prior CELDT level is not considered. This could provide a disincentive to reclassify students.
- could set artificially high initial target, if students reaching English proficiency in future years are more carefully monitored for reclassification and less likely to retake CELDT

Table 1 shows the number of CELDT test takers and LEAs that are included for analysis given the inclusion criteria used in each option and currently available CELDT data. A key factor in determining how many students and LEAs are included is the percent of students missing data on two key variables collected as part of CELDT testing:

- **the number of years in U.S. schools (provided for 49 percent of 2002 students)**
- **prior year CELDT scores (provided for 66 percent of 2002 students)**

The response rate on both of these variables needs to be improved in order to accurately compute the percentages of students meeting the AMAOs in each LEA. As collection of these two data elements improves over time, the target structures may need to be re-examined to ensure that the targets are appropriate when applied to a more complete data set.

Table 1
Number of Students and LEAs Included in the Analysis
Under Four Different Options

Option	Total Students / LEAs Included	Percent of 2002 Annual CELDT takers/LEAs
A	304,040 547	23.5% 78.7%
B	448,055 516	34.6 74.2
C	475,060 522	36.7 75.1
D	579,342 614	44.7 88.3

2002 Annual CELDT Student N = 1,295,171.
Number of LEAs with 25 or more CELDT takers = 695.

Recommendation: Adopt Option C which includes the following students in the analysis:

1. ***students who have been in U.S. schools for 4 or more years***
2. ***students at the Intermediate level or above who did not previously reach English proficiency***
3. ***students below Intermediate who meet the English proficient level***

Step 2. Set starting point for 2003-04

As was done with the first AMAO, we recommend using a process similar to Title I's Adequate Yearly Progress requirements for determining the starting point. In that method, schools are ranked and the starting point is set at the percentage of students who meet the target in the school at the 20th percentile of the State's total enrollment. For Title III, only LEP students with CELDT data are used and LEAs are used instead of schools because LEAs are held accountable.

The target will be defined as the percent of LEP students in an LEA who achieve English language proficiency. In May, the SBE adopted the definition of English language proficiency as Early Advanced Overall, with all skill area scores at the Intermediate level or above.

Recommendation: Use the Title I method of determining the starting point for 2003-04.

Step 3. Set the targets for 2004-05 through 2013-14.

Three options for target structures are outlined that parallel the target structures for AMAO 1[4]. The target structures all use the 20th percentile of the State's LEP student enrollment with CELDT data as the starting point and vary in where they expect the end point to be in 2013-14. Three end points were chosen as options. As was done in AMAO 1:

- option 1 ends at the 60th percentile of the LEA distribution. That is the level where 60 percent of LEAs are below the target and 40 percent are above.
- option 2 ends at the 75th percentile of the LEA distribution.
- option 3 ends at the 90th percentile of the LEA distribution.

The target structures are parallel to AMAO 1 where all three options have smaller gains the first three years. The targets increase 1/3 of a step the first three years and then 1 step per year until 2013-14.

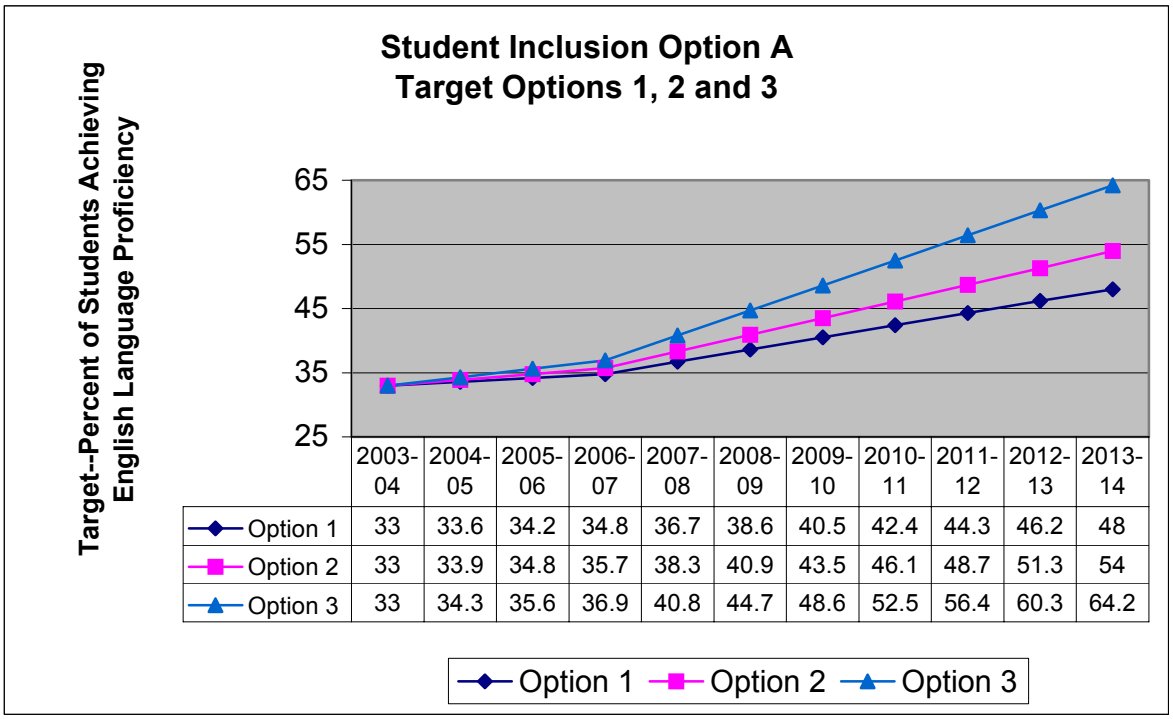
Pages 6 through 9 contain charts outlining 1) the target structure and 2) the percent of LEAs meeting the targets for each of the options for student inclusion (Options A through D) that were outlined in step 1. Once the student inclusion criteria have been determined, a decision will need to be made regarding which target option to use.

[4] As with AMAO 1, the data presented here are based on LEAs with 25 or more students with CELDT data. These results are more stable than those that include very small LEAs and should be used to establish targets even if a smaller minimum size is used for accountability purposes.

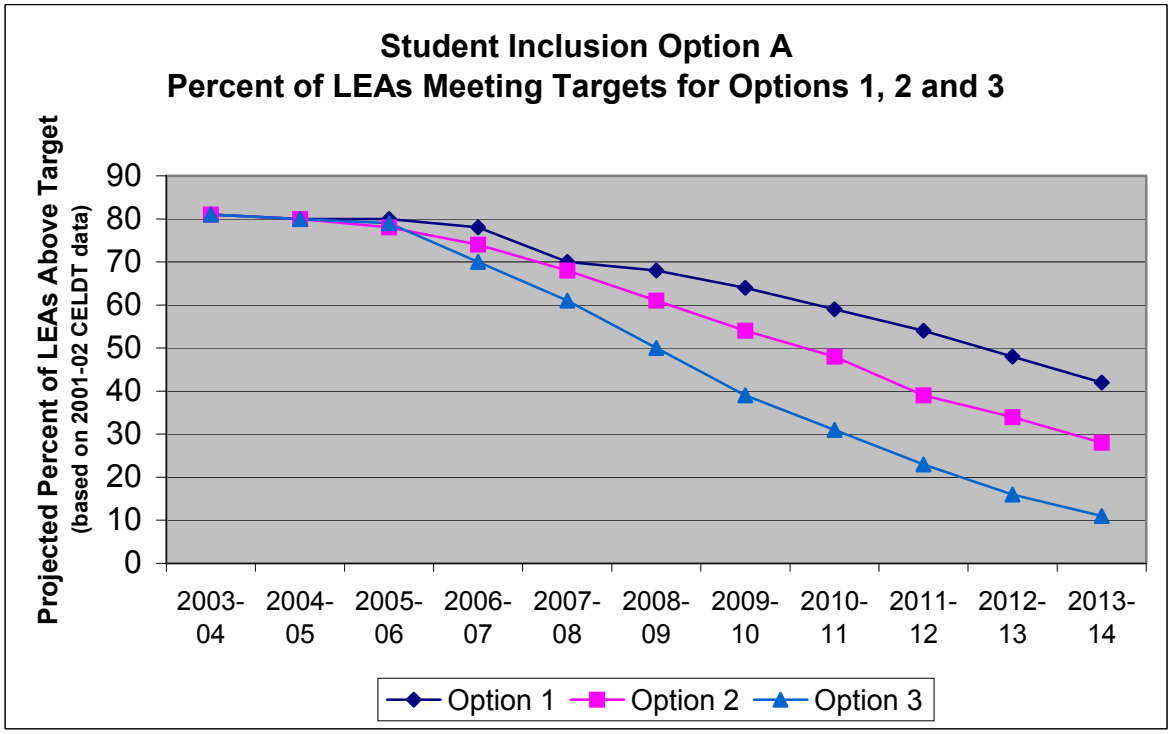
Option 2 is consistent with the recommendation for the first AMAO and would require districts to be at the level that the upper 25 percent of LEAs are now. This would be a rigorous target but is achievable if LEAs provide more focused and effective instruction targeted to the needs of their English learners.

Recommendation: Select Option 2 which ends at the 75th percentile of the current LEA distribution

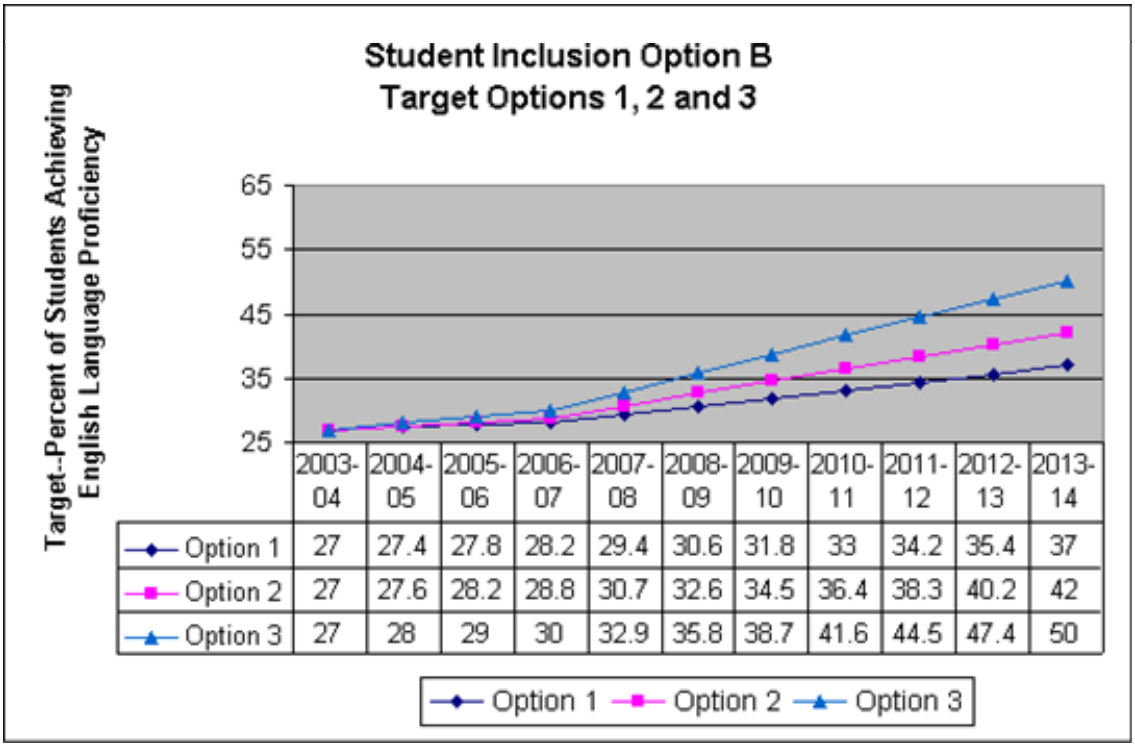
Student Inclusion Option A
Target Options and the Percent of LEAs Meeting Targets



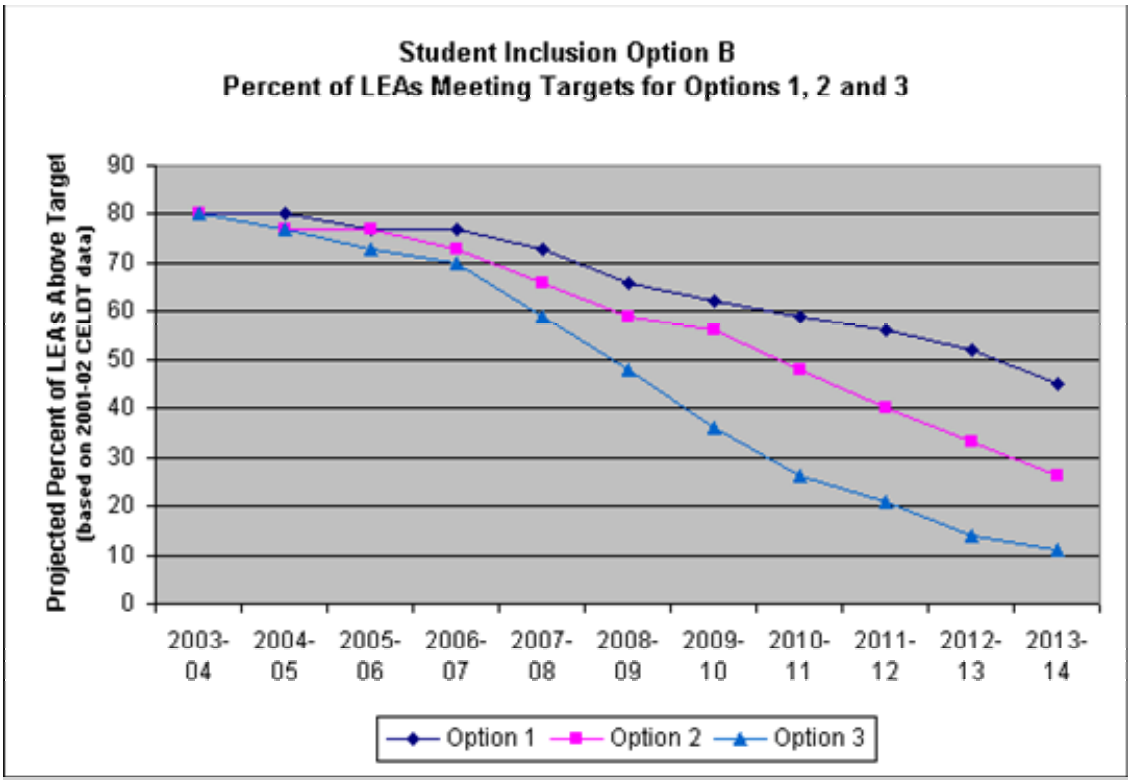
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Option 1	33	33.6	34.2	34.8	36.7	38.6	40.5	42.4	44.3	46.2	48
Option 2	33	33.9	34.8	35.7	38.3	40.9	43.5	46.1	48.7	51.3	54
Option 3	33	34.3	35.6	36.9	40.8	44.7	48.6	52.5	56.4	60.3	64.2



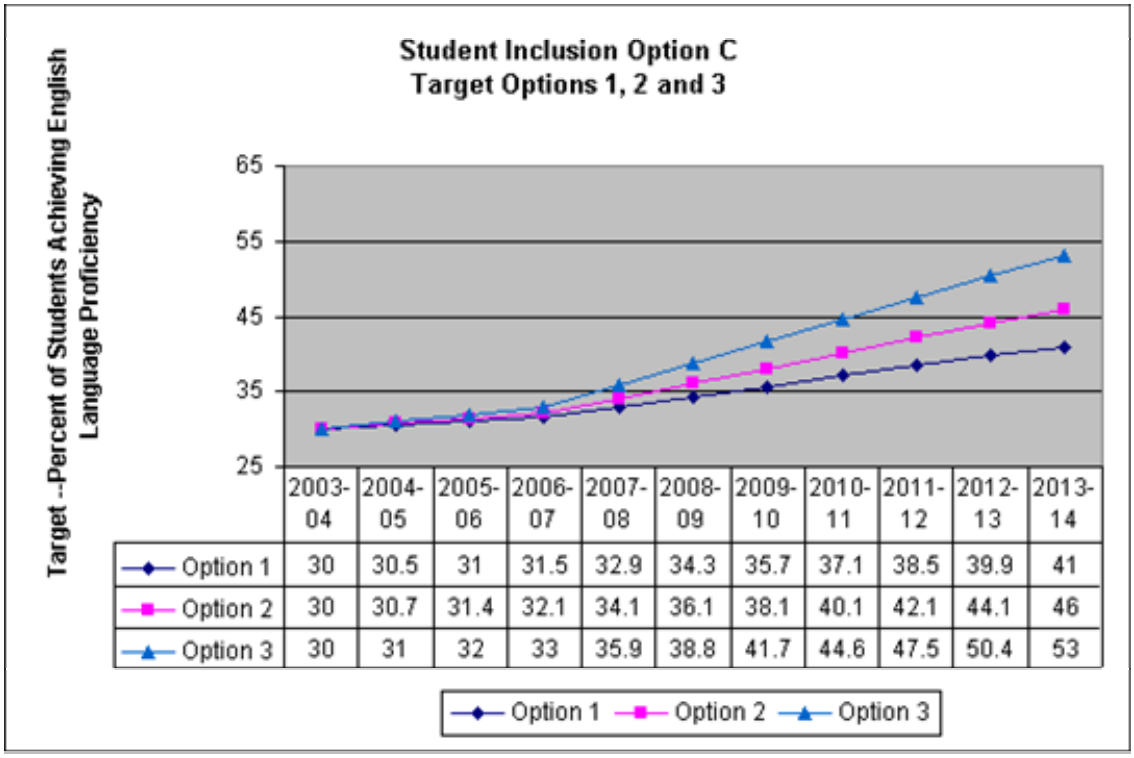
Student Inclusion Option B
Target Options and the Percent of LEAs Meeting Targets



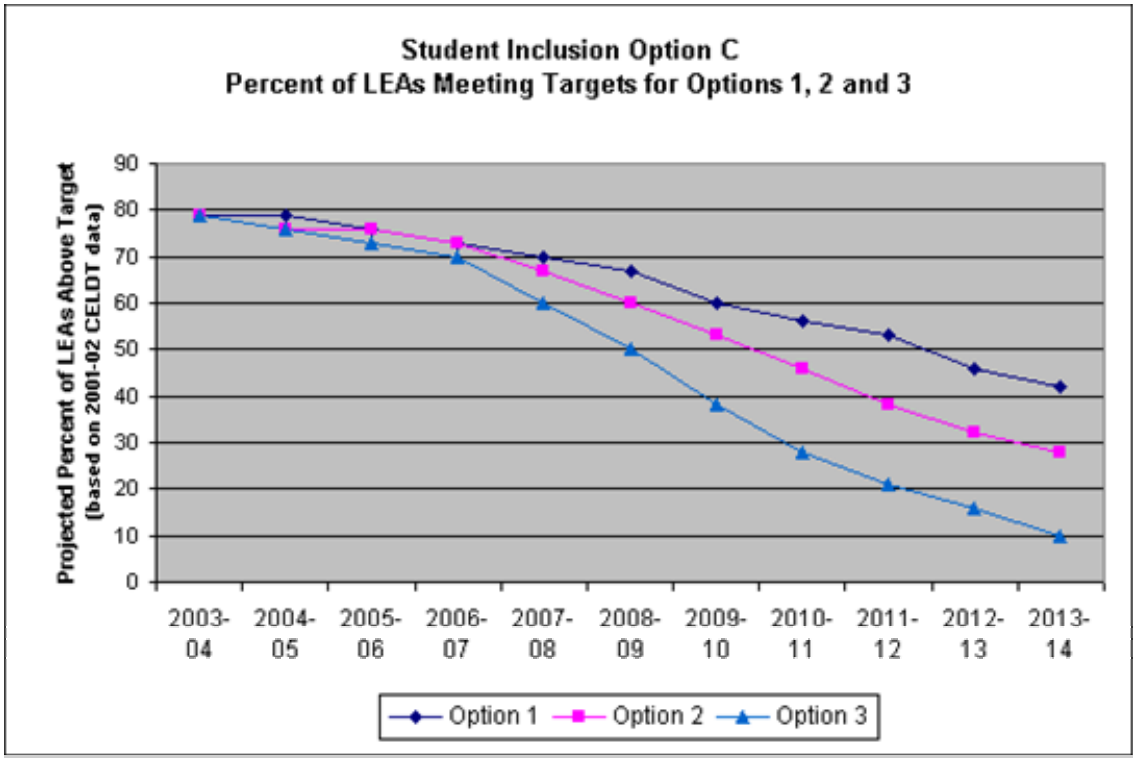
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Option 1	27	27.4	27.8	28.2	29.4	30.6	31.8	33	34.2	35.4	37
Option 2	27	27.6	28.2	28.8	30.7	32.6	34.5	36.4	38.3	40.2	42
Option 3	27	28	29	30	32.9	35.8	38.7	41.6	44.5	47.4	50



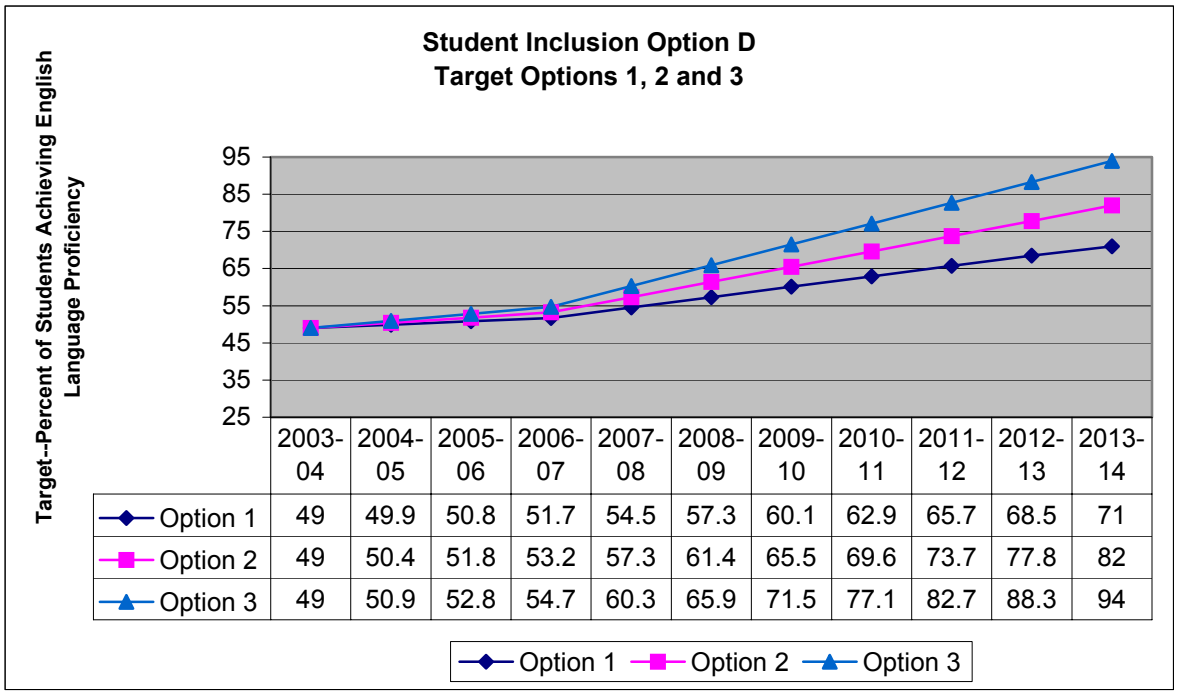
Student Inclusion Option C
Target Options and the Percent of LEAs Meeting Targets



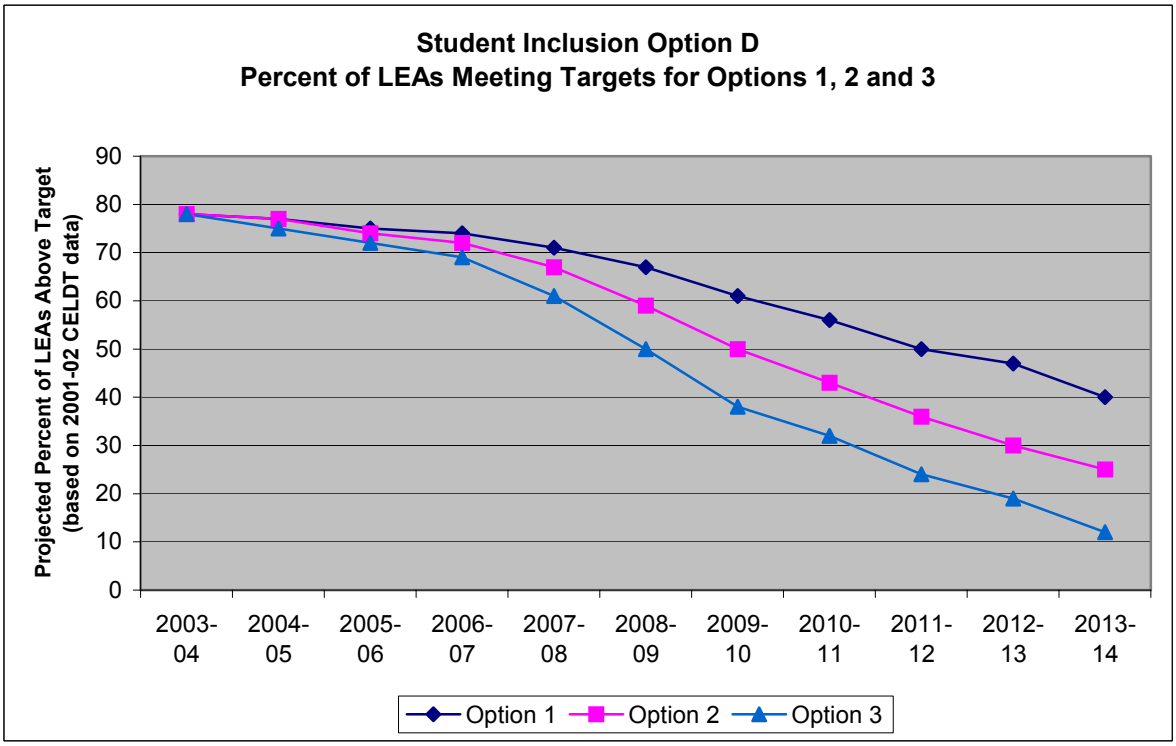
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Option 1	30	30.5	31	31.5	32.9	34.3	35.7	37.1	38.5	39.9	41
Option 2	30	30.7	31.4	32.1	34.1	36.1	38.1	40.1	42.1	44.1	46
Option 3	30	31	32	33	35.9	38.8	41.7	44.6	47.5	50.4	53



Student Inclusion Option D
Target Options and the Percent of LEAs Meeting Targets



	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Option 1	49	49.9	50.8	51.7	54.5	57.3	60.1	62.9	65.7	68.5	71
Option 2	49	50.4	51.8	53.2	57.3	61.4	65.5	69.6	73.7	77.8	82
Option 3	49	50.9	52.8	54.7	60.3	65.9	71.5	77.1	82.7	88.3	94



California Department of Education
SBE-001 (New 04/2003)

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 15

JULY 2003 AGENDA

SUBJECT	**X**	**ACTION**
No Child Left Behind (NCLB): Title IX, Persistently Dangerous Schools		**INFORMATION**
		PUBLIC HEARING

Recommendation:

The State Board of Education approve the designation of "persistently dangerous" for schools that currently meet the Board's policy definition for persistently dangerous and delegate Board liaison(s) the authority for the "persistently dangerous" school designation process between the July Board meeting and the September Board meeting.

Summary of Previous State Board of Education Discussion and Action

The Board approved the *No Child Left Behind* (NCLB) Consolidated Application on May 30, 2002; that action included the adoption of the definition of "persistently dangerous" schools (see Attachment A). At its December, 2002 meeting the Board agreed with US Department of Education Draft Non-Regulatory guidelines that the policy would be applied retroactively to 2000-2001, 2001-2002, and 2002-2003 years.

Summary of Key Issue(s)

Federal Statute

Provisions of Title IX, Section 9532 of NCLB Act require that:

> "…a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, …be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school."

Federal Regulations

On June 16, 2003, the U.S. Department of Education issued final regulations requiring that each state identify schools that meet its definition of a persistently dangerous school in sufficient time to permit Local Education Agencies (LEAs) to offer students in schools, identified as persistently dangerous, the option to transfer to a safe school at least 14 calendar days before the start of the 2003-2004 school year, and each school year thereafter.

Summary of Key Issue(s)

Definition of Persistently Dangerous Schools

Under California's policy, a school shall be designated "persistently dangerous" if for three consecutive fiscal years the total number of expulsions, for offenses delineated in the policy, for students enrolled in the school exceeds one of the following rates:

(a) for a school of 299 enrolled students or less, more than three expulsions, or

(b) for a larger school of 300 or more enrolled students, more than one expulsion for every 100 enrolled students or fraction thereof.

Designation of Persistently Dangerous Schools

CDE staff will present to the State Board the names of schools that have met the criteria for designation as "persistently dangerous" based on expulsion data CDE has received from LEAs up to July 9, 2003, and request that the State Board officially designate those schools as "persistently dangerous." Following the designation of "persistently dangerous" schools by the Board, CDE staff will immediately inform the affected LEAs in writing of the schools designated "persistently dangerous" and include the following materials: corrective action plan forms that must be completed by the LEA and submitted to CDE for approval and monitoring; requirements for parent/student notifications and related time lines; and technical assistance resources.

Please note that the CDE provided superintendents and charter school administrators with information and policy direction, in correspondence dated April 18, 2003, regarding the implementation of the federal requirements pertaining to "persistently dangerous" schools. Additionally, on May 27, 2003, CDE presented an informational web cast to LEAs on the "persistently dangerous" school federal requirements [Unsafe School Choice Option (USCO), Title IX, Section 9532] that was broadcast to nineteen county office of education receiving sites around the state. The web cast included time to answer questions and provide clarification on the federal requirements, California's policy definition, and data collection requirements.

CDE is using the Consolidated Application (ConApp) for Funding Categorical Aid Programs, Part I to electronically collect pertinent expulsion information from LEAs to use in identifying "persistently dangerous" schools. The "Persistently Dangerous School Reporting Form" (see sample in Attachment B) in the ConApp collects expulsion information for the 2000-01, 2001-02, and 2002-03 fiscal years.

Delegation Authority to Board Staff for Designation Process

The CDE expects to receive the required expulsion information from a substantial number of LEAs on or shortly after the June 30 due date for the ConApp. Using this information, CDE will be able to submit the names of schools that meet the "persistently dangerous" policy criteria to the State Board during its July meeting and recommend that they be designated as "persistently dangerous." However, it is possible, based on expulsion information received from additional

Summary of Key Issue(s)

LEAs following the Board meeting that more schools may need to be designated "persistently dangerous." Since the Board does not plan to meet in August, the earliest that any additional schools could be officially designated "persistently dangerous" would be at the Board's September meeting, unless the Board delegates approval authority for the "persistently dangerous" school identification process. CDE staff, therefore, recommends that the State Board delegate its approval authority to one or more Board members for the "persistently dangerous" identification process so that "persistently dangerous" schools can continue to be designated as appropriate before the start of the 2003-04 school year.

Fiscal Analysis (as appropriate)

N/A

Attachment(s)

- Attachment A: State Board-adopted definition of persistently dangerous schools (Pages 2)
- Attachment B: Sample "Persistently Dangerous School Reporting Form." (Pages 1)

Attachment A

California State Board of Education Policy

POLICY #	
02-03	
DATE	
May 2002	

SUBJECT

"Persistently Dangerous" Schools

REFERENCES

No Child Left Behind Act of 2001, TITLE IX, PART E, SUBPART 2, SEC. 9532. UNSAFE SCHOOL CHOICE OPTION.

HISTORICAL NOTES

None.

No Child Left Behind Act of 2001
TITLE IX, PART E, SUBPART 2, SEC. 9532. UNSAFE SCHOOL CHOICE OPTION

In the context of this Act, a California public elementary or secondary school is considered to be "persistently dangerous" if each of the following two conditions exists for three-consecutive fiscal years:

(1) the school has a federal or state gun-free schools violation or a violent criminal offense has been committed by a student or a non-student on school property, and

(2) the school has expelled students, under *California Education Code*, for any of the following offenses:

- assault or battery upon any school employee—Section 48915(a)(5)
- brandishing a knife—Section 48915(c)(2)
- causing serious physical injury to another person, except in self-defense—Section 48915(a)(1)
- hate violence—Section 48900.3
- possessing, selling, or furnishing a firearm—Section 48915(c)(1)
- possession of an explosive—Section 48915(c)(5)
- robbery or extortion—Section 48915(a)(4)
- selling a controlled substance—Section 48915(c)(3)
- sexual assault or sexual battery—Section 48915(c)(4)

The number of expulsions for these offenses must exceed one of the following rates:

(a) for a school of fewer than 300 enrolled students, three expulsions

(b) for a larger school, one expulsion for every 100 enrolled students or fraction thereof

For the purpose of this definition—"fiscal year" means the period of July 1 through June 30 (*California Education Code,* section 37200); "gun-free schools violation" means a student who is determined to have brought a firearm to a school, or to have possessed a firearm at school (federal Gun-Free Schools Act); "firearm" means handgun, rifle, shotgun or other type of firearm (section 921 of title 18, *United States Code*); "violent criminal offense" means all of the offenses identified in condition (2) above; "expulsion" means an expulsion ordered regardless of whether it is suspended or modified; "assault" means an unlawful attempt, coupled with a present ability, to commit a violent injury on the person of another (*California Penal Code,* section 240); "battery" means any willful and unlawful use of force or violence upon the person of another (*California Penal Code,* section 243), "knife" means any dirk, dagger, or other weapon as defined in *California Education Code,* section 48915[g]); "hate violence" means any act punishable under *California Penal Code,* sections 422.6, 422.7, 422.75; "explosive" means a destructive device (section 921 of title 18, *United States Code*); "robbery" means acts described in *California Penal Code,* sections 211, 212; "extortion" means acts described in *California Penal Code,* sections 71, 518, 519; "controlled substance" means drugs and other substances listed in Chapter 2 of Division 10 of the *California Health and Safety Code* (commencing with Section 11053); "sexual assault" means acts defined in *California Penal Code,* sections 261, 266(c), 286, 288, 288(a), 289; "sexual battery" means acts defined in *California Penal Code,* section 243.4; "enrolled students" means students included in the most current California Basic Educational Data System (CBEDS) report for the school.

SAMPLE SAMPLE

2002-2003 "Persistently Dangerous" School Reporting Form

California Department of Education

Consolidated Application

Purpose: This page is to collect student expulsion information to be used in identifying "persistently dangerous" schools to comply with NCLB requirements. Failure to complete this form may result in the withholding of NCLB funding for California.

Agency: Sand Dunes Unified School District

CD code: 5 9 7 7 0 8 5

School: Sand Dunes High School

School Code: 5 9 7 7 0 9 4

Submission: [X] Original [ ] Revision **Date:** 06 / 20 / 2003

Violent Criminal Offense {Pertinent California Educational Code (CEC) Referenced}	Number of Expulsions Ordered per Fiscal Year		
	2000-2001	2001-2002	2002-2003
Are there any expulsions reported for any of the nine California Education Code violations referenced below?	[X] Yes [ ] No	[X] Yes [ ] No	[X] Yes [ ] No
CEC Section 48900.3 -- Hate Violence	0	0	2
CEC Section 48915(a)(1) -- Causing serious physical injury to another person	4	6	3
CEC Section 48915(a)(4) -- Robbery or extortion	2	0	1
CEC Section 48915(a)(5) -- Assault or battery upon any school employee	0	1	2
CEC Section 48915(c)(1) -- Possessing, selling, or furnishing a firearm	0	1	1
CEC Section 48915(c)(2) -- Brandishing a knife	0	2	3
CEC Section 48915(c)(3) -- Selling a controlled substance	3	7	4
CEC Section 48915(c)(4) -- Sexual assault or sexual battery	0	1	2
CEC Section 48915(c)(5) -- Possession of an explosive	0	0	1
Total Expulsions	9	18	19
CBEDS Total Enrollment	1,705	1,717	1,645
Is the school "at risk" of being designated "persistently dangerous"?*	No	Yes	Yes

Sample

* A school is "at-risk" of being designated "persistently dangerous" when the total expulsions in a given year for the above code sections meets two criteria: 1) there must be more than one expulsion per 100 students or fraction thereof; and 2) there must be more than three expulsions.

State of California **Department of Education**

Last Minute Memorandum

To: **STATE BOARD MEMBERS** **Date: July 8, 2003**

From: **Sue Stickel**

Re: **ITEM # 15**

Subject **NO CHILD LEFT BEHIND (NCLB): TITLE IX, PERSISTENTLY DANGEROUS SCHOOLS**

There are no public K-12 schools, as of July 7, 2003, that have met the State Board policy definition for designation as "persistently dangerous" for the beginning of the 2003-2004 school year. The California Department of Education (CDE) staff has made this determination based on student expulsion information submitted to the CDE staff by the local educational agencies, in accordance with the State Board policy. The expulsion information was collected on the "2002-2003 Persistently Dangerous School Reporting Form" that was included on page 13 of the *2003-2004 Consolidated Application (ConApp) for Funding Categorical Aid Programs, Part I*. The reporting period for the expulsion information covers the 2000-2001, 2001-2002, and 2002-2003 fiscal years.

As of July 7, 2003, the total number of ConApps of received by CDE from the local educational agencies is 1,070 and the total number of applications outstanding is 186. The LEAs must submit their information regarding "persistently dangerous" schools in order to receive 2003-2004 No Child Left Behind funding.

California Department of Education
SBE-001 (New 04/2003)

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 16

JULY 2003 AGENDA

SUBJECT	**X**	**ACTION**
Federal Wavier – Safe and Drug Free School Innovative Programs Under NCLB		**INFORMATION**
		PUBLIC HEARING

Recommendation:

The SBE adopt a policy to review future NCLB Title IV waivers of science-based research request on a case-by-case basis.

Summary of Previous State Board of Education Discussion and Action

Has not been previously discussed.

Summary of Key Issue(s)

- Federal Authority requires a waiver policy.
- It will be necessary for some schools to consider seeking a wavier.
- Even if a waiver is granted the district must meet critical factors for quality.

Fiscal Analysis (as appropriate)

CDE staff time will be required to review waivers and subsequent annual reports indicating program quality and evaluation / research results.

Attachment(s)

- Attachment A: Federal Wavier Safe and Drug Free Schools Innovative Program (Pages 3)
- Attachment B: Science-Based Programs (Pages 2)
- Attachment C: Promising or Favorable Programs (Pages 2)

California State Board of Education Policy

POLICY #
0?-0?
DATE
DRAFT

WAIVER GUIDELINES

Federal Waiver – Safe and Drug Free School Innovative Programs Under NCLB

REFERENCES: Authority:

"No Child Left Behind Act" (NCLB) Title IV, Part A, Section 4115 (a)(3)

HISTORICAL NOTES

2002 HR 1 "No Child Left Behind" authorized several waivers to be approved by the "SEA"

Federal Section involved:
No Child Left Behind Act (NCLB) Title IV, Part A, Section 4115 (a)(1)(C):
For a program or activity developed pursuant to this subpart to meet the principles of effectiveness, such program or activity shall be based on scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use.

Federal Waiver Authority:
No Child Left Behind Act (NCLB) Title IV, Part A, Section 4115 (a)(3): A local educational agency may apply to the State for a waiver of the requirement of subsection (a)(1)(C) to allow innovative activities or programs that demonstrate substantial likelihood of success.

Background:
The United State Department of Education issued Guidance for State and Local Implementation of SDFSC Programs with the following frequently asked question:

> ***"May an LEA apply for a waiver of the requirement to implement programs that are scientifically based?***
>
> ***Consistent with Section 4115(a)(3) of the SDFSCA, LEAs may apply to their SEA for a waiver of the requirement to implement programs that are scientifically based. However, LEAs applying for waivers must demonstrate that funded programs or activities are innovative and have a substantial likelihood of success. The Department encourages SEAs, in considering requests for waivers, to apply criteria that will permit the implementation of services and activities highly likely to be successful. For example, SEAs may want to consider to what extent proposed programs address the elements of the definition of scientifically based research."***

In the NCLB, Title IX, Part A, Section 9105 (37) the term 'scientifically based research'—
(A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
(B) includes research that—
(i) employs systematic, empirical methods that draw on observation or experiment;
(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify

the general conclusions drawn;
(iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
(iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
(v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
(vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Safe and Drug Free Schools and Communities (SDFSC) funds must be used to support programs or activities that effectively reduce alcohol, tobacco, other drug use, or violence, based on evidence provided by scientific research. The Local Educational Agency Plan (LEAP) requires the Local Educational Agency (LEA) to use one or more science-based programs listed in Attachment A (formerly LEAP Appendix C) recognized for effectively preventing alcohol, tobacco, other drug use or violence.

In order to use SDFSC funds to support any of the promising programs listed in Attachment B (formerly LEAP Appendix E), or to support any program not otherwise listed in Attachment A, the LEA must submit a waiver. The programs listed in Attachment B are often not afforded top recognition because such programs do not yet have sufficient scientific support to meet criteria set for "effective" status. In some cases such programs were not evaluated in multiple trials or have not yet collected longitudinal data. The chance that these programs will prove to be effective when used is less than for the science-based programs listed in Attachment A. When any Attachment B program is implemented, there must be a commitment to conduct an outcome evaluation. The LEA using an Attachment B program under waiver will need to contact program providers or developers and volunteer to take part in any clinical evaluation or research designed to evaluate the program's effectiveness.

Waiver Guidelines

The LEA must apply for a waiver of NCLB, Title IV, Part A, Section 4115 (a)(1)(C) in order to use SDFSC funds to support the cost of any program listed in Attachment B, or otherwise **not** listed in Attachment A. If approved, this waiver will allow the LEA to use such funds to support the cost of an innovative program that demonstrates substantial likelihood of success. The innovative program covered by the waiver should be taking part in scientifically based research as defined in the NCLB Section 9105. The developers or publishers of the program must commit to submitting the program for review by one of the agencies cited in Attachment A that use a rigorous process to recognize science-based programs. Biennial waiver renewal will be based on adequate progress being made towards submitting the program for such a review.

Required Documentation:

Waiver approval will be based on the extent to which proposed programs address the elements of scientifically based research as defined in the NCLB. Since the State Board of Education's authority to grant a waiver is based on an innovative program demonstrating substantial likelihood of success, a waiver request must address the following three criteria:

1. Is the program innovative? Provide a description of the program's target population, activities, lessons, or strategies sufficient to establish that the program is innovative relative to other commonly used prevention programs. Provide a time line and history of program development or implementation to establish that the program is innovative in terms of being a new program. Provide a rationale for why the applicant believes the program is innovative and deserving of evaluation.

2. Does the program demonstrate substantial likelihood of success? Provide a rationale for why the applicant believes the program has substantial likelihood of success for preventing alcohol, tobacco, other drug use or violence. Describe outcome measures based on preliminary or concurrent program evaluation. If an evaluation report is available from program developers or publishers, then the applicant may cite information from the report or attach the report to the application.

3. Describe the program developer's or publisher's plan and timeline for submitting the program for review and recognition by one of the reputable groups identified in Attachment A (California Healthy Kids Resource Center: Research-Validated Programs; University of Colorado: Blueprints; Center for Substance Abuse Prevention: Model Programs; or United States Department of Education: Expert Panel). The description should establish the applicant's commitment to supporting the scientific evaluation of the program and willingness to take part in clinical trials designed to measure program effectiveness. A report describing adequate progress for submitting the program for recognition as a science-based program must be annually submitted to the Waiver Office.

Who Should Apply:

Applicants who want to support the evaluation or clinical trial of prevention programs that are genuinely innovative and that are committed to demonstrating substantial likelihood of success for preventing alcohol, tobacco, other drug use or violence. The program must be subject to scientifically based research with the intent to submit the program for review in order to be added to the lists of recognized science-based programs.

Period of Request:

Waivers will be granted for a maximum of two years, contingent upon the LEA submitting an annual report describing adequate progress, as noted in Item 3 above. A previously approved waiver may be submitted for renewal.

ATTACHMENT B (Formerly Leap Appendix C)

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs has been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication *Getting Results*. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < http://www.colorado.edu/cspv/blueprints/model/overview.html >(University of Colorado: Blueprints)

C: < http://modelprograms.samhsa.gov/model_prog.cfm >(Center for Substance Abuse Prevention: Model Programs)

D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)

E: < http://www.gettingresults.org/ > (Getting Results)

School-Based Programs

	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	**x**	**x**	**x**		**x**	C,
Al's Pals: Kids Making Healthy Choices	Pre K to 2				**x**		C, D
All Stars™	6 to 8	x	**x**	**x**			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	**x**		**x**			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	**x**			**x**		C,
Child Development Project/Caring School Community	K to 6	**x**		**x**	**x**	**x**	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				**x**		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				**x**		C
Coping Power	5 to 8			**x**	**x**		C
DARE To Be You	Pre-K	**x**		**x**	**x**	**x**	A, C,
Early Risers Skills for Success	K to 6				**x**		C,
East Texas Experiential Learning Center	7	**x**	**x**	**x**	**x**	**x**	C
Friendly PEERsuasion	6 to 8	**x**					C
Good Behavior Game	1 to 6				**x**		B, C
High/Scope Perry Preschool Project	Pre-K				**x**	**x**	B, C, E
I Can Problem Solve	Pre-K				**x**		A, B, D
Incredible Years	K to 3				**x**	**x**	B, C,
Keep A Clear Mind	4 to 6	**x**	**x**				A, C,
Leadership and Resiliency	9 to 12					**x**	C,
Botvin's LifeSkills™ Training	6 to 8	**x**	**x**	**x**	**x**		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					**x**	D, C, E
Minnesota Smoking Prevention Program	6 to 10		**x**				A, D, E
Olweus Bullying Prevention	K to 8				**x**		B, C, E
Positive Action	K to 12	**x**	**x**	**x**	**x**	**x**	C, D,
Project ACHIEVE	Pre-K to 8				**x**	**x**	A, C, E
Project ALERT	6 to 8	**x**	**x**	**x**			A, C, D, E
Project Northland	6 to 8	**x**		**x**			A, B, C, D, E
Project PATHE	9 to 12					**x**	B, E
Project SUCCESS	9 to 12	**x**	**x**	**x**			C,
Project Toward No Drug Abuse (TND)	9 to 12	**x**	**x**	**x**	**x**		C,
Project Toward No Tobacco Use (TNT)	5 to 8		**x**				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				**x**		A, B, C, D,
Protecting You/Protecting Me	K to 5	**x**					C,

Quantum Opportunities	9 to 12					**x**	B, E
Reconnecting Youth	9 to 12	**x**		**x**	**x**	**x**	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			**x**	**x**		C, D, E
Rural Educational Achievement Project	4				**x**		C
School Violence Prevention Demonstration Program	5 to 8				**x**		C
Second Step	Pre-K to 8				**x**		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	**x**			**x**	**x**	B, C, D, E
SMART Leaders	9 to 12			**x**			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			**x**			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	**x**					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				**x**		C, D,
Too Good for Drugs	K to 12	**x**	**x**	**x**	**x**		C
Community and Family-based Programs							
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					**x**	B, E
Brief Strategic Family Therapy	Families			**x**			B, C,
CASASTART	Community			**x**	**x**		B, C, D,
Communities Mobilizing for Change	Community	**x**					C
Creating Lasting Family Connections	Families (6 to 12)	**x**		**x**		**x**	A, C, D,
Families That Care – Guiding Good Choices	Famileis	x		x			C
Families And Schools Together (FAST)	Families				**x**		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				**x**		C,
Family Matters	Families	**x**	**x**				C
FAN (Family Advocacy Network) Club	Families			**x**		**x**	C
Functional Family Therapy	Families	**x**		**x**	**x**		B, E
Home-Based Behavioral Systems Family Therapy	Families				**x**		C
Houston Parent-Child Development Program	Parents					**x**	C
Multisystemic Therapy	Parents			**x**	**x**		B, C, E
Nurse-Family Partnership	Parents		**x**				B, C,
Parenting Wisely	Parents				**x**		C,
Preparing for the Drug Free Years	Parents (4 to 7)	**x**		**x**		**x**	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	**x**	**x**	**x**			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					**x**	C
Stopping Teenage Addiction to Tobacco	Community		**x**				C
Strengthening Families Program	Families (4 to 6)	**x**		**x**	**x**	**x**	A, C, D,

ATTACHMENT C (Formerly Leap Appendix E)

Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)

B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)

C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)

D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)

E: < http://www.gettingresults.org/ > (Getting Results)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Asain Youth Alliance	teens			x		x	C
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Brain Power	Elementary				x		C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Communities of Caring	K to 12	x		x	x		D
Dando Fuerza a La Familia	Families			x		x	C
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward	5 to 9				x		D

Peace							
Massachusetts Tobacco Control Program	7 to 12		x				C
Michigan Model for Comprehensive School Health Education	K to 12	**x**	**x**	**x**			D
Multi modal Substance Abuse Prevention	Adjudicated Adolescents			x			C
Open Circle Curriculum	K to 5				**x**	**x**	D
Parent-Child Assistance Program (P-CAP)	Families	**x**		**x**			C
PeaceBuilders	K to 8				**x**		D
Peacemakers Program	4 to 8				**x**		D
Peer Assistance and Leadership	9 to 12			**x**	**x**		C
Peer Coping Skills (PCS)	1 to 3				**x**		B
Peers Making Peace	K to 12				**x**		D
Personal/Social Skills Lessons	6 to 12		**x**				A
Plan A Safe Strategy (PASS)	10	x					C
Preventive Alcohol Education Program	9-12	x					C
Preventive Intervention	6 to 8			**x**			B
Preventive Treatment Program	Parents			**x**	**x**		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		**x**				A
Project BASIS	6 to 8				**x**	**x**	C
Project Break Away	6 to 8		**x**	**x**			C
Project Life	9 to 12		**x**				A
Project PACE	4					**x**	C
Project SCAT	4 to 12		**x**				A
Project Status	6 to 12			**x**	**x**	**x**	B
Project Venture	9 to 12 Native Americans	**x**	**x**	**x**	**x**	**x**	C
Safe Dates	School				**x**		B
Say It Straight (SIS) Training	6 to 12	**x**					D
SCARE Program	Teens				**x**		D
School Transitional Environmental Program	9 to 12			**x**	**x**	**x**	B
Smokeless School Days	9 to 12		**x**				A
Social Decision Making and Problem Solving	1 to 6	**x**			**x**		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					**x**	B
Socio-Moral Reasoning Development Program (SMRDP)	School				**x**		B
Storytelling for Empowerment	6 to 8	**x**		**x**			C
Strengthening Hawaii Families	Families			**x**			C
Strengthening the Bonds of Chicano Youth & Families	Communities	**x**		**x**			C
Syracuse Family Development Program	Family				**x**		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	**x**					C
Teenage Health Teaching Modules	6 to 12		**x**				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		**x**				A
The Scare Program	School				**x**		D
The Think Time Strategy	K to 9				**x**		D
Tinkham Alternative High School	9 to 12					**x**	C
Tobacco-Free Generations	8 to 12		**x**				A
Viewpoints	9 to 12				**x**		B
Woodrock Youth Development Project	K to 8	**x**	**x**	**x**		**x**	C
Yale Child Welfare Project	Families				**x**		B

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 17

JULY 2003 AGENDA

SUBJECT		
National Assessment of Educational Progress (NAEP): Report of NAEP 2002 Reading Results and an Update on NAEP Activities for 2003-2004.	X	ACTION
	X	INFORMATION
		PUBLIC HEARING

Recommendation:

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

Summary of Previous State Board of Education Discussion and Action

The National Assessment Governing Board (NAGB) provided SBE with a presentation on NAEP at the June meeting.

Summary of Key Issue(s)

NAEP provides the only national assessment of what students know and what they can do. In 2002 NAEP conducted assessments in reading and writing at grades 4, 8, and 12. Results for the 2002 reading assessment for California and the nation will be presented to the SBE in July. An update on assessments and results releases for 2003-2004 will also be presented.

The results of the 2002 NAEP Reading Assessment are embargoed until 9:30 Eastern Daylight Time on June 19, 2003. A summary of these results will be provided in the supplemental mailing to SBE.

Fiscal Analysis (as appropriate)

None.

Attachment(s)

Attachment 1: NAEP Update (Page 1-1))

State of California **Department of Education**

Supplemental Memorandum

To: **STATE BOARD MEMBERS** **Date:** **June 30, 2003**

From: **Geno Flores, Deputy Superintendent**

Re: **ITEM #17**

Subject: **NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP): REPORT OF NAEP 2002 READING RESULTS AND AN UPDATE ON NAEP ACTIVITIES FOR 2003-2004.**

Please insert the following attachment:

Attachment 2: NAEP Update 2003-2004 (Pages 1-5)

NAEP Update 2003-2004

About NAEP

The National Assessment of Educational Progress (NAEP) is a national testing program run by the U.S. Department of Education, National Center for Education Statistics (NCES). State NAEP assessments in reading and writing will be conducted every two years as a result of the NCLB legislation. Other assessments will be offered in off years. All NAEP assessments involve a sample of students from the state and/or nation. All the assessments are matrix tests, so results are not available for individual schools and students.

California NAEP Coordinator

Beginning in 2002 NCES provides support to states for a full time NAEP coordinator.
Eric Zilbert is the State NAEP Coordinator for California. He can be reached by e-mail at *ezilbert@cde.ca.gov*. His phone number is (916) 319-0332.

The Nation's Report Card Web site

NCES provides a Web site presenting NAEP information. The Web site provides access to NAEP results, frameworks, sample questions, scoring guides, and sample student answers. Most NAEP publications can also be accessed from this site. The Web site address is *<http://nces.ed.gov/nationsreportcard>*.

Upcoming NAEP Activities

During the 2003-2004 school year several NAEP assessments will be taking place. All of these assessments are voluntary for schools and districts with the exception of the State NAEP Field Test at grades 4 and 8, which is required for schools in districts receiving Title I funds.

Dates	Assessment	# of CA Schools
Oct–Dec 2003	Long Term Trend: Age 13, reading & math	80
Oct-Dec 2003	Grade 12 Foreign Language Pilot (Spanish)	32
Jan-Mar 2004	State NAEP Field Test, grades 4, 8, 12	130
Jan-Mar 2004	Long Term Trend: Age 9, reading & math	90
Mar-May 2004	Long Term Trend: Age 17, reading & math	70

Several sets of results will also be released in the coming months. The results of the 2002 reading assessment were released on June 19 and are reviewed below. On July 10th, the results of the 2002 writing assessment will be released. Also scheduled for release in July are the results of the Trial Large Urban School District assessment for 2002. The Los Angeles Unified School District participated in the trial assessment along with Atlanta, Chicago, Houston, and New York city school districts.

Results of the NAEP 2002 Reading Assessment

Overview of Participation in the 2002 Reading Assessment

In 2002 participation in NAEP was voluntary for all districts, schools and students. Because NAEP is only administered to a sample of students, it is critical that as many schools as possible participate in the assessment. NAEP results are not provided to states in which the participation rate falls below 70 percent. NCES flags results where participation falls below 85 percent as being of questionable accuracy. (In 2003 participation in state NAEP was required for districts receiving Title I funds. The participation rate for both 4th and 8th grades was 99 percent).

In addition to participation, exclusion of students due to learning disabilities and/or limited English proficiency is important to consider when interpreting NAEP results. Each state determines it's own policies for exclusion. The exclusion rates for the states and territories assessed ranged from 3 to 12 percent at grade 4, and 2 to 10 percent at grade 8. California had one of the lowest exclusion rates in the nation, and showed the greatest reduction in exclusion at grade 4.

Table 1. California Participation in NAEP Reading 2002

	Grade 4	Grade 8
Total number of schools	143	125
School participation rate (%)	71	70
Number of students in sample	4,290	3,294
Number of students assessed	4,016	3,124
Percent of students excluded 2002	5	4
Percent of students excluded 1998	14	4

California experienced significant changes in the composition of its population between 1998 and 2002. At the 4th grade level the proportion of White students in the sample declined from 46 percent to 34 percent, while the proportion of Hispanic students increased from 29 to 47 percent. Changes at the 8th grade were less dramatic with the White population declining from 40 to 35 percent and the Hispanic population increasing from 37 to 45 percent. Changes in the composition of the population must be considered when comparing scores from 1998 to 2002.

California had the highest proportion of English Learner (EL) students in the nation. At the 4th grade level 29 percent of students were classified as EL, up 3 percentage points from 1998. At the 8th grade level 20 percent were classified as EL, up 2 percentage points from 1998.

	Grade 4		Grade 8	
	California	Nation	California	Nation
Classified as EL	29%	9%	20%	6%
Excluded due to EL	3%	2%	2%	2%
Classified as disabled	7%	13%	10%	13%
Excluded due to disability	3%	5%	2%	5%

Overall Results

The Average Scale Score of grade 4 students overall improved by 4 points over 1998 and was significantly higher than in 1994. The average scale score for 8th grade students decreased by 2 points from 1998 to 2002. This was not a statistically significant difference. These changes in performance paralleled changes in Stanford Achievement Test, Ninth Edition, scores for these grades between 1998 and 2002.

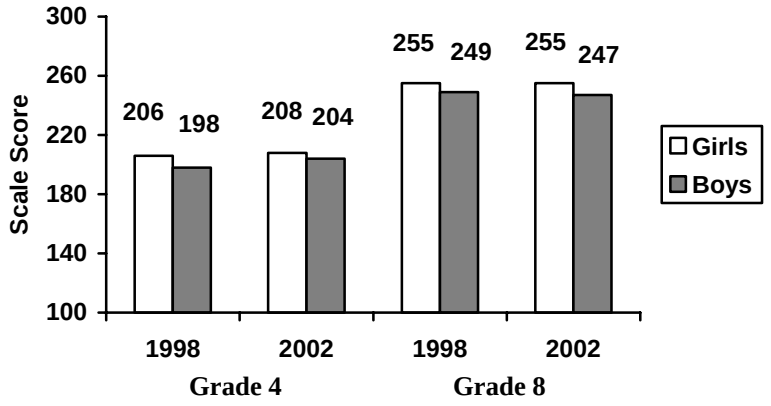
Table 2. History of NAEP Reading Scores for California

		Scale Score		Achievement Level		
				Percent at or Above		
Grade	Year	State Avg.	[Nat. Avg.]	Basic	Proficient	Advanced
4	1992	202	[215]	48	19	4
	1994	197	[212]	44	18	3
	1998	202	[215]	48	20	4
	2002	**206**	**[217]**	**50**	**21**	**4**
8	1998	252	[261]	64	22	1
	2002	**250**	**[263]**	**61**	**20**	**1**

Results by Gender

Scores on the reading assessment did not change significantly for boys or girls between the 1998 and 2002 assessments.

Figure 1: California NAEP Reading Results by Gender



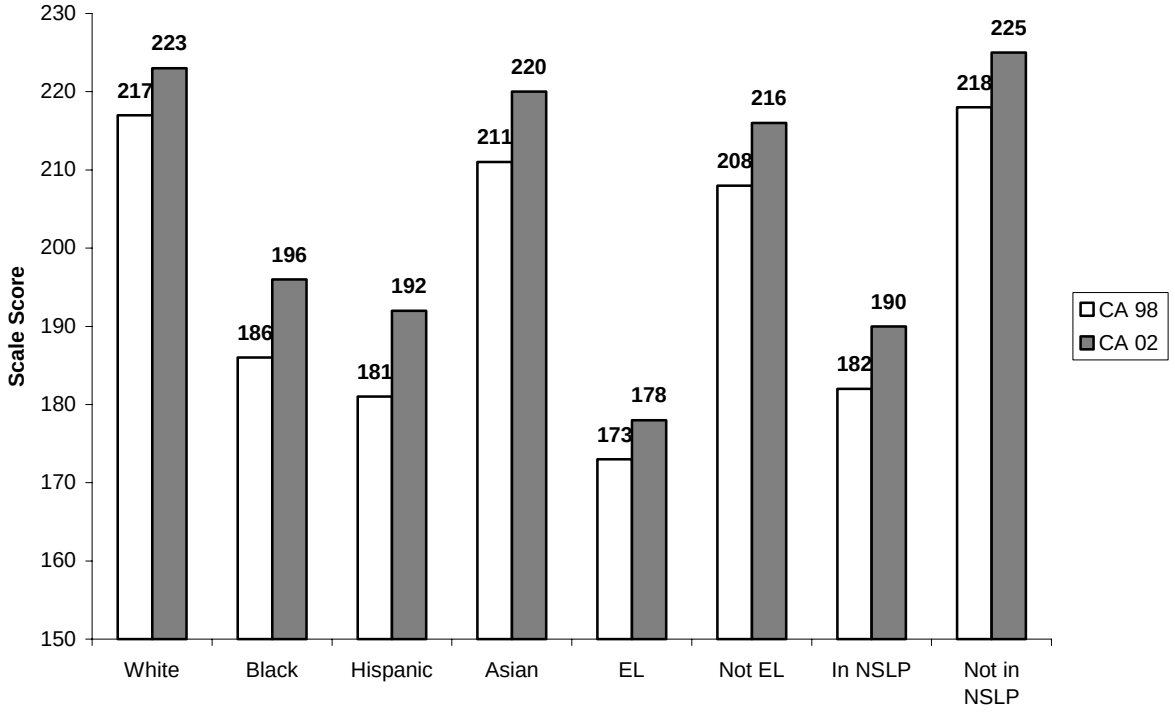
Results by Subgroup (Ethnicity, EL, NSLP)

Figure 2 presents the NAEP reading results by ethnicity, English Learner (EL) status, and National School Lunch Program (NSLP) participation. It is important to note that the categories of EL and NSLP overlap with each other and with the various ethnicities.

Grade 4

- White and Asian students scored significantly higher than did Black and Hispanic students. The scores of Asians and Whites were not significantly different.
- The average scale scores of Black, Hispanic, and Asian students rose significantly between 1992 and 2002.
- Students classified as English Learners (EL) had the lowest scores of any group. The gap between EL and non-EL students in 2002 was 38 points, slightly less than in 1998.
- Students participating in the National School Lunch Program (NSLP), had significantly lower scores than students not participating in NSLP. The gap in scores in 2002 was 35 points, one point less than in 1998.

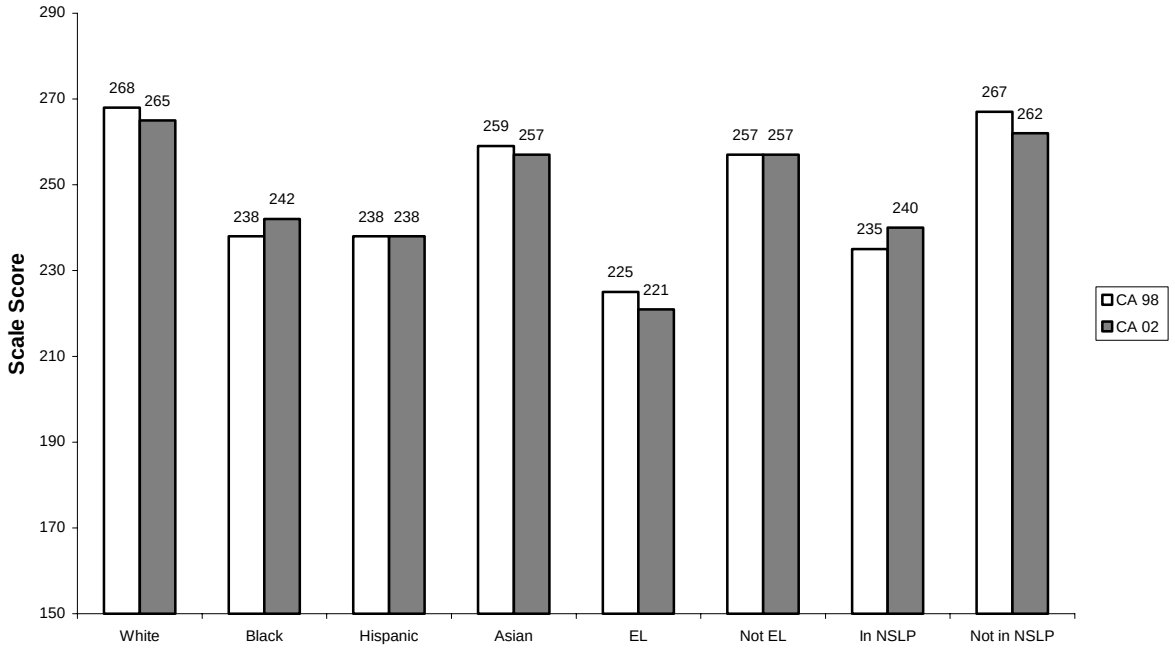
Figure 2. California NAEP Reading Results by Subgroup, Grade 4



Grade 8

- Scores were relatively flat for all subgroups.
- White and Asian students scored significantly higher than did Black and Hispanic Students. The scores of Asians and Whites were not significantly different.
- Students classified as English Learners (EL) had the lowest scores of any group. The gap between EL and non-EL students in 2002 was 38 points, slightly less than in 1998.
- Due to an error in coding by the Los Angeles Unified School District, grade 8 data for NSLP status do not include data for the Los Angeles Unified School District,

Figure 3. California NAEP Reading Results by Subgroup, Grade 8



Hispanic Students Scores and EL Status

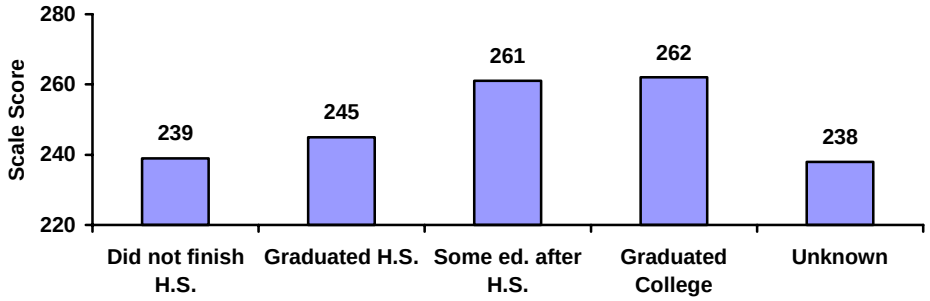
English Learner (EL) in California are mostly Hispanic. At the 4th grade level, 48 percent of Hispanic students were identified as EL. Non EL Hispanic students at the 4th grade level gained 17 points between 1998 and 2002, the largest gain of any subgroup.

At grade 8, 33 percent of Hispanic students were identified as EL. These students gained 2 points over 2002.

Parental Education and Reading Performance

Data on parental education was only collected at the 8th grade level . Students in the NAEP reading assessment reported a significantly lower percentage of parents having graduated from college in California (36 percent) than for the nation as a whole (46 percent). California students whose parents attended some form of higher education performed significantly better than students whose parents had no form of higher education.

Figure 4. Parental Education and 8th Grade Reading Performance



CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 18

JULY 2003 AGENDA

SUBJECT		
Assessment Release Plan.	X	**ACTION**
	X	**INFORMATION**
		PUBLIC HEARING

Recommendation:

Discuss plan to release items for California Assessment System and take action as appropriate.

Summary of Previous State Board of Education Discussion and Action

In April of 2002, the SBE adopted the Three Year Plan for the Development Of California's Assessment System. In keeping with one of the six principles in the Three Year Plan which seeks to make state assessment results as useful as possible to administrators, teachers, parents and students, the sub-score reporting for all standards tests was approved. This will allow for important information on the strengths and weaknesses in student performance in each content strand.

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

In order to provide materials that reinforce the state's content standards and provide useful information regarding the CSTs, the SBE was provided a plan at the March 2003 meeting that outlined the process and timeline for releasing items. The cumulative result is that in three years, the released items will resemble a model of a complete test form

This item provides a general plan for releasing test items for California Assessment System.

Summary of Key Issue(s)

None.

Fiscal Analysis (as appropriate)

None.

Attachment(s)

Additional material will be provided in the supplemental agenda.

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 19

JULY 2003 AGENDA

SUBJECT		
Standardized Testing and Reporting (STAR) Program: Including, but not limited to, approving an Amendment to the 2002-2004 STAR Contract with Educational Testing Services (ETS).	X	ACTION
	X	INFORMATION
		PUBLIC HEARING

Recommendation:

Approve the amendment of the 2002-2004 contract with ETS for a total of $1,644,878, which will cover the costs of meeting the No Child Left Behind (NCLB) requirements to develop core knowledge tests for science.

Summary of Previous State Board of Education Discussion and Action

At the June 2002 meeting, the State Board of Education (SBE) approved the 2002-2004 STAR contract and Scope of Work for ETS. At the April 2003 meeting, the SBE approved additions to the State's NCLB Consolidated State Application, which included a timeline for the development of the core knowledge tests for science.

Summary of Key Issue(s)

The NCLB Act of 2001 requires that, beginning in 2007, each state administer three standards-based science tests every year, one within each of the following grade spans: 3-5, 6-9, and 10-12. These tests will be designed as core knowledge assessments, measuring fundamental science concepts and skills that all students in the designated grades should know and be able to do.

ETS, as part of the 2003 Scope of Work, is field-testing a grade-5 science test in spring 2003 and will implement grade-5 science operational testing in spring 2004. This meets the NCLB requirement to administer a test in the 3-5 grade span. To fully comply with NCLB requirements, tests must also be developed and administered in the 6-9 and 10-12 grade spans.

The California Department of Education (CDE) will request from the Department of Finance (DOF) funding from NCLB Title VI to support the costs necessary for this amendment.

Fiscal Analysis (as appropriate)

Request made to the DOF for $1,644,878 from the NCLB Title VI funds.

Attachment(s)

Attachment1: ETS Recommendations No Child Left Behind (NCLB) Middle School and High School Core Knowledge Science Tests (Pages 1–3)

Attachment 2: STAR Middle School and High School Core Knowledge Science Tests Costs (Page 1-1)

ETS Recommendations
No Child Left Behind (NCLB)
Middle School and High School Core Knowledge Science Tests

The No Child Left Behind (NCLB) Act of 2001 requires that, beginning in 2007, each state administer three standards-based science tests every year, one within each of the following grade spans: 3-5, 6-9, and 10-12. These tests will be designed as core knowledge assessments, measuring fundamental science concepts and skills that all students in the designated grades should know and be able to do.

Educational Testing Service, as part of the 2003 Scope of Work, is field-testing a grade 5-science test in spring 2003 and will implement grade 5-science operational testing in spring 2004. This document contains recommendations for developing and implementing core knowledge science tests at the middle and high school levels. Also included is an updated schedule containing minor revisions to the original plan developed by CDE in April 2003.

The sections of this document are outlined below:

A. General Recommendations for Test Development
B. Revised Proposed Test Development Schedule

A. General recommendations for developing the middle school and high school core knowledge science tests.

- Develop 60-item blueprints that represent designated core knowledge standards across all four disciplines, including (10%) I & E standards. (All other science tests utilize 60-item blueprints and include 10% I&E items.)

- For the middle school test (like grade 5), distribute the items across physical, life, and earth sciences.

- For the high school test (like the subject-specific California Standards Tests), distribute the items across biology, chemistry, earth science, and physics.

- Create new items for both core knowledge tests so that items are developed with appropriate levels of difficulty (rather than using existing subject-specific CST items).

- Do not use the same items for the high school core knowledge test as are used for the subject-specific and integrated CSTs, for two reasons: 1) the field test populations are different for the tests (students within a grade level versus students in any grade who are completing a specific science course); 2) released items will need to have the correct p-values for the tested populations.

- In the spring 2005 administration, use the embedded field test model as administered in 2003 for grade 5. For each designated grade, create 20 versions, 20 items each (10 items in common across versions).

- Beginning with 2006, embed 6 field test items in each operational form.

- Immediately begin the process of adding new CRP members with middle school or high school science expertise recognizing that there will be many additional items to review each year.

B. Revised proposed schedule

No Child Left Behind (NCLB)
Middle School and High School Test Development

Date	Responsibility	Task
April 2003	ETS	Prepares scope of work and cost proposal for development and implementation of tests
May 2003	SBE	Approves scope of work and cost proposal
June 2003	CDE	Secures funding and Department of Finance approval for test development and program implementation
JUNE/JULY 2003	CDE/SBE	Identifies and selects members for CRP with middle school science expertise, and new members to replace current inactive members, if any
September/ October 2003	ETS	Prepares draft discussion points and approaches to the blueprints for presentation to CRP
October 2003	CDE	Reviews and approves discussion points and approaches to the blueprints for discussion at November CRP meeting
November 13 – 16, 2003	CRP	Recommends grade levels for test administration and preliminary recommendations for blueprints (this meeting may also include item review of grade 5 or subject-specific 2005 FT items)
January 2003	SBE	Approves general content and grade levels for test administration
January 30 – Feb. 1, 2004	CRP	Makes final recommendations for blueprints (this meeting will also include item review of grade 5 or subject-specific 2005 FT items)
March 2004	SBE	Adopts blueprints
March– June 2004	ETS	Develops test items
April and July 2004	CRP	Reviews items for accuracy and alignment to standards
August 2004	SPAR Panel	Reviews items for issues of privacy
August 2004	ETS	Builds field test versions for embedding in STAR 2005 grade level test books
September 2004	CDE	Reviews lasers for 2004 administration
October – November 2004	ETS	Prints 2004 STAR test books, including field test items in grade level books

Spring 2005	ETS	Administers field test items at designated grades
January – June 2005	ETS	Continue development of test items
January – July 2005	CRP	Reviews items for accuracy and alignment to standards
August 2005	SPAR Panel	Reviews items for issues of privacy
August 2005	ETS	Builds operational forms including field test items
Spring 2006	STAR Contractor	Administers operational forms including field test items
May/June 2006	STAR Contractor	Continue development of test items
July 2006	CRP	Reviews items for accuracy and alignment to standards
August 2006	SPAR Panel	Reviews items for issues of privacy
August 2006	CDE	Reports tests results of Spring 2006 Administration
August 2006	STAR Contractor	Completes technical manual
September 2006	STAR Contractor	Organizes and supervises standard setting following operational administration and recommends performance levels to SBE/CDE
November 2006	SBE	Approves performance levels
November-December 2006	SBE	Holds public hearings on approved performance levels
January 2006	SBE	Adopts performance levels
January 2007	CDE	Performance levels applied retroactively and results sent to districts
Spring 2007	STAR Contractor	Second operational test administered
August 2007	CDE	Results reported using adopted performance levels
August 2007	CDE	Results used to calculate new base science API

STAR Middle School and High School Core Knowledge Science Tests Costs

Year	Scope of Work Designation	Description	Cost
2003-2004	A1	Blueprint development	$ 52,000
	A2	Development of items	$ 268,800
	A3	Review panels	$ 70,000
	Subtotal:		**$ 390,800**
2004-2005	A10	Forms construction	$ 16,348
	A14	Calibration, scaling, and equating	$ 64,412
	C	Test materials production	$ 345,318
	D, E, F, G	Delivery and collection of materials; test processing, scoring, and analysis; reporting	$ 828,000
	Subtotal:		**$ 1,254,078**
Total Estimated Cost			***$1,644,878***

State of California **Department of Education**

Last Minute Memorandum

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

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

Re: **ITEM #19**

Subject: **Standardized Testing and Reporting (STAR) Program: Including, but not limited to, Approving an Amendment to the 2002-2004 STAR Contract with Educational Testing Services (ETS).**

Please remove and replace the following attachment:

Attachment 1: ETS Recommendations No Child Left Behind (NCLB) Middle School and High School Core Knowledge Science Tests (Revised) (Pages 1–3)

ETS Recommendations
No Child Left Behind (NCLB)
Middle School and High School Core Knowledge Science Tests
(Revised)

The No Child Left Behind (NCLB) Act of 2001 requires that, beginning in 2007, each state administer three standards-based science tests every year, one within each of the following grade spans: 3-5, 6-9, and 10-12. These tests will be designed as core knowledge assessments, measuring fundamental science concepts and skills that all students in the designated grades should know and be able to do.

Educational Testing Service, as part of the 2003 Scope of Work, is field-testing a grade 5-science test in spring 2003 and will implement grade 5-science operational testing in spring 2004. This document contains recommendations for developing and implementing core knowledge science tests at the middle and high school levels. Also included is an updated schedule containing minor revisions to the original plan developed by California Department of Education (CDE) in April 2003.

The sections of this document are outlined below:

A. General Recommendations for Test Development
B. Revised Proposed Test Development Schedule

A. General recommendations for developing the middle school and high school core knowledge science tests.

- Develop 60-item blueprints that represent designated core knowledge standards, including (10 percent) I&E standards. (All other science tests utilize 60-item blueprints and include 10 percent I&E items.)

- Create new items with appropriate levels of difficulty (rather than using existing subject-specific CST items).

- Distribute the items across physical and life sciences. The Content Review Panel (CRP) will make recommendations to the SBE regarding the designation of core knowledge standards.

  Do not use the same items for the high school core knowledge test as are used for the subject-specific and integrated CSTs, for two reasons: 1) the field test populations are different for the tests (students within a grade level versus students in any grade who are completing a specific science course); 2) released items may represent different areas of emphasis within standards.

- In the spring 2005 administration, use the embedded field test model as administered in 2003 for grade 5. For each designated grade, create 20 versions, 20 items each (10 items in common across versions).

- Beginning with 2006, embed 6 field test items in each operational form.

- Immediately begin the process of adding new CRP members with middle school or high school science expertise recognizing that there will be many additional items to review each year.

B. Revised proposed schedule

No Child Left Behind (NCLB)
Middle School and High School Test Development

Date	Responsibility	Task
April 2003	ETS	Prepares scope of work and cost proposal for development and implementation of tests.
May 2003	SBE	Approves scope of work and cost proposal.
June 2003	CDE	Secures funding and Department of Finance approval for test development and program implementation.
June-July 2004	CDE/SBE	Identifies and selects members for CRP with middle school science expertise, and new members to replace current inactive members, if any.
September-October 2003	ETS	Prepares draft discussion points and approaches to the blueprints for presentation to CRP.
October 2003	CDE	Reviews and approves discussion points and approaches to the blueprints for discussion at November CRP meeting
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August 2004	SPAR Panel	Reviews items for issues of privacy.
August 2004	ETS	Builds field test versions for embedding in STAR 2005 grade level test books.
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Spring 2005	ETS	Administers field test items at designated grades.

January–June 2005	ETS	Continue development of test items.
January–July 2005	CRP	Reviews items for accuracy and alignment to standards.
August 2005	SPAR Panel	Reviews items for issues of privacy.
August 2005	ETS	Builds operational forms including field test items.
Spring 2006	STAR Contractor	Administers operational forms including field test items.
May-June 2006	STAR Contractor	Continue development of test items.
July 2006	CRP	Reviews items for accuracy and alignment to standards.
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August 2006	STAR Contractor	Completes technical manual.
September 2006	STAR Contractor	Organizes and supervises standard setting following operational administration and recommends performance levels to SBE-CDE.
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November-December 2006	SBE	Holds public hearings on approved performance levels.
January 2006	SBE	Adopts performance levels.
January 2007	CDE	Performance levels applied retroactively and results sent to districts.
Spring 2007	STAR Contractor	Second operational test administered.
August 2007	CDE	Results reported using adopted performance levels.
August 2007	CDE	Results used to calculate new base science API.

California Department of Education
SBE-001 (New 04/2003)

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 20

JULY 2003 AGENDA

SUBJECT	X	**ACTION**
Standardized Testing and Reporting (STAR) Program: Adoption of Performance Standards (Levels) for the California Alternate Performance Assessment (CAPA)	X	**INFORMATION**
		PUBLIC HEARING

Recommendation:

Approve for public hearing, and conditionally adopt the Performance Standards (levels) for the California Alternate Performance Assessment (CAPA) for reporting performance levels for 2003.

Summary of Previous State Board of Education Discussion and Action

The California Department of Education (CDE) has provided periodic updates to the State Board of Education on the development and implementation of the California Alternate Performance Assessment (CAPA).

Background. In order to meet the requirements of the Individuals with Disabilities Education Act (IDEA), Title 1, and the new No Child Left Behind (NCLB) Act, the state must show evidence that all students are included in the statewide assessment and accountability systems. The 1997 Amendments to IDEA required all states to develop and implement an *alternate assessment* for children with disabilities who cannot take part in the general statewide assessment programs. Generally this applies to approximately 1% of the total student population. In addition, federal law requires that the results from the alternate assessment be integrated into the state's accountability system.

In response to these requirements, CDE contracted with Educational Testing Service (ETS) to develop and administer the CAPA. The first statewide administration of CAPA took place in Spring 2003, with approximately 45,000 – 50,000 students taking the assessment.

Summary of Key Issue(s)

Federal requirements mandate that alternate assessment results be reported with the same frequency and detail as the general assessments. CAPA Performance Standards must be adopted by SBE in order for this year's CAPA results to be included into the 2003 Base Academic Performance Index (API), and to meet the federal requirement for inclusion in the Adequate Yearly Progress (AYP).

From June 16 – 18, ETS convened a standards setting panel to develop recommendations for Performance Standards based on the Spring 2003 administration of CAPA. Attachment 1, *California Performance Assessment (CAPA) Standard Setting Plan*, describes the standard

Summary of Key Issue(s)

setting process that was used to develop the recommendations. The recommended Performance Standards will be provided in the Supplemental Mailing.

Fiscal Analysis (as appropriate)

None

Attachment(s)

1. *California Performance Assessment (CAPA) Standards Setting Plan* (Pages 1-10)
   The *California Performance Assessment (CAPA) Standards Setting Plan* does not include appendices because they reveal secured test items.

Proposed CAPA Performance Standards will be submitted with the supplemental

California Alternate Performance Assessment (CAPA)
Standard Setting Plan - Revised

Educational Testing Service

Submitted to the California Department of Education

June 13, 2003

Table of Contents

Goals of the Standard Setting Process 3
Time and Location 3
Preparation of Standard Setting Materials 4
Process 6
Analysis of the Data 8
Final Cut Decisions 8

CAPA is an individually administered, standards based assessment for students with moderate to severe disabilities who are unable to take the general STAR assessment with accommodations. CAPA is composed entirely of performance tasks. Each content area includes 8 performance tasks, which are scored by a trained, certificated or licensed school staff member on either a 4 or 5-point rubric depending on the test level being assessed. Currently CAPA is operationally assessing students in the areas of English Language Arts (ELA) and Mathematics with a pretest section in Health. Content areas will be added to the operational administration one per year until the complete test in 2007 contains six content areas: ELA, Math, Health, Physical Education, Science and Social Studies – History. Multiple standard settings will need to be conducted over the next four years to establish cuts in all six content areas.

Goals of the Standard Setting Process

The purpose of the standard setting process is to collect recommendations of the placement of the CAPA cut scores for use by the California Department of Education (CDE). It is imperative that cut score recommendations be based on the knowledge and perspectives of teachers, administrators, parents, and other community members, such as college professors, consultants, or school psychologists, with knowledge of or expertise about this population. The recommendations collected will be presented to the CDE who will have final decision making authority and approval of the cut scores to be used operationally to assign students to the following 5 performance categories: advanced, proficient, basic, below basic, far below basic. The standard setting session will have 3 goals: 1) Set the four cuts necessary for each content area of each test level to enable reporting by the 5 performance categories listed above. 2) Write performance descriptions for the minimally competent student at each of the 4 cut scores. 3) Gather validity related evidence on the items within the assessment and on the assessment as a whole.

Time and Location

A standard setting will be held June 16, 2003 to June 18, 2003 for the areas of ELA and Math at all 5 test levels. The Performance Profile Method, a modified bookmarking procedure, will be used to set standards based on profiles of student test performance. The standard setting session will be held in Sacramento at the Hilton Arden West. Participants will be reimbursed for their travel and lodging pursuant to the California Department of Education guidelines.

The Educational Testing Service (ETS) will secure meeting rooms in which to conduct the standard setting sessions. The California Department of Education (CDE) and ETS will work together to recruit a representative sample of panelists to participate in the standard setting sessions. ETS has created a form to be completed by special needs teachers, administrators and parents to volunteer for the standard setting, as well as the future item writing and content review panel. The goal is to receive enough volunteers for each activity to allow ETS to work with the CDE to select the most representative sample

of volunteers possible. Sixty panelists are being sought for the standard setting with the goal of having a final sample of 45 panelists to divide into 3 groups of 15 members each. Currently, thirty-seven people have been identified for the standard setting. Appendix A lists the data for the volunteers to date. Additional efforts are being made by the CDE to secure panelists from areas of the state, disability groups, and test levels, which need better representation.

Preparation of Standard Setting Materials

Prior to the standard setting session, each panelist will be mailed a letter which explains the purpose of the standard setting, briefly outlines the process that will be followed, their role in the process, and provides a general agenda for the standard setting session. The letter will also explain the security procedures to be followed and discourage the panelists from bringing any personal materials into the standard setting sessions.

On the first day of the standard setting, each panelist will be provided with a copy of the test materials for the test levels for which they are setting standards. Panelists will be assigned an ID number and materials will also include an ID number. A record will be kept of each panelist and the set of materials they receive. Panelists will be required to sign a security agreement, notifying them of the confidentiality of the materials used in the standard setting and prohibiting the removal of the materials from the meeting area. To ensure that all materials are accounted for, the panelist ID and materials ID will be verified at the end of each day and at the conclusion of the standard setting process.

Test items from the Spring 2003 CAPA administration will be presented in the order administered with classical item statistics presented for each item: p+ and polyserial correlation. Along with the test items and statistics, panelists will receive a list of all test items and the content standards which they are intended to measure. For each CAPA content area (ELA and Math), there are five test levels and eight tasks per level. Level 1 uses a 5 point rubric for performance scoring while Levels 2 – 5 use a 4 point rubric. On Level 1 it is possible to obtain any raw score between 0 and 40, on the other test levels raw scores range from 0 to 32.

The basis for the bookmark judgments in the standard setting will be the selection of representative student profiles to represent differential performance across tasks within each content area at each test level. Two to five profiles will be examined at each raw score level. Operational data will be used to ensure that the performance profiles most often achieved are included in the profile packet. Performance profiles representing the same raw score will be grouped in random order since no one item is intended to be more important than another.

The bookmark method is well documented and uses item response data to order test items by difficulty in preparation for the placement of the bookmark (Mitzel, Lewis, Patz, & Green, 2001; Lewis, Green, Mitzel, Baum, & Patz, 1999; Green, Lewis, & Michaels, 2002). One of the advantages to the bookmark method is the relative ease of this method compared to methods, e.g., Angoff or Nedelsky, which require a recorded written response to each individual item. This method also provides rich information to panelists regarding the types of items students perform well on and those that are more difficult. Thus, the cut score takes on more meaning to panelists using a Bookmark

method than when they work with the Modified Angoff procedure. The number of cuts to be set over the three day session in addition to the relative ease of the method is one justification for choosing to bookmark the profile sets in the CAPA standard setting.

Due to the small number of items and the fact that all the CAPA items are constructed response, we anticipated that the typical bookmark method would be confusing for the panelists due to the repetition of each item within the set to represent each point on the rubric. In an attempt to ease the mental burden expected of the panelists, we adopted a modified procedure that takes into account other standard setting research. Donahue, Benson, and Cramer (2000) conducted a standard setting for the Georgia Kindergarten Assessment Program – Revised which combined the judgmental policy-capturing method (Plake & Hambleton, 2001; Jaeger, 1995a; Jaeger, 1995b) and the dominant profile judgment method (Plake & Hamilton, 2001; Plake, Hamilton, & Jaeger. 1997; Putnam, Pence, & Jaeger, 1995). Both of these methods are more holistic than a traditional bookmark method in that they ask panelists to make decisions based on an examinee's score profile or performance rather than on each separate item. Donahue, Benson, and Cramer found that this combination was very successful and teachers reported a high level of satisfaction and confidence with the method used and the resultant cuts. In this standard setting session, each profile was assigned to a performance group and the group assignment was recorded for each profile in a modified Angoff manner. Approximately 50 profiles were used and the process of recording a response for every profile was time consuming.

In order to reduce the mental burden and the amount of time panelists spend on each round of the standard setting process, it was decided that CAPA will use a bookmarking procedure to set multiple cuts concurrently for each test and content level. Using the Performance Profile Method, which is similar to that used in the Donahue, Benson, & Cramer (2000) study, to bookmark the performance profile sets will enable the panelists to set the cut scores in a more holistic manner recognizing the varied strengths and weaknesses encountered in this population of students. An additional advantage is the ability of the panelists to set the cuts in a more efficient manner than occurred when a recorded response was required for every profile.

Representative student profiles will be selected at every raw score. Student performance profiles at the total raw scores of 0, 8, 16, 24, 32, and 40 will not include the combination resulting from the student receiving the same rating for each item (e.g., the score of 16 achieved by the student receiving a score of 2 on all 8 items). These combinations are eliminated to reduce the tendency of the panelists to choose the combination with all 4's or all 3's as the proficiency cut rather than considering the actual student performance across items when placing their bookmarks. For most raw score points, 2 - 3 profiles will be examined but at score points achieved by a large group of students as indicated by the operational data up to 5 profiles may be examined. The most frequently achieved profiles will be chosen for representation at each raw score. Profiles for each test level and content area will be ordered from the lowest total raw score to the highest and placed into a three-ring binder. While it is recognized that any number of combinations of item ratings may result in the same raw score, the intent is to set a cut score that is compensatory in nature. Therefore, profiles within the same raw score will be ordered randomly. Appendix B shows an example of the student profile the panelists will be using in the standard setting process.

Panelists will receive generic performance level descriptions created by the CDE to use as the basis for setting cut scores and for subsequent written descriptions for the minimally competent student at each cut score. These generic descriptions are intended to be used as a starting point for the definition of the minimally competent student at each performance cut. The descriptions are not intended to limit panelists in anyway. Panelists may add or delete any text they desire from the generic descriptions or may start with a blank slate.

A rating form will be provided which lists each profile ordered the same as in the profile binder with three columns, one column for each iteration. (see Appendix C) Additionally, each panelist will receive a survey sheet asking them to rate the importance and relevance of each item and the importance and relevance of the assessment as a whole.(see Appendix D) Finally, the panelist will be asked to provide a rating as to their level of confidence in the standard setting process as a whole.

In addition to the panelists and the measurement professionals who will conduct the standard setting, representatives from the CDE and from ETS Test Development and Program Direction will be on site to hear and when appropriate respond to panelists' questions and concerns during the 3 day session. The Test Developer will also be on hand to review the content standards and answer any questions specific to the content standards or the items.

Process

Beginning on Monday, June 16, 2003, panelists will receive training on the method to be used and will review the generic performance level descriptions created by the CDE. Panelists will also have the opportunity to participate in a mock standard setting for practice before starting the CAPA standard setting. Following the training, panelists will be broken into 3 groups according to the level of student they teach or have experience with to begin the standard setting process. Groups will then be assigned one or more test levels and break out into separate meeting rooms for the remainder of the standard setting session.

Panelists in each group will be asked to review the items in that level, with the items presented in the same format as they are administered. Then panelists will work together to create performance level definitions of the minimally competent student at each cut score for that test level and content area using the performance level definitions created by the CDE as a starting point and referring to the content standards. Once minimally competent definitions have been created, panelists will be asked to independently review the items for the test level and content area.

For each cut score beginning with the cut between basic and proficient, panelists will be asked to begin with the first profile and working toward the back of the set review each profile in the binder. Using the profile binder they will locate the position between profiles where they feel that the minimally proficient student will have a profile this good or better. This is the place where they will insert the bookmark for the cut between basic and proficient. This will be repeated for each cut within that content area of that test level. Panelists will be asked to place bookmarks in the following order: Proficient, Basic, Below Basic, and Advanced. The proficient cut, between proficient and basic, is the first cut to be set because it is the most important distinction. A majority of CAPA

reporting will focus on two groups, those who are proficient or above and those who are below proficient. Therefore, it is most important that this cut be placed in the optimal location, while the remaining cut scores are arranged around the proficient cut.

When all first round cuts have been set, panelists will record the position of their bookmarks on the provided rating sheet (see Appendix B) by drawing a line at the point on the profile list where the cut was made. The selected cut scores assigned to the minimally competent student at each performance level will be recorded by data entry personnel in an Excel spreadsheet. The value recorded is the raw score for the profile immediately following the bookmark. When all panelists have completed the round, the cut scores assigned will be recorded on separate overheads for each cut along with the frequency for that selection if more than one panelist chose the same cut score. This will provide panelists a visual for the variation in cut placement within the group. Beginning with the upper- and lower-most placements for each cut, discussion for each cut will be held as to the rationale for the placements. After discussion, a second iteration using the profile binder will occur where panelists will be asked to revisit their cut score decisions and make any alterations they feel are necessary.

After the 2nd iteration, cuts will once again be displayed to facilitate discussion among panelists along with the median cut score for the total group. Frequency distributions from the operational data will be used to present impact data at the current group cut score. Impact data will be presented for the total student population scored to date, as well as by subgroup for gender, ethnicity, economic disadvantage and disability group. Following large group discussion, panelists will be given the opportunity to alter their cut score decisions one more time. A total group median cut for each cut score will be calculated along with the standard error. The calculation for the standard error will be the standard error of the mean for the judge's opinions. This information along with the impact data will be presented to the CDE following the completion of the standard setting sessions for the final cut score decision.

This process will be repeated within each group over the 3 day period until all cuts are set for each test level and content area. Groups will enjoy a working lunch and break for the day when the cuts for a test level are complete or at an opportune time such as between iterations. Group 1 will be headed by Dr. Lora Monfils and will set cuts for the Level 1 assessment. Group 2 will be headed by Dr. Deanna Morgan and will set cuts for the Levels 2 and 3 assessments. Group 3 will be headed by Dr. Marianne Perie and will set cuts for the Levels 4 and 5 assessments. Group facilitators will be cognizant of the cut scores being set in the other groups and compare cuts by way of impact data frequently to monitor any significant discrepancies that may occur between groups. This will be an indicator of how similar cut scores are across groups in terms of the percentage of students falling into each category based on the 2003 Operational data.

At the end of the last day of the session, panelists will be asked to rate each item in the assessments they worked on as to its importance and its relevance for the students they represent. Panelists will provide the same ratings of importance and relevance for the assessments they worked on as a whole. Finally, panelists will rate their level of confidence in the standard setting approach used and in the cut scores that will come out of this session. Appendix D includes the survey form to collect this information. Participants will also be surveyed about the standard setting session in general and their

contentment level with the food, location and lodging provided. Appendix E includes the survey form for the general session information.

As panelists leave the session on the last day, all materials will remain in the meeting rooms and be 100% accounted for by the standard setting staff. Materials that are no longer needed will be shredded and securely disposed of following the standard setting session.

Analysis of the Data

After each iteration of the standard setting process, the raw score of the profile immediately following each bookmark will be recorded for each cut. Following the first iteration, a graphic of the actual cuts will be presented to facilitate discussion and provide an indication to the group of how the cut score they set compares to that of their group. Then panelists will have an opportunity for a second iteration where they may revisit and revise the placement of the bookmarks from the first iteration.

After the second iteration, the raw score of the profile immediately following each bookmark will be recorded for each cut. We will then take the median of all judgments to find the temporary cut score. This raw score will be located on the cumulative frequency distributions for the Spring 2003 Operational administration and impact data indicating how many students would fall into each performance level based on the second iteration cuts will be presented by total group and subgroups. Following any necessary discussion of the temporary cut score and the resultant impact data, panelists will have a third and final opportunity to revisit and revise their bookmark placements.

Results from the third iteration of the standard setting process will not be released to the panelists as it is still pending approval by the CDE and adoption by the State Board of Education (SBE). Final bookmark placements will be recorded and the median raw score will be located. Bookmark placements for each cut across all panelists in the group will be compiled to determine the median. The standard error of the mean will be computed for each cut as an indicator of variability. This error bands for each cut will be examined for possible overlap due to the relatively small number of raw score points being used with this number of cut scores. Any overlap of error bands will be brought to the attention of the CDE for consideration in the final approval of the cut scores.

Final Cut Decisions

The CDE will approve the cuts and forward the recommendations to the SBE for final adoption of the performance levels to be used operationally. The CDE will be present during the standard setting sessions to hear discussion and observe the process. Cut scores based on the standard setting sessions along with standard errors and impact data for the total group and subgroups will be provided to the CDE on June 19 – 20, 2003. On July 9, 2003 the SBE will be asked to take action on the recommended cut points and to formally adopt the CAPA performance levels for English Language Arts and Mathematics.

Adopted performance levels will enable conversion scoring to begin in preparation for score reporting. Raw cut scores will be matched to the CAPA version of

the STAR scale cut scores at the basic (30) and proficient (35) cuts. All CAPA raw scores will be converted to the 15 – 60 score scale fixing the raw to scale conversions for the basic and proficient cuts. Scale scores will then be converted to one of the five CAPA reporting performance levels.

The final technical report for the standard setting will be produced and delivered to the CDE by July 8, 2003. The technical report will contain a description of the process used to set standards, results from the standard setting process and surveys completed during the standard setting, impact data provided to the CDE, and a listing of all panelists and their qualifications.

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State of California
SBE-004 (New 04/2003)

Department of Education

Supplemental Memorandum

To: **STATE BOARD MEMBERS** **Date:** **June 30, 2003**

From: **Special Education Division**

Re: **ITEM # 20**

Subject Standardized Testing and Reporting (STAR) Program: Adoption of Performance Standards (Levels) for the California Alternate Performance Assessment (CAPA)

RECOMMENDATION: Adopt the performance standards (levels) recommended by the Standards Setting Committee.

ATTACHMENTS

Attachment 1: Performance Standards (Levels) For The California Alternate Performance Assessment (pages 1- 5)

Attachment 2: Performance Standards (Levels) Descriptors (pages 1 - 10)

Attachment 3: Tables with Proposed Performance Standards (Levels) (Pages 1 - 3)

PERFORMANCE STANDARDS (LEVELS) FOR THE CALIFORNIA ALTERNATE PERFORMANCE ASSESSMENT

Alternate Assessment Federal Requirements

The Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind (NCLB) Act require special education alternate assessments to:

- address students who are unable to take the general state assessments, even with extensive accommodations or modifications;
- be aligned with the state's academic content standards;
- include results in the state's accountability system, which necessitates that the alternate assessment meet statistical requirements for validity and reliability;
- report scores with the same frequency and detail as the state's general assessment score reports; and
- report scores by grade level, for purposes of reporting federal Adequate Yearly Progress (AYP).

California's response to these requirements is the California Alternate Performance Assessment (CAPA). Educational Testing Service (ETS), working in partnership with the California Department of Education, and California practitioners, has developed a unique assessment that not only addresses federal requirements, but also provides a relatively cost-effective option for administration and scoring, while minimizing the testing burden on this population.

CAPA Eligible Population

The student's IEP (Individualized Education Program) team must determine how the student will participate in the state assessment program. The continuum of participation options includes taking the general assessment with or without accommodations to taking the alternate assessment. Though IDEA does not specifically describe the students who may be eligible to take alternate assessments, NCLB states that students "with the most significant cognitive disabilities" are eligible for an alternate assessment. California has issued a guidance document to assist IEP teams in determining CAPA eligibility.

Though representing a small percentage of test takers (1% or fewer of the state's total student population), students eligible to take the alternate assessment make up an extremely diverse population. In addition to a significant cognitive disability, CAPA eligible students may have multiple disabilities including visual, hearing, or motor impairments. Eligible students may also exhibit behavioral or emotional complexities.

During this initial statewide implementation year for CAPA, there has been some confusion about which students should participate in STAR by taking the California Standards Tests (CST) or CAPA. Until January 2003, California law allowed IEP teams to exempt students from taking the STAR. Additionally, since California law allows parents to exempt their child from STAR participation, many IEP teams have confused

IEP exemptions with parent exemptions. Many of the students that were previously exempted from taking STAR should now be taking the CAPA.

The curriculum for students with severe disabilities has traditionally focused on functional skills, such as communication skills, independent living skills, and personal care skills. Their education often includes exposure to activities designed to enhance their quality of life. In the 1997 reauthorization of IDEA, there was a renewed focus on providing access to the "core curriculum" for students receiving special education services. Only recently have educators started thinking about functional skills and academic skills being on a continuum. Unlike most students, students with severe disabilities require direct instruction and considerable repetition to master the functional skills. Educators who work with students with significant cognitive disabilities are beginning to see how the functional skills are connected to academic skills. Some academic content areas are easier to map to the precursor functional skills, such as English-language arts includes the functional skill of communicating one's needs, preferences, and ideas. Mathematics can also be mapped to functional skills, such as applying concepts of time and measurement to everyday tasks.

Description of CAPA

CAPA represents a pioneering endeavor. Many challenges emerge when imposing standardized testing procedures on a population that is significantly disabled and extremely diverse. The assessment tasks must be accessible to students who use different types of communication. Typical response modes such as verbal explanations or pointing may not be possible for some students due to their disability. For example, a blind student may require adapted stimulus materials, a student with motor limitations may use eye gaze to make selections, or a non-verbal student may need a communication device to respond.

As a beginning step in the development of CAPA, representative practitioners from throughout California selected a subset of the California content standards to be appropriate for students with significant disabilities. The majority of the selected standards are from kindergarten through second grade, but there were a few standards selected from higher grades. Another group of practitioners wrote functional performance indicators for each of the identified standards. The CAPA item writers (California practitioners) wrote assessment tasks to measure student progress toward mastery of these performance indicators.

Since CAPA is an alternate assessment for STAR, the same grade-level participation is required. CAPA is organized into five levels, representing specific grade spans (see Figure 1). Most students eligible for the CAPA take the level corresponding to their grade placement. These students will move through the CAPA levels as they progress in age.

Some students with the most complex and profound disabilities may be eligible for Level I. These students will remain in Level I, and will not move through the CAPA levels. This level represents an opportunity for students with the most profound disabilities to

demonstrate their skills and independence. Students eligible for Level I meet the following criteria: (1) are between the ages of seven and sixteen, equivalent to grades 2-11; (2) have severe, pervasive disabilities; and (3) function within the sensorimotor developmental stage (approximately 24 months or less).

The decision to place a student in CAPA Level I will be made by the IEP team. This year, however, examiners were allowed to make the decision to administer Level I rather than the grade assigned CAPA level because many students did not have their annual IEP meeting until *after* the 2003 CAPA administration.

Figure 1
CAPA LEVELS AND CONTENT

CAPA Level	Grade	STAR Components	Non-STAR Component Field test only 2003
I	2-11†	English-language arts, mathematics	Health
II	2-3	English-language arts, mathematics	Health
III	4-5	English-language arts, mathematics	Health
IV	6-8	English-language arts, mathematics	Health
V	9-11	English-language arts, mathematics	Health

†Level I is for profoundly disabled students and includes students in grades 2-11.

CAPA is an on-demand performance assessment that measures a student's performance at a moment in time. It is administered individually. The examiner cues the student to respond or perform a task, then observes the performance and records the response according to a specific scoring rubric. For the 2003 CAPA operational test, all students were assessed in English-language arts and mathematics. Some students participated in a health field test. Each content area included eight assessment tasks (items).

The scoring rubric for Level I is different from the rubric used for Levels II-V. Level I scoring emphasizes the degree of independence with which the student is able to perform the task. The scoring rubric for Levels II-V measures the breadth and quality of the student's response.

Since the reliability of the assessment is dependent upon the examiners, considerable effort was focused on the training of examiners. Training in the CAPA testing procedures and the application of core adaptations is required for all examiners. CAPA examiners must be certificated or licensed school staff and in most cases is the student's teacher. California Department of Education staff trained over 1,600 trainers in thirteen

locations throughout the state. A training DVD was produced and distributed through the STAR coordinators. To measure the inter-rater reliability, twenty percent of the students taking CAPA were double scored – a second rater independently scored the student's responses while the examiner administered the assessment.

CAPA Performance Standards (Levels)

As the CAPA contractor, ETS conducted a standards setting committee June 16-18, 2003. A committee of thirty-six participants, representing teachers, administrators, school support staff, and parents, who have extensive experience with the population of students eligible for CAPA. Most of the committee members were involved in the first, recently completed 2003 administration of CAPA.

The committee was trained in how to use the Performance Profile Method (PPM) of standard setting. PPM is based on creating a set of profiles which display how real examinees performed on the performance tasks in a given content area. The graphical presentation provides a visual product that easily identifies where the students' strengths and weaknesses were across the performance tasks and allows the judge to compare the total performance rather than focusing on only one item at a time.

Before implementing the standard setting procedure, the committee discussed and agreed upon performance level descriptions for each CAPA level and each content area. Once the definitions were written, judges were directed to individually review the profiles until they found the place where they felt the profile matched their definition of the minimally competent proficient student. A bookmark was placed, and then the judge recorded the placement of the bookmark on a record sheet. The judge continued to place bookmarks between each profile matching the other performance level descriptions. This process was repeated three times with discussion and data provided between rounds. After the third round, the median bookmark placement for all judges at each test level and each performance level cut became the committee recommendation.

Although CAPA will be using the same designated performance standards levels (Advanced, Proficient, Basic, Below Basic, and Far Below Basic) as the California Standards Tests, these performance standards reflect professional judgments of the highest learning standards possible for students with significant cognitive disabilities. For descriptions of the performance standards levels see *Attachment 2: CAPA Performance Level Descriptions.*

Level I students were administered 8 items and each item had a possible 5 points with a total of 40 possible points. For Levels II – V, students were administered 8 items and each item had a possible 4 points with a total of 32 possible points. All levels have a "no response" option equivalent to zero points. The assessed skills are considered essential skills, thus obtaining a perfect score is feasible. Since the test has only a few items and a relatively low total possible score, a change of one score point can significantly alter the percent of students scoring within that performance level.

Tables 1-3 (Attachment 3) represent the performance level cuts recommended by the Standards Setting Committee. The tables show the recommended minimum points needed to achieve each performance level.

Recommendation

The Standards Setting Committee utilized an accepted process for determining performance standards (levels), and was conducted by highly qualified professionals and parents who have extensive experience working with this unique student population. Accordingly, it is recommended that the Standards Setting Committee recommendations be adopted for Levels I - V.

Level I - English Language Arts

Advanced	Level I students performing at the *Advanced* level should demonstrate beginning awareness that print or symbols convey meaning. They consistently communicate basic needs such as hunger, thirst, and physical discomfort through their primary mode of communication. They are able to obtain help when needed.
Proficient	Level I students performing at the *Proficient* level should consistently communicate basic needs such as hunger, thirst, and physical discomfort with minimal verbal/gestural/physical prompts. They orient toward the speaker, even when engaged in an activity. They demonstrate recognition of common objects used in the classroom.
Basic	Level I students performing at the *Basic* level communicate basic needs inconsistently and may require extensive physical or modeled prompts. They orient toward a speaker after being given a prompt. They can identify some objects used in the classroom when given a forced choice or after a modeled prompt. They indicate a preference for objects or activities.
Below Basic	Level I students performing at the *Below Basic* level communicate when a basic need is not met but do not differentiate one need from another. They sometimes orient toward a speaker after being given a prompt. They attempt to comply with requests to identify common objects, but are often not accurate.
Far Below Basic	Level I students performing at the *Far Below Basic* level sometimes orient toward and/or interact with tasks. They occasionally use individual modes of communication that may include but are not limited to crying, vocalizations, purposeful movement or body posturing.

Level II - English Language Arts

Advanced	Level II students performing at the *Advanced* level can recognize their name and 2-3 printed words or symbols. They are able to follow two-step directions using symbols or words. They should be able to communicate in single words and short phrases. They should be able to write or produce a symbolic representation of their name. They are able to communicate their preference in their primary mode of communication.
Proficient	Level II students performing at the *Proficient* level show interest in print or symbols. They can recognize their name and 1-2 printed words or symbols. They can follow 1-step directions of 2 words or more using symbols or words. They should be able to demonstrate the ability to write or select a partial representation of their name. When asked to choose, they can indicate a preference. They can communicate using single words and an occasional phrase.
Basic	Level II students performing at the *Basic* level sometimes show an interest in print or symbols. They can identify several common objects in the classroom. They should be able to demonstrate an ability to follow single word directions or commands. They can select their own name from a list and can scribble. They are able to communicate basic needs such as hunger, thirst, and physical discomfort. They sometimes are able to attempt to indicate preference.
Below Basic	Level II students performing at the *Below Basic* level attempt to comply with requests to identify a few common objects and attempt to follow 1 word directions or commands using words or symbols. They can locate their name and are able to mark on paper with implement. They can communicate when a basic need is not met but does not differentiate one need from another.
Far Below Basic	Level II students performing at the *Far Below Basic* level communicate when a basic need is not met but do not differentiate one need from another. They attempt to comply with requests to identify common objects, but are often not accurate.

Level III - English Language Arts

Advanced	Level III students performing at the *Advanced* level should be able to identify their first and last name and read vocabulary of at least 10 words or symbols. They are able to read functional signs and symbols found on a school campus. They can follow a schedule or recipe with at least 3 steps. They can produce simple words or symbols to communicate ideas. They are able to communicate their preferences in their primary mode of communication.
Proficient	Level III students performing at the *Proficient* level should be able to identify their first and last name. They can read vocabulary of at least 5 words or symbols. They are able to follow 2-step directions using symbols or words. They can write or select a representation of their name. They are able to indicate a preference in a short phrase or short answer and answer 1 open-ended question related to personal information.
Basic	Level III students performing at the *Basic* level should be able to recognize their name and 2-3 printed words or symbols. They can follow 1-step directions with 2 or more words. They are able to trace name or select symbolic representation to spell partial name. They can indicate preferences and choices with single word or occasional phrase.
Below Basic	Level III students performing at the *Below Basic* level demonstrate an inconsistent interest in printed words or symbols. They can identify a few classroom objects. They are able to follow 1 word commands using symbols or words. They can select their name from a list. They can scribble. They are able to indicate basic needs. They inconsistently indicate preferences.
Far Below Basic	Level III students performing at the *Far Below Basic* level communicate basic needs such as hunger, thirst, and physical discomfort, orient toward the speaker, even when engaged an activity. They inconsistently recognize common objects used in the classroom.

Level IV - English Language Arts

Advanced	Level IV students performing at the *Advanced* level should be able to obtain basic information from media sources typically used in the community. They can follow a schedule or recipe with at least 4 steps. They are able to communicate at least three pieces of personal identification data to others. They can relay a message or describe an event in the correct sequence. The student is able to communicate basic information using printed words or symbols.
Proficient	Level IV students performing at the *Proficient* level should be able to respond to information from print or non-print media. They should be able to show where to find information in media source. They can follow a schedule or recipe with at least three steps. They are able to communicate at least two pieces of personal identification data to others. They can read functional signs or symbols typically found on a school campus and community. They can produce simple words or symbols to communicate ideas.
Basic	Level IV students performing at the *Basic* level should be able to identify their own name and recognize at least 10 printed words or functional signs or symbols. They are able to follow a schedule with at least two steps. They are able to respond to questions about personal experiences. They can communicate information in a sequence of what comes first, then next.
Below Basic	Level IV students performing at the *Below Basic* level should be able to read functional signs, and symbols. They can read a vocabulary of 2-3 printed words or function signs, object/symbols. They can identify their name. They can identify words, or functional signs/symbols. They may communicate in short phrases.
Far Below Basic	Level IV students performing at the *Far Below Basic* level demonstrate an awareness that print or symbols convey meaning. They make preference choices when asked to choose between two options. They communicate in single words and occasionally use a phrase.

Level V - English Language Arts

Advanced	Level V students performing at the *Advanced* level should be able to utilize popular media to obtain information. They can follow schedules or recipes with at least 5 steps. The student can write short notes or messages. They can accurately respond to questions about their personal identification. They can communicate complex descriptions of events.
Proficient	Level V students performing at the *Proficient* level should be able to obtain basic information from media sources typically used in the community. They can follow a schedule or recipe with at least 4 steps. The student is able to communicate basic information using printed words or symbols. They are able to communicate at least 4 pieces of personal identification data to others. They can relay a message or describe an event in the correct sequence.
Basic	Level V students performing at the *Basic* level should be able show where to find information in a media source. They can follow a schedule with at least 3 steps. They can read functional signs or symbols typically found on a school campus and in the community. They are able to respond to messages from print or non-print media. They can produce simple words or symbols to communicate ideas.
Below Basic	Level V students performing at the *Below Basic* level should be able to identify their own name and a reading vocabulary of at least 10 words or functional signs or symbols. They are able to follow a schedule with at least two steps. They are able to respond to questions about personal experiences. They can communicate information in a sequence of what comes first, then next.
Far Below Basic	Level V students performing at the *Far Below Basic* level should demonstrate awareness that print or symbols convey meaning. They are able to communicate their preferences in their primary mode of communication. They can recognize their own name and 2-3 printed words or symbols. They communicate in single words and short phrases.

Level I - Math

Advanced	Level I students performing at the *Advanced* level should demonstrate number concepts such as identifying more of a quantity, indicating one or two more, and rote counting to 5. They demonstrate early algebraic concepts such as matching and sorting objects by a single attribute. They are able to identify tools that measure time (calendar, clock). They demonstrate an understanding of such concepts of time as morning, afternoon, and evening.
Proficient	Level I students performing at the *Proficient* level should demonstrate beginning number sense concepts, such as "more," counting to 3, and indicating a quantity of "1". They demonstrate early algebraic concepts by matching objects by a single attribute. With a verbal/gestural prompt, they are able to demonstrate an understanding of concepts of time related to when activities typically occur (day or night). They can identify at least one tool (calendar, clock) that measures time.
Basic	Level I students performing at the *Basic* level inconsistently demonstrate number sense concepts, such as communicating the number word "more," rote counting, and indicating a quantity of "1". With a modeled prompt, they are able to identify when (day, night) activities typically occur and identify tools (calendar, clock) that measure time. They are able to demonstrate early algebraic concepts by matching objects by a single attribute.
Below Basic	Level I students performing at the *Below Basic* level should attempt to demonstrate number sense concepts, such as rote counting and indicating a quantity of "1", and identifying which set has more but are often inaccurate. They attempt to match objects but are often inaccurate. They may attempt to identify when (day, night) activities typically occur and identify tools (calendar, clock) that measure time but are often inaccurate.
Far Below Basic	Level I students performing at the *Far Below Basic* level sometimes tolerate extensive prompting to orient toward stimulus materials and/or pictures used for counting, sorting, and matching objects, identifying tools that measure time and identifying the concept of "more".

Level II - Math

Advanced	Level II students performing at the *Advanced* level should demonstrate number sense by sequencing numerals to 10. They demonstrate quantitative concepts up to 10. They demonstrate early algebraic concepts such as sorting by two attributes. They demonstrate concepts of measurement and geometry such as day and night and recognition of coins. They are able to demonstrate early concepts of probability by extending a (ABAB) pattern.
Proficient	Level II students performing at the *Proficient* level should demonstrate number concepts such as identifying more of a quantity, indicating one or two more, and ordering numerals up to 5. They can demonstrate quantitative concepts up to 5. They demonstrate early algebraic concepts such as classifying objects by category, matching and sorting objects by a single attribute. They can demonstrate concepts of measurement and geometry by identifying tools (calendars and clocks) that measure time. They can demonstrate early concepts of probability by matching a simple (ABAB) pattern.
Basic	Level II students performing at the *Basic* level inconsistently demonstrate number sense by indicating one more, ordering numerals up to 2, and demonstrating quantitative concepts up to 2. They should be able to demonstrate early algebraic concepts by matching by a single attribute and inconsistently classify objects by category. They inconsistently demonstrate early concepts of probability by identifying "same". They can demonstrate concepts of measurement and geometry by identifying some tools that measure time but does not generalize to non-familiar tools.
Below Basic (	Level II students performing at the *Below Basic* level should inconsistently demonstrate beginning number sense concepts, such as indicating a quantity of "1". They demonstrate early algebraic concepts by inconsistently matching objects by a single attribute. They demonstrate concepts of measurement by identifying some tools that measure time without generalizing to non-familiar tools. They demonstrate early concepts of probability by identifying "same".
Far Below Basic	Level II students performing at the *Far Below Basic* level should attempt to demonstrate number sense concepts, such as rote counting and indicating a quantity of "1", and identifying which set has more but are often inaccurate. They attempt to match objects but are often inaccurate. They may attempt to identify when (day, night) activities typically occur and identify tools (calendar, clock) that measure time but are often inaccurate.

Level III – Math

Advanced	Level III students performing at the *Advanced* level should be able to should be able to demonstrate concepts of number sense such as numerical sequence to 20 and quantitative concepts up to 20. They understand concepts of "more" and "less" up to ten. They can give numbers one before and one after. They can exclude from a set the object that does not belong. They are able to place coins or bills in order of value. They can tell time by the hour. They are able to extend an (ABCABC) pattern.
Proficient	Level III students performing at the *Proficient* level should be able to sequence numerals to 15 and quantitative concepts up to 15. They can understand concepts of "more" up to 10, or concepts of 1-2 "less". They inconsistently exclude from a set object that does not belong. They can match coins or bills. They can match an (ABCABC) pattern.
Basic	Level III students performing at the *Basic* level should be able to sequence numerals to 10 and quantitative concepts up to 10. They can indicate one or two more. They can sort by two attributes. They are able to recognize concepts of day and night. They can identify coins and bills. They are able to demonstrate early concepts of probability by extending an (ABAB) pattern.
Below Basic	Level III students performing at the *Below Basic* level should be able to identify more of a quantity, and ordering numerals up to 5. They should be able to demonstrate quantitative concepts up to 5. They can classify objects by category and sort objects by a single attribute. They can identify tools (calendars and clocks) that measure time. They can match an (ABAB) pattern.
Far Below Basic	Level III students performing at the *Far Below Basic* level demonstrate beginning number sense concepts, such as rote counting to 3 and indicating a quantity of "1". They demonstrate early algebraic concepts by matching objects by a single attribute. They attempt to identify when (day, night) activities typically occur and tools that measures time but are not always accurate.

Level IV – Math

Advanced	Level IV students performing at the *Advanced* level should demonstrate concepts of number sense such as numerical sequence to 100. They are able to give a correct dollar amount when making a purchase. They can demonstrate early algebraic concepts by sorting objects into like groups and indicating a reason why an object does not belong in a group. They can perform basic problem solving requiring addition and/or subtraction for practical use with at least 90% accuracy. They can indicate the current time and date.
Proficient	Level IV students performing at the *Proficient* level should be able to demonstrate concepts of number sense such as numerical sequence to 30. They are able to give the correct coins for such life skill tasks as making a vending machine purchase or paying a bus fare. They can locate a particular date on a calendar and be able to tell the day of the week. They can demonstrate early algebraic concepts by sorting objects into like groups. They can do basic problem solving requiring addition and/or subtraction at least to 10 for practical use, but are not always accurate. They can match activities to the time of day. They can tell time to the hour and half-hour.
Basic	Level IV students performing at the *Basic* level should demonstrate number sense concepts such as sorting by ones and tens and sequencing numerals to 20. They can demonstrate early algebraic concepts such as sorting by two attributes. They can match activities to the time of day (morning, noon, night). They are able to demonstrate an understanding of time as it relates to the days of the week, yesterday, today, and tomorrow. They demonstrate early concepts of probability by matching or extending an (ABCABC) pattern correctly.
Below Basic	Level IV students performing at the *Below Basic* level should be able to demonstrate number concepts such as identifying more or less of a quantity, indicating one or two more, and ordering numerals up to 10. They demonstrate early algebraic concepts such as classifying objects by category, matching and sorting objects by a single attribute. They can identify tools (calendars and clocks) that measure time. Students demonstrate early concepts of probability by matching or extending a simple (ABAB) pattern correctly.
Far Below Basic	Level IV students performing at the *Far Below Basic* level inconsistently demonstrate number concepts such as identifying more or less of a quantity, indicating one or two more, and ordering numerals up to 10. They demonstrate early algebraic concepts such as matching and sorting objects by a single attribute, but do not consistently classify objects by category. They can identify some tools that measure time but do not generalize to non-familiar tools.

Level V – Math

Advanced	Level V students performing at the *Advanced* level should be able to demonstrate concepts of number sense such as numerical sequence over 100. They can give correct dollar and cents when making a purchase. They are able to solve basic word problems (applicable to real life situations) requiring up to 2-digit addition and subtraction. They can tell time to the minute.
Proficient	Level V students performing at the *Proficient* level demonstrate concepts of number sense such as numerical sequence to 100. They are able to give a correct dollar amount when making a purchase. They can demonstrate early algebraic concepts by sorting objects into like groups and indicating a reason why an object does not belong in a group. They can perform basic problem solving requiring single-digit addition and/or subtraction for practical use. They can indicate the current time to the quarter hour and date including and understanding yesterday, today, and tomorrow.
Basic	Level V students performing at the *Basic* level should be able to demonstrate concepts of number sense such as numerical sequence to 30. They are able to give the correct coins when making a vending machine purchase or paying a bus fare. They can locate a particular date on a calendar and be able to tell the day of the week. They can demonstrate early algebraic concepts by sorting objects into like groups. They can do some basic problem solving requiring addition and/or subtraction for practical use, but are not always accurate. They can tell time to the hour and half-hour.
Below Basic	Level V students performing at the *Below Basic* level should demonstrate number sense concepts such as sorting by fives and tens and sequencing numerals to 20. They can demonstrate early algebraic concepts such as sorting by two attributes. They can match activities to the time of day (morning, noon, night). They are able to demonstrate an understanding of time as it relates to the days of the week. They can identify bills up to $10.
Far Below Basic	Level V students performing at the *Far Below Basic* level should be able to demonstrate number concepts such as identifying more or less of a quantity, indicating one or two more, and ordering numerals up to 10. They demonstrate early algebraic concepts such as classifying objects by category, matching and sorting objects by a single attribute. They can identify tools (calendars and clocks) that measure time.

Table 1

Proposed Performance Standards (Levels) for English-Language Arts and Mathematics

(California Alternate Performance Assessment (CAPA) Level 1, Grades 2-11)

CAPA Level 01 English Language Arts

CAPA Level	Performance Level	Pct of Students	Num of Point	Pct of Points
01	Far Below Basic	12%	< 9	
	Below Basic	7%	9	22%
	Basic	9%	14	35%
	Proficient	27%	20	50%
	Advanced	45%	31	78%
	Total Possible Points		40	

CAPA Level 01 Mathematics

CAPA Level	Performance Level	Pct of Students	Num of Point	Pct of Points
01	Far Below Basic	20%	< 6	
	Below Basic	24%	6	15%
	Basic	17%	17	42%
	Proficient	27%	24	60%
	Advanced	13%	34	85%
	Total Possible Points		40	

Pct of Students: Percent of students scoring within this performance standard (level).

Num of Points: Minimum number of points needed to achieve this performance standard (level).

Pct of Points: Minimum percent of total possible points needed to achieve this performance standard (level).

Table 2

Proposed Performance Standards (Levels) for English-Language Arts

(California Alternate Performance Assessment (CAPA) Levels 2-5, Grades 2-11)

CAPA Level	Performance Level	Pct of Students	Num of Points	Pct of Points
02	Far Below Basic	4%	< 7	
	Below Basic	10%	7	22%
	Basic	25%	13	41%
	Proficient	35%	20	62%
	Advanced	27%	27	84%
	Total Possible Points		32	
03	Far Below Basic	6%	< 9	
	Below Basic	18%	9	28%
	Basic	22%	16	50%
	Proficient	25%	22	69%
	Advanced	30%	28	88%
	Total Possible Points		32	
04	Far Below Basic	15%	< 13	
	Below Basic	17%	13	41%
	Basic	17%	18	56%
	Proficient	21%	23	72%
	Advanced	30%	28	88%
	Total Possible Points		32	
05	Far Below Basic	14%	< 15	
	Below Basic	14%	15	47%
	Basic	14%	20	62%
	Proficient	21%	25	78%
	Advanced	36%	29	91%
	Total Possible Points		32	

Pct of Students: Percent of students scoring within this performance standard (level).

Num of Points: Minimum number of points needed to achieve this performance standard (level).

Pct of Points: Minimum percent of total possible points needed to achieve this performance standard (level).

Table 3

Proposed Performance Standards (Levels) for Mathematics

(California Alternate Performance Assessment (CAPA) Levels 2-5, Grades 2-11)

CAPA Level	Performance Level	Pct of Students	Num of Points	Pct of Points
02	Far Below Basic	3%	< 9	
	Below Basic	5%	9	28%
	Basic	23%	14	44%
	Proficient	36%	21	66%
	Advanced	33%	27	84%
	Total Possible Points		32	
03	Far Below Basic	3%	< 9	
	Below Basic	9%	9	28%
	Basic	20%	15	47%
	Proficient	39%	21	66%
	Advanced	29%	28	88%
	Total Possible Points		32	
04	Far Below Basic	19%	< 15	
	Below Basic	16%	15	47%
	Basic	27%	19	59%
	Proficient	19%	24	75%
	Advanced	19%	28	88%
	Total Possible Points		32	
05	Far Below Basic	15%	< 16	
	Below Basic	15%	16	50%
	Basic	23%	20	62%
	Proficient	22%	25	78%
	Advanced	24%	29	91%
	Total Possible Points		32	

Pct of Students: Percent of students scoring within this performance standard (level).

Num of Points: Minimum number of points needed to achieve this performance standard (level).

Pct of Points: Minimum percent of total possible points needed to achieve this performance standard (level).

California Department of Education
SBE-001 (New 04/2003)

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 21

JULY 2003 AGENDA

SUBJECT		
Standardized Testing and Reporting (STAR) Program: Approval of Individual Student Reports for the California Alternate Performance Assessment (CAPA)	X	**ACTION**
	X	**INFORMATION**
		PUBLIC HEARING

Recommendation:

Approve the individual student reports for the California Alternate Performance Assessment to be used to inform parents of student scores.

Summary of Previous State Board of Education Discussion and Action

In January 2002, the SBE was provided an update on the background and development of an alternate assessment for the STAR Program.

Summary of Key Issue(s)

- Federal requirements mandate that alternate assessment results be reported with the same frequency and detail as the general assessments.
- Individual student reports will be sent to school districts who will be responsible for mailing to parents.
- 2003 individual student reports will include scores for English Language Arts and Mathematics.
- Each content area score will be listed as a scaled score and the corresponding performance level.

Fiscal Analysis (as appropriate)

None

Attachment(s)

Attachment I: DRAFT CAPA Individual Student Report – Front and Back (Pages 1-2)

STAR Program
Reporting 2003 Test Results

Results to Parents/Guardians

This is a report to explain your child's performance on the California Alternative Performance Assessment (CAPA) taken this past spring. It is intended to inform you about the progress your child has made in learning the California content standards. The standards are what children are expected to know and be able to do.

The report below shows your child's Performance Level for each area and a scale score which ranges from 15 – 60. To the right you will find your child's Assessed Level (I, II, III, IV or V)

Additional information about these test results may be obtained from your child's teacher. Information about the state, district and school level test results is available on the internet at star.cde.ca.gov. Additional information about the subset of California standards measured by the CAPA is available through your child's teacher or on the internet at the following web address: www.cde.ca.gov/spbranch/sed/capa

Report for
Robert A. Lucas

Student No.: 1111111
DOB: 02/19/1993
Grade: 4 Assessed Level: III
Test date: 05/2003
School of Service:

District of Residence:

Parents of:
Robert A. Lucas
123 Main Street
Los Angeles, California 90210

The California Alternate Performance Assessment (CAPA) is aligned with a subset of the State of California's content standards. This year students taking the CAPA were evaluated in English Language Arts and Mathematics. Your child's results are listed below:

Content Areas	Child's CAPA Performance Level	Scale Score*
English Language Arts		
Mathematics		

Students taking the CAPA also responded to questions in Health. This content area is being piloted for possible inclusion in a future operational CAPA and will not be reported during this testing cycle.

*Scale scores range from 15-60.

Chapter 1 YOUR CHILD'S REPORT

Chapter 2 CALIFORNIA ALTERNATE PERFORMANCE ASSESSMENT

Your child's individual report represents an assessment of skills aligned with a subset of the California content standards. A committee representing teachers, administrators, advocates and parents reviewed the California standards and determined the functional performance indicators to be assessed. The following information will assist you in understanding the test results printed on the front page.

Student Information Identification information which includes your child's Age, Date of Birth, Grade, Level of Testing and School of Service is provided in this section. The Level of Testing refers to the CAPA level that was administered to your child. The School of Service refers to the physical location of the school where the student receives the majority of instructional services. The District of Residence is the school district that coincides with the child's home address. It is only shown if the School of Service is not within the District of Residence.

Assessed Students Federal regulations mandate that all students be assessed and be a part of the state's accountability system. The Individualized Education Program (IEP) Team, using the criteria established by the state, made the determination that your child be included in the CAPA.

Content Areas Assessed Content Areas include: English Language Arts and Mathematics. Each content area references state standards and formed the basis for the development of the CAPA. Your child also responded to questions about Health, which was piloted this year for possible inclusion in the CAPA. Only scores for English Language Arts and Mathematics are reported.

Fairness of Questions Several groups of qualified individuals reviewed the task items to ensure that each was fair and non-offensive. The items were field-tested and statistically evaluated for racial, ethnic or gender bias. If a task was determined to be statistically unsound, it was removed from the test.

Task Items Throughout the assessment, your child was read directions and asked to perform a variety of tasks. The examiner was allowed to use the student's preferred mode of communication and to make adaptations according to the individual student's IEP. Your child's response to a given task was observed and scored against a specific rubric for each task within each of the content areas assessed.

Content Area Scores Your child's performance level reflects how well your child did within each Content Area. The Performance levels are listed below:

Advanced
Proficient
Basic
Below Basic
Far Below Basic

Your child's performance level is determined by the number of total points received on the assessment in each Content Area. A panel of teachers, administrators, parents, and community leaders representative of the state of California participated in a rigorous process to determine the number of points a student must score to be placed within a particular performance level

Questions regarding CAPA may be directed to your child's teacher and school, district or county STAR coordinator.

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 22

JULY 2003 AGENDA

SUBJECT		
California English Language Development Test (CELDT): Including, but not limited to, CELDT Program Update.	**X**	**ACTION**
	X	**INFORMATION**
		PUBLIC HEARING

Recommendation:

Hear an update on the CELDT Program and take action as appropriate.

Summary of Previous State Board of Education Discussion and Action

None.

Summary of Key Issue(s)

None.

Fiscal Analysis (as appropriate)

None.

Attachment(s)

Additional information will be provided in the supplemental mailing.

State of California **Department of Education**

Supplemental Memorandum

To: **STATE BOARD MEMBERS** **Date:** **June 24, 2003**

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

Re: **ITEM #22**

Subject: **CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT): INCLUDING, BUT NOT LIMITED TO, CELDT PROGRAM UPDATE.**

Please insert the following attachment:

Attachment 1: 2002 English Language Arts (ELA) California Standards Test (CST) Level of Performance for Students Participating in Different English Learner Programs (Pages 1-2)

2002 English Language Arts (ELA) California Standards Test (CST) Level of Performance for Students Participating in Different English Learner Programs

The California Department of Education (CDE), Standards and Assessment Division (SAD) created a file containing matched 2002 STAR and California English Language Development Test (CELDT) student data. The 2002 matched file differed considerably from the 2001 matched file. A larger number of records were matched in the 2002 file (86,087 third graders) compared to the previous year's matched file (42,672 third graders). An improved matching technique partially accounts for the increased number of matched records in 2002. Another reason for the increase in matches could be attributed to more complete student records during the second CELDT annual administration (2002) versus the first annual administration (2001).

The matched files also differ in the percentage of students in each of the English Learner (EL) program categories captured on the Standardized Testing and Reporting (STAR) Program. It should be noted that the 2001 and 2002 STAR administrations allowed reporting of EL Program combinations that were not consistent with Language Census (R-30) categories (e.g., Bilingual Only, Bilingual and Specifically Designed Academic Instruction in English [SDAIE], and SDAIE only). Even though differences exist between the 2002 and 2001 matched files, the performance of students on the English Language Arts (ELA) section of the California Standards Test (CST) by EL Program participation did not show any more differences than could be explained by year to year variability.

ELA CST Performance

A number of findings are suggested by the analysis.

- As coded by districts, a smaller percentage (13.8 percent) of students participated in bilingual (waiver) programs (e.g., Bilingual Only, Bilingual and English Language Development [ELD], Bilingual and SDAIE, or Bilingual, SDAIE and ELD) in 2002 compared to 2001 (18.5 percent). A majority of the EL students participated in non-waiver programs (e.g., ELD Only, SDAIE Only, or ELD and SDAIE) in both 2001 (81.5 percent) and 2002 (86.2 percent).
- As shown in the table below, greater percentages of students in bilingual (waiver) programs tend to be located in lower ELA CST performance levels, compared to students in other programs.

		Waiver Program		Non-Waiver Program	
		2001	2002	2001	2002
ELA CST Performance	Far Below Basic and Below Basic	80%	74%	69%	60%
	Basic and Proficient	20%	25%	31%	39%
	Advanced	0%	1%	1%	1%

Notes

- The analysis does not include background factors, such as demographics or staffing, which might partly explain the differences in student performance.

2002 California Standards Test (CST) English Language Arts (ELA) Level of Performance by English Learner (EL) Program Participation*

3rd Grade Students

CST ELA Performance Level	EL Program Participation: Bilingual Only	ELD Only	SDAIE Only	Bilingual & ELD	Bilingual & SDAIE	ELD & SDAIE	Bilingual, SDAIE & ELD
Far Below Basic	3,050	11,518	2,907	697	33	4,618	1,007
	43%	27%	24%	46%	44%	23%	31%
Below Basic	2,382	14,964	3,952	520	24	6,629	1,101
	34%	36%	32%	34%	32%	34%	34%
Basic	1,306	11,794	3,692	246	16	6,103	842
	18%	28%	30%	16%	21%	31%	26%
Proficient	311	3,431	1,542	49	2	2,099	244
	4%	8%	13%	3%	3%	11%	8%
Advanced	33	437	207	11	0	296	24
	0%	1%	2%	1%	0%	1%	1%
TOTAL	**7,082**	**42,144**	**12,300**	**1,523**	**75**	**19,745**	**3,218**
	100%	**100%**	**101%**	**100%**	**100%**	**100%**	**100%**

* Program participation information was obtained from district provided data on the 2002 administration of the STAR. It should be noted that some of the EL program combinations that were recorded on the test are not consistent with the R-30 reporting categories (i.e. (1) bilingual only, (2) bilingual and SDAIE, and (3) SDAIE only).

This analysis was done on a statewide 2002 CELDT/STAR matched file. A total of 86,087 third grade students were included in this analysis. These students all had EL program participation data provided on the STAR, CST ELA test results, and did not have IEP or 504 plans.

CALIFORNIA STATE BOARD OF EDUCATION ITEM 23

JULY 2003 AGENDA

SUBJECT		
Criteria for the selection of 2003-2004 School Assistance and Intervention Team (SAIT) Providers.	**X**	**ACTION**
		INFORMATION
		PUBLIC HEARING

Recommendation:

In the Supplemental Board item, the Department will recommend criteria for the selection of SAIT Providers.

Summary of Previous State Board of Education Discussion and Action

At their June 11, 2003 meeting, the State Board of Education (SBE) decided to hold over the review of the criteria for SAIT providers until the July 2003 meeting. A supplemental item will be forthcoming, following a meeting between Department staff and State Board of Education liaisons.

Summary of Key Issue(s)

In April 2002 the State Board approved criteria for the selection of SAIT Providers. Sixty organizations submitted applications in July of 2002 and 27 applicants were able to demonstrate success in the 12 required areas, including recent experience in helping to improve student achievement in an underperforming school. Eleven of the Approved Providers are conducting SAIT investigations, and will be following up with support and monitoring functions in one or more of the 24 Immediate Intervention/Underperforming Schools Program (II/USP) state-monitored schools.

CDE and Board staff met with the SAIT Providers on April 1, 2003 to remind them of the key priorities for their work. Since then, CDE and Board staff have met on several occasions to discuss ways to emphasize the importance of State Board-adopted materials within the SAIT process. As a result, CDE has agreed to dedicate time in the SAIT training to emphasize the use of the State Board-adopted materials in English/language arts and math and to consider how the intervention process might be refined in elementary, middle and high schools. CDE will also require that prospective SAIT Providers apply to conduct SAITs in specific grade spans and have at least one person on each SAIT team with expertise in the State Board-adopted materials being used in the “state-monitored” school subject to the SAIT. CDE is requesting that criteria similar to that used in 2002-2003 be used to select the 2003-04 SAIT Providers.

Fiscal Analysis (as appropriate)

Authority will be sought in the 2003-2004 Budget Act to support the costs of SAIT services and implementation of Corrective Actions.

Attachment(s)

A list of recommended selection criteria will be submitted in the Supplemental Board item.

Department of Education

Last Minute Memorandum

To: **STATE BOARD MEMBERS** **Date:** **July 10, 2003**

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

Re: **ITEM # 23**

Subject: **Criteria for the Selection of 2003-2004 School Assistance and Intervention Team (SAIT) Providers.**

Enclosed is the most recent version of the School Assistance and Intervention Team (SAIT) criteria, which includes several additional elements. Since this item was discussed at the June State Board meeting, we have met with the State Board liaisons and worked with a number of interested groups. As a result, we have made several changes to the assurances required and criteria to be approved as a SAIT Provider.

As noted in the June item, SAIT providers must apply to review a particular grade span or grade spans and assure expertise in the subject matter and instructional programs in use at the school. In addition, they must be prepared to deliver a multi-layered SAIT, given the differential initial status and academic progress of these schools. Providers must also agree to have the preliminary recommended corrective actions report reviewed by CDE for legality, prior to adoption by the local governing board.

Explicit changes in the criteria include the addition of knowledge of frameworks and State Board-adopted reading intervention programs, and the ability to provide ~~or broker~~ *the intensive* support necessary for the school to successfully implement the recommendations made by the SAIT. Finally, in the professional development criterion, we added "standards-aligned" to accommodate high schools, which do not have State Board-adopted instructional materials.

ATTACHMENT 1
Most Recent Version of SAIT Criteria

~~The California Department of Education (CDE) is requesting that the prior criteria for the selection of Approved School Assistance and Intervention Team (SAIT) Providers be used, with several additional requirements. These new requirements assure that~~ SAIT Providers *shall*:

- Apply to review a particular grade span or grade spans
- Have expertise in the subject matter and instructional programs in use at the school
- Are prepared to deliver a multi-layered SAIT, depending on the school's needs
- Agree to have the preliminary recommended corrective actions report reviewed by CDE for legality.

In addition, ~~an explicit criterion has been added that~~ the prospective SAIT organizations *shall* provide evidence of the ability to provide ~~or broker~~ *the intensive* support necessary for the school to successfully implement recommendations made by the SAIT.

These ~~additional~~ elements are based on the recognition of the complex problems that are encountered in underperforming schools. Most of these schools lack one or more of the following components essential to school success:

- Coherent and focused academic policies and organization for supporting a comprehensive, standards-aligned academic program based upon State Board-adopted or aligned instructional materials
- District and site leadership to support a comprehensive standards-aligned academic program
- Full academic standards-aligned programs and materials in every classroom and appropriate interventions available
- Use of student assessment data to systematically improve and inform instruction and achievement
- Agreements about the implementation, pacing, and monitoring of academic instruction
- Ongoing content-specific professional development opportunities aligned to the specific instructional materials in use at the school (e.g., approved AB 466 professional development or AB 75 principal training).

The above components for standards-based educational programs need to be implemented in these schools to ensure that students have the opportunity to achieve proficiency in California's academic standards. Given the initial status and differential progress that these schools are making, it is recognized that different levels of intervention may be necessary to assist these low-performing schools and help them to implement the essential components listed above.

Prospective SAIT Providers will be required to submit an application to review a particular grade span or grade spans (e.g., elementary, middle, secondary) in a SAIT-assigned school. Providers must have knowledge and expertise in the instructional and subject matter programs to be reviewed at the school, as well as experience as a content expert, coach, or coordinator of experts or coaches. For K-8 SAIT Providers, assurance must be provided that the team

ATTACHMENT 1
Most Recent Version of SAIT Criteria

will have a high degree of knowledge and skill in the K-8 instructional programs in mathematics and reading/language arts that are in use at any of these low-performing elementary or middle schools that the SAIT reviews. For 9-12 Providers, assurance must be given that the team has a high degree of knowledge in ~~State Board~~ *standards*-aligned English/language arts and mathematics ~~curricula, including State Board-adopted reading/language arts~~ *instructional materials, including the State Board-adopted reading/language arts* interventions. For all K-12 Providers, assurance must be given that a minimum of one team member must have school and/or district administrative experience in the grade span in which the team will be working.

Prospective SAIT Providers must demonstrate recent success in working with low-performing schools. ~~and have recent successful expertise in each of the areas listed below.~~ The specific areas in which expertise ~~is to~~ *must* be demonstrated are:

- Knowledge of State Board-adopted academic content standards and frameworks
- The teaching of standards-based reading, writing, language arts, and mathematics for students by grade span
- Knowledge and use of universal access materials and other strategies to help English Learners acquire full academic proficiency in English and meet grade-level standards in the context of state statutory requirements
- Knowledge and use of Student Testing and Reporting (STAR) assessments, as well as curriculum-imbedded assessments, standardized, criterion-referenced and other forms of assessment and their use to guide school planning
- Accelerated interventions for underperforming students and schools, including the State Board-adopted reading intervention programs
- ~~Evaluation and research-based reform strategies~~
- Professional development that addresses standards-based instruction focused on State Board-adopted or aligned instructional materials that are in use at the school
- *Ability to provide ~~or broker~~ the intensive support necessary for the school to successfully implement recommendations made by the SAIT*

In addition, it is suggested that team members have knowledge and skills in the following areas:

- *Maximizing* human and fiscal resources to accelerate the academic achievement of underperforming students
- *Evaluation and research-based reform strategies*
- Classroom management and discipline
- Effective school management and leadership for "turning around" underperforming schools
- Effective communication with parents, students, teachers, staff, and administrators in underperforming schools
- ~~Ability to provide the intensive the support necessary for the school to successfully implement recommendations made by the SAIT~~
- Oral and written communication skills.

California Department of Education
SBE-001 (New 04/2003)

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 24

2003 AGENDA

SUBJECT		**ACTION**
Instructional Materials Review Process	X	**INFORMATION**
		PUBLIC HEARING

Recommendation:

Receive information about revisions to the instructional materials process, including additional training on the State Board of Education's *Standards for Evaluating Instructional Materials for Social Content*.

Summary of Previous State Board of Education Discussion and Action

June 12, 2003: State Board of Education requested changes to the English Language Development Guide in *SRA/Open Court Reading 2002*. Luis Rodriguez, member of the State Board of Education, requested a review of the adoption process for instructional materials to understand how materials are approved and the plans in adjusting the instructional materials review process.

January 9, 2002: State Board of Education adopted Reading/Language Arts Materials for kindergarten and grades 1-8.

January 13, 2000: State Board of Education adopted *Standards for Evaluating Instructional Materials for Social Content*.

Summary of Key Issue(s)

President Reed Hasting wrote to Senator Marta Escutia, California State Senate, on April 28, 2003 and promised to make the requested changes to the *SRA/Open Court Reading 2002*.

Senator Marta Escutia in a letter dated April 2, 2003, requested changes to *SRA/Open Court Reading 2002*.

Fiscal Analysis (as appropriate)

N/A

Attachment(s)

Materials will be forthcoming in the Board's Supplemental mailing.

State of California
SBE-004 (New 04/2003)

Department of Education

Supplemental Memorandum

To: **STATE BOARD MEMBERS** **Date:** **June 24, 2003**

From: **Tom Adams, Executive Director, Curriculum Commission**

Re: **ITEM #24**

Subject Instructional Materials Review Process

The attachment presents information about revisions to the instructional materials process, including additional training on the State Board of Education's *Standards for Evaluating Instructional Materials for Social Content*.

Revisons to the Review Process for Instructional Materials for Kindergarten and Grades One through Eight

Recommendation

CFIR staff recommends that all reviewers of instructional materials need to be trained in the State Board of Education's *Standards for Evaluating Instructional Materials for Social Content* <http://www.cde.ca.gov/cfir/socialcontent.pdf>. This will ensure that materials are reviewed twice for these issues.

Issue

Senator Marta Escutia in a letter dated April 2, 2003, requested changes to *SRA/Open Court Reading 2002*. President Reed Hasting wrote to Senator Marta Escutia, California State Senate, on April 28, 2003 and promised to make the requested changes to the *SRA/Open Court Reading 2002*. On June 12, 2003, Luis Rodriguez, member of the State Board, requested a review of the adoption process. At issue is whether the instructional materials review process is able to detect flaws in instructional materials and prevent problems such as found in *SRA/Open Court Reading 2002*.

Background

Roles of the State Board of Education and the Curriculum Development and Supplemental Materials Commission: State Board of Education (SBE) under Article IX, Section 7.5 of the California Constitution has the authority to adopt textbooks in grades one through eight (Article IX, Section 7.5). The Curriculum Development and Supplemental Materials Commission (Curriculum Commission) advises the State Board on the adoption of K-12 curriculum frameworks and K-8 instructional resources. Education Code Sections 60204 and 60605 define the Commission's duties. The Commission shall:

(a) Recommend curriculum frameworks to the State Board that comply with the provisions of *Education Code* Sections 60605 (f) to ensure that curriculum frameworks are aligned with statewide standards.

(b) Develop criteria for evaluating instructional materials submitted for adoption so that the materials adopted shall adequately cover the subjects in the indicated grade or grades and which comply with the provisions of Article 3 (commencing with Section 60040) of Chapter 1. The criteria developed by the commission shall be consistent with the duties of the State Board pursuant to Section 60200. The criteria shall be public information and shall be provided in written or printed form to any person requesting such information.

How K-8 Instructional Materials Adoptions are conducted by the State: The instructional materials adoption process involves three concurrent steps:

- Legal compliance review: The legal compliance review, also known as the "social content review", is conducted to ensure that all instructional resources used in California public schools are in compliance with *Education Code sections 60040-60045 and 60048* as well as State Board guidelines contained in the document, *Standards for Evaluation of Instructional Materials with Respect to Social Content*

•Public review and comment: The adoption process is designed to ensure that the public has the opportunity to review and comment on resources considered for State Board adoption. Samples of instructional resources submitted for adoption are available for public review at the twenty-four Learning Resources Display Centers (LRDCs) throughout the state. Written comments on the resources are forwarded to the Curriculum Commission and the State Board for consideration. In addition, three separate public hearings are held prior to adoption: one before the appropriate Subject Matter Committee of the Curriculum Commission, one before the full commission, and one before the State Board.

•Education content review: The education content review is based on specific evaluation criteria (typically contained in the curriculum framework for each subject) and the content standards (in the core subject areas) they embody. The criteria, like the frameworks, are developed by the Curriculum Commission and adopted by the State Board. Following a statewide recruitment and thorough application process, the Curriculum Commission recommends and the State Board appoints members of the Instructional Materials Advisory Panel (IMAP) and the Content Review Panel (CRP). The IMAP is composed primarily of classroom teachers (but also includes a broad range of other participants, e.g., school administrators, curriculum specialists, university faculty, and parents) who evaluate materials according to all elements of the criteria. The CRP is composed of scholars, recognized subject matter experts who review materials according to the content criteria and standards to ensure that the materials are accurate, adequate in their coverage, and based on current and confirmed research. CRP members review only those materials or parts of them that pertain to their expertise. They are a resource for the IMAP. IMAP and CRP receive training on the State Board-adopted criteria and individually review the submitted programs. The CRP examines the content adequacy of each submission. The IMAP and CRP present a report of findings to the Curriculum Commission on whether programs meet the criteria.

The Curriculum Commission makes its adoption recommendations based on all the reports and comments received, including IMAP/CRP recommendations, publisher responses, and written and oral comments from the public. Commissioners also study the submitted resources independently and, as noted above, conduct public hearings prior to recommending resources to the State Board. The Curriculum Commission develops a written report containing the Commission's recommendation on each submission. This report is forwarded to the State Board. The State Board considers the Curriculum Commission's recommendations, related documents, and public comment prior to adopting (with or without conditions) or not adopting each submission. The State Board of Education's list of adopted materials appears on the CDE website at <http://www.cde.ca.gov/cfir>.

SRA/Open Court Reading 2002: The problems that were highlighted in Senator Escutia's letter and are found in the "English Language Development Guide" for Open Court fall under the SBE's *Standards for Evaluating Instructional Materials for Social Content.* More specifically, the cited material does not conform to standard 1 under "Ethnic and Cultural Groups": "*1. Adverse reflection.* Descriptions, depictions, labels, or rejoinders that tend to demean, stereotype, or patronize minority are prohibited."

SRA/Open Court Reading 2002 underwent all three concurrent steps of review, but the obvious errors in the program were not detected. The reason is that the review process did not make full

use of all of its reviewers. Legal compliance review is done by community volunteers who include parents, teachers, administrators, and students. They examine the materials according to *Standards for Evaluating Instructional Materials for Social Content* with attention focusing on images and pictures. In turn, the IMAP and CRP are composed of educators and subject area experts who determine if the submitted materials are aligned to the content standards, framework and criteria. IMAP and CRP are most familiar with the text of the program but have not been trained to examine materials for social content. For the RLA/ELD adoption, legal compliance review was done by volunteers reviewing only for social content with attention to images and pictures and did not include the people who were most familiar with the content, the IMAP and CRP.

Proposed Revision

The proposal is to conduct a double read of materials for legal compliance review. The current process with volunteers examining materials would be augmented by having IMAP and CRP examine materials for compliance to the *Standards for Evaluating Instructional Materials for Social Content.* The effectiveness of this approach is already demonstrated in the 2003 Foreign Language Adoption. For this adoption, IMAP and CRP were trained on the standards and have conducted their review. They have been finding examples of where the text of programs, as well as images and pictures, conflict with the social content standards. For example, one reviewer found the following in a Spanish-language program:

> Casi todos los hispanos tienen una personalidad muy agradable. Son alegres y divertidos. Tienen mucho talento para la musica y el baile. (Almost all Hispanics have very agreeable personalities. They are cheerful and entertaining. They are very talented in music and dance.)

This publisher is being cited and will be have to make changes to the program if it wants to be used in California's schools. The reviewers for the Foreign Language Adoption have shown the necessity of having a double read for social content. The proposed change will prevent adverse stereotypes from appearing in state-adopted materials.

California Department of Education
SBE-001 (New 04/2003)

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 25

2003 AGENDA

SUBJECT		
Changes to English Language Development Guide in SRA/McGraw Hill's *SRA/Open Court Reading 2002*	X	**ACTION**
	X	**INFORMATION**
		PUBLIC HEARING

Recommendation:

Approve changes to English Language Development Guide in *SRA/Open Court Reading 2002*

Summary of Previous State Board of Education Discussion and Action

January 9, 2002: State Board of Education adopted SRA/McGraw Hill's *SRA/Open Court Reading 2002* for kindergarten and grades 1-6.

Summary of Key Issue(s)

SRA/McGraw-Hill agreed to make changes to its materials at the June meeting of the State Board of Education.

President Reed Hasting wrote to Senator Marta Escutia, California State Senate, on April 28, 2003 and promised to make the requested changes to the *SRA/Open Court Reading 2002*.

Senator Marta Escutia in a letter dated April 2, 2003, requested changes to *SRA/Open Court Reading 2002*.

Fiscal Analysis (as appropriate)

N/A

Attachment(s)

The proposed English Language Development Guide will be forthcoming in the Board's Supplemental mailing.

State of California
SBE-006 (New 04/2003)

Department of Education

Last Minute Memorandum

To: **STATE BOARD MEMBERS** **Date:** **July 8, 2003**

From: **Tom Adams, Executive Director, Curriculum Commission**
Director, Curriculum Frameworks and Instructional Resources Division

Re: **ITEM # 25**

Subject The attachment for this item includes the changes proposed by SRA/McGraw Hill. The materials have been reviewed by Julie Maravilla and Milissa Glen-Lambert, members of the Curriculum Commission, Jan Mayer, Administrator of the Language Policy and Leadership Office, and Rae Belisle, Executive Director, State Board of Education.

Attachment 1: ELL Support Guide Front Matter (Pages 1-17)

Introduction

Objectives

The instruction and practice materials in the ***English Language Learners Support Guide*** provide support for students acquiring English. This guide enables teachers to make the lessons as comprehensible as possible for students learning English with the ultimate goal of accelerating achievement.

Creating an Effective Learning Environment

An effective learning environment is an important goal of all teachers. In a supportive environment, all English language learners can have the opportunity to learn. The materials in this guide are designed to support students during this transitional period, allowing them to build the fluency they need to achieve in the core content areas as well.

This guide provides direction in helping students progress through three stages of English proficiency: Beginner, Intermediate, and Advanced. While students at a beginning level may have some difficulty in discerning language, by the time they progress to the intermediate or advanced levels of language acquisition, their skills in understanding more complex language structures will improve. Students at these higher levels will have learned to comprehend and convey more complex concepts and relationships.

The ***English Language Learners Support Guide*** provides a supportive scaffold of English vocabulary, language structures, and comprehension strategies so that students can successfully learn to read while advancing along the continuum of English acquisition. This guide offers differentiated learning activities: at the beginning level, students might describe an incident or retell a story, using simple words and phrases. After students have had some exposure to English, they will begin to be more fluent in the use of short sentences. By the time students achieve an advanced level, their knowledge of English will become more sophisticated, as they become more adept at comprehending and using techniques such as making inferences or using persuasive language. This guide offers support for students at all levels of English language acquisition as they move through the English learning continuum.

The Primary Objective: Success in Reading and Writing English

As students become more fluent in English, they are more able to participate fully in the learning environment of their classrooms. As students are able to read and write in English, they can achieve success in the different content areas. This guide provides both teacher and student support for **Open Court Reading** to ensure success for all students.

The goal for English language learners is to understand and use English in social as well as academic contexts so that they can fully comprehend a variety of fiction and nonfiction texts within the academic realm. They must develop such receptive language skills as listening and reading and use them, in turn, to acquire vocabulary, grammar, and syntax skills. Students must also develop their speaking and writing skills to communicate what they have learned. In other words, they must expand their expressive language skills, so that they can ask questions, clarify, summarize, predict, justify, evaluate, and persuade. As they begin to master both the receptive (listening and reading) and expressive

(speaking and writing) language skills, they can apply them effectively to the **Open Court Reading** materials, as well as to their learning across all content areas.

In this introduction, you will find information on the individual **Open Court Reading** lessons. This instructive and supportive information suggests how to explain each lesson's vocabulary and concepts. The following structures of English may present a particular challenge to students acquiring English:

- English phonemes that may not exist in the student's home language
- Vocabulary
- Idioms and expressions
- Complex sentence structures

This section gives key principles as well as specific techniques for teaching English language learners. Later sections include techniques for developing comprehension of concepts and vocabulary for each **Open Court Reading** lesson. In addition, in-depth practice in each lesson appears throughout this guide, and constant repetition is applied in subsequent lessons. For example, support is provided for understanding difficult vocabulary, developing independent reading skills, and understanding complex sentence structures. Finally, the five levels of English language acquisition have been grouped into three levels for comprehension questions that appear with each selection: Beginner/Early Intermediate, Intermediate, and Early Advanced/Advanced.

General Principles for English Language Instruction

The principles outlined below are based on the work of Susana Dutro and Carrol Moran, in *Rethinking Language Instruction: An Architectural Approach.*

English language instruction should provide not only ample opportunities for meaningful and engaging uses of language for a wide range of social and academic purposes, but necessary instruction in how English works. It should be deliberate, strategic, and purposeful.

To help students develop high levels of language proficiency, the **Open Court Reading *English Language Learners Support Guide*** has incorporated the following principles:

1. **Build on students' prior knowledge of both language and content.** The use of graphic organizers such as semantic mapping or story mapping can aid in this strategy. Also, native language used strategically can help create a bridge between new learning and prior concepts or language forms. When students can reflect in their native language and make comparisons between the two languages, they can gain fresh insights into the new language forms being learned.

2. **Create meaningful contexts for functional use of language.** Creating context is essential for students to map new knowledge onto prior knowledge or new forms and labels onto existing concepts. This is why a functional approach that creates purposeful settings to use language is essential to instruction. Also, moving from the concrete to the abstract is also important. To reinforce concepts and vocabulary, use visuals, gestures, graphic organizers, and word banks. Use simulations, gestures, realia, and theater in the early levels of English proficiency before moving on to more abstract concepts like comparisons, metaphors, and analogies.

3. **Provide comprehensible input and modeling forms of language in a variety of ways connected to meaning.** Children learn language through modeling. Learning occurs when modeling is clear, information is presented in small comprehensible chunks, and frequent feedback is provided. *Comprehensible input* is language that is spoken clearly and succinctly, using structures and forms that are within or a little above the vocabulary that students can perform or grasp. It is language that is understandable with the help of visual aids, such as gestures or pointing. An example of this concept is pointing to oneself and saying, "I am the teacher." The more comprehensible input the student receives, the faster English is learned. Students will need from at least a few days to a few months of comprehensible input before they are ready to speak at all. During this time, it is essential that they receive ample opportunities to listen and demonstrate their understanding through actions. Students will need to hear the language as much as possible and begin building useful vocabulary by attaching meaning to sounds and words. If students cannot speak in sentences in English, they will be able to say single words or make their meaning known through gestures. Even those who cannot read or write can still identify illustrations or draw pictures.

4. **Provide a range of opportunities for practice and application to develop fluency.** The goal for language learners is to become fluent in their newly acquired language. Students need opportunities to actively participate and to try out their ideas and language in a small setting, through debates, theater, interactive writing, and so on. Peer interactions give students support and increase their understanding of activities. Structured pair and small-group activities give students more chances to use and practice the language in a low-stress environment. Well-designed, highly structured cooperative learning tasks offer students more practice in speaking and listening than teacher-centered activities.

5. **Establish a positive and supportive environment for practice with clear goals and immediate corrective feedback.** Providing a safe context from which to work and setting clear goals for students creates a friendly, comfortable environment, where students feel at ease when receiving corrective feedback. For example, if a student asks, "Did you *went* to the office?" the student has effectively communicated the meaning of the question. If he or she receives only an answer such as, "Yes, I went to the office," then the error is reinforced. One way to give positive feedback so that students can develop their linguistic competency is to model correct English. Rather than overtly correcting a student's error, using this imitation technique has proved valuable. By using a modeled response, the teacher gives the student the opportunity to hear his or her own question again in a more standard form. In this specific case, respond to the student by saying, "Did I go to the office? Yes, I did" (or "Yes, I went there"). Simply restating the question correctly and answering it does not emphasize or point out the error, but it does encourage students to speak out, while at the same time it underscores the correct usage of language.

6. **Reflect on the forms of language and the process of learning.** Make sure to balance what is asked of students. When students are asked to perform difficult cognitive tasks, avoid giving them difficult language tasks as well. Conversely, when giving students more difficult linguistic tasks, lower the level of cognitive tasks you ask them to perform. This will help students move back and forth effectively when learning new language forms to avoid cognitive overload. For example, preteach vocabulary before students read a lesson. Have them focus on 5-7 words at a time, so that they can retain this information better in their short-term memory. Helping students reflect on their process in learning language will help them to in future learning situations.

Language Contrasts

All students come to school with a set of phonemes developed in their first language. As students begin learning English, they will find that some phonemes are the same across languages. These are sometimes referred to as transferable skills, while there are other sounds that are familiar in their home language but that are not part of English pronunciation. Equally, there will be sounds in English that are new and must be learned. These are called nontransferable skills. Linguists describe phonemes as the set of sounds in a language that make a difference in meaning. For example, when we contrast the words *ship* and *chip,* we learn that /sh/ and /ch/ are phonemes in English. In Spanish, these two sounds do not have minimal pairs of words that mean different things when one or the other sound is substituted. Therefore in English, it may be a bit confusing for some students about when to use /sh/ and when to use /ch/. For example, you might hear a student pronounce *she* as /chee/ or *Chuck* as /shuck/.

Differences between the English language and other languages might affect how students *hear* sounds in English. Paying special attention to students' developing ability to hear the unique sounds of English will help them acquire new language. Consider these differences in particular when assisting students with hearing English phonemes, especially since some English phonemes do not exist in other languages. Sounds are present in other languages that do not exist in English, while there are sounds in English that do not exist in many languages. In particular, English has a large number of vowel sounds. Additionally, some consonant clusters are unique to English, and these clusters also combine in different distributions from other languages to form a variety of sounds (*str*aight; gli*mpsed*) not familiar to many English language learners. Also, English consonants might occur at different points in a word than they do in these students' languages.

The Appendix of this ***English Language Learners Support Guide*** provides a Contrastive Analysis Chart that compares the sounds of different languages. To better prepare for a diverse student population, compare the charts of your students' languages to English, if you can, so that you may determine which English phonemes do not occur in your students' native languages.

For example, in English, the /g/ sound is used as an initial sound (*go*), a medial sound (*begin*), or a final sound (*bag*). In other languages, however, the /g/ sound might be used as initial or medial sounds, but never as a final sound. In addition, the letter *g* might always take the /j/ sound in the students' native languages, or conversely never take the /j/ sound. Therefore, students who speak a language in which any of these possibilities occurs will need help in hearing the uniquely English sound assigned to that particular letter when it occurs in a position contrary to the phonemic structure of their native languages. On the other hand, they will have no trouble identifying that same sound when it conforms to their own usage. Again, check the Contrastive Analysis Chart in the Appendix to compare the positions in which phonemes occur in the students' languages in comparison with their positions in English.

Vocabulary

The first language acquisition priority for English language learners is learning English vocabulary. Teach vocabulary that students can use every day. Although students will need to know words with multiple meanings, and they will need to understand idiomatic phrases or expressions, you can generally separate all vocabulary by usage. Vocabulary can be divided into three types: basic vocabulary or necessary language, general usage vocabulary, and content-specific words.

Basic vocabulary/necessary language: At first, students might need to learn basic vocabulary phrases or sentences such as, *"My name is…"* or *"Where is…?"* It is also important, however, that students accumulate the meaning of a large amount of individual vocabulary so that they can, in turn, recombine words freely when their knowledge of language becomes more adept. Thus, at first try to keep vocabulary usage simple by focusing on words for which students already have concepts—that is, words that they can readily translate into their first language.

General usage vocabulary: General usage vocabulary includes words and phrases that students will encounter daily. As their vocabulary grows, students can begin to link function and form, and they can use these basic and general utility words in several ways. When students begin to see that particular words are frequently used in one way, and that they can apply these same words to other completely different structures, knowledge is gained, and language acquisition takes place. For example, when students realize that connecting words, or conjunctions, join separate sentences together, or when they understand that adjectives can be used when describing people but also when describing things, then they are beginning to incorporate the function of language to various uses.

Content-specific vocabulary: Though basic vocabulary and general usage vocabulary are often used and are therefore needed for basic language acquisition, content-specific vocabulary refers to very specific words that have low utility usage and thus may not necessary for initial language learning. However, in order for students to understand a selection, they will need guidance in content-specific vocabulary. In addition, these interesting and meaningful vocabulary words will help the student's growth in English.

Vocabulary Techniques

Building background knowledge and a context for students to learn new words is critical in helping them understand new vocabulary. Cognates, words similar in spelling and pronunciation to their English counterparts, often provide an opportunity for bridging the primary language and English. Students who have background knowledge about a topic can more easily connect the new information they are learning with what they already know than students without a similar context from which to work. Help students build the background information they need, and encourage them to make as many connections as possible with the new vocabulary words they encounter

In addition to building background knowledge, visual displays such as pictures, graphs, charts, maps, models, or other strategies offer unambiguous access to new content. They provide a clear and parallel correspondence between the visual objects and the new vocabulary to be learned. Thus, since the correlation is clear, the negotiation of meaning is established. Additionally, this process must be constant, and reciprocal, between teacher and student, if the student is to succeed in effectively interacting with language.

Use the techniques below to teach vocabulary:

Real Objects and Realia: Because of the immediate result visuals have on learning language, when explaining a word such as *car*, the best approach is simply to show a real car. As an alternative to the real object, you can show realia. Realia are toy versions of real things, such as plastic eggs to substitute real eggs, or in this case, a toy car to signify a real car. A large, clear picture of an automobile can also work if it is absolutely recognizable.

If, however, the student has had no experience with the item in the picture, more explanation might be needed. For example, if the word you are explaining is a zoo animal such as an *ocelot* and the students are not familiar with this animal, one picture might be insufficient. They might confuse this animal with a *cat* or any one of the feline species, such as a *bobcat*. Seeing several clear pictures then, of each individual type of common feline, and comparing their similarities and differences, might help clarify meaning in this particular instance. When students make a connection between their prior knowledge of the word *cat* with the new word *ocelot*, it validates their newly acquired knowledge, and thus they process learning more quickly.

An all-sensory approach: Students in general enjoy using all their senses, too, to clarify meaning, especially when any vocabulary is taught, almost as in a game. English language learners, too, enjoy these all-sensory pastimes, as these activities help them better understand the meaning of unknown objects. Whenever possible, then, allow all students to touch or hold things, and if appropriate, to hear their sounds or smell their odor. When you provide experiences of such a nature, the meaning of words becomes even clearer.

Finally, when reviewing the meaning of a specific word, say the word and have a student find and show the object. Teachers increase student interest when they recognize and validate student knowledge. When students have successfully transferred words, concepts, processes, or skills to solve new learning problems, a positive transfer is achieved. When these processes and skills are transferred to their new experiences in English, too, students are accelerating innovative learning in a fun, creative way.

Pictures: In many cases bringing real objects into the classroom is not practical. Supplement story illustrations with the ***SRA Photo Library,*** **Open Court Reading** ***Picture Cards,*** magazine pictures, and picture dictionaries. Videos, especially those that demonstrate an entire setting such as a farm or a zoo, or videos where different animals are highlighted in their natural habitat, for instance, might be helpful. You might also wish to turn off the soundtrack to avoid a flood of language that students might not be able to understand. Since you want them to concentrate on the visual-word meaning correlation, leaving the soundtrack on will take away meaning from this visual-interpretative connection. Students generally will be able to establish links more easily without sound, especially at the beginning of English language acquisition.

Using drawings that are sketchy, indistinct, or incomplete may be cryptic to students. When possible, select large, clear, and simple drawings that show entire objects, or use clear photos such as those from the ***SRA Photo Library.***

Take care when showing objects or pictures that might be misinterpreted. It is extremely important to avoid any ambiguity or misunderstanding. For example, when showing a picture of a ball to explain the word *round,* students might assume that the word *round* means the object we call *ball* in English. The solution, then, is to show a variety of round objects or pictures that depict such items. Point out the round portion of all the pictures, or have students feel the roundness of these objects. Additionally, to explain the word *blue,* identify many different objects that are that color.

Finally, though it is much more difficult to explain abstract concepts, many different pictures on the same theme might be used to explain these abstract ideas. The word *love* might be explained with pictures of devoted couples as well as a mother tenderly holding a baby. The word *intelligence* may be understood more simply by showing a picture of scientists discussing an idea in front of several complex machines, or of students all raising their hands wisely to answer a teacher's question.

Pantomime: Language is learned through modeling within a communicative context. Pantomiming is one example of such a framework of communication. Some words, such as *run* or *jump*, are appropriate for pantomiming. Photo and picture cards are available for verbs like these, but demonstrating running and jumping is also necessary to solidify meaning. You can pantomime the word *sick* by coughing, sneezing, and holding your stomach. Words like *sad* or *happy* can be pantomimed through facial expressions. If students understand what you are trying to pantomime or if they recognize what it is you are striving to signify through your gestures or your facial expressions, then they will more easily engage in the task of learning.

You can also pantomime entire situations as well as individual words. For example, dramatize a reading selection on camping to preteach the selection to students unfamiliar with this activity. At the same time you can explain a large number of related words like *packing, backpack, hiking, sleeping bag,* and *woods*. The first step is to gather actual camping equipment, such as a backpack and a sleeping bag. Then, you can act out *packing* the *backpack*, putting it on, *hiking* along, laying out your *sleeping bag*, and so on. If you also show illustrations of people camping in the *woods*, the students can get a feel for the experience. Thus, the modeling becomes clear, the information is presented in small, comprehensible chunks, and constant feedback is provided between teacher and students. Learning, in this way, is optimized.

Just as you should encourage students to touch or hold pictures and objects, you should also invite them to join in the pantomime, making it an understandable and memorable experience. This very effective type of association between a concept and a physical action, or series of actions, is the basis for the Total Physical Response (TPR) technique discussed later.

Finally, it is important to identify clearly the specific words that are being pantomimed. Rather than telling students that they are "having fun" or "engaging in an activity," be more specific and say repeatedly that while they are "having fun" and are "engaging in an activity," this particular action has an exact name: *"camping."* Also, have students repeat the word *camping*, and have them pronounce it clearly. Reading phonetically depends on hearing the sounds of words accurately.

Total Physical Response (TPR): Total Physical Response (TPR) is based on Dr. James Asher's work with language acquisition. In TPR, some sort of physical response—such as a smiling, gesturing, laughing, walking, turning, sitting, and so on—accompanies what is being spoken. This technique has proven effective for quickly teaching key vocabulary and phrases. In TPR, the teacher gives a series of commands while at the same time physically demonstrating them and encouraging the students to join in. When teaching the names of classroom objects and actions, for example, the teacher might give a series of commands and simultaneously model them:

- Raise your hand. (Teacher and then students raise their hands.)
- Put down your hand. (Teacher and then students lower their hands.)
- Raise your pencil. (Teacher and then students raise their pencils.)

- Put down your pencil. (Teacher and then students put down their pencils.)

Continue to build with instructions such as "Raise your left hand," or "Put your pencil on your chair," and the like. In this way, she is building on students' vocabulary skills, and adding more words to their immediate language base.

Using TPR in the pre-teaching lessons will help students understand and remember the word meanings they will need during the lessons themselves. Additionally, TPR enables students to become more alert and ready to learn, as they will think of this as a fun game. Here are a few tips:

- At first, model each action. Discontinue modeling as soon as the students can follow the command by themselves. Later, check for understanding by starting off without modeling.
- Acknowledge or praise students after they complete each command. Here, cooperative learning can also be effective, as students can praise each other, or they can help each other perform the correct commands.
- If a student cannot follow the commands, gently guide him or her. For example, if the command is "Hand me your pencil," wrap the student's fingers around the pencil and guide his or her hand toward you. Then praise the student. Cooperative groups will work effectively within this setting as well.
- Review commands already introduced until the students have mastered them and are ready to learn more. Teach only a few new commands each day, however, as you do not want to overload them with too much new information. Remember, the ultimate goal of this activity is the acquisition of language, and not the physical interpretation of commands.
- If students do not understand, simply repeat the command in another way that may make it easier for them to comprehend, and then model the action one more time, or finally, physically guide students as needed.
- Keep the TPR activity as a game: snappy, fun, and short, continuing for no more than ten minutes at a time. This will give students the appropriate framework to then continue the interpretation of signs and symbols on their own, and to eventually acquire the fluency and proficiency that they need for language acquisition.
- Follow the same TPR process in writing activities, once students can fluently write in English. Write words featured in the TPR commands on the board, and ask students to copy them at their desks. Later, you might be able to dictate words while students write what you say without copying from the board. You can lead students in correcting their own papers. Finally, you can change this to become a more cooperative-centered activity, where the focus is on the student, and where the teacher acts only to advise.

Language Experience Approach: Another method of quickly expanding vocabulary is called the Language Experience Approach (LEA). In LEA English language learners relate their personal experiences to the teacher, who then records or transcribes the students' oral language. For example, the teacher and students may participate in an interesting activity such as cooking or playing a game like hide and seek. The teacher might make cornbread with the students as a Thanksgiving activity and give simple instructions, such as "Crack the eggs," or "Beat the batter." As in TPR, the teacher can model the instructions to communicate meaning, as well as translate or gesture. As a student cracks the eggs, the teacher might say, "Maria is cracking the eggs." When the eggs are cracked, the teacher can ask, "How many eggs did Maria crack?" Here, assorted vocabulary is introduced and enhanced. It is

constantly repeated. The teacher's simple instructions, commentaries, and questions also provide comprehensible input throughout the entire activity.

The keys to LEA are student participation in the game or activity and simple, repetitive commands, commentaries, and questions from the teacher.

Contrast: Some words are easier to grasp if contrasted with others. Here are some sample sentences that use contrast to explain meaning:

my/your: (while pointing, say:)

This is *my* nose. vs. This is *your* nose. This is *my* shirt. vs. This is *your* shirt.

large/small: (while pointing, say:)

This hand is *large*. vs. This hand is *small*.

(Draw a circle on the board, and say:)

This circle is *large*. vs. This circle is *small*.

over/under: (while gesturing, say:)

My hand is *over* my head. vs. My hand is *under* my head.

My hand is *over* the book. vs. My hand is *under* the book.

As above, engage students in pointing, drawing, and gesturing to make the meanings of specific vocabulary more understandable and memorable. Their goal, then, as new language learners, is to move from the initial stage in which their capacity for understanding English is limited and the skills to process the meaning of language are new, to an automatic processing of verbal communication (and in the more advanced stages of language acquisition, written communication as well).

Thus, students are incorporating the development of language acquisition within all their daily activities. As their language level increases, they are developing an entire spectrum of skills, which in the early levels of English proficiency might be only visual. As they proceed in ability, however, they move onward to include more complex levels of language functions, such as comparisons, metaphors, or analogies. Students are thus assimilating the various language processes essential for them to acquire more advanced levels of language proficiency with very concrete, and structured, activities.

Songs: Traditional songs, such as "Hokey Pokey" with instructions like "Put your right foot in, put your right foot out," are perennial favorites for teaching vocabulary to young children. Singing and pantomiming songs like "Hokey Pokey" and "Head, Shoulders, Knees, and Toes" are excellent ways to apply the principles of both TPR and LEA with English language learners.

It is also desirable to sing songs in the first language of the students when both foreign-language and English versions exist. Singing songs can serve as an enjoyable bridge into American culture while effectively teaching vocabulary.

Related Words: It is easier for students to learn groups of related words than lists of unrelated vocabulary words. While you pantomime camping, as described above, students can learn a whole group of related words quickly. These connections between words, then, as well as between culture and language, or academic background and experience, facilitate language acquisition. Students

become more interested when they recognize a connection between their own knowledge and experience with that of the newly acquired instruction. When they see, too, that this new information will be useful to them (in the case of camping, knowing a large set of words that can be applied to other situations as well as camping, such as using a *backpack* in school), their thirst for knowledge will increase.

Explaining Vocabulary

The knowledge of vocabulary is fundamental to the comprehension of language. Students will need to incorporate this vocabulary knowledge, and advance this learning constantly, in order to further develop language skills, reading skills, and content knowledge. The acquisition of new vocabulary, is essential to all learning. Follow these steps, then, when explaining new vocabulary.

1. **Define and say the word.**

   Say, "enormous."

   Hold up pictures or drawings of things that are enormous, such as the Empire State Building, a sequoia, an elephant, and so on, and say, "enormous."

   Say, "Enormous means 'very big' as you pantomime very big.

   Repeat this process if necessary with other pictures, drawings, or objects until you see that students understand the word.

2. **Ask students for background knowledge or personal experience with the concept.** Ask students about their experiences with the word *enormous.* Encourage students to talk about such words. (Have they heard it? What did they think it meant? Have they heard it used differently? Can they give you some examples of the word used in a sentence?)

3. **Pronounce the word clearly.** For example, pronounce the word *enormous* clearly for students. Then have students pronounce *enormous*, at first together and then individually.

   Listen carefully and give the correct pronunciation as needed.

   If necessary, point out how to move the mouth and tongue to create the correct sounds.

   At this point, it might be beneficial to change the task and make it a cooperative learning experience. Can students coach each other as to the correct pronunciation? There is evidence in the field that cooperative learning helps students advance much more rapidly in speaking and listening than doing the more traditional teacher-centered activities.

4. **Use simple sentences or phrases.** Keep sentences or phrases simple. Do not introduce additional new vocabulary that would divide students' attention and hinder concentration. Speak in short, simple sentences using basic vocabulary that refers to concrete objects rather than to abstract concepts.

   Point to the illustrations or objects while you tell them the sentences or phrases.

   Pantomime the sentences or phrases.

   Have students say them in unison and then make up their own.

   If necessary, they can repeat your examples, and then help students create their own.

5. **Write the word**. Write the word on the board.

Have the students read and write it.

Have students correct each other's work, and comment on their mistakes or praise their success. As mentioned before, cooperative learning activities really work.

6. **Review the word.** Frequently use the word during the next few days and periodically thereafter, emphasizing its meaning and pronunciation. From a limited vocabulary at the beginning, then, you will increase rapidly to enjoy a vast network of vocabulary within the next few months.

   Fluency, proficiency, and comprehension are accomplished only through the constant repetition of language. Practice will increase competence and develop skills in using the appropriate tools to successfully remember vocabulary and later to tie these words to other functions of complex language. With vocabulary development you have the basis for all acquisition of language, from the simplest word, to the most sophisticated of structures. From this simple vocabulary at the beginning to intricate structures in time, then, you will develop fluency and ultimately acquire proficient language to communicate effectively.

Preparing for English Language Learners

Before Students Arrive

Ideally, you will have time to get ready for English language learners prior to their arrival, but this preparation is not always possible. If you cannot take the actions listed below before their arrival, include other English language learners you may have in your class in many of these steps. Not only will your students enjoy the additional interaction new students may bring to your class, but they will also feel recognized and validated as knowledgeable students. This will strengthen their written and oral communications expressive abilities to communicate orally, and eventually, in writing.

Step 1: Research the cultures and countries of origin of new students. If possible, meet with parents before student arrival to obtain background information specific to the new English language learners. When meeting with parents, it is always best to know something about the country this new student is from; however, if there is no time for research, invite the parents to tell you about where they are from.

Many print resources are available for learning about the cultures and countries of origin of students. In addition, Internet sites offer a wealth of information about other cultures. Also available in some libraries are videos that explain the language, culture, and history of different cultural, national, and linguistic groups. . Other sources of information about other cultures include organizations for foreign students on college campuses; ESL or world language departments at local colleges; government agencies, such as offices for immigrants in the mayor's office; and volunteer organizations for refugee resettlement and cultural support. Finally, some phone companies provide translation services for phone calls on a 24-hour Language Line service.

Step 2: If you can, try to learn a few words of the students' first languages, such as *"Hello," "Welcome," "My name is . . ."* and *"This is. . . ."* Also, correctly pronounce and spellthe students' names.

Step 3: Share information with the whole class:

a. On a map or globe, have students locate all the countries of origin represented in your class. If there is one new student, take special notice of his or her country.

b. Show pictures or videos of the various countries and cultures of origin. A new student might be able to bring artifacts or photos from home. If you have many English language learners in your class, this will obviously take some time. Put aside a certain hour once a week—perhaps Fridays—to explore and celebrate the diverse countries, nationalities, and cultures of the various students within your class. This will offer a more relaxed atmosphere, and even when students may think of this as an informal period of time, they are nonetheless participating in the acquisition of language. At the same time they are validating and acknowledging their own language and culture as important facets of their lives.

c. Just as you have learned a few words in various languages to acknowledge the different countries and cultures within your class, you can also teach your English-speaking students these few welcoming words as well. You might even want to ask your English language learners to teach these words to the rest of your class. Here again, language development is taking place, interaction and communication are being performed, and language and culture are being appreciated.

d. As an extension to the previous activity, you may want to ask your English-speaking students how they would feel if they entered a new culture and did not know the language well. What kind of help might they need? At this point, it might be important to ask the new language learners to participate, and to offer their classmates ideas as to how they would go about learning language in another country. The entire purpose of this exercise is to have new students communicate, but to do

so with what they know. In this way, too, English language learners will feel validated because the context is meaningful to them, and to their lives.

Step 4: Student Orientation Checklist. Photocopy and complete a "Student Orientation Checklist" found on page xv for each English language learner. In the course of completing this checklist, students learn classroom rules and locations of facilities such as lavatories and drinking fountains.

Step 5: Buddies. Find a volunteer "buddy" for each new English language learner. Buddies can assist the new student in locating the right textbooks, help them navigate throughout the new school, including going to and from classes, heading for recess, discovering the cafeteria, the library, the gymnasium, and so on.

Bilingual students can be particularly helpful with new students who speak the same native language. It is just as important, however, to select buddies who are talkative and friendly, so that they can introduce the new-language learner to the school environment and provide support. . Choosing a buddy who is sensitive to the needs of others can make a big difference in the new student's life.

Step 6: Parent Orientation and Involvement. If your school does not already have one, write an orientation letter for the family of the new student. Parent orientation should include information such as where to catch the school bus and whether the student should bring a lunch. It should also tell parents the school's expectations of how involved they should be with their student's education.

Of course, it is very desirable to have this sheet translated into the family's first language. Many schools already have these resources in place. They have letters of introduction and other types of information written out to parents in as many as six languages. In some cases, however, if your particular school does not have this additional resource, you may want to research it further within your district to locate helpful resources that may be available from district offices.

Student Arrival

Once English language learners have arrived, you may want to follow these steps:

Step 1: Greet new English language learners and make them feel welcome. While explaining that the class is going to be held in English, be sure to let them know that you will give English language learners all the support you can. In certain cases, you may want to use some words from their primary language so that you are understood. Please explain that the primary language may be appropriate at home or play, but you may want to remind all students that class time, for the most part, will be held in English.

Step 2: Seat English language learners who speak the same language together so that they can translate for each other. An interactive classroom is a cooperative classroom, and this cooperation is extremely beneficial to learning. You may also want to sit them close to you for extra help.

Step 3: Introduce yourself. Then have all students, including new English language learners, do the same. If you can manage introductions in the foreign language, do so. You may use gestures or ask for translations from bilingual students or teacher's aides, if they speak that particular language. Ask a student to help you pronounce his or her name correctly, and then have the class do the same. Finally, students might also benefit from seeing all their classmates' names written on the board.

Step 4: Nametags. Have all the students make nametags for themselves as an activity. Buddies can help the English language learners with this particular activity, if they have any questions. Students can then wear the nametags until they have learned each other's names.

Student Orientation Checklist

Photocopy and complete for each student.

Student's Name _____ Date _____

_____ Student, teacher, and classmates have been introduced to each other.

_____ Student has received a classroom tour, including the supply area, where the pencil sharpener, recycling bin, and wastepaper basket have been specifically pointed out. Student has also been shown the cloakroom, the student's desk, and the lockers in general.

_____ Student has received a school tour of rest rooms, water fountain, lunch area, playground, principal's office, nurse's office, lost and found area, front door, and bus stop. Student has also been toured through all the different subject classrooms, including the fine arts areas (art, music, and band), the library, the gymnasium, and the computer lab, if there is one.

_____ Student knows when school starts and ends. (If needed, show a visual clock to convey exact times.)

_____ A buddy has guided student through recess until he or she is comfortable going off with newfound friends.

_____ A buddy has guided student through lunchtime until he or she is comfortable having lunch with newfound friends.

_____ Student knows procedures for absences and tardiness.

_____ Student knows class procedures for forming lines, raising his or her hand, taking turns, or leaving the room.

_____ Student knows class rules regarding talking, gum chewing, eating and drinking, bringing things from home, throwing things, trading toys, teasing, or fighting.

_____ Student knows how to say, "Please explain."

_____ Student has learned the procedure concerning books (whether to cover them; which ones to write in; which ones to take home; where to store them).

_____ Student knows where to locate needed school supplies (sharpening pencils, throwing away wastepaper, storing supplies, obtaining needed supplies).

_____ Student understands how homework is handled and has sufficient supplies, including pencils, crayons, and scissors, to complete homework at home.

_____ A buddy has helped student complete assigned classroom chores a few times until he or she is comfortable doing these individually.

_____ Student has been given the opportunity to ask questions regarding school and has asked some questions, which have been answered satisfactorily, and with his or her understanding.

Using this Guide

Each lesson in the ***English Language Learners Support Guide*** provides suggestions for helping students acquire English to learn the lessons in their **Open Court Reading** classroom. The lessons can be used to preteach the selection vocabulary or the reading selections themselves. In each lesson are explicit grammar, usage, and mechanics objectives that address the functions, patterns, and structures of English, as well as in-depth practice materials.

All lessons will follow a sequence that identifies the language challenges in the lesson, previews the selection, teaches the concepts, allows for practice by students, and then comes to a conclusion with student application of the skills. This sequence can be used for Big Book and Anthology selections. The same sequence can be used for Decodable Book selections, though the lesson will be abbreviated.

English language learners can be pretaught individually or as a group, perhaps a day in advance, so that they are better prepared to understand the next day's reading lesson. During this preteaching session, you can explain key vocabulary words and build background. Usually, around 10 words will be highlighted for explanation.

Differentiated Comprehension Questions

Each lesson contains differentiated comprehension questions for different English language acquisition levels so that students can better understand their **Open Court Reading** selections. The ***English Language Learners Support Guide*** contains three different English proficiency levels: Beginner/Early Intermediate, Intermediate, and Early Advanced/Advanced. To help students answer these differentiated questions, a story summary for each anthology selection has been provided in every lesson in this book. The different levels of questions allow classroom teachers to check comprehension of all students to ensure that all students are engaged and can experience success across the English language acquisition continuum. The challenge is to find ways for beginning English language learners to use the English-language skills they possess to show what they know. It is important that teachers not mistake the early language acquisition level questions for low level thinking ability. It is certainly possible for beginning English language learners to demonstrate higher level thinking skills even with limited English by utilizing a graphic organizer such as a Venn diagram to demonstrate comparison and contrast using single-word answers. [insert Venn diagram partially completed]

Materials Section

Some lessons include a section that lists the pictures and objects needed for explaining key words. For example, if the reading selection contains the word *chimney*, the Materials section would list it and suggest bringing a picture of a chimney or a toy house with a chimney or show a picture of the chimney in the selection.

Writing

Students will have weekly writing assignments in the ***English Language Learners Support Guide*** lessons. Make sure that you are available for students in need of instruction. Later, during writing assignments, students might work with an aide to dictate some words and sentences on a topic or use a sentence frame to complete sentences that they write. While aides may be used, the students in need of

the most instruction should always be with the most qualified person in the room. Once students are reading, they may be ready to write. One way to ease students into writing is to use the following steps and have them write as a group. In certain cases, a cooperative method may relax students yet lets them learn new vocabulary. Follow these steps for writing:

Step 1: Explain the subject of the piece of writing. Give examples to help students start. You might also ask students to volunteer examples. Write these on the board to begin the process. The more students are involved, the better the results will be.

Step 2: Each student can suggest a sentence, and the group can build a piece of writing together. If an individual student does not want to participate, however, he or she has the freedom to write the piece independently.

Step 3: Depending on the capabilities of your students, take one of the following approaches. These steps vary from helping the most advanced to the most remedial students.

- Have the students write the sentences on their papers directly as they say them.
- Write the sentences on the board first, so that students can then copy them onto their papers. Next, have them check each other's papers. Students benefit from this process by interacting with the text and with each other by using academic language to question, clarify, summarize, and predict.

Step 4: At this point, the piece of writing can be considered complete. Or the students can use what they write in class as a template, and they can write their own pieces from this initial activity, changing words here and there. In this way, they are making connections in language, and thus they are facilitating the positive transfer of vocabulary, concepts, and skills, processes they have just learned and positively internalized. Finally, they can illustrate the piece. Either or both of these activities can be done as homework.

English Language Learners Workbook

Students will practice the skills they learn in the lessons that follow by using the exercises in the ***English Language Learners Workbook.*** Lessons will give students the opportunity to further their skills in vocabulary; comprehension; and grammar, usage, and mechanics.

English Language Development Glossary

The ***English Language Development Glossary*** provides tips for explaining many of the words that students will encounter in their **Open Court Reading** lessons. This glossary suggests dramatizations and drawings that clearly show the student the meanings of the words.

For example, students may need to understand the word *admire*, but some students may not know what it means. Look up *admire* in the ***English-Language Development Glossary***. *Admire* is not listed, but *admiring* is. The definition suggests: "Model this word by going around the room *admiring* posted work of the students." The tone of your voice will help convey the meaning. Dramatize this definition, and then complete the steps for explaining vocabulary that appears in this introduction.

California Department of Education
SBE-001 (New 04/2003)

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 26

2003 AGENDA

SUBJECT		
Report Pursuant to AB 2532/Pacheco, Chapter 1096 of the Statutes of 2002: Textbook Weight	**X**	**ACTION**
	X	**INFORMATION**
		PUBLIC HEARING

Recommendation:

1) Receive report on textbook weight.
2) Direct staff to work with the Curriculum Commission to review the data findings and options related to this issue, and to have the Commission compile a recommendation report to the Board in March of 2004.

Summary of Previous State Board of Education Discussion and Action

N/A

Summary of Key Issue(s)

Assembly Bill 2532 by Assemblymember Pacheco, Chapter 1096 of the Statutes of 2002, requires the State Board of Education to adopt maximum weight standards for elementary and secondary school textbooks by July 1, 2004. This legislation specifically requires the Board to take into consideration the health risks to students when devising these new standards.

The attached report outlines some of the major issues surrounding this topic, including the research into student back injuries and their relation to heavy backpacks. The report includes data collected by weighing State Board-adopted textbooks for the core subjects of Reading/Language Arts, Mathematics, History-Social Science, and Science for grades K-8, as well as, a sampling of locally-adopted materials for grades 9-12 in the four core areas.

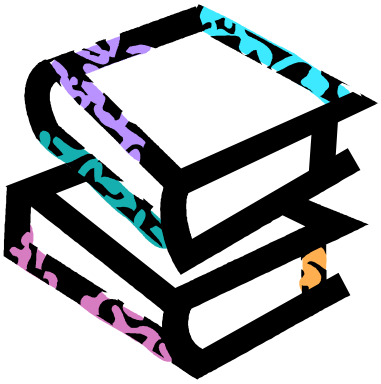
The report demonstrates that the individual weight of State Board-adopted (for K-8) and locally adopted (9-12) textbooks in the four core subjects of History-Social Science, Mathematics, Reading/Language Arts, and Science does not exceed the maximum weight that students should carry, as recommended by health professionals. However, the combined average weight of the textbooks of the four core areas does exceed this recommended maximum at nearly all grade levels from K-12, presenting a health hazard for students. Pediatricians and chiropractors recommend that students not carry more than fifteen percent of their body weight in a backpack, or risk negative health impacts.

Fiscal Analysis (as appropriate)

N/A

Attachment(s)

Textbook Weight in California: Data and Analysis (16 page report)



Textbook Weight in California: Data and Analysis

A Report Prepared for the State Board of Education

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June 25, 2003

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Executive Summary
On AB 2532: Textbook Weight Legislation

Introduction:

Assembly Bill 2532 by Assemblymember Pacheco, Chapter 1096 of the Statutes of 2002, requires the State Board of Education to adopt maximum weight standards for elementary and secondary school textbooks by July 1, 2004. This legislation specifically requires the Board to take into consideration the health risks to students when devising these new standards.

This report outlines some of the major issues surrounding the topic of heavy textbooks and the impact on student health, including the research into student back injuries as a result of heavy backpacks. The report focuses on data collected by weighing State Board-adopted textbooks for the core subjects of Reading/Language Arts, Mathematics, History-Social Science, and Science for grades K-8, as well as, a sampling of locally-adopted materials for grades 9-12 in the core areas. This data collection was conducted in order to establish a baseline understanding of the scope of the problem.

This report is viewed as a starting point for the dialogue between the State Board of Public Education, the Superintendent of Public Instruction, the education community, the publishing industry and other interested parties to discuss the options and the best interests of the students of California in moving toward a system of textbook weight standards.

Analysis of Data Collection:

- **This report only analyzes the weight of textbooks**, and does not take into account the other materials that students may be carrying in their backpacks.
- **Pediatricians and chiropractors recommend that students not carry more than fifteen percent of their body weight in a backpack**, or risk negative health impacts.
- **The data demonstrates that the *individual weight* of State Board-adopted (for grades 1-8) and locally adopted (for grades 9-12) textbooks in the four core subjects of History-Social Science, Mathematics, Reading/Language Arts, and Science does not exceed the maximum weight that students should carry, as recommended by health professionals.** A selection of textbooks was weighed at various Sacramento area schools and Learning Resource Display Center (LRDC) sites.
- **However, the *combined average weight* of the textbooks in the four core areas does exceed this recommended maximum at nearly all grade levels from 1-12, presenting a health hazard for students.** For this grade range, the combined average weight of the four core textbooks ranges from just over 8 pounds at 1st grade to over 20 pounds at 11th grade. These totals represent as little as 11.3% of body weight for 12th grade boys to as much as 17.7% of body weight for 2nd grade girls. In the data summary, the combined average textbook weight for every grade level except for 10th grade boys and 12th grade boys and girls is over this recommended level.

Recommendation:

This first phase of a report on textbook weight demonstrates that instructional materials in the four core areas exceed the maximum recommended weight for students to carry on a regular basis. Thus, it is our recommendation that the State Board President in collaboration with the Superintendent of Public Instruction convene a "working group" of representatives from the key education organizations and associations, legislative staff, and representatives from the publishing industry to discuss the data findings and options related to this issue. This group would compile a second phase report to the State Board at their January 2004 meeting, on recommendations for maximum weight standards. This would enable the Board to make their final adoption of weight standards by the Legislative deadline of July 1, 2004.

The Scope of the Problem

Although the research on the subject of backpack-related injuries to students is fairly recent, there already exists conflicting views on the significance of the problem. The California legislation, Assembly Bill 2532, cited the raw data on various categories of injuries collected by the United States Consumer Product Safety Commission (CPSC) from emergency rooms, and concluded that in 1999, "more than 3,400 pupils between 5 and 14 years of age, inclusive, sought treatment in hospital emergency rooms for injuries related to backpacks or book bags." According to the CPSC data, over the period from 1994-2000, more than 23,000 youths ages 6 to 18 were treated in emergency rooms for backpack-related injuries.[1]

However, a recent article by Brent Wiersema, Eric Wall, and Susan Foad, entitled "Acute Backpack Injuries in Children," in the journal Pediatrics has raised some questions about this data. A panel of medical researchers analyzed the CPSC's data and found that only a small percentage of backpack injuries treated in emergency rooms are related to the weight of the backpack. According to this study, most backpack-related injuries correspond to "nonstandard" use of a pack, including tripping over it or getting hit with one. The study found that the most common means of injury were tripping over the backpack (28%), followed by wearing (13%), and getting hit by the backpack (13%). Back injuries comprised only 11% of the injuries suffered by students, with head injuries most common at 22%.[2]

This study raises doubts about the health dangers of heavy backpacks. However, it too fails to completely illuminate the scope of the problem. Both the often-cited CPSC data and the Pediatrics study deal only with emergency room data, while back injuries tend to be chronic and treated in a doctor's office rather than in an emergency room. In addition, the Pediatrics study dealt with a very small sample of injuries, including only 247 students in its results. No studies exist that examine the broader picture of student back injuries, so ultimately it is primarily anecdotal evidence and media coverage that have shaped this debate.[3]

One issue is the general trend of removing lockers where students can store books in between classes. Lockers have been removed in many schools due to the proliferation of both weapons and drugs in schools. Districts face a double-edged sword in terms of locker searches; if they conduct searches without adequate cause, they risk a lawsuit claiming violation of a student's Fourth Amendment protections, but if they fail to conduct a search and a student later conducts

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[1] Assembly Bill 2532, Chapter 1096. See also Kathy Boccella, "Some see a book ban as the cure for backpack bloat," Philadelphia Inquirer, 15 November 2002 (story online at <http://www.philly.com/mld/inquirer/4522888.htm>, 24 February 2003). CPSC data can be accessed directly online at < http://63.74.109.9/neiss/default.html> (24 February 2003).

[2] Brent Wiersema, Eric Wall, and Susan Foad, "Acute Backpack Injuries in Children," Pediatrics vol 111, no. 1 (January 2003), 163-166. See also "Study: ER backpack pains rarely involve backs," CNN.com, <http://www.cnn.com/2003/EDUCATION/01/06/backpack.injuries.ap/> (25 February 2003); Bill Lindelof, "Packs may be a pain, just not in the back," Sacramento Bee, 29 Wednesday 2003, available online at <http://www.sacbee.com/content/news/education/story/6017951p-6973953c.html> (25 February 2003).

[3] For example, see Bocella, "Some see a book ban..."; Sam Dillon, "Heft of Students' Backpacks Turns Into Textbook Battle," New York Times, 24 December 2002, A1; Michael Flaherty, "Textbook Torture for Students," San Francisco Examiner, 19 September 2002, available online at <http://www.examiner.com/news/default.jsp?story=n.backpacks.0919w> (25 February 2002).

violence with a weapon, sells drugs, etc., the district faces liability suits from the parents of victims affected by those crimes.[4] Confronted with these difficulties, some districts decide that having lockers is simply not worth this cost.

Another issue that must be kept in mind is the fact that many of the items found in students' backpacks today are not textbooks. Again, without lockers that can serve as a storage space, students even at the elementary grades may be lugging food, additional clothing, electronic devices such as cellular phones, pagers, and game machines, binders, assorted school supplies, and various personal effects. While it may appear that a solution would be to ban unnecessary personal items on school campuses, this would be extremely unpopular, and impossible to implement without backpack searches that would likely run into the legal minefield of Forth Amendment suits mentioned above. Efforts to ban just cellular phones on school campuses, for instance, have often run into difficulties.[5]

Assembly Bill 2532 added Section 49415 to the California Education Code. This section requires the State Board of Education to adopt maximum weight standards for student textbooks in elementary and secondary schools by July 1, 2004. The following section of this report provides data on the actual weight of textbooks adopted by the State Board for grades 1-8, and by local districts for grades 9-12, to assist the Board as it prepares to meet this mandate.

The Data

The following tables were compiled by weighing textbooks at various locations during January and February 2003.[6] The primary focus was on student edition textbooks for the four core content areas (Reading/Language Arts, Mathematics, History-Social Science, and Science) for grades 1-12. Kindergarten materials were not weighed due to the fact that there is typically not a single student edition textbook for most programs at that grade level. Due to the incredible variety of supplemental materials, workbooks, homework assignments, literature libraries, experiment kits, and other materials that are included in these programs, ancillary materials were not weighed.

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[4] The current standard defined by Supreme Court decisions is that school officials must have a "reasonable suspicion" that they will find something that is illegal or against school rules. Some districts create rules specifically defining the locker as school property and granting officials the right of search, but even these policies are no guarantee that a district will win an expensive lawsuit filed after the fact. See, for example, New Jersey v. T.L.O., 468 U.S. 1214 (1984).

[5] For examples of the debates over cell phones in schools, see Patti Ghezzi, "Cellphone ban likely will be softened, Atlanta Journal-Constitution, 30 July 2002, online at <http://www.accessatlanta.com/ajc/metro/backtoschool/dekalb/cell.html> (25 February 2003); also Michelle Galley, "Cellphone Bans Get a Second Look," Education Week, 31 October 2001, online at <http://www.edweek.org/ew/newstory.cfm?slug=09cellphone.h21> (25 February 2003).

[6] Textbooks were weighed at the following locations: California Department of Education, 1430 N Street, Sacramento, CA 95814; Elk Grove Unified School District, 9510 Elk Grove-Florin Road, Elk Grove, CA 95624; Sacramento County Office of Education, 9738 Lincoln Village Drive, Sacramento, CA 95827; Mira Loma High School, 4000 Edison Avenue, Sacramento, CA 95821. The books were weighed with a Pelouze 10lb. digital scale provided by the California Department of Education. The CFIR Division is grateful for the assistance of those individuals who made their collections of materials available for this project, particularly Carol Teresi, Andrea Fiske, and Edith Crawford.

Grades 1-8

Materials from grades 1-8 were taken from the State Board's adoption lists from the four most recent standards-aligned adoptions: 1999 History-Social Science, 2000 Science, 2001 Mathematics, and 2002 Reading/Language Arts/English Language Development. An effort was made to be comprehensive; however, programs that did not rely primarily on a text, or reflect a regular course of study (e.g. the Reading/Language Arts/English Language Development Intervention Programs), were not included in the data summaries.

Grades 9-12

Data from grades 9-12 reflects more of a general sampling than a comprehensive list of available materials. Materials at these grade levels are adopted at the local level by resolution of the governing board of a local education agency (LEA), and no centralized listing of such materials is maintained by the State Board or the Department of Education. As a result, there is a broader range of materials available at these grade levels. The data provided for grades 9-12 demonstrates a selection of materials that includes both regular and honors high school texts.

Publisher names are anonymous throughout the data tables; however, a full listing of all publishers cited in this report is provided in Appendix 1.

Programs that contained more than one text per grade level (i.e. a multi-volume series) were averaged and that average entered in the data field for that grade level. Such programs have been marked with a footnote.

Table 1: Reading/Language Arts, Grades 1-8

Grade Level **Publisher**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Publisher A	11.2oz[7]	2lbs, 14oz[8]	2lbs, 6.6oz[8]	4lbs, 0.6oz	3lbs, 14.2oz	3lbs, 11.2oz		
Publisher B	2lbs, 2.5oz[8]	2lbs, 9.2oz[8]	2lbs, 2.4oz[8]	3lbs, 8.0oz	3lbs, 14.6oz	4lbs, 0.6oz		
Publisher C						4lbs, 7.4oz	4lbs, 10.0oz	4lbs, 13.6oz
Publisher D						3lbs, 12.2oz	3lbs, 13.8oz	4lbs, 0.4oz
Publisher E						4lbs, 12.6oz	4lbs, 14.4oz	5lbs, 3.8oz
Publisher F						4lbs, 2.6oz	4lbs, 4.4oz	4lbs, 12.0oz
Average for grade level	1lb, 6.9oz	2lbs, 11.6oz	2lbs, 4.5oz	3lbs, 12.3oz	3lbs, 14.4oz	4lbs, 2.4oz	4lbs, 6.7oz	4lbs, 11.5oz

[7] This program has a multiple-volume set of textbooks at this grade level; the value provided here is an average of those volumes.

Table 2: Mathematics, Grades 1-8

Grade Level **Publisher**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Publisher A	3lbs, 6.6oz	3lbs, 6.8oz	3lbs, 10.0oz	3lbs, 10.8oz	3lbs, 8.8oz			
Publisher E[8]						2lbs, 3.8oz	2lbs, 7.2oz	3lbs, 3.6oz
Publisher E						[9]	4lbs, 3.4oz	3lbs, 2.0oz[8]
Publisher F							4lbs, 3.0oz	3lbs, 6.0oz
Publisher G	3lbs, 5.4oz	3lbs, 4.4oz	3lbs, 10.0oz	3lbs, 10.8oz	3lbs, 13.2oz	4lb, 1.0oz		
Publisher H	2lbs, 14.6oz	2lbs, 15.8oz	3lbs, 12.2oz	3lbs, 14.2oz	3lbs, 14.8oz	3lbs, 14.4oz		
Publisher I	1lb, 14.8oz	1lb, 14.8oz	2lbs, 11.0oz	2lbs, 11.2oz	2lbs, 10.8oz			
Publisher J	2lbs, 13.8oz	2lbs, 13.4oz	2lbs, 8.4oz	2lbs, 8.8oz	2lbs, 10.4oz	2lbs, 12.0oz		
Publisher K			2lbs, 8.6oz	2lbs, 10.8oz	3lbs, 5.0oz	4lbs, 4.0oz		
Average for grade level	2lbs, 14.2oz	2lbs, 14.2oz	3lbs, 2.0oz	3lbs, 3.1oz	3lbs, 5.2oz	3lbs, 7.0oz	3lbs, 9.9oz	3lbs, 3.9oz

Table 3: History-Social Science, Grades 1-8

Grade Level **Publisher**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Publisher A			2lbs, 4.2oz	2lbs, 6.4oz	3lbs, 11.0oz	3lbs, 3.2oz	3lbs, 4.4oz	4lbs, 2.4oz
Publisher C								4lbs, 7.4oz
Publisher D								4lbs, 11.4oz
Publisher D								2lbs, 15.0oz
Publisher F								4lbs, 5.4oz
Publisher G	1lb, 12.4oz	1lb, 14.0oz	2lbs, 8.0oz	2lbs, 12.8oz	3lbs, 11.0oz	2lbs, 15.2oz		

[8] This publisher submitted two programs that were both adopted.
[9] The student edition textbook for this grade level was not available for weighing.

Grade Level **Publisher**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Publisher H	2lbs, 1.0oz	2lbs, 4.4oz	2lbs, 8.8oz	3lbs, 0.8oz	3lbs, 15.8oz	3lbs, 8.2oz		
Publisher L								3lbs, 15.6oz
Publisher M[10]					1lb, 9.2oz			1lb, 9.2oz
Publisher N[11]	10.4oz	10.4oz	13.4oz		14.4oz	6.9oz		
Average for grade level	1lb, 7.9oz	1lb, 9.6oz	2lbs, 0.6oz	2lbs, 12.0oz	2lbs, 12.3oz	2lbs, 8.4oz	3lbs, 4.4oz	3lbs, 11.8oz

Table 4: Science, Grades 1-8

Grade Level **Publisher**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Publisher A	1lbs, 14.0oz	1lbs, 14.0oz	2lbs, 9.4oz	10.2oz[12]	10.9oz[13]			
Publisher C						3lbs, 1.8oz[8]	3lbs, 5.0oz[8]	3lbs, 0.2oz[8]
Publisher D						3lbs, 8.8oz	3lbs, 13.0oz	3lbs, 10.2oz
Publisher F						4lbs, 1.8oz	4lbs, 5.4oz	4lbs, 10.4oz
Publisher G	2lbs, 4.6oz	2lbs, 6.0oz	2lbs, 10.8oz	2lbs, 13.6oz	3lbs, 2.2oz	3lbs, 3.4oz		
Publisher H	2lbs, 7.4oz	2lbs, 7.0oz	2lbs, 10.4oz	2lbs, 12.8oz	3lbs, 0.6oz			
Average for grade level	2lbs, 3.3oz	2lbs, 3.7oz	2lbs, 10.2oz	2lbs, 1.5oz	2lbs, 4.6oz	3lbs, 8.0oz	3lbs, 13.1oz	3lbs, 12.3oz

[10] This program was adopted for grades 5 and 8 and consists of an eleven volume series. The value given is an average of these titles.
[11] This publisher's programs are multimedia-based. The values given are for the student activity books that accompany the program.
[12] This program has unit books for this grade level, rather than a single text. The value given is an average of the different books.

Table 5: Reading/Language Arts, Grades 9-12[13]

Grade Level **Publisher**	**9**	**10**	**11**	**12**
Publisher D	4 lbs, 14.6oz	4lbs, 9.2oz	5lbs, 10.2oz	5lbs, 1.0oz
Publisher H				2lbs, 10.0oz[14]
Average for grade level	4lbs, 14.6oz	4lbs, 9.2oz	5lbs, 10.2oz	3lbs, 13.5oz

Table 6: Mathematics, Grades 9-12[15]

Domain **Publisher**	**Algebra**	**Geometry**	**Trigo-nometry/ Algebra II**	**Precalculus/ Calculus/ Advanced Mathematics**
Publisher A			3lbs, 0.8oz	6lbs, 3.4oz
Publisher C	4lbs, 10.4oz	4lbs, 14.6oz	5lbs, 8.2oz	4lbs, 10.0oz
Publisher E	3lbs, 3.6oz	4lbs, 3.4oz		3lbs, 11.6oz
Publisher F	3lbs, 6.0oz			
Publisher O				4lbs, 6.4oz
Average for grade level	3lbs, 12.0oz	4lbs, 9.0oz	4lbs, 4.5oz	4lbs, 11.9oz

[13] Frequently, high school reading/language arts programs focus primarily on reading novels, rather than a single unified student edition textbook.
[14] This is an anthology for an honors literature course.
[15] The *Mathematics Content Standards* and the *Mathematics Framework for California Public Schools* do not mandate which domains are covered at each grade level, instead providing a range of levels at which each domain may be taught. Since there is such a range of students at the secondary level, and great variety between programs, the categories here offer only one possible progression from grades 9-12.

Table 7: History-Social Science, Grades 9-12

Grade Level **Publisher**	**9**	**10**	**11**	**12**
Publisher C	4lbs, 5.8oz		5lbs, 4.4oz	3lbs, 14oz[16]
Publisher E		4lbs, 0.6oz	6lbs, 0.0oz	
Publisher F		4lbs, 11.6oz	4lbs, 15.6oz	
Publisher G		5lbs, 0.6oz		
Publisher P				3lbs, 8.2oz
Average for grade level	4lbs, 5.8oz	4lbs, 9.6oz	5lbs, 6.7oz	3lbs, 11.1oz

Table 8: Science, Grades 9-12[17]

Domain **Publisher**	**Earth Science**	**Chemistry/ Physical Science**	**Biology/ Life Science**	**Physics**
Publisher C	4lbs, 5.4oz	4lbs, 5.4oz	5lbs, 4.4oz[18]	3lbs, 9.8oz
Publisher D		4lbs, 3.0oz	4lbs, 5.8oz[19]	
Publisher F			5lbs, 12.2oz	4lbs, 14.4oz
Publisher H		5lbs, 13.4oz		
Publisher O		4lbs, 2.4oz	6lbs, 6.6oz	2lbs, 13.2oz
Publisher Q		3lbs, 2.4oz		
Average for domain	4lbs, 5.4oz	4lbs, 5.3oz	5lbs, 7.3oz	3lbs, 12.5oz

[16] This publisher offers both a government and an economics text at this grade level; the value given here is an average of these two.
[17] The *Science Content Standards* are not defined by grade level, but rather by domain. Thus the exact progression of grades through these subjects may vary by LEA; the progression given here is only a common example for grades 9-12.
[18] This publisher offered more than one program for this grade level (including both honors and standard level programs). The value given here is an average of the publisher's offerings at this level.

The data support the conclusion that textbooks are a significant percentage of a student's overall backpack weight. Chiropractors, physical therapists, and pediatricians have recommended that backpacks do not exceed fifteen percent of a child's body weight.[19] Table 9 offers a comparison of the combined weight of textbooks in the four core content areas with the average weight of a student at each grade level. The ratio of these two weights is provided as a percentage, which can be compared with the fifteen percent goal. Since average student weight data per grade level varies by gender, results for both genders was provided in this table. While statistically the difference in weights across gender is minor (<5%) through the elementary and middle grades, it becomes quite significant in high school.

Table 9: Combined Weight of Average Textbooks as a Percentage of Average Student Weight

Grade Level	Average Textbook Weight, Four Core Content Areas	Average Student Weight, Boys[20] (pounds)	Book Weight as Percentage of Student Weight, Boys	Average Student Weight, Girls (pounds)	Book Weight as Percentage of Student Weight, Girls
1	8lbs, 0.3oz	48.5	16.5%	47.5	16.9%
2	9lbs, 7.1oz	54.5	17.3%	53.5	17.7%
3	10lbs, 1.3oz	61.25	16.5%	60.75	16.6%
4	11lbs, 12.9oz	69	17.1%	69	17.1%
5	12lbs, 4.5oz	74.5	16.5%	77	15.9%
6	13lbs, 9.8oz	85	16.0%	87.5	15.6%
7	15lbs, 2.1oz	89	17.0%	94	16.1%
8	15lbs, 7.5oz	99	15.6%	103	15.0%
9	17lbs, 5.8oz	112	15.5%	109	15.9%
10	18lbs, 1.1oz	123	14.7%	114	15.8%
11	20lbs, 12.7oz	134	15.5%	118	17.6%
12	16lbs, 1.0oz	142	11.3%	121	13.3%

The most basic conclusion evident in this table is immediately clear: the combined average weight of **student textbooks in just the four core subjects meets or exceeds the recommended total backpack weight for students in grades 1-9, for girls in grade 10, and both genders in grade 11.** For 10th grade boys and both genders in grade 12, the weight of the four books did not exceed the fifteen percent threshold, but still represented a considerable burden exclusive of all other backpack content.

It must be kept in mind that the textbooks weighed indicate only a portion of a student's total backpack weight, and that the values given are an average. Textbooks for other subjects, novels, homework assignments, gym clothes, food, school supplies, and personal possessions are all commonly found in a student's backpack but are beyond the scope of this report. Thus, it would

[19] Assembly Bill 2532, Chapter 1096 of the Statutes of 2002, Section 1.(d); Flaherty, "Textbook Torture..."
[20] Source: National Center for Health Statistics in collaboration with the National Center for Chronic Disease Prevention and Health Promotion (2000), charts available at <http://www.cdc.gov/growthcharts> (25 February 2003).

not be surprising to find students carrying backpacks heavier than recommended by health professionals.

Conclusion

This report has shown that textbooks in the four core areas exceed the maximum recommended weight for students to carry on a regular basis. With this information, it is clear that the actual weight of backpacks, given the presence of other materials carried by an average student, far exceeds the recommendations of health professionals. The State Board has received a mandate from the Legislature to adopt maximum weight standards for textbooks used by students in elementary and secondary schools in California. The data in this report, combined with the brief summary of the issues at stake, suggests that the Board will have to consider many variables when adopting these standards.

Appendix 1: Publisher Key

The following table lists the publishers referenced in the data tables within this report.

Publisher A	Houghton Mifflin
Publisher B	SRA/McGraw-Hill
Publisher C	Glencoe/McGraw-Hill
Publisher D	Holt, Reinhart and Winston
Publisher E	McDougal Littell
Publisher F	Prentice Hall
Publisher G	McGraw-Hill School Division
Publisher H	Harcourt
Publisher I	CSL Associates
Publisher J	Sadlier
Publisher K	Saxon
Publisher L	Scott Foresman
Publisher M	Oxford University Press
Publisher N	Decision Development Corporation
Publisher O	Addison Wesley
Publisher P	Longman
Publisher Q	Brooks/Cole

Appendix 2: Assembly Bill 2532

BILL NUMBER: AB 2532 CHAPTERED
BILL TEXT

CHAPTER 1096
FILED WITH SECRETARY OF STATE SEPTEMBER 29, 2002
APPROVED BY GOVERNOR SEPTEMBER 29, 2002
PASSED THE ASSEMBLY AUGUST 28, 2002
PASSED THE SENATE AUGUST 27, 2002
AMENDED IN SENATE AUGUST 15, 2002
AMENDED IN ASSEMBLY MAY 23, 2002
AMENDED IN ASSEMBLY MAY 1, 2002

INTRODUCED BY Assembly Members Rod Pacheco, Bogh, and Frommer
(Principal coauthor: Senator Speier)
(Coauthors: Assembly Members Longville, Reyes, and Zettel)

FEBRUARY 21, 2002

An act to add Section 49415 to the Education Code, relating to pupil health.

LEGISLATIVE COUNSEL'S DIGEST

AB 2532, Rod Pacheco. Textbook weight.
Existing law requires the governing board of a school district to give diligent care to the health and physical development of pupils.

This bill would require the State Board of Education, on or before July 1, 2004, to adopt maximum weight standards for elementary and secondary school textbooks.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. The Legislature finds and declares all of the following:
(a) Backpacks of elementary and secondary school pupils often contain textbooks, binders, calculators, personal computers, lunches, a change of clothing, sports equipment, and more.
(b) Elementary and secondary school pupils are carrying backpacks weighing as much as 40 pounds.

(c) Chiropractors, physical therapists, and pediatricians are seeing an increased number of children for spinal column injuries, nontraumatic back pain, and significant postural changes from overloaded backpacks.

(d) Chiropractors and pediatricians recommend that backpacks not exceed more than 15 percent of a pupil's body weight.

(e) In 1999, more than 3,400 pupils between 5 and 14 years of age, inclusive, sought treatment in hospital emergency rooms for injuries related to backpacks or book bags according to the United States Consumer Product Safety Commission.

SEC. 2. Section 49415 is added to the Education Code, to read:

49415. On or before July 1, 2004, the State Board of Education shall adopt maximum weight standards for textbooks used by pupils in elementary and secondary schools. The weight standards shall take into consideration the health risks to pupils who transport textbooks to and from school each day.

CALIFORNIA STATE BOARD OF EDUCATION ITEM # 27

JULY 2003 AGENDA

SUBJECT:	
Implementation of the AB 466 Mathematics and Reading Professional Development Program (Chapter 737, Statutes of 2001): Including, but not Limited to, Approval of Training Providers and Training Curricula.	X ACTION X INFORMATION PUBLIC HEARING

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

Summary of Previous State Board of Education Discussion and Action.

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

Summary of Key Issue(s).

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

Fiscal Analysis (as appropriate).

N/A

Background Information Attached to this Agenda Item.

A list of recommended providers and curricula, if any, will be included in the supplemental mailing.

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 28

JULY 2003 AGENDA

SUBJECT	**X**	**ACTION**
Approval of Training Providers For The Principal Training Program (AB 75)		**INFORMATION**
		PUBLIC HEARING

Recommendation:

The California Department of Education requests approval of the list of Recommended Training Providers for The Principal Training Program (AB 75).

Applications to become a State Board of Education (SBE) approved provider are reviewed using SBE adopted criteria.

Summary of Previous State Board of Education Discussion and Action

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

Summary of Key Issue(s)

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

Fiscal Analysis (as appropriate)

N/A

Attachment(s)

The list of Recommended Training Providers will be included in the supplemental mailing.

State of California **Department of Education**

Supplemental Memorandum

To: **STATE BOARD MEMBERS** **Date:** **June 27, 2003**

From: **Sue Stickel, Deputy Superintendent**
Curriculum and Instructional Branch

Re: **ITEM # 28**

Subject **APPROVAL OF TRAINING PROVIDERS FOR THE PRINCIPAL TRAINING PROGRAM (AB 75)**

The California Department of Education recommends approval of the attached list of Recommended Training Providers for The Principal Training Program (AB 75).

Applications to become a State Board of Education (SBE) approved provider are reviewed using revised SBE adopted criteria.

ATTACHMENT 1 – The Principal Training Program Training Providers (Pages 1)

PRINCIPAL TRAINING PROGRAM
RECOMMENDED TRAINING PROVIDERS
July 2003

MODULE 1 – Leadership and Support of Instructional Programs

IMPERIAL
Elementary

Houghton Mifflin Company	Houghton Mifflin Reading: A Legacy of Literacy K-6

KERN
Elementary

Houghton Mifflin Company	Houghton Mifflin Reading: A Legacy of Literacy K-6

SANTA CRUZ
Elementary

Houghton Mifflin Company	Houghton Mifflin Reading: A Legacy of Literacy K-6

SHASTA
Elementary

Houghton Mifflin Company	Houghton Mifflin Reading: A Legacy of Literacy K-6

STANISLAUS
Elementary

Houghton Mifflin Company	Houghton Mifflin Reading: A Legacy of Literacy K, 1 & 4
SRA/McGraw-Hill	Open Court K, 1 & 4
SRA	Reach (4-8)
McDougal Littell,	Concepts & Skills Algebra 1

STATE OF CALIFORNIA GRAY DAVIS, *Governor*

CALIFORNIA STATE BOARD OF EDUCATION

1430 N Street, Room 5111
P.O. Box 944272
Sacramento, CA 94244-2720
916-319-0827

July 7, 2003

TO: Members, State Board of Education

FR: Deborah Franklin, Education Policy Consultant

RE: Item 28, Approval of Training Providers for the Principal Training Program

In February 2003, the Board provisionally approved 15 Module 1 AB 75 training providers. Since that time, five of the provisionally approved providers have been approved by Board action and five more are recommended for Board approval at this meeting. The remaining five provisionally approved providers are continuing to revise their training materials to meet AB 75 criteria.

Currently, the provisionally approved providers submit revised materials to the Department of Education (CDE) for review upon receipt. This approach is very time consuming, costly, and inefficient. To use limited resources more effectively and at the same time provide the provisionally approved providers with some additional time to revise and resubmit their materials, Board staff recommends that the Board establish August 31, 2003 as the last date for provisionally approved Module 1 AB 75 providers to submit revised materials outside of the normal review process established by CDE. After August 31, these potential providers will be able to resubmit their materials only in accordance with a schedule of review dates established by CDE.

Board staff also recommends approval of the list of recommended AB 75 providers, as prepared by Department staff. This list will include provisionally approved providers whose training materials have been revised to meet AB 75 criteria.

Board Staff Recommendation
Board staff recommends that the Board (1) approve the list of AB 75 training providers as recommended by staff and (2) approve the Board staff recommendation to establish an August 31, 2003 date by which provisionally approved providers must submit their materials for review and thereafter require submission for review only on dates established by the CDE.

State of California
SBE-006 (New 04/2003)

Department of Education

Last Minute Memorandum

To: **STATE BOARD MEMBERS** **Date:** **July 7, 2003**

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

Re: **ITEM # 28**

Subject **APPROVAL OF TRAINING PROVIDERS FOR THE PRINCIPAL TRAINING PROGRAM, AB 75**

Please insert the additional attachments:

Attachment 2: The Principal Training Program Providers

ADDITIONAL PRINCIPAL TRAINING PROGRAM PROVIDERS
July 2003

MODULE 1 – Leadership and Support of Instructional Programs

SAN JOAQUIN
Elementary

Houghton Mifflin Company	Houghton Mifflin Reading: A Legacy of Literacy K, 1 & 4

SANTA BARBARA
Elementary

Houghton Mifflin Company	Houghton Mifflin Reading: A Legacy of Literacy K-6

MONTEREY
Elementary

Houghton Mifflin Company	Houghton Mifflin Reading: A Legacy of Literacy K-6

SANTA CLARA
Elementary

Houghton Mifflin Company	Houghton Mifflin Reading: A Legacy of Literacy K-6

SACRAMENTO
Elementary

Holt, Rhinehart, and Winston	Literature and Language Arts, Grades 9-10

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 29

JULY 2003 AGENDA

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

Recommendation:

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

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

Summary of Previous State Board of Education Discussion and Action

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

Summary of Key Issue(s)

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

Fiscal Analysis (as appropriate)

N/A

Attachment(s)

ATTACHMENT 1 – Local Educational Agencies Recommended for State Board of Education Approval
ATTACHMENT 2 – Consortia Members Recommended for State Board of Education Approval

ATTACHMENT 1

PRINCIPAL TRAINING PROGRAM
Local Educational Agencies Recommended
For
State Board of Education Approval
July 2003

Applications received during the month of May 2003

LOCAL EDUCATIONAL AGENCIES	Total Number of Administrators	Total Amount of State Funding Requested
HUMBOLDT		
Big Lagoon Union Elementary	1	$3,000.00
LOS ANGELES		
Wilsona Elementary	2	$6,000.00
MERCED		
Weaver Union Elementary	1	$3,000.00
ORANGE		
Saddleback Valley Unified	14	$42,000.00
SACRAMENTO		
River Delta Joint Unified	6	$18,000.00
SIERRA		
Sierra County Office of Education	1	$3,000.00
Sierra-Plumas Joint Unified	1	$3,000.00
SONOMA		
Bellevue Union Elementary	1	$3,000.00

Total State Funds Requested for July LEA Approval: $81,000.00
Total Number of LEAs Requested for July Approval: 8

Total Number of Approved Single LEAs to date: 339
Total State Funds Encumbered by Single LEAs to date: $27,102,000.00

Total Number of Administrators Recommended for Program Participation in July: 27
Total Number of Administrators Approved to date for Program Participation: 10,348

ATTACHMENT 2

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

CONSORTIA With RECOMMENDED MEMBERSHIP	Total Number of Administrators in Consortium	Total Amount of State Funding Requested
MONTEREY COUNTY OFFICE OF EDUCATION San Lucas Union Elementary North Monterey County Unified Santa Rita Union Elementary	152	$456,000.00
SANTA BARBARA COUNTY OFFICE OF EDUCATION Goleta Union Elementary	101	$303,000.00
SUTTER COUNTY OFFICE OF EDUCATION Williams Unified Colusa Unified	25	$75,000.00

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

Total Number of Single Local Educational Agencies Approved to Participate in a Consortium: 215

Total Number of New Consortia Members Recommended for July Approval: 6

State Funds Approved for Consortia: $3,942,000.00

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 30

JULY 2003 AGENDA

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

Recommendation:

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

Summary of Previous State Board of Education Discussion and Action

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

Since the charter school law was enacted in 1992, the SBE has assigned numbers to 562 charter schools, including seven approved by the SBE after denial by the local agencies. Of these 562 schools, approximately 430 are estimated to be operating in the 2002-03 school year. In addition, the SBE has approved eight all-charter school districts containing a total of 15 charter schools.

Summary of Key Issue(s)

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

Education Code Section 47602 requires the SBE to assign a number to each charter school that has been approved by a local entity in the chronological order in which it was received. This numbering ensures that the state is within the cap on the total number of charter schools authorized to operate. As of July 1, 2003, the number of charter schools that may be authorized to operate in the state is 750. This cap may not be waived. This item will assign numbers to 26 more charter schools. Copies of the charter petitions are on file at the Charter Schools Office.

Fiscal Analysis (as appropriate)

N/A

Attachment(s)

Attachment 1: Assignment of Numbers for Charter School Petitions (Pages 1-3)

July 2003 State Board of Education Meeting

Assignment of Numbers for Charter School Petitions

NUMBER	CHARTER SCHOOL NAME	CHARTER SCHOOL COUNTY	AUTHORIZING ENTITY	CHARTER SCHOOL CONTACT
563	Emiliano Zapata Street Academy	Alameda	Oakland USD	Betsy Schulz 417 29th St. Oakland, CA 94609 (510) 879-3130
564	Vocational Education Academy	Stanislaus	Stanislaus COE	Judie Piscitello 1100 H St. Modesto, CA 95354 (209) 525-5093
565	Morada Lane Secondary School	San Joaquin	Lodi USD	Lane Weiss 3293 E. Morada Lane Stockton, CA 95212 (209) 607-2952
566	Grizzly ChalleNGe Charter School	San Luis Obispo	San Luis Obispo COE	Jeanne Dukes 3150 Education Dr. San Luis Obispo, CA 94305 (805) 542-0106
567	Five Keys Charter School – San Francisco Sheriff's Department	San Francisco	San Francisco USD	Sandra Schwartz 120 14th Street San Francisco, CA 94103 (415) 734-2307
568	Mammoth Olympic Academy for Academic Excellence	Mono	Mammoth USD	Stan Halperin P.O. Box 3509 Mammoth Lakes, CA 93546 (760) 934-6802
569	Ocean Charter School	Los Angeles	Los Angeles USD	Alex Metcalf 3456 Ashwood Ave. Los Angeles, CA 90066 (310) 636-1409

570	Crenshaw Arts and Technology High School	Los Angeles	Los Angeles USD	Pat Smith P.O. Box 561752 Los Angeles, CA 90056 (213) 624-5272
571	Crossroads Charter School	Kings	Armona Union ESD	Steve Bogan P.O. Box 368 Armona, CA 93202 (559) 583-5000
572	Granada Hills High School	Los Angeles	Los Angeles USD	Pat Givant 10535 Zelzah Avenue Granada Hills, CA 91344 (818) 360-2361
573	The Etna Academy of the Arts, Sciences, and Technology	Siskiyou	Etna Elementary Union SD	Mike McLaughlin P.O. Box 490 Etna, CA 96027 (530) 467-3320
574	Farnham Elementary School	Santa Clara	Cambrian SD	Maureen Ricketts 15711 Woodard Rd. San Jose, CA 95124 (408) 377-3321
575	Price Middle School	Santa Clara	Cambrian SD	Debra Negrete 2650 New Jersey Ave. San Jose, CA 95124 (408) 377-2532
576	Blue Oaks Charter School	Yuba	Marysville Joint USD	Max Barnes-Allan 1919 B. St. Marysville, CA 95901 (530) 741-6128
577	Institute of Business, Management, and Law Charter High School	San Joaquin	Stockton USD	Carl Toliver 701 N. Madison St. Stockton, CA 95202 (209) 933-7035
578	Edward B. Cole Academy	Orange	Santa Ana USD	Lee de Leon 2617 West 5th St. Santa Ana, CA 92703 (909) 830-0204
579	Renaissance Arts Academy Charter School	Los Angeles	Los Angeles USD	P.K. Candaux 3275 Tareco Dr. Los Angeles, CA 90068 (323) 874-6030

580	CHIME Middle Charter School	Los Angeles	Los Angeles USD	Renne Harvey P.O. Box 280310 Northridge, CA 91328 (818) 677-4979
581	Animo Boyle Heights Charter School	Los Angeles	Los Angeles USD	Steve Barr 1114 South Lorena Los Angeles, CA 90023 (310) 216-3278
582	Inglewood Preparatory Academy Charter School	Los Angeles	Inglewood USD	Raymond and Carolyn Wilder 830 North La Brea Ave. Inglewood, CA 90302 (310) 671-5578
583	Pacoima Elementary Charter School	Los Angeles	Los Angeles USD	Irene Smerigan 11016 Norris Ave. Pacoima, CA 91331 (818) 899-0201
584	Los Angeles Educational Achievement Partnership (LEAP) High School	Los Angeles	Los Angeles USD	Michael Moody 6227 Buffalo Ave. Van Nuys, CA 91401 (818) 382-2200
585	New Technology High School	Sacramento	Sacramento City USD	Howard Mahoney 1400 Dickson St. Sacramento, CA 95824 (916) 752-3101
586	The Met Sacramento	Sacramento	Sacramento City USD	Elizabeth Kay 4104 Martin Luther King Sacramento, CA 95824 (916) 752-3456
587	Genesis High School	Sacramento	Sacramento City USD	Darryl White 2200 John Still Dr. Sacramento, CA 95832 (916) 752-3149
588	America's Choice High School	Sacramento	Sacramento City USD	Arturo Flores c/o Small Schools Office, SCUSD 5735 47th Ave. Sacramento, CA 95824 (916) 752-3174

State of California **Department of Education**

Last Minute Memorandum

To: **STATE BOARD MEMBERS** **Date:** **July 1, 2003**

From: **Janet Sterling**

Re: **ITEM 30**

Subject **ASSIGNMENT OF NUMBERS FOR CHARTER SCHOOL PETITIONS**

California Department of Education staff recommends that the State Board of Education assign charter numbers to the charter schools identified on the attached list. These two charter schools were recently approved by local boards of education and must be numbered at the July meeting in order to receive an advance apportionment.

Item #30 assigns numbers to charter schools number 563 through 588. This last minute item will assign numbers to two additional charter schools.

May 2003 State Board of Education Meeting

Assignment of Numbers for Charter School Petitions

NUMBER	CHARTER SCHOOL NAME	CHARTER SCHOOL COUNTY	AUTHORIZING ENTITY	CHARTER SCHOOL CONTACT
589	Renaissance Academy Charter School	Los Angeles	Los Angeles Unified School District	Paul McGlothlin 21807 Corvo Way Topanga, CA 90290 (310) 365-6506
590	Media Arts Academy	Los Angeles	Centinela Valley Union High School District	Michael Hazelton 217 Escondido Ave., Suite 7 Vista, CA 92084 (760) 631-3409

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 31

JULY 2003 AGENDA

SUBJECT		
Request by the KIPP Summit Academy Petitioners to Establish a New Deadline for Meeting State Board of Education Condition of Approval to Open.	X	ACTION
	X	INFORMATION
		PUBLIC HEARING

Recommendation:

The California Department of Education (CDE) recommends that a new deadline of July 15, 2003, be approved by which the KIPP Summit Academy (KIPP) petitioners must present evidence that the school is participating in a Special Education Local Plan Area (SELPA) or has an equivalent arrangement with a SELPA.

Summary of Previous State Board of Education Discussion and Action

The State Board of Education, at its February 2003 meeting, approved the KIPP Summit Academy petition subject to numerous conditions with various deadlines by which they had to be met. One of those conditions was that, by June 2, 2003, KIPP must provide verification that the school is participating in a SELPA or has an equivalent agreement with a SELPA and a school district that considers the school's students to be students of the district in which the school is located for purposes of special education programs and services. This date was extended to July 1, 2003, at the June 2003 State Board meeting in order to give the school time to continue to work out an agreement with the SELPA. KIPP plans to open school in August 2003.

Summary of Key Issue(s)

State Board, School Fiscal Services, and Special Education Division staff has participated with KIPP in discussions with both the San Lorenzo Unified School District, which originally denied the charter, and the Mid Alameda County SELPA, which includes the San Lorenzo Unified School District regarding KIPP's fulfillment of the State Board condition related to participation in the SELPA. San Lorenzo, while initially unwilling to treat KIPP's students as though they were students of the district for special education purposes unless the district was indemnified by the state of all responsibility for those students, now is in the process of negotiating an agreement with KIPP Summit Academy that appears will be acceptable to all parties. San Lorenzo cannot place this agreement on its governing board agenda until July 8. An extension of time until July 15 would give the school the additional time necessary to meet this State Board condition.

Fiscal Analysis (as appropriate)

Not Applicable

Attachment(s)

None

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 32

JULY 2003 AGENDA

SUBJECT	**X**	**ACTION**
California School Information Services (CSIS) Data Dictionary Version 5.0		**INFORMATION**
		PUBLIC HEARING

Recommendation:

Approve the CSIS Data Dictionary, Version 5.0 and the Data Dictionary Code Tables, Version 5.0

Summary of Previous State Board of Education Discussion and Action

Each year the CSIS program must update its data dictionary, prior to scheduled data collections, to include modifications necessary for state reporting and records transfer. The SBE has previously approved CSIS Data Dictionary Versions 1.0-4.1.

Summary of Key Issue(s)

The California Legislature authorized the CSIS program in 1997 under AB 107, Chapter 282 of 1997, Item 6110-101-0349 that provided funding for the CSIS program and placed it under the custodianship of the Fiscal Crisis and Management Assistance Team administered by Kern County's Superintendent of Schools. Subsequent legislation (AB 1115, Chapter 78 of 1999) required the State Board of Education to annually approve the CSIS Data Dictionary and further clarified the mission of CSIS. The mission of CSIS is to:

- Build capacity of Local Education Agencies (LEAs) to implement and maintain comparable, effective, and efficient student information systems that will support LEA daily program needs and promote the use of information for educational decision-making by school-site, district office, and county staff.
- Enable the accurate and timely exchange of student transcripts between LEAs and to post secondary institutions.
- Assist LEAs to transmit state reports electronically to the California Department of Education (CDE), thereby reducing reporting burden of LEA staff.

As of the 2002-2003 school year, there are 221 local education agencies participating in CSIS representing a total student enrollment of nearly 1.9 million students. Additionally, Los Angeles Unified School District is preparing for participation in CSIS. Each student attending one of these participating LEAs has been assigned a unique student identifier that will remain permanently with the student's record.

LEAs participating in CSIS submit Fall California Basic Education Data System (CBEDS) data to the CDE through CSIS. CBEDS is an annual data collection in October which collects the following data elements from California public schools (K-12): enrollment, graduates, dropouts,

Summary of Key Issue(s)

vocational education, alternative education, adult education, course enrollment, classified staff, certificated staff, teacher shortage and demand.

In the spring of 2003, LEAs participating in CSIS also submit Language Census data to CDE through CSIS. The Language Census is an annual data collection in March which collects the following data elements: number of English Learner (EL) students (formerly known as limited-English-Proficient (LEP)) and Fluent English-Proficient (FEP) students in California public schools (K-12) by grade and primary language other than English; number of EL students enrolled in specific instructional settings or services by type of setting or service; number of students redesignated from EL to FEP from the prior year; and the number of bilingual staff providing instructional services to EL students by primary language of instruction.

A data dictionary is a collection of descriptions of the items of information, or data elements, in a data model. The purpose of a data dictionary is to ensure that information to be exchanged between entities is commonly defined. The CSIS Data Dictionary is a listing of the data elements that will be transferred electronically through CSIS among local education agencies and to the CDE. The CSIS Data Dictionary provides for each data element such descriptive information as a common name, definition, codes describing options from which to select, field size and format, and whether it is used in state reporting or records transfer activities. Each LEA participating in CSIS must ensure that its local system contains each of the data elements contained in the CSIS Data Dictionary. The CSIS Data Dictionary is used by participating LEAs, CSIS and CDE staff, and software companies who produce student information systems.

Data Dictionary Version 5.0 contains changes that are necessary to meet updated and ongoing requirements for electronic state reporting (such as those necessary to comply with the No Child Left Behind Act of 2001), records transfer starting in FY 2004-05, and production of the STAR Pre-ID file beginning in the 2004-05 year. Production of the STAR Pre-ID file via CSIS will help to improve the quality of data submitted to the STAR test contractor and will make participation in the pre-ID process easier for CSIS districts.

Any additional changes needed for the 2004-05 year or later will be handled via the CSIS Change Review Process. Although the CSIS change process does allow for emergency changes if necessary, the schedule for non-emergency changes is such that modifications needed for the 2004-05 year need to be identified by July 2003. Any proposed changes will be handled through the CSIS Change Review Process and recommended revisions will be submitted to the Board in December 2003 in Data Dictionary Version 5.1. This timeline for processing changes ensures that: 1) appropriate analysis of and planning for necessary modifications occurs, 2) vendors have adequate time to update and deploy their software, and 3) local education agencies staff have time to be trained on modifications and to populate their systems, thereby ensuring that quality of the data is maintained.

These documents are submitted to the State Board of Education for review and approval. Proposed changes include additions and deletions of data elements, changes to element attributes, additions and clarifications to business rules, and errata (typo corrections, minor edits). Changes and the rationale for the changes are summarized in Attachment #1. The Data Dictionary, Version 5.0 (Attachment #2) and the Data Dictionary Code Tables, Version 5.0 (Attachment #3) include these changes and are being recommended to the Board for approval. These changes have been reviewed through the CSIS Change Review Process, which includes review and comment by the CSIS districts.

Fiscal Analysis (as appropriate)

None

Attachment(s)

Attachment 1: Proposed Changes to be Included In Data Dictionary, Version 5.0 (Pages 1-16)
Attachment 2: Data Dictionary, Version 5.0 (Pages 1-133)
Attachment 3: Data Dictionary Code Tables, Version 5.0 (Pages 1-85)

All of these attachments may be located at the following URL:
http://www.csis.k12.ca.us/library/reporting-requirements

DRAFT for State Board of Education Approval

California School Information Services

Proposed Changes to be Included in Data Dictionary, Version 5.0

For Use in FY 2004-05

Submitted for State Board of Education Approval

July 9, 2003

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A. Data Dictionary Revision History

Name	Date	Reason for Change	Version
Steve Mills	July 9, 2003	Revised for FY 2004-05	5.0
Steve Mills	November 8, 2002	Revised for FY 2003-04	4.1
Steve Mills	May 17, 2002	Revised for FY 2003-04	4.0
Steve Mills	May 17, 2002	Revised for FY 2002-03	3.1
Steve Mills	October 4, 2001	Revised for FY 2002-03	3.0
Steve Mills	April 13, 2001	Revised for FY 2001-02	2.1
Steve Mills	July 2000	Revised for FY 2001-02	2.0
Steve Mills	November 1999	Initial Dictionary for implementation in FY 1999-2000	1.0

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B. Dictionary Changes from Version 4.1 to 5.0

The proposed changes to the CSIS Data Dictionary listed below are necessary to meet updated and ongoing requirements for electronic state reporting and records transfer starting in FY 2004-05, and are submitted to the State Board of Education for review and approval. Proposed changes include additions and deletions of data elements, changes to element attributes, additions and clarifications to business rules, and errata (typo corrections, minor edits). **New elements and codes are indicated in Bold.**

Element Number	Element Name	Change	Reason for Change
Key to Column Entries and Codes		In this section, added new sub-head: "Field Repeat". Under this sub-head, added the following explanations: **#N** – indicates that an element may be repeated multiple times to provide necessary information about a student, teacher or school/district, e.g., to identify all special programs in which a student is eligible or participating. **#N+N** – indicates that an element can occur multiple times within another repeating element, e.g., to identify one or more instructional services received by a student for <u>each</u> special program in which the student is participating. **#N+N+N** – indicates that an element can repeat multiple times within another multiple-occurring element for *each* instance of a third element, e.g., to describe several teacher comments for progress grades or marks given to a student in a specific course.	Clarifies the meaning of "Field Repeat" symbols used to define data element attributes.
Record Transfer		In this section, added new sub-head: "Source Document References". Under	Provides source references (i.e., CA Education Code) for additional information about

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Element Number	Element Name	Change	Reason for Change
Regulations		this sub-head, added the following information: "**California Code of Regulations**, under **Title 5 – Education**, specifies the regulations for the transfer of student records." **California Code of Regulations** is available for viewing at the website: www.calregs.com A copy of the **"Official California Code of Regulations"** is available in loose-leaf printed format from West Group (1-800-888-3600).	regulations governing mandatory data for student records transfer.
02.02	Student Race / Ethnicity – Primary	Deleted the following general codes: 200 Asian 300 Native Hawaiian or Other Pacific Islander Added the following code: **999 Decline to State** Deleted last two paragraphs of Business Rule: "Sub-code 201-299 and…" and "Note: Code definitions are from…"	Deleted codes 200 and 300 to comply with STAR requirements that students be reported at the subgroup level. Added code 999 to comply with STAR Pre-ID reporting requirements. Currently, CSIS allows a blank to indicate "no response or declined to state." Deleted Business Rule paragraphs as they are no longer needed.
02.09	Student English Proficiency	Revised all code definitions for this element as follows: **1 English Only.** Student who learned English as his/her first language. **2 Initially Identified as Fluent English Proficient (I-FEP)**. Student who first learned a language other than English	Revised code definitions are necessary to match STAR Program definitions.

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Element Number	Element Name	Change	Reason for Change
		who was identified as fluent or proficient in English when he/she enrolled in California public schools. **3 English Learner.** Student who first learned or has a home language other than English who was determined to lack sufficient fluency in English based on state oral language (K-12) and literacy (3-12) assessments to succeed in the school's regular instructional program. (For students tested for initial classification prior to May 2001, this is based on the state-approved instrument the district was using. For students tested after May 2001, use the CELDT results.) **4 Redesignated Fluent English Proficient (R-FEP).** Student who first learned a language other than English and who was identified as limited-English proficient when he/she enrolled in California public schools. The student met the redesignation criteria and was redesignated as fluent English proficient.	
02.13.02	Student's District of Residence	Changed element definition as follows: "The district responsible for ensuring that the student receives educational services." Added the following Note: "For most students, this will be the district in which the student's parent / guardian / caretaker(s) reside."	Definition change clarifies what "District of Residence" actually means.
02.20.01	Authorization / Prohibition / Waiver Type	Revised element definition as follows: "The type of parental or other entity authorization, prohibition, restriction or	Revises element definition to include "waiver" term so that it is consistent with data element name.

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Element Number	Element Name	Change	Reason for Change
		waiver regarding the pupil (California Code of Regulation, Title 5, sec.432, b, 2, H; and Education Code sections 310 and 311)." Modified the definition of **code 3** as follows: "Parental waiver of English Language Classroom. *Petition for enrollment in a bilingual education class or other generally recognized alternative course of study*."	Code modification clarifies use of code 3.
02.20.02	Authorization / Prohibition / Waiver	Revised element definition as follows: "Parental or other entity authorization, prohibition, restriction or waiver." Revised part of element definition Business Rule: "Use this element to include a brief comment on nature of authorization, prohibition, restriction or waiver and location of any related text. Element may be repeated as necessary to identify different authorizations, prohibitions, restrictions or waivers about pupil participation in specific programs."	Revises element definition and business rule to include "waiver" term so that it is consistent with data element name.
02.20.03	Authorization / Prohibition / Waiver Request Date	Revised element definition as follows: "The date of the parent or other entity's authorization, restriction, prohibition or waiver regarding a pupil."	Revises element definition to include "waiver" and "authorization" terms so it is consistent with data element name.
03.01.01	Parent / Guardian / Caretaker – Prefix	Deleted the following sentence from the element definition Business Rule: "Send parent/guardian names and related information in order of primary contact first."	Deletes incorrect information since CSIS is unable to use the order in which data is sent to determine the primary contact.
03.01.06	**Parent / Guardian / Caretaker(s)' Name for Mailing**	Added new data element defined as: "The full name of parent / guardian / caretaker(s) to be used for mailing, e.g.,	Provides 40-character parent name field needed for STAR Pre-ID reporting that is much smaller than existing CSIS parent name fields, which

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Element Number	Element Name	Change	Reason for Change
		'M/M Jacob F. Tennyson III' or 'Sally Smith & John Jones' or 'Mr. Steven Lockfeld', etc."	total 105 characters.
03.02	Relationship to the Student	Added new code: **01 Multiple Parents / Guardians / Caretakers**	New code needed for STAR Pre-ID reporting to allow for more than one parent / guardian / caretaker's name to be submitted as one occurrence so that test results can be formatted for mailing to the parent(s).
03.06	**Primary Parent / Guardian / Caretaker**	Added new data element defined as: "The parent / guardian / caretaker record to be selected when data formats allow for only one record." Added new code: **Y Yes. Record to be selected.**	New element allows CSIS to select the parent / guardian / caretaker record to be included in the STAR Pre-ID file sent to the testing vendor.
07.11.01	**Setting Start Date**	Added new data element defined as: "The date the student was placed in this setting."	New element allows districts to continue to populate a single program record with the most recent setting data, while also allowing historical records to be submitted for state reporting and student records transfer as required or desired.
07.11.02	**Setting End Date**	Added new data element defined as: "The last date the student was in this setting."	New element allows districts to continue to populate a single program record with the most recent setting data, while also allowing historical records to be submitted for state reporting and student records transfer as required or desired.
07.12.01	**Service Start Date**	Added new data element defined as: "The date the student began receiving this service."	New element allows districts to continue to populate a single program record with the most recent service data, while also allowing historical records to be submitted for state reporting and student records transfer as required or desired.
07.12.02	**Service End Date**	Added new data element defined as: "The last date the student received this service."	New element allows districts to continue to populate a single program record with the most recent service data, while also allowing

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Element Number	Element Name	Change	Reason for Change
			historical records to be submitted for state reporting and student records transfer as required or desired.
07.20	Special Education Disability Category	Added new code: **081 Established Medical Disability**	New code needed for STAR testing.
07.30	**Institution of Record**	Added new data element defined as: "The school, district or county office of education that is fiscally responsible for the student (CDS #)."	New element allows districts to specify which school or district is the "Institution of Record" for a program enrollment, while also allowing historical records to be submitted for state reporting and student records transfer as required or desired.
09.11.04	Score Type	Added the following codes: **22 Pass/Fail** **23 Pass/Not Pass**	Updated the code set for this element to include these common score types. The "Pass/Not Pass" code is also needed for CA High School Proficiency Exam (CHSPE) state reporting and student records transfer.
09.15	Alternative Assessment	Deleted the following heading from the element definition: "(For Special Education CASEMIS only)"	The element no longer only applies to CASEMIS but also applies to STAR Program reporting requirements.
09.17	**Pre-ID Group Name**	Added new data element defined as: "Used for sorting purposes in the Pre-ID process. This data element is school-defined if used."	New element added to comply with STAR Pre-ID state reporting requirements.
09.18	**Pre-ID Group Code**	Added new data element defined as: "Used in conjunction with 'Pre-ID Group Name' for sorting purposes in the Pre-ID process."	New element added to comply with STAR Pre-ID state reporting requirements.
09.19	**Pre-ID LEA Defined Field 1**	Added new data element defined as: "A locally-defined field provided for district use in the Pre-ID process."	New element added to comply with STAR Pre-ID state reporting requirements.
09.20	**Pre-ID Type**	Added new data element defined as: "The format of the Pre-Identification service which the districts are requesting." Added the following codes: **1 Pre-ID Documents. (Scannable**	New element and codes added to comply with STAR Pre-ID state reporting requirements.

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Element Number	Element Name	Change	Reason for Change
		barcode printed directly on the answer document) **2 Pre-ID Labels. (Scannable barcode printed on an adhesive label)**	
09.21	**ASAM 90-Day Enrollment**	Added heading "(For Pre-ID only)" and new data element defined as: "Student enrolled in ASAM (Alternative Schools Accountability Model) school less than 90 days prior to Testing." Added the following code: **Y Yes**	New element and code added to comply with STAR Pre-ID state reporting requirements.
09.22	**Pre-ID Multiple Choice Wave**	Added new data element defined as: "The multiple choice testing wave in which a student is designated to participate.**"** Added the following codes: **01 1st Wave** **02 2nd Wave** **03 3rd Wave** **04 4th Wave** **05 5th Wave** **06 6th Wave** **07 7th Wave**	New element and codes added to comply with STAR Pre-ID state reporting requirements.
09.23	**Pre-ID Writing Wave**	Added new data element defined as: "For students taking grade 4 and 7 tests, the writing wave in which the student is designated to participate." Added the following codes: **01 1st Wave** **02 2nd Wave**	New element and codes added to comply with STAR Pre-ID state reporting requirements.
09.24	**Pre-ID Option**	Added new data element defined as: "Method of sending Pre-ID data files, all at once or by wave."	New element and codes added to comply with STAR Pre-ID state reporting requirements.

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Element Number	Element Name	Change	Reason for Change
		Added the following codes: **1 One file** **2 Files by wave**	
09.25	**Pre-ID LEA Defined Field 2**	Added new data element defined as: "A locally-defined field provided for district use in the Pre-ID process."	New element added to comply with STAR Pre-ID state reporting requirements.
09.26	**Pre-ID LEA Defined Field 3**	Added new data element defined as: "A locally-defined field provided for district use in the Pre-ID process."	New element added to comply with STAR Pre-ID state reporting requirements.
09.27	**Pre-ID Optional Parent Data Flag**	Added new data element defined as: "Element used to indicate whether or not the LEA intends for SRRTS to pass on Pre-ID optional parent/guardian mailing data to the Pre-ID test vendor." Added the following codes: **Y LEA will send optional report data** **N LEA will not send optional report data**	New element and codes added to comply with STAR Pre-ID state reporting requirements.
09.28	**Test Program ID**	Added heading "(For Pre-ID only)" and new data element defined as: "Test(s) for which Pre-ID test forms or labels are requested." Added the following codes: **1 STAR** **3 SABE/2** **5 CAHSEE** **7 CELDT** **9 Physical Fitness Test**	New element and codes added to comply with STAR Pre-ID state reporting requirements.
09.29	**Pre-ID Expected Test Date**	Added new data element defined as: "Date on which student is expected to take an assessment test(s)." Added the following Business Rule: "Use date format CCYYMMDD, e.g.	New element added to comply with STAR Pre-ID state reporting requirements.

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Element Number	Element Name	Change	Reason for Change
		19850423″	
09.30	**Pre-ID SABE Test Level**	Added new data element defined as: "The level of the SABE test that will be given." Added the following codes: **02 Grade 2** **03 Grade 3** **04 Grade 4** **05 Grades 5 & 6** **06 Grades 7-11**	New element and codes added to comply with Pre-ID state reporting requirements.
09.31	**CELDT Test Purpose**	Added heading "(For Pre-ID only)" and new data element defined as: "The reason the student is taking the CELDT Test." Added the following codes: **1 Initial Identification** **2 Annual Assessment**	New element and codes added to comply with Pre-ID state reporting requirements.
13.09.02	Percentage of Time Per Assignment	Modified element name as: "Percentage of Time Per Assignment Full-Time Equivalent (FTE)"	Name change is consistent with element definition and indicates that the element value should be the FTE % for this assignment, so that when all assignments for a teacher are added together the total will indicate the person's FTE status.
13.09.03	Language of Instruction	Changed element definition to: "Language of instruction provided to English Learner students *receiving 'Primary Language Instruction'*."	Element was originally intended to be populated only for teachers and paraprofessionals who provide primary language instruction to EL students. Some LEAs are populating this element for non-primary language EL assignments (such as foreign language teachers) or populating "English" for SDAIE assignments. This could potentially cause misreporting to language of instruction; therefore, a revision to the definition is needed.

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Element Number	Element Name	Change	Reason for Change
13.19	Type of Instruction to English Learners	Changed the element definition to: "The type of instructional services provided to English Learners. These services must be provided by a qualified teacher (either certified or in training for the type of services provided)."	The current definition of this element specifies teachers and does not include the concept of teachers in training. This definition modification would fix this omission and would also specify that the types of instruction may only be provided by "qualified teachers".
14.21	School Calendar Type	Added the following codes: **25 Traditional and Multitrack Concept 6** **26 Traditional and Multitrack Modified Concept 6** **27 Traditional and Multitrack 45/15** **28 Traditional and Multitrack 60/15** **29 Traditional and Multitrack 60/20** **30 Traditional and Multitrack 90/30** **31 Traditional and Multitrack Custom Calendar** **32 Traditional and Single Track 45/15** **33 Traditional and Single Track 60/15** **34 Traditional and Single Track 60/20** **35 Traditional and Single Track 90/30** **36 Traditional and Single Track Concept 6** **37 Traditional and Single Track Custom Calendar** **38 Traditional and Single Track Modified Concept 6**	The current code set for this element does not allow both Traditional calendar and Single- or Multi-track calendars to exist for a single school. These code additions would remedy this situation.
Section 15	Institution: Schedule of Classes	Edited **Note** under section heading: "Data elements 15.01, 15.02 and 15.08 may be repeated…" to read "Data elements 15.02 and 15.08 may be repeated…."	Eliminates unneeded reference to element 15.01 that has been deleted from the Data Dictionary (see below).
15.01	CBEDS Assignment Code	Deleted this data element.	Discontinuing use of this data element. Element no longer needed since another data element 08.05.03 (CBEDS Subject Area Assignment Code) can be used to describe CBEDS

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Element Number	Element Name	Change	Reason for Change
			assignment codes.
16.16.01	Program Context	Deleted the following Business Rule from the element definition: "Elements 16.16.01 – 16.16.02 may be repeated as necessary."	The business rule conflicts with the "one record per program offered at site or district" specified in the CSIS File Transmission Formats for state reporting and records transfer.
17.07	Transmission Reason	Deleted the following codes: KT K-12 records transfer PS Postsecondary records transfer Added the following codes: **TI K12 Records Transfer of an Individual Student Record** **TC K12 Records Transfer of an entire Matriculating Class** **TP Post Secondary Records Transfer** **EU Enrollment Update**	It is necessary to modify (add/delete) these codes to be consistent with CSIS SRRTS transmission reasons and new functionality for enrollment updates and records transfer.

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C. Code Table Changes from Version 4.1.1 to 5.0

The proposed changes to the CSIS Data Dictionary Code Tables listed below are necessary to meet updated and ongoing requirements for electronic state reporting and records transfer starting in FY 2004-05, and are submitted to the State Board of Education for review and approval. Proposed changes include additions and deletions of data element codes, revisions and clarifications to code definitions, and code errata (typo corrections, minor edits). New codes are indicated in **Bold.**

Code Table	Original Code(s)	Change	Reason for Change
Appendix A: States and Provinces	None	Changed line under appendix heading, "For use, see data elements..." to include element 05.03.05.	Corrects typo.
Appendix C: Languages	51 Kurdish	Modified code 51 as follows: 51 Kurdish (Kurdi, Kurmanji)	Code modified to include related Kurdish dialects consistent with Language Census reporting.
Appendix F: Special Programs		Deleted reference to element 15.09 in the line under appendix heading, "For use, see data elements..."	Corrects typo.
Appendix H: Program or Instructional Settings	None	Deleted sub-heading "State Operated Program / SELPA Instructional Settings" and the following codes: 400 General education program or regular class setting 410 Designated Instruction and Services (DIS) 420 Resource Specialist Program (RSP) 430 Special Day Classes and Centers – in Public Integrated Facility 431 Special Day Classes and Centers - in Public Separate Facility 440 Nonpublic, nonsectarian school (NPS) – day school 441 Nonpublic, nonsectarian school (NPS) – residential school in California	Codes no longer needed for Special Education reporting.

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Code Table	Original Code(s)	Change	Reason for Change
		442 Nonpublic, nonsectarian school (NPS) – residential school outside California 461 Telecommunication 462 Home 463 Hospital (excluding state hospital) 471 Public residential school/facility, includes state special school 473 Correctional facility 475 State hospital 476 Developmental Center 480 Other instructional setting	
Appendix J: CBEDS Subject Area Assignment Codes	None	Changed line under appendix heading from "For use, see data elements 08.05.03, 15.01" to read *"For use, see data element 08.05.03"*.	Updates the code table to reflect that data element 15.01 (CBEDS Assignment Code) has been deleted.
Appendix M: Assessment / Test Types	None	Added the following new code: **140 CA High School Proficiency Exam (CHSPE)**	Updates the code table to include new test type code.
Appendix M: Assessment / Test Types	None	Added the following new code: **141 California Alternate Performance Assessment (CAPA)**	Updates the code table to include new test type code needed for STAR Pre-ID reporting.
Appendix N: Subtests	None	Added the following new code: **231 Speaking**	Updates the code table to include new subtest code needed for the CA Standards Test – for STAR Program reporting.
Appendix N: Subtests	None	Deleted the following code: 481 Total Mathematics	Code 481 is a duplication of existing code 211 (Total Mathematics).
Appendix O: Activity or Award Types	499 Other	Added the following new code: **137 Snowboarding** Modified the following code definition: 499 Other *Journalism, Broadcasting or*	Updates the code table to include new code 137 and to clarify code 499.

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Code Table	Original Code(s)	Change	Reason for Change
		Yearbook.	

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DRAFT for State Board of Education Approval

California School Information Services

Data Dictionary

For FY 2004-2005
State Reporting and Records Transfer

Version 5.0

July 9, 2003

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Revision History

Name	Date	Reason For Changes	Version
Steve Mills	07/09/03	Draft version submitted for State Board of Education approval	5.0
Steve Mills	10/29/02	Revised version based on approved change requests.	4.1
	09/12/02	Initiated revision history.	4.0

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Summary of Dictionary Changes from Version 4.1 To 5.0

Changes to the Data Dictionary may include errata (corrections/edits) as well as additions or deletions of elements and codes. Errata typically involve minor changes to element names or definitions, or changes/additions to business rules governing the use of elements. Errata changes usually don't require any significant re-programming by Local Education Agencies (LEAs) or their SIS vendors. Changes in elements and codes may also include changes to element attributes such as field repeat, field type or field length. Element/code changes may require significant programming of a student information system (SIS) by Local Education Agencies or their SIS vendors. **New elements and codes are indicated in Bold**.

Element Number	Element Name	Change
Key to Column Entries and Codes		In this section, added new sub-head: "Field Repeat". Under this sub-head, added the following explanations: **#N** – indicates that an element may be repeated multiple times to provide necessary information about a student, teacher or school/district, e.g., to identify all special programs in which a student is eligible or participating. **#N+N** – indicates that an element can occur multiple times within another repeating element, e.g., to identify one or more instructional services received by a student for <u>each</u> special program in which the student is participating. **#N+N+N** – indicates that an element can repeat multiple times within another multiple-occurring element for *each* instance of a third element, e.g., to describe several teacher comments for progress grades or marks given to a student in a specific course.
Record Transfer Regulations		In this section, added new sub-head: "Source Document References". Under this sub-head, added the following information: "**California Code of Regulations**, under **Title 5 – Education**, specifies the regulations for the transfer of student records." **California Code of Regulations** is available for viewing at the website: www.calregs.com A copy of the **"Official California Code of Regulations"** is available in loose-leaf printed format from West Group (1-800-888-3600).
02.02	Student Race / Ethnicity – Primary	Deleted the following general codes:

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Element Number	Element Name	Change
		200 Asian 300 Native Hawaiian or Other Pacific Islander Added the following code: **999 Decline to State** Deleted last two paragraphs of Business Rule: "Sub-code 201-299 and…" and "Note: Code definitions are from…"
02.09	Student English Proficiency	Revised all code definitions for this element as follows: 1. **English Only.** Student who learned English as his/her first language. 2. **Initially Identified as Fluent English Proficient (I-FEP)**. Student who first learned a language other than English who was identified as fluent or proficient in English when he/she enrolled in California public schools. 3. **English Learner.** Student who first learned or has a home language other than English who was determined to lack sufficient fluency in English based on state oral language (K-12) and literacy (3-12) assessments to succeed in the school's regular instructional program. (For students tested for initial classification prior to May 2001, this is based on the state-approved instrument the district was using. For students tested after May 2001, use the CELDT results.) 4. **Redesignated Fluent English Proficient (R-FEP).** Student who first learned a language other than English and who was identified as limited-English proficient when he/she enrolled in California public schools. The student met the redesignation criteria and was redesignated as fluent English proficient.
02.13.02	Student's District of Residence	Changed element definition as follows: "The district responsible for ensuring that the student receives educational services." Added the following <u>Note</u>: "For most students, this will be the district in which the student's parent / guardian / caretaker(s) reside."
02.20.01	Authorization / Prohibition /	Revised element definition as follows: "The

Element Number	Element Name	Change
	Waiver Type	type of parental or other entity authorization, prohibition, restriction or waiver regarding the pupil (California Code of Regulation, Title 5, sec.432, b, 2, H; and Education Code sections 310 and 311)." Modified the definition of **code 3** as follows: "Parental waiver of English Language Classroom. *Petition for enrollment in a bilingual education class or other generally recognized alternative course of study*."
02.20.02	Authorization / Prohibition / Waiver	Revised element definition as follows: "Parental or other entity authorization, prohibition, restriction or waiver." Revised part of element definition Business Rule: "Use this element to include a brief comment on nature of authorization, prohibition, restriction or waiver and location of any related text. Element may be repeated as necessary to identify different authorizations, prohibitions, restrictions or waivers about pupil participation in specific programs."
02.20.03	Authorization / Prohibition / Waiver Request Date	Revised element definition as follows: "The date of the parent or other entity's authorization, restriction, prohibition or waiver regarding a pupil."
03.01.01	Parent / Guardian / Caretaker – Prefix	Deleted the following sentence from the element definition Business Rule: "Send parent/guardian names and related information in order of primary contact first."
03.01.06	**Parent / Guardian / Caretaker(s)' Name for Mailing**	Added new data element defined as: "The full name of parent / guardian / caretaker(s) to be used for mailing, e.g., 'M/M Jacob F. Tennyson III' or 'Sally Smith & John Jones' or 'Mr. Steven Lockfeld', etc."
03.02	Relationship to the Student	Added new code: **01 Multiple Parents / Guardians / Caretakers**
03.06	**Primary Parent / Guardian / Caretaker**	Added new data element defined as: "The parent / guardian / caretaker record to be selected when data formats allow for only one record." Added new code: **Y Yes. Record to be selected.**
07.11.01	**Setting Start Date**	Added new data element defined as: "The date the student was placed in this setting."
07.11.02	**Setting End Date**	Added new data element defined as: "The last date the student was in this setting."
07.12.01	**Service Start Date**	Added new data element defined as: "The date the student began receiving this service."
07.12.02	**Service End Date**	Added new data element defined as: "The last

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Element Number	Element Name	Change
		date the student received this service."
07.20	Special Education Disability Category	Added new code: **081 Established Medical Disability**
07.30	**Institution of Record**	Added new data element defined as: "The school, district or county office of education that is fiscally responsible for the student (CDS #)."
09.11.04	Score Type	Added the following codes: **22 Pass/Fail** **23 Pass/Not Pass**
09.15	Alternative Assessment	Deleted the following heading from the element definition: "(For Special Education CASEMIS only)"
09.17	**Pre-ID Group Name**	Added new data element defined as: "Used for sorting purposes in the Pre-ID process. This data element is school-defined if used."
09.18	**Pre-ID Group Code**	Added new data element defined as: "Used in conjunction with 'Pre-ID Group Name' for sorting purposes in the Pre-ID process."
09.19	**Pre-ID LEA Defined Field 1**	Added new data element defined as: "A locally-defined field provided for district use in the Pre-ID process."
09.20	**Pre-ID Type**	Added new data element defined as: "The format of the Pre-Identification service which the districts are requesting." Added the following codes: **1 Pre-ID Documents. (Scannable barcode printed directly on the answer document)** **2 Pre-ID Labels. (Scannable barcode printed on an adhesive label)**
09.21	**ASAM 90-Day Enrollment**	Added heading "(For Pre-ID only)" and new data element defined as: "Student enrolled in ASAM (Alternative Schools Accountability Model) school less than 90 days prior to Testing." Added the following code: **Y Yes**
09.22	**Pre-ID Multiple Choice Wave**	Added new data element defined as: "The multiple choice testing wave in which a student is designated to participate." Added the following codes: **01 1st Wave** **02 2nd Wave** **03 3rd Wave** **04 4th Wave** **05 5th Wave** **06 6th Wave** **07 7th Wave**
09.23	**Pre-ID Writing Wave**	Added new data element defined as: "For students taking grade 4 and 7 tests, the writing

Element Number	Element Name	Change
		wave in which the student is designated to participate." Added the following codes: **01 1st Wave** **02 2nd Wave**
09.24	**Pre-ID Option**	Added new data element defined as: "Method of sending Pre-ID data files, all at once or by wave." Added the following codes: **1 One file** **2 Files by wave**
09.25	**Pre-ID LEA Defined Field 2**	Added new data element defined as: "A locally-defined field provided for district use in the Pre-ID process."
09.26	**Pre-ID LEA Defined Field 3**	Added new data element defined as: "A locally-defined field provided for district use in the Pre-ID process."
09.27	**Pre-ID Optional Parent Data Flag**	Added new data element defined as: "Element used to indicate whether or not the LEA intends for SRRTS to pass on Pre-ID optional parent/guardian mailing data to the Pre-ID test vendor." Added the following codes: **Y LEA will send optional report data** **N LEA will not send optional report data**
09.28	**Test Program ID**	Added heading "(For Pre-ID only)" and new data element defined as: "Test(s) for which Pre-ID test forms or labels are requested." Added the following codes: **1 STAR** **3 SABE/2** **5 CAHSEE** **7 CELDT** **9 Physical Fitness Test**
09.29	**Pre-ID Expected Test Date**	Added new data element defined as: "Date on which student is expected to take an assessment test(s)." Added the following Business Rule: "Use date format CCYYMMDD, e.g., 19850423."
09.30	**Pre-ID SABE Test Level**	Added new data element defined as: "The level of the SABE test that will be given." Added the following codes: **02 Grade 2** **03 Grade 3** **04 Grade 4** **05 Grades 5 & 6**

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Element Number	Element Name	Change
		06 Grades 7-11
09.31	**CELDT Test Purpose**	Added heading "(For Pre-ID only)" and new data element defined as: "The reason the student is taking the CELDT Test." Added the following codes: **1 Initial Identification** **2 Annual Assessment**
13.09.02	Percentage of Time Per Assignment	Modified element name as: "Percentage of Time Per Assignment Full-Time Equivalent (FTE)"
13.09.03	Language of Instruction	Changed element definition to: "Language of instruction provided to English Learner students *receiving 'Primary Language Instruction'*."
13.19	Type of Instruction to English Learners	Changed the element definition to: "The type of instructional services provided to English Learners. These services must be provided by a qualified teacher (either certified or in training for the type of services provided)."
14.21	School Calendar Type	Added the following codes: **25 Traditional and Multitrack Concept 6** **26 Traditional and Multitrack Modified Concept 6** **27 Traditional and Multitrack 45/15** **28 Traditional and Multitrack 60/15** **29 Traditional and Multitrack 60/20** **30 Traditional and Multitrack 90/30** **31 Traditional and Multitrack Custom Calendar** **32 Traditional and Single Track 45/15** **33 Traditional and Single Track 60/15** **34 Traditional and Single Track 60/20** **35 Traditional and Single Track 90/30** **36 Traditional and Single Track Concept 6** **37 Traditional and Single Track Custom Calendar** **38 Traditional and Single Track Modified Concept 6**
Section 15	Institution: Schedule of Classes	Edited **Note** under section heading: "Data elements 15.01, 15.02 and 15.08 may be repeated…" to read "Data elements 15.02 and 15.08 may be repeated…."
15.01	CBEDS Assignment Code	Deleted this data element.
16.16.01	Program Context	Deleted the following Business Rule from the element definition: "Elements 16.16.01 – 16.16.02 may be repeated as necessary."
17.07	Transmission Reason	Deleted the following codes: KT K-12 records transfer PS Postsecondary records transfer

Element Number	Element Name	Change
		Added the following codes: **TI K12 Records Transfer of an Individual Student Record** **TC K12 Records Transfer of an entire Matriculating Class** **TP Post Secondary Records Transfer** **EU Enrollment Update**

Key to Column Entries and Codes

Field Repeat:

#N = Indicates that an element may be repeated multiple times to provide necessary information about a student, teacher or school/district, e.g., to identify all special programs in which a student is eligible or participating.

#N+N = Indicates that an element can occur multiple times within another repeating element, e.g., to identify one or more instructional services received by a student for each special program in which the student is participating.

#N+N+N = Indicates that an element can repeat multiple times within another multiple-occurring element for *each* instance of a third element, e.g., to describe several teacher comments for progress grades or marks given to a student in a specific course.

Field Type:

AN = Alphanumeric text.

ID = Code table value. ID fields are stored as alphanumeric characters and can include leading zeros.

DT = Date.

NO = Number. Number fields are for arithmetic calculations only and are stored without leading zeros.

R = Decimal number.

Records Transfer:

M = Data element is *mandatory* for inclusion in individual student record when a student transfers to another school in accordance with California Title 5, Sections 432 and 438 (see below), and CA Education Code.

O = Data element is *optional* for inclusion in individual student record when a student transfers to another school as permitted by California Title 5, Section 432, and as determined by local education agencies.

State Reporting:

X = Data element is collected for state reporting purposes.

Shaded cells = not applicable.

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Record Transfer Regulations

California Title 5, sections 432 and 438 specifies the regulations for the transfer of student records, as follows:

432. Varieties of Pupil Records.

(a) The principal of each school shall keep on file a record of enrollment and scholarship for each pupil currently enrolled in said school.

(b) Local school districts shall not compile any other pupil records except mandatory or permitted records as herein defined:

(1) "Mandatory Permanent Pupil Records" are those records which the schools have been directed to compile by California statute authorization or authorized administrative directive. Each school district shall maintain indefinitely all mandatory permanent pupil records or an exact copy thereof for every pupil who was enrolled in a school program within said district. The mandatory permanent pupil record or a copy thereof shall be forwarded by the sending district upon request of the public or private school in which the student has enrolled or intends to enroll. Such records shall include the following:

(A) Legal name of pupil.

(B) Date of birth.

(C) Method of verification of birth date.

(D) Sex of pupil.

(E) Place of birth.

(F) Name and address of parent of minor pupil.

1. Address of minor pupil if different than the above.
2. An annual verification of the name and address of the parent and the residence of the pupil.

(G) Entering and leaving date of each school year and for any summer session or other extra session.

(H) Subjects taken during each year, half-year, summer session, or quarter.

(I) If marks or credit are given, the mark or number of credits toward graduation allows for work taken.

(J) Verification of or exemption from required immunizations.

(K) Date of high school graduation or equivalent.

(2) "Mandatory Interim Pupil Records" are those records which schools are required to compile and maintain for stipulated periods of time and are then destroyed as per California statute or regulation. Such records include:

(A) A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible pupil, or a dependent adult pupil, or an adult pupil, or the custodian of records.

(B) Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver.

(C) Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge.

(D) Language training records.

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(E) Progress slips and/or notices as required by Education Code Sections 49066 and 49067.
(F) Parental restrictions regarding access to directory information or related stipulations.
(G) Parent or adult pupil rejoinders to challenged records and to disciplinary action.
(H) Parental authorizations or prohibitions of pupil participation in specific programs.
(I) Results of standardized tests administered within the preceding three years.

(3) "Permitted Records" are those pupil records which districts may maintain for appropriate educational purposes. Such records may include:
(A) Objective counselor and/or teacher ratings.
(B) Standardized test results older than three years.
(C) Routine discipline data.
(D) Verified reports of relevant behavioral patterns.
(E) All disciplinary notices.
(F) Attendance records not covered in the Administrative Code Section 400.

438. Transfer of Records.

(a) When a pupil transfers to another school district or to a private school, a copy of the pupil's Mandatory Permanent Pupil Record shall be transferred upon request from the other district or private school. The original or a copy must also be retained permanently by the sending district. If the transfer is to another California public school, the pupil's entire mandatory Interim Pupil Record shall be forwarded. If the transfer is out of state or to a private school, the Mandatory Interim Pupil Record may be forwarded. Permitted pupil records may be forwarded. All pupil records shall be updated prior to such transfer.
(b) If the pupil is a within-California transfer, the receiving school shall notify parents of the record transfer. If the student transfers out of state, the sending district may notify the parents of the rights accorded them. The notification shall include a statement of the parent's right to review, challenge, and receive a copy of the pupil record, if desired.
(c) Pupil records shall not be withheld from the requesting district because of any charges or fees owed by the pupil or his parent. This provision applies to pupils in grades K-12 in both public and private schools.

Source Document References:

California Code of Regulations, under **Title 5 – Education**, specifies the regulations for the transfer of student records."

California Code of Regulations is available for viewing at the website: www.calregs.com

A copy of the **"Official California Code of Regulations"** is available in loose-leaf printed format from West Group (1-800-888-3600).

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STUDENT DATA

Elements and codes for state reporting and records transfer.

Section 1 - Student Identification

Note: Data elements in this category are used for CSIS processing to validate that student data are "individualized" and are not duplicated. Student name elements 01.01.01- 01.01.05 is required for record transfer when a student enters a new school and for Special Education state reporting. Excepting for Special Education, data elements in this section that are transmitted to the CSIS data repository will not be available to the California Department of Education or any other education agency or group for the purpose of collecting or analyzing information about students.

Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
01.01.01	IN102 – 1107	**Name Type**	The type of name being described in elements 01.01.02 – 01.01.05. **Business Rule:** Elements 01.01.01 – 01.01.05 are used only for individual records transfer and for Special Education state reporting. These elements may be sent twice – once to provide the student's legal name and once to provide the student's current AKA. The number of AKAs that are stored in a local SIS is up to the LEA.	**1** Current legal **2** Alias (AKA)	2	ID	1	M	X
01.01.02	IN202 – 93	**Student's Name – First**	Student's first name.		2	AN	20	M	X
01.01.03	IN202 – 93	**Student's Name – Middle**	Student's middle name.		2	AN	20	M	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
01.01.04	IN202 – 93	**Student's Name – Surname**	Student's surname name.		2	AN	50	M	X
01.01.05	IN202 – 93	**Student's Name – Suffix**	Student's name suffix, e.g., Jr., III, etc.		2	AN	10	M	X
01.02	REF02 – 127	**CSIS Student Number**	Unique identification number for the student assigned to or by the first California district in which the student is enrolled in accordance with CSIS established standards. This number follows the student from school to school throughout his/her K-12 career.			AN	10	M	X
01.03	REF02 – 127	**Locally Assigned Student Number**	The number used at the local school to identify the student. This number will be used only for edit / verification purposes. **Business Rule:** The student's local ID number as assigned by the district (not school) must be sent along with the CSIS number in DE 01.02 above.			AN	15	O	X
01.04	REF02 – 127	**Migrant Student Identification Number**	**(For Migrant Education Students only)** California state-assigned identification number for migrant students. **Business Rule:** Use student migrant number assigned by Migrant Regional Office.			AN	12	O	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
01.05	REF02 – 127	**Social Security Number**	**(Optional element)** Student's Social Security Number. This element will be collected only when it has been voluntarily provided and only after the LEA has provided complete and proper disclosures to the student and/or parent (see Family Education Rights and Privileges Act (FERPA) and California state regulations regarding privacy / confidentiality procedures). **Business Rule:** SSN information may be sent only at request of parent (if student is under 18) or at request of student (if 18 or over). SSN may be sent as optional information for students enrolled in Special Education programs or programs funded by state and federal education/job training programs, e.g., JTPA, Carl Perkins Voc. Ed. Act, Job Opportunities & Basic Skills Program, Food Stamps, etc. **Note:** The social security number, when provided, is useful in validating student data for state reporting. It is also useful to post-secondary institutions allowing them to more successfully match transferred student records to applications for admission.			AN	10	O	X
01.06.01	N406 - 310	**Student's Address Type**	The location of the student's address.	**1** Home address **2** Mailing address	2	ID	1	M	

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
01.06.02	N301 – 166	**Student's Street Address (1)**	The student's current street address (first line).		2	AN	55	M	
01.06.03	N302 - 166	**Student's Street Address (2)**	The student's current street address (second line if needed).		2	AN	55	M	
01.06.04	N301 – 166	**Student's Address – Street Number (Parsed)**	**(Optional)** The street number of the student's current address, e.g., 214. This is a parsed version of the street address in 01.06.02. **Business Rule:** A student's street address must be sent in the "rolled up" (non-parsed) format as in data elements 01.06.02 – 01.06.03 above; street address may additionally be sent in the "parsed" format as in elements 01.06.04 – 01.06.07.		2	AN	10	O	
01.06.05	N301 – 166	**Student's Address – Street Name (Parsed)**	**(Optional)** The street name of the student's current address. This is a parsed version of the street address in 01.06.02.		2	AN	55	O	
01.06.06	N301 – 166	**Student's Address – Street Type (Parsed)**	**(Optional)** The type of street in the student's current address, e.g., street, avenue, court, lane, etc.		2	AN	10	O	
01.06.07	N301 – 166	**Student Address – Apartment Number (Parsed)**	**(Optional)** The apartment number of the student's current address, if applicable.		2	AN	5	O	

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
01.06.08	N301 – 166	**Student's Address – Direction (Parsed)**	**(Optional)** The student's address direction if applicable, e.g., north, east, southwest, etc.		2	AN	10	O	
01.06.09	N401 – 19	**Student's Address – City**	The city portion of the student's current address.		2	AN	30	M	
01.06.10	N402 – 156	**Student's Address – State**	The state portion of the student's current address. **Business Rule:** Use of a code other than California for this element allows for identification of student records from out of state.	See **Appendix A** for a complete list of U.S., Canadian and Mexican state / province codes.	2	ID	2	M	
01.06.11	N403 – 116	**Student's Address – Zip or Postal Code**	The zip or postal code portion of the student's current address.		2	AN	9	M	
01.07		**Student's Name / Address Verification Date**	The most recent date (month/year) that the student's name and address have been verified. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423. Date of verification must be within current year in accordance with California Administrative Code, Title V, Section 432 (b1F).			DT	8	M	

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Section 2 - Demographics

Note: Data elements 02.18.01 – 02.18.05 may be repeated as necessary to provide complete information on persons or organizations requesting or receiving information from a student record.

Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
02.01	DMG03 – 1068	**Student Gender**	The gender of the student.	**M** Male **F** Female		ID	1	M	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
02.02	DMG05 – 1109 and IND10 – 67	**Student Race/Ethnicity - Primary**	The racial or ethnic background of the student. **Business Rule:** For students with multi-ethnic backgrounds, a local SIS must be able to send as many codes as are applicable for the student. One of the codes must be used to identify the *primary* race/ethnicity. Use DE 02.02 to identify the primary one and DE 02.02.01 (see below) to identify any additional race/ethnicity backgrounds that may apply.	**100 American Indian or Alaska Native.** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment. **Asian.** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. **201** Chinese **202** Japanese **203** Korean **204** Vietnamese **205** Asian Indian **206** Laotian **207** Cambodian **299** Other Asian **Native Hawaiian or Other Pacific Islander.** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. **301** Hawaiian **302** Guamanian **303** Samoan **304** Tahitian **399** Other Pacific Islander **400 Filipino.** A person having origins in any of the original peoples of the Philippine Islands. **500 Hispanic or Latino.** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.		ID	3	O	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
				600 Black or African American (not Hispanic). A person having origins in any of the black racial groups of Africa. **700 White (not Hispanic).** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. **999 Decline to State**					
02.02.01	DMG05 – 1109 and IND10 – 67	**Student Race / Ethnicity – Additional**	**(Optional)** Additional race/ethnicity categories that are applicable to the student (in addition to the *primary* one). Business Rule: Use this element to specify any additional race/ethnicity backgrounds for a student that may apply.	See code table for DE 02.02 (above).	#N	ID	3	O	X
02.03	DMG03 – 1251	**Student Birth Date**	The student's date of birth. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.			DT	8	M	X
02.04.01	DMG08 – 659	**Student's Birth Date Verification**	The document used to verify the student's date of birth.	**1** Birth Certificate **2** Hospital Certificate **3** Affidavit **4** Immigration Document **5** Baptismal or Church Certificate **6** Physician's Certificate **7** Undocumented (no birth verification available) **9** Other *(specify in DE 02.04.02 below)*		ID	1	M	

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
02.04.02		**Other Birth Date Verification**	Other document or source used to verify the student's date of birth. **Business Rule:** Use this element to specify *Other* code indicated in element 02.04.01 above.			AN	20	M	
02.05.01	IND04 – 19	**Student's Place of Birth – City**	The city in which the student was born (in free-form text).			AN	30	M	
02.05.02	IND02 – 156	**Student's Place of Birth – State or Province**	The state or province in which the student was born.	See **Appendix A** for a complete list of U.S., Canadian and Mexican state / province codes.		ID	2	M	
02.05.03	IND01 – 26	**Student's Place of Birth – Country**	The country of birth of the student.	See **Appendix B** for a complete list of country codes.		ID	2	M	X
02.06		**Schooling in the United States**	**(For Emergency Immigration Education Program only)** The student has been attending one or more schools in any one or more states for a period less than or equal to three full academic years (i.e., student qualifies for immigrant assistance funding).	**Y** Yes **N** No		ID	1	O	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
02.07.01	LUI02 – 67	**Student's Primary Language**	The language first learned most frequently used at home or most frequently spoken by the parents or adults in the home. **Note:** A student's primary language is identified by the "Home Language Survey" as the language first learned; most frequently used at home; or most frequently spoken by the parents or adults in the home. For the purposes of the Language Census, sign language is not identified as a primary language. However, American Sign Language is used by Special Education.	See **Appendix C** for a complete list of language codes.		ID	3	M	X
02.07.02		**Primary Language of Student (Other)**	Specifies any other language first learned by the student or spoken in the home. **Business Rule:** Use this element to clarify *Other Non-English Language* code indicated in DE 02.07.01 above.			AN	30	M	
02.08	IND08 – 819	**Student or Family's Language of Correspondence**	The language to be used for correspondence to the student or the student's home.	See **Appendix C** for a complete list of language codes.		ID	3	O	

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
02.09	IND06 – 1476	**Student English Proficiency**	The English proficiency of the student. **Business Rule:** If student is an English Learner (code 3), then elements 07.11 Instructional/Support Services Received and 07.12 Service or Instructional Setting must be completed (see Section 7).	**1 English Only.** Student who learned English as his/her first language. **2 Initially Identified as Fluent English Proficient (I-FEP)**. Student who first learned a language other than English who was identified as fluent or proficient in English when he/she enrolled in California public schools. **3 English Learner.** Student who first learned or has a home language other than English who was determined to lack sufficient fluency in English based on state oral language (K-12) and literacy (3-12) assessments to succeed in the school's regular instructional program. (For students tested for initial classification prior to May 2001, this is based on the state-approved instrument the district was using. For students tested after May 2001, use the CELDT results.) **4 Redesignated Fluent English Proficient (R-FEP).** Student who first learned a language other than English and who was identified as limited-English proficient when he/she enrolled in California public schools. The student met the redesignation criteria and was redesignated as fluent English proficient		ID	1	M	X
02.10	DTP03 – 1251	**Date Redesignated FEP**	For students formerly designated as Limited English Proficient, the date on which they were redesignated as Fluent English Proficient. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.			DT	8	M	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
02.11.01	N406 – 310	**Dwelling Type**	**(For Homeless Program only)** The type of primary nighttime residence in which the student lives. **Business Rule:** In cases where there is more than one location, choose the location of most frequency.	**10** Shelters **11** Doubled-up *(includes all children and youth who are sharing housing with other families or individuals because of a loss of housing or other similar situation)* **12** Unsheltered **13** Permanent housing *(defined as families that have been homeless for some time during the year and moved to permanent housing)* **14** Other *(specify in DE 02.11.02)* **15** Unknown		ID	2		X
02.11.02		**Other Dwelling Type**	**(For Homeless Program only)** The type of dwelling indicated by the *Other* code in element 02.11.01 above.			AN	20		X
02.12	N406 - 310	**Residential Status**	The student's residential status.	**10** Foreign exchange student **Special Education:** **20** Parent or legal guardian **21** Licensed Children's Institution (LCI) **22** Foster family home (FFH) **23** Hospital (except state hospital) **24** Residential facility **25** Incarcerated institution **26** State hospital **27** Developmental center **28** Other		ID	2	O	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
02.13.01		**Interdistrict Transfer Student**	Incoming student from a CA school district that has voluntarily sought and subsequently received a transfer permit to attend another school district. **Business Rule:** Elements 02.13.01 and 02.13.02 must be associated with enrollment and withdrawal dates in section 5, i.e., elements 05.01 and 05.06. Do not include student transfers from out-of-state school districts in Arizona, Oregon and Nevada (see CBEDS Administrative Manual, CDIF section G, p.18).	**Y** Yes **N** No	#N	ID	1		X
02.13.02	N104 – 67	**Student's District of Residence**	The district responsible for ensuring that the student receives educational services. **Note:** For most students, this will be the district in which the student's parent / guardian / caretaker(s) reside.		#N	AN	14		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
02.14		**Special Needs Status**	**(For Vocational Education/Carl Perkins Funds only)** The special needs status of the student **Business Rule:** Only one of these codes should be applied to the Individual.	**1 Single parent** (an individual who (1) is unmarried or legally separated from a spouse; and (2)(I) has a minor child or children for which the parent has either custody or joint custody; or (ii) is pregnant) **2 Displaced homemaker** (an individual who "(A) is an adult; and "(B) (i) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills; "(ii) has been dependent on public assistance or on the income of a relative but is no longer supported by such income; "(iii) is a parent whose youngest dependent child will become ineligible to receive assistance under the program for temporary assistance to needy families under part A of Title IC of the Social Security Act within 2 years of the parent's application for assistance under this Act; or (iv) is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate, or "(C) is described in subparagraph (A) or (B) and is a criminal offender.")		ID	1		X
02.16	IN107 – 1131	**Parent Education Level**	The highest education level attained by the student's most educated parent.	**10** Graduate school / post graduate training **11** College graduate **12** Some college *(includes AA degree)* **13** High school graduate **14** Not a high school graduate **15** Declined to state or unknown		ID	2		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
02.18.01	NTE02 – 352	**Record Access Log – Name**	The full name of the person or organization requesting or receiving information from the student record. **Business Rule:** Elements 02.18.01 – 02.18.05 are sent together as a group in accordance with California Ed. Code 49064. These elements may be repeated as necessary to identify all authorized persons or entities that have accessed the student's record at the sending institution.		#N	AN	60	M	
02.18.02	NTE02 – 352	**Record Access Log – Reason**	The reason that access to the records was granted.		#N	AN	80	M	
02.18.03	NTE02 – 352	**Record Access Log – Circumstances**	The circumstances under which the records were inspected.		#N	AN	80	M	
02.18.04	NTE02 – 352	**Record Access Log – Records Accessed**	Description of the records that were inspected.		#N	AN	80	M	
02.18.05		**Record Access Log – Date Records Accessed**	The date that the records were accessed.		#N	DT	8	M	

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
02.19.01	NTE02 – 352	**Rejoinder to Records and Discipline**	Parental or adult pupil rejoinder to challenged records and disciplinary action. **Business Rule:** Use this element to include a brief comment on nature of a rejoinder (e.g., parent letter of protest to student's record) and location of full rejoinder text in accordance with California Ed. Code 49070 (d) and 49072. Element may be repeated as often as necessary to identify different rejoinders, protests or challenges.		#N	AN	80	M	
02.19.02		**Rejoinder Date**	The date of the parental or adult pupil rejoinder.		#N	DT	8	M	
02.20.01		**Authorization / Prohibition / Waiver Type**	The type of parental or other entity authorization, prohibition, restriction or waiver regarding the pupil (California Code of Regulation, Title 5, sec.432, b, 2, H; and Education Code sections 310 and 311).	**1** Program participation authorization or prohibition **2** Directory content restriction **3** Parental waiver of English Language Classroom. *Petition for enrollment in a bilingual education class or other generally recognized alternative course of study.*	#N	ID	1	M	
02.20.02	NTE02 – 352	**Authorization / Prohibition / Waiver**	Parental or other entity authorization, prohibition, restriction or waiver. **Business Rule:** Use this element to include a brief comment on nature of authorization, prohibition, restriction or waiver and location of any related text. Element may be repeated as necessary to identify different authorizations, prohibitions, restrictions or waivers about pupil participation in specific programs		#N	AN	80	M	

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
02.20.03	NTE02 – 352	**Authorization / Prohibition / Waiver Request Date**	The date of the parent or other entity's authorization, restriction, prohibition or waiver regarding a pupil.		#N	DT	8	M	
02.20.04		**Waiver Status**	Status of waiver requested by parent or guardian for student.	**1** Granted **2** Denied	#N	ID	1	M	
02.20.05		**Date Waiver Granted or Denied**	Date that waiver was granted or denied for student.		#N	DT	8	M	
02.22		**Foreign Language Competency**	The number of years of high school foreign language to which the student's level of foreign language competency corresponds.			NO	1	O	
02.23		**Veteran**	**(For Vocational Education – Performance-Based Accountability Program only)** An individual who has served in the armed forces of this country for at least 181 consecutive days since January 31, 1955; and who has been discharged or released under conditions other than dishonorable, but does not include any person who served only in auxiliary or reserve components of the armed forces whose services therein did not exempt him or her from the operation of the Selective Training and Services Act of 1940 (54 Stat. 885).	**Y** Yes **N** No		ID	1		X

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Section 3 - Parent / Guardian

Note: Elements 03.01.01 – 03.03.03, 03.03.08 – 03.03.11 and 03.05 are required for record transfer when a student enters a new school. All elements in this section may be repeated as necessary to identify more than one parent or guardian. Local SIS must be able to handle up to a minimum of four (4) parent/guardian names and related information.

Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Field Attributes			Field Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
03.01.01	IN202 – 93	**Parent / Guardian or Caretaker - Prefix**	The prefix of the name of the parent(s) legal guardian(s) or caretaker(s) responsible for the student. For example: Mr, Mrs, Ms, Dr, etc. **Business Rule:** Elements 03.01.01 – 03.01.05 are sent together as a complete single name. Information should be sent only on living parents or guardians.		#N	AN	5	M	
03.01.02	IN202 – 93	**Parent / Guardian or Caretaker – First Name**	The first name of the parent(s) legal guardian(s) or caretaker(s) responsible for the student		#N	AN	20	M	
03.01.03	IN202 – 93	**Parent / Guardian or Caretaker – Middle Name**	The middle name of the parent(s) legal guardian(s) or caretaker(s) responsible for the student		#N	AN	20	M	
03.01.04	IN202 – 93	**Parent / Guardian or Caretaker – Surname**	The last of the name of the parent(s) , legal guardian(s) or caretaker(s) responsible for the student.		#N	AN	50	M	
03.01.05	IN202 – 93	**Parent / Guardian or Caretaker Name – Suffix**	The suffix (e.g., Jr., Sr., III, etc.) of the name of the parent(s), legal guardian(s) or caretaker(s) responsible for the student.		#N	AN	10	M	
03.02	IN106 – 1069	**Relationship to the Student**	The parent, legal guardian or caretaker relationship to the student.	**01** Multiple Parents / Guardians / Caretakers **10** Mother	#N	ID	2	M	

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Field Attributes Field Repeat	Field Type	Max. Field Length	Field Usage Record Trans.	State Report
				11 Father **12** Stepfather **13** Stepmother **14** Foster Father **15** Foster Mother **16** Grandfather **17** Grandmother **18** Uncle **19** Aunt **20** Family Member **21** Court Appointed Guardian **22** Caregiver **23** Emergency contact **24** Surrogate parent (for IEP) **25** Agency Representative **26** Other Relative **27** Other Relationship **28** Unknown					
03.03.01	N405 - 309	**Parent / Guardian Address Type**	The type or location of the parent / guardian address. **Business Rule:** Elements 03.03.01 - 03.03.03 and 03.03.09 - 03.03.11 are sent together as a complete single address.	**1** Local address **2** Home address **3** Mailing address **4** Work address **5** Permanent address	#N	ID	1	M	
03.03.02	N301 – 166	**Parent / Guardian or Caregiver's Street Address (1)**	The parent, legal guardian or caregiver's street address (first line).		#N	AN	55	M	
03.03.03	N302 – 166	**Parent / Guardian or Caregiver's Street Address (2)**	The parent, legal guardian or caregiver's street address (second line if needed).		#N	AN	55	M	
03.03.04	N301 – 166	**Parent / Guardian or Caregiver's Address – Street Number (Parsed)**	**(Optional)** The street number of the parent, legal guardian or caretaker's current address,		#N	AN	10	O	

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Field Attributes			Field Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
			e.g., 214. This is a parsed version of the street address in 03.03.02. **Business Rule:** A parent, legal guardian or caretaker's street address may be sent in the "rolled up" format as in data elements 03.03.02 – 03.03.03 above or may be sent in the "parsed" format as in elements 03.03.04 – 03.03.07.						
03.03.05	N301 – 166	**Parent / Guardian or Caregiver's Address – Street Name (Parsed)**	**(Optional)** The street name of the parent, legal guardian or caretaker's current address. This is a parsed version of the street address in 03.03.02.		#N	AN	55	O	
03.03.06	N301 – 166	**Parent / Guardian or Caregiver's Address – Street Type (Parsed)**	**(Optional)** The type of street in the parent, legal guardian or caretaker's current address, e.g., street, avenue, court, lane, etc.		#N	AN	10	O	
03.03.07	N301 – 166	**Parent / Guardian or Caregiver's Address – Apartment Number (Parsed)**	**(Optional)** The apartment number of the parent's current address, if applicable.		#N	AN	5	O	
03.03.08	N301 – 166	**Parent / Guardian or Caregiver's Address – Direction (Parsed)**	**(Optional)** The parent, legal guardian or caretaker's address direction if applicable, e.g., north, east, southwest, etc.		#N	AN	10	O	
03.03.09	N401 – 19	**Parent / Guardian or Caregiver's City**	The parent, legal guardian or caregiver's city.		#N	AN	30	M	
03.03.10	N402 – 156	**Parent / Guardian or Caregiver's State**	The parent, legal guardian or caregiver's state.	See **Appendix A** for a complete list of U.S., Canadian and Mexican state / province codes.	#N	ID	2	M	
03.03.11	N403 – 116	**Parent / Guardian or Caregiver's Zip or Postal**	The parent, legal guardian or caregiver's zip or postal code.		#N	AN	9	M	

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Field Attributes Field Repeat	Field Type	Max. Field Length	Field Usage Record Trans.	State Report
		Code							
03.04.01	PER03 – 365	**Communication Number Type**	The type of communication number being sent for a parent, guardian or caregiver.	**10** Alternate telephone **11** Answering service **12** Beeper number **13** Cellular phone **14** Electronic mail **15** Telephone extension **16** Facsimile (fax) **17** Home facsimile (fax) number **18** Home phone number **19** Night telephone **20** Other residential fax number **21** Other residential phone number **22** Appointment phone **23** Personal cellular **24** Personal phone **25** Telephone **26** Telex **27** Telemail **28** Teletex number **29** Voice mail **30** Work cellular **31** Work facsimile (fax) number **32** Work phone number	#N+N	ID	2	O	
03.04.02	PER04 – 364	**Parent, Guardian or Caregiver's Communication Number**	The telephone, fax or e-mail number to be used to reach the parent, legal guardian or caregiver. **Business Rule:** Elements 03.04.01 – 03.04.02 may be sent up to four (4) times to provide a listing of home and work		#N+N	AN	50	O	

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Field Attributes			Field Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
			phones, fax, e-mail or other contact number for *each* parent, guardian or caregiver.						
03.05		**Parent's Name / Address Verification Date**	The most recent date (month/year) that the parent's name and address have been verified in accordance with California Ed. Code for Title V, Section 432 (b1F). **Business Rule:** Use date format CCYYMMDD, e.g., 19850423. This element provides information similar to DE 01.07 and is needed only if one or more parents are not living with the student. Date of verification must be within current school or calendar year.		#N	DT	8	M	
03.06		**Primary Parent / Guardian / Caretaker**	The parent / guardian / caretaker record to be selected when data formats allow for only one record.	**Y** Yes. Record to be selected.	#N	ID	1	O	X

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Section 4 - Health

Note: Data elements 04.01.01 – 04.04 are repeated as needed to provide a history of student immunizations. Data elements 04.06 – 04.08 may be repeated as needed to provide a history of student health screenings.

Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
04.01.01	IMM01 – 1253	**Immunization Type**	The type of immunization. **Business Rule:** Elements 04.01.01 – 04.04 may be repeated as necessary to describe all student immunizations. **Note:** Relevant codes for this element are from the International Classification of Diseases (ICD 9th revision) and the Physician's Current Procedural Terminology (CPT 4th edition). Sending this element electronically does not currently fulfill the legal requirement for providing this information on the "blue" immunization record form.	**1** Polio (OPV or IPV) **2** DTP / DtaP / DT / Td **3** MMR (Measles / Mumps / Rubella) **4** HIB Meningitis **5** Hepatitis B **6** Varicella (Chicken pox) **7** TB **9** Other *(specify in DE 04.01.02)*	#N	ID	1	M	
04.01.02		**Other Immunization Type**	Specifies any other immunization requirements as per Health and Safety Code sec. 120335 (B) (10). **Business Rule:** Use this element to clarify *Other* code checked in DE 04.01.01 above.		#N	AN	40	M	

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
04.02	IMMO3 – 1251	**Date of Immunization**	The date that the immunization was administered. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.		#N	DT	8	M	
04.03	IMMO4 – 1254	**Immunization Status**	The status of an immunization conducted on a student.	**10** First Inoculation **11** Second Inoculation **12** Third Inoculation **13** Fourth Inoculation **14** Fifth Inoculation **15** Sixth Inoculation **16** Seventh Inoculation **17** Eighth Inoculation **18** Ninth Inoculation **20** Medical Exemption **21** Personal Exemption **22** Religious Exemption **23** Had the Disease **24** Has Not Had the Disease	#N	ID	2	M	
04.04	IMM05 – 755	**Immunization Record Source**	The source document that was used to verify the immunization information.	**10** County Record **20** Health Clinic Records **30** State School Immunization Records **40** Migrant Student Records **50** Physician's Report **60** Out-of-state School Record **70** Mexican Immunization Record **80** Other Source	#N	ID	2	M	
04.05		**CHDDPP Verification or Waiver**	Child Health Developmental Disabilities Prevention Program verification or waiver.	**1** Verification **2** Waiver		ID	1	M	
04.06	HS01 – 1252	**Health Screening Type**	The type of health screening conducted for a student.	**100** Screening – Pulmonary TB - Skin test PPD-Mantoux **110** Screening – Pulmonary TB Skin test other	#N	ID	3	M	

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
			Business Rule: Elements 04.06 – 04.08 may be repeated as necessary to describe all student health screenings.	**120** Screening – Pulmonary TB X-ray					
04.07	HS03 – 1251	**Date of Health Screening**	The date of the health screening. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.		#N	DT	8	M	
04.08	HS04 – 641	**Results of Health Screening**	The results of the health screening.	**100** Abnormal *(not in the expected range of findings)* **200** Normal **300** Other **999** Unreported	#N	ID	3	M	
04.09	HC01 – 1255	**Health Condition or Disease**	Any current serious disease or health condition had by the student which could impact the student's school performance; or any serious disease or health condition of which the school should have knowledge in order to ensure the health and safety of the student or the school community. **Business Rule:** Relevant conditions or diseases for this element are described in the International Classification of Diseases (ICD 9th revision).		#N	AN	80	M	

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Section 5 - Enrollment History

Note: Data elements 05.01 – 05.09 may be repeated as needed to provide a complete enrollment and grade-level history. Elements 05.10.01 – 05.10.03 may be repeated as needed to show retention or double promotion history.

Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
05.01	SSE01 – 373	**Enrollment Date**	The student's first day of enrollment in a particular school for each school year, summer session or other session attended. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423. Elements 05.01 – 05.07 may be repeated as necessary to provide complete information on student enrollments for each school year, summer session or other session attended (as required under Title 5, sections 432 and 438). These elements are also used to update a student's enrollment history for each regular school year, intersession or summer session in the same school. For students who withdraw and re-enroll in a school one or more times during the school year, this element can be repeated as often as necessary, in combination with withdrawal date (DE 05.06), to record each entry and exit.		#N	DT	8	M	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
05.02		**School Session Type**	The type of school year or session. **Business Rule:** This element must be used in conjunction with codes 101-103 under element 05.07 to indicate enrollment for each school year, summer session or other session attended.	**1** Regular school year **2** Intersession **3** Summer session / supplemental session	#N	ID	1	M	X
05.03.01	N102 - 93	**School of Enrollment – Name**	Name of the school in which the student is enrolled if not a California public or private school. **Business Rule:** This element must be sent if the institution is not in California.		#N	AN	60	M	X
05.03.02	N103 – 66	**Institution ID Type**	The type of institution identification number being sent. **Business Rule:** In California, use the CDS number.	**1** CDS Identification Number **2** SELPA Identification Number **3** California Private School Identification Number **4** Migrant Region Identification Number **5** Regional Occupation Center or Program (ROC/P) Identification Number **6** National Center for Education Statistics (NCES) Common Core of Data (CCD) Identification Number **7** American College Testing (ACT) Identification Number **8** ETS College Board Admissions Testing Program (ATP) Identification Number **9** California County Office of Education / CCSESA Service Region Identification Number **A** Federal Interagency Commission on Education (FICE) Identification Number	#N	ID	1	M	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
05.03.03	N104 – 67	**School of Enrollment ID Number**	In California, the County-District-School (CDS) ID number of the school (from the California Public School Directory) in which the student is enrolled, or other identifying number.		#N	AN	14	M	X
05.03.04	N401 – 19	**School of Enrollment – City**	City where the school of enrollment is located.		#N	AN	30	M	
05.03.05	N402 – 156	**School of Enrollment – State**	State in which the school of enrollment is located.	See **Appendix A** for a complete list of U.S., Canadian and Mexican state / province codes.	#N	ID	2	M	
05.03.06	IND01 – 26	**School of Enrollment – Country**	Country in which the school of enrollment is located.	See **Appendix B** for a complete list of country codes.	#N	ID	2	M	

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
05.04	SST08 – 1131	**Grade Level**	The grade level in which the student is enrolled. **Business Rule**: When a student's grade level or track changes, a new enrollment history must be entered using applicable elements 05.01 – 05.07. For CBEDS reporting, CDE does not accept code UN for an "Ungraded" student but requires, instead, either code UE (Ungraded Elementary, K-8) or code US (Ungraded Secondary, 9-12). Also code US should be used for counting adults in Special Education.	**IN** Infant **PS** Preschool **KN** Kindergarten **01** First Grade **02** Second Grade **03** Third Grade **04** Fourth Grade **05** Fifth Grade **06** Sixth Grade **07** Seventh Grade **08** Eighth Grade **09** Ninth Grade **10** Tenth Grade **11** Eleventh grade **12** Twelfth Grade **UN** Ungraded **UE** Ungraded Elementary (K-8) **US** Ungraded Secondary (9-12) **AD** Adults in K-12 programs **CC** Community College **OP** Other Postsecondary	#N	ID	2	O	X
05.05		**Track ID**	The students track during the time period being reported.		#N	AN	2		X
05.06	SSE02 – 373	**Withdrawal Date**	The student's last day of enrollment in a particular school or session. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423. If this element is used, then must use element 05.07. Elements 05.08 – 05.09 may also be used as applicable.		#N	DT	8	M	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
05.07	SSE03 – 641	**Exit/Withdrawal Reason**	Reason the student withdrew from school.	See **Appendix D** for a complete list of enrollment exit/withdrawal codes.	#N	ID	3		X
05.08		**Receiver School**	District or school that the student is expected to attend after leaving the current school. **Business Rule:** To be completed for students who are matriculating, or who are withdrawing to attend another public school in California. Use the C/D/S number for California public schools.		#N	AN	14	O	X
05.09		**Dropout Indicator**	- The student meets the California and U.S. Department of Education definition of a dropout according to criteria in the attached "Appendix to DE 05.09 Dropout Indicator" (see text at end of section 5).	**1** Student is considered a dropout	#N	ID	1	O	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
05.10.01		**Promotion or Retention Action**	The action taken or recommendation regarding the student's grade promotion or retention at the end of the school session. **Business Rule:** Elements 05.10.01 – 05.10.03 may be repeated up to 2 times to provide grade level retention information. Element 05.10.01 can be used to show why a student was retained or skipped a grade or to show current school's recommendation for student who is transferring to another school. Do not use elements 05.10.01 – 05.10.03 to indicate a student's regular promotion to the next grade.	**1** Place in next grade after expected grade (skipped one grade) **2** Place in transitional program (K-1) **3** Retain in current grade **4** Status pending completion of summer school (K-12)	#N	ID	1	O	X
05.10.02		**Promotion or Retention Date**	The date on which a student was retained or promoted to a new grade level. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.		#N	DT	8	O	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
05.10.03	SST08 – 1131	**Grade Level Assigned**	The grade level to which the student was assigned.	**IN** Infant **PS** Preschool **KN** Kindergarten **01** First Grade **02** Second Grade **03** Third Grade **04** Fourth Grade **05** Fifth Grade **06** Sixth Grade **07** Seventh Grade **08** Eighth Grade **09** Ninth Grade **10** Tenth Grade **11** Eleventh grade **12** Twelfth Grade **UN** Ungraded **UE** Ungraded Elementary (K-8) **US** Ungraded Secondary (9-12) **AD** Adults in K-12 programs	#N	ID	2	O	X
05.11	SST01 – 641	**High School Graduation Status**	Graduation status or degree earned.	**100** Did not graduate from high school **110** Standard high school diploma **120** Advanced or honors diploma **170** General Education Development (GED) certificate but no high school diploma **190** International diploma or certificate (such as International Baccalaureate) **210** California High School Proficiency Exam (CHSPE) certificate but no high school diploma **220** Graduated from high school with differential proficiency standards **230** Graduated from high school with regular proficiency standards		ID	3	O	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
05.12	SST03 – 1251	**High School Graduation Date**	Student's date of graduation. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.			DT	8	M	X
05.14		**Post-secondary Plans**	**(For California Partnership Academy only)** The student's post-secondary plans after graduation.	**1** 4-year college **2** Community college **3** Military **4** ROC/P or vocational program **5** Work		ID	1		X
05.17		**Number of Years of School Completed**	**(For Vocational Education – Performance-Based Accountability Program only)** The number of years of formal schooling completed prior to entry into the work force preparation program.			NO	2		X
05.18		**Student Enrollment Status**	For students taking one or more classes in a school which is not their primary school of enrollment (students may have only one primary school of enrollment), an indicator that this is a secondary enrollment.	01 Secondary enrollment		ID	2	O	X
05.19		**First Enrollment in a California School**	The date on which the student was first enrolled in a school in California.			DT	8	O	X
05.20		**First Enrollment in a U.S. School**	The date on which the student first enrolled in a school in the United States or its territories.			DT	8	O	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
05.21		**School mobility grade level**	The grade level from which the student has been continuously enrolled in the *school* that is reporting data to CSIS or transferring data to another LEA. NOTE: The student is not to have been removed from the school's enrollment for any reason since enrollment at the reported grade level.	**IN** Infant **PS** Preschool **KN** Kindergarten **01** First Grade **02** Second Grade **03** Third Grade **04** Fourth Grade **05** Fifth Grade **06** Sixth Grade **07** Seventh Grade **08** Eighth Grade **09** Ninth Grade **10** Tenth Grade **11** Eleventh grade **12** Twelfth Grade **UN** Ungraded **UE** Ungraded Elementary (K-8) **US** Ungraded Secondary (9-12) **AD** Adults in K-12 programs		ID	2	O	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
05.22		**District mobility grade level**	The grade level from which the student has been continuously enrolled in the *district* that is reporting data to CSIS or transferring data to another LEA. NOTE: The student is not to have been removed from the district's enrollment for any reason since enrollment at the reported grade level.	**IN** Infant **PS** Preschool **KN** Kindergarten **01** First Grade **02** Second Grade **03** Third Grade **04** Fourth Grade **05** Fifth Grade **06** Sixth Grade **07** Seventh Grade **08** Eighth Grade **09** Ninth Grade **10** Tenth Grade **11** Eleventh grade **12** Twelfth Grade **UN** Ungraded **UE** Ungraded Elementary (K-8) **US** Ungraded Secondary (9-12) **AD** Adults in K-12 programs		ID	2	O	X

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Appendix to DE 05.09 Dropout Indicator

1 Student is considered a dropout

Dropout Definition

The dropout definition is based on a *snapshot* count of students at the beginning of the school year. A Dropout:

1. Was enrolled in school time during the previous school year1 and did **NOT** enroll on October 1 of the current school year;
   or
2. Was **NOT** enrolled on October 1 of the previous school year but expected to be in membership (i.e., was **NOT** reported as a dropout the year before); **and**
3. Has **NOT** graduated from high school or completed state or district approved educational program, **and**
4. **Does NOT** meet any of the following exclusionary conditions:
   i. Transfer to another public school district, private school, or state or district approved education program;
   ii. Temporary school recognized absence due to suspension or illness, or
   iii. Death.

When using the dropout definition, the following definitions also apply:

A. **School year** is the 12-month period beginning on October 1, 2000 and ending September 30, 2001. **INCLUDE** the summer following the regular school year.

B. **School completer** graduated from high school or completed some other education program that is approved by the state or local education agency.

C. **State or district approved program** is formal recognition of completion from school authorities. **INCLUDE** special education programs, home-based instruction, and programs administered by a secondary education agency (but **NOT** adult or postsecondary education programs) leading to a GED-based diploma or some other certification differing from the regular diploma. Programs recognized as legitimate by the state are considered approved even if the public education system does not directly administer them; home schooling and charter schools are examples of such programs.

D. **Transfer to another school or program** is confirmed by a method selected by the state or school district. A transcript request, withdrawal notice signed by a parent that includes assurances the student will be enrolled elsewhere, and the like are acceptable. States should **NOT** accept hearsay reports or unsubstantiated statements of intent from departing students.

E. **Race/ethnicity** of student dropouts is reported using the current standards set by the Office of Management and Budget. The categories approved for the CCD through the 2000-2001 school year are American Indian/Alaska Native; Asian/Pacific Islander; Hispanic; Black, not Hispanic; White, not Hispanic. Definitions are included in the CCD Instructions Manual.

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F. **Gender** of student dropouts is reported as either male or female.

G. **Grade classifications**, grades 7 through 12, are used to report student dropouts, **NOT** the student's age.

H. **Ungraded student dropouts** are allocated to the grade most appropriate for their age.

1 Other Basic Guidelines

To determine if the student is a dropout on October 1 - A student who misses much of the previous school year but who is in membership on October 1 is not considered a dropout. A student not in membership on October 1, but who returns later in that school year is a dropout (for the previous year).

300 More Guidelines

1. **Summer Dropouts** are students who are not dropouts at the close of the previous school year (2000-2001) but who fail to enroll by October 1, 2001. Summer dropouts are reported as dropouts for the grade and school year for which they fail to report. For example, a student who completes the 10th grade in 2000-2001 but who is not re-enrolled on October 1, 2001 is reported as a 2001-2002 dropout for 11th grade.

2. Students who enroll in adult education programs are counted as dropouts **unless the elementary/secondary school system remains responsible for the student**. The guideline ensures that students who do not complete a program but for whom the district no longer takes responsibility are counted as dropouts.

   i. This means that a student who enrolls in a school-operated program for high-risk students **is not a dropout**, even if the program is preparing the student to take the GED examination. Transfer to an alternative education setting, if it is part of the elementary/secondary education system, is not considered dropping out. Students enrolled in elementary/secondary education in prisons, hospitals, store front locations or other nontraditional locations are not dropouts if the program is part of the elementary/secondary system.

   ii. A student who leaves an elementary/secondary school and enrolls in adult education **is a dropout**. The exception is when the public school system monitors the student's enrollment and reports the student as a dropout if the student drops out of the adult program. For example, a cooperative arrangement between a public school district and a local technical institute that provides GED preparation for students referred directly by the district. The district counts as dropouts the referred students who do not complete the GED study program. Students who drop out during the 2000-2001 school year but who have obtained a completion credential, such as a GED-based diploma or certificate of completion, on October 1, 2001 are **NOT** reported as dropouts.
3. An early college admissions student, one who transfers to a postsecondary program leading to a baccalaureate or associate's degree, is **NOT** a dropout.

4. Students who fail to meet some graduation requirements, and who leave school without a diploma or other credential, are dropouts even if they have completed the 12th grade.

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5. Students who leave the United States are not considered to be dropouts even if the school district cannot document the student's subsequent enrollment in school.

6. Students who drop out during the 2000-2001 school year but are re-enrolled on October 1, 2001 are not reported as dropouts.

7. Students who drop out multiple times in a school year are reported only once for a single school year. However, students who drop out in more than one year are reported as dropouts for each year in which they are not in membership on October 1.

8. Report underage student dropouts leaving school when they are still too young to do so legally. Report data on the CCD if they drop out of grades 7 through 12. These students should be reported even if the state or district considers them truants rather than dropouts.

For more detailed information on how to determine which students should be counted as dropouts see: http://www.cde.ca.gov/demographics/coord/dropout1.pdf

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Section 6 - Attendance

Note: Data elements 06.01 – 06.03.03 may be repeated as needed for state reporting to provide a complete student attendance record for each attendance month, track and category.

Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
06.01		**Attendance Month**	The attendance month for which data is being reported.		#N	AN	2		X
06.02		**Track ID**	The student's track during the time period being reported. **Business Rule:** Multiple tracks may be reported for each attendance month in element 06.01.		#N+N	AN	2		X
06.03.01		**Attendance Category**	The student's attendance funding category during the time period being reported. **Business Rule:** Elements 06.03.01 – 06.03.03 may be repeated for each track ID reported.	See **Appendix E** for a complete list of attendance category codes.	#N+N+N	ID	2		X
06.03.02		**Actual Days of Attendance for Apportionment**	The number of days a student was scheduled to attend for the minimum day and was in attendance for any part of the day in a particular attendance category during the time period being reported. **Business Rule:** Include up to two decimal places for partial days of attendance, e.g., 30.25.		#N+N+N	NO	6		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
06.03.03		**Actual Hours of Attendance**	**(For programs requiring the submission of hourly attendance)** The number of hours a student was in attendance in a particular attendance category during the time period being reported. **Business Rule:** Include up to two decimal places for partial hours of attendance, e.g., 100.75.		#N+N+N	R	6		X

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Section 7 - Special Program Participation

Note: Data elements 07.01 – 07.10 may be repeated as needed to describe all special programs for which the student is eligible or participating. Data elements 07.11 – 07.12 may be repeated as needed to describe all instructional or support services and settings for *each* special program in which the student participates. Elements 07.13, 07.14.01 – 07.14.03 and 07.21 may be repeated as needed to indicate the level of instructional and support services provided to a student in the Special Education Infants Program.

Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
07.01	SP01 – 1257 and SPO3 – 1133	**Special Program Type**	Type of special program in which the student is participating or is eligible. **Business Rule:** Elements 07.01 – 07.11 may be repeated as necessary to provide information on all special programs in which a student is participating or has participated.	See **Appendix F** for a complete list of special program types in alphabetical order.	#N	ID	3	M	X
07.02		**Referral Date**	**(Special Education Infants Program only)** Date of referral to assess and determine eligibility for Special Education services.			DT	8	M	X
07.03	DTP03 – 1251	**Program Eligibility Start Date**	The student's first day eligible for the program. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.		#N	DT	8	O	X
07.04	DTP03 – 1251	**Program Eligibility End Date**	The student's last day eligible for the program. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.		#N	DT	8	O	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
07.05	DTP03 – 1251	**Program Participation Start Date**	The student's first day participating in the program. For Special Education, this is the date the student first entered Special Education **Business Rule:** Use date format CCYYMMDD, e.g., 19850423. If the student has not been continuously enrolled in Special Education, then enrollment records must be included that reflect the student's first enrollment in Special Education, as well as the most recent enrollment in the program.		#N	DT	8	M	X
07.06	DTP03 – 1251	**Program Participation End Date**	The student's last day of participation in the program. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.		#N	DT	8	M	X
07.07	OPX03 – 641	**Program Exit Reason**	The student's reason for leaving the program.	**Special Education:** **200** Returned to regular education or no longer eligible for special education or successful completion of IFSP **201** Graduated with a regular high school diploma **202** Graduated from high school with differential proficiency standards or certificate of completion **203** Reached maximum age **204** Dropped out, includes attempts to contact unsuccessful **205** Expelled **206** Moved, and known to be continuing (transferred), includes transfers to another	#N	ID	3	M	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
				program **207** Deceased **208** Parent withdrawal **209** Moved, and not known to be continuing **210** Received high school proficiency certificate through general educational development (GED) test **ROC/P:** **300** Completed the course (met the objectives of the ROC/P course and are no longer enrolled in the course. Course objectives necessary for completion may be designated by individual need) **301** Left without completing the course (terminated enrollment without meeting course objectives or employability)					
07.08		**Outcome of Program Services/Participation**	Student's status after participation in part or the entire program.	See **Appendix G** for a complete list of program service/participation outcome codes.	#N	ID	3		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
07.09		**Student's Economically Disadvantaged Status**	Student is economically disadvantaged as defined by various special program and reporting criteria. **Business Rule:** Element may be repeated as necessary to identify student's status under different programs. For the following programs, a student is considered economically disadvantaged in one or more of the following ways: ***CalServe:*** a) receives, or is a member of a family which receives, cash welfare payments under a Federal, state, or local welfare program; b) household income is below the poverty level or less than 70% of the Lower Living Standard (i.e., JTPA eligible) c) receives food stamps pursuant to the Food Stamp Act of 1977 (7 U.S.C.A. 2011 et seq.) d) qualifies as a homeless individual under section 103 of the Stewart B. McKinney Homeless assistance Act (42 U.S.C.A. 11302) e) is a foster child on behalf of whom state or local government payments are made f) is an adult disabled individual whose own income meets the requirements of clause (a) or (b) above, regardless of whether his/her family meets such requirements	**1** Yes **2** No	#N	ID	1		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
			Vocational Education/Carl Perkins Act: Individual (other than an individual with a handicap) who has an economic disadvantage and who requires special services and assistance in order to succeed in vocational education programs. This includes individuals who are members of economically disadvantaged families. ***ROC/P:*** Student identified as economically disadvantaged by application of recognized screening criteria as determined by the ROC/P.						
07.10		**Student's Educationally Disadvantaged Status**	Student lacks reading and writing skills lacks mathematics skills or performs below grade level. **Business Rule:** Element may be repeated as necessary to identify student's status under different programs. For the following programs, a student is considered educationally disadvantaged in one or more of the following ways: ***CalServe:*** Participant is eligible for remedial education or other education assistance program. ***Vocational Education/ Carl Perkins Funds:*** Individual (other than an individual with a handicap) who has an academic disadvantage and who requires special services and assistance in order to enable him/her to succeed in vocational educational programs. Includes	**1** Yes **2** No	#N	ID	1		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
			individuals who are migrants, and individuals who are dropouts from or who are identified as potential dropouts from, secondary school. ***ROC/P:*** Academically disadvantaged by any of the following measures: a) lacks reading and writing skills b) lacks mathematical skills c) performs below grade level. d) enrolled in remedial program e) determined operationally by performance below grade level or student performance below grade level or standardized tests or student failure of a grade.						
07.11	OPS04 – 1132	**Program or Instructional Setting**	Student's primary placement or instructional setting for the program.	See **Appendix H** for a complete list of service/instructional setting codes.	#N	ID	3	M	X
07.11.01		**Setting Start Date**	The date the student was placed in this setting.		#N	DT	8	M	X
07.11.02		**Setting End Date**	The last date the student was in this setting.		#N	DT	8	M	X
07.12	SPO3 – 1133	Instructional or Support Service Received	The type(s) of instructional or support services provided to the student.	See **Appendix I** for a complete list of Instructional and Support Service Types by program area.	#N+N	ID	3	M	X
07.12.01		**Service Start Date**	The date the student began receiving this service.		#N+N	DT	8	M	X
07.12.02		**Service End Date**	The last date the student received this service.		#N+N	DT	8	M	X
07.13	OPS04 – 1132	**Service Location**	**(For Special Education Infants Program only)** Student's (infant's) placement or location setting for receiving service.	**210** Program designed for children with developmental delay or disabilities **220** Program designed for typically developing children **420** Residential facility	#N+N	ID	3	M	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
			Business Rule: For infant students, a location setting code may be sent with each service received.	**430** Home **440** Hospital (inpatient) **520** Service provider's location **900** Any other location or setting					
07.14.01		**Agency of Service**	**(For Special Education Infants Program only)** Agency that provides the designated instruction or related service. **Business Rule:** Elements 07.14.01 – 07.14.04 may be repeated as needed to describe an agency's level of instructional or support services.	**10** District of service/enrollment **11** County office of education **12** SELPA **13** Another district, county or SELPA **20** Regional Center **21** Alcohol and Drug programs **22** Child Development Funded program **23** Head Start **30** Department of Mental Health **31** California Children's Services **32** Department of Social Services **33** Department of Rehabilitation **34** Employment Development Dept. **40** Nonpublic agency under contract with SELPA or district **50** Other public program **60** Other private program	#N+N	ID	2	O	X
07.14.02		**Frequency of Service**	**(For Special Education Infants Program only)** Frequency of receiving the designated instruction or related service.	**11** Daily, once a day **12** Daily, twice a day **13** Daily, three times a day **14** Daily, four times a day **15** Daily, five or more times a day **21** Weekly, once a week **22** Weekly, twice a week **23** Weekly, three times a week **24** Weekly, four times a week **25** Weekly, five or more times a week	#N+N	ID	2	O	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
				31 Monthly, once a month **32** Monthly, twice a month **33** Monthly, three times a month **34** Monthly, four times a month **35** Monthly, five or more times a month **41** Yearly, once a year **42** Yearly, twice a year **43** Yearly, three times a year **44** Yearly, four times a year **45** Yearly, five or more times a year **46** Any other frequency or as needed					
07.14.03	OPS05 - C001	**Time Units of Service Provided**	**(For Special Education Infants Program only)** Unit of time that designated instruction or related service is provided. **Business Rule:** For *Special Education Infants Program*, time units of service are specified in "minutes per session. " For *Child Care Program*, time units of service are specified in "hours per day."	1 Minutes per session 2 Hours per day	#N+N	ID	1	O	X
07.14.04	OPS06 – 380	**Duration of Service**	**(For Special Education Infants Program only)** Amount of time service is provided.		#N+N	NO	2	O	X
07.15		**SELPA of Service**	**(For Special Education only)** Identification number of SELPA in which student is currently receiving services.			AN	4	M	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
07.16		**School of Attendance**	**(For Special Education only)** The school where the student is enrolled or receives the majority of instructional services. **Business Rule:** Use school's CDS number from *California Public School Directory*. For most students, this will be a regular public school; but for many others, this may be a nonpublic, private, parochial or other type of school (see *California Public School Directory* or *California Private School Directory* for correct school code). For a county-operated program located in a public school, this will include the last 7-digits of the 14-digit public school code of the public school – not the 7-digit school code for all county-operated programs.			AN	14	M	X
07.16.01		**School of Attendance (Other)**	**(For Special Education only)** The school where the student is enrolled or receives the majority of instructional services but which does not have an official California state ID number.			AN	14	M	X
07.16.02		**District of Service**	**(For Special Education only)** District, county office or state-operated program site providing the majority of services to the student and/or receiving funds. **Business Rule**: For the district of service, all 14 digits of the CDS identification number must be sent. This			AN	14	M	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
			will be the first 7 digits of the CDS number followed by 7 zeros.						
14.06		**Institution Type 1**	**(For Special Education only)** Type of institution where the student attends for general education.	**00** No school **10** Public day school **11** Public residential school **19** Other public school or facility **20** Continuation school **21** Education clinic **22** Alternative work education center **23** Work-study program **24** Independent Study **25** Alternative education **30** Juvenile court school **31** Community school **32** Correctional institution or incarcerated facility **40** Home school at parent's home **45** Hospital facility **50** Community college **51** Adult education program **60** Charter school **61** Head Start program **62** Child development or child care facility **63** State preschool **64** Private preschool **65** Extended day care **70** Nonpublic day school **71** Nonpublic residential school **75** Private day school (not certified by Special Education Division) **76** Private residential school (not certified by Special Education Division)		ID	2		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
				80 Parochial school					
07.17		**Transition Planning Meeting Date**	**(For Special Education Infants Program only)** Date of the transition planning meeting.			DT	8	O	X
07.18.01	DTP03 – 1251	**Last IEP Date**	**(For Special Education only)** The date of the student's most recent Individualized Education Program (IEP) meeting. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.			DT	8	M	X
07.18.02	DTP03 – 1251	**Last IFSP Date**	**(For Special Education only)** The date of the student's most recent Individual Family Service Plan (IFSP) meeting. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.			DT	8	M	X
07.19	DTP03 – 1251	**Date of Last Evaluation**	**(For Special Education only)** Date of most recent assessment or re-evaluation. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.			DT	8	M	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
07.20	SP01 – 1257	**Special Education Disability Category**	Primary disability category of the student.	**Special Education:** **010** Mental Retardation (MR) **020** Hard of Hearing (HH) **030** Deaf (DEAF) **040** Speech or Language Impairment (SLI) **050** Visual Impairment (VI) **060** Emotional Disturbance (ED) **070** Orthopedic Impairment (OI) **080** Other Health Impairment (OHI) **081** Established Medical Disability **090** Specific Learning Disability (SLD) **100** Deaf-Blindness (DB) **110** Multiple Disabilities (MD) **120** Autism (AUT) **130** Traumatic Brain Injury (TBI) **ROC/P:** **050** Visually handicapped **030** Deaf person **070** Orthopedically handicapped		ID	3	M	X
07.21		**Solely Low Incidence Disability**	**(For Special Education Infants Program only):** Student has a solely low incidence disability.	**Y** Yes **N** No		ID	1	O	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
07.22		**Percent of Time Outside Regular Classroom**	**(For Special Education ages 6-22, grade K or higher)** Percentage of time student is outside regular class for special education instruction or services. **Business Rule:** Do not include percent (%) sign in sending a percentage figure. Round any decimal off to the nearest whole number. **Note:** This element replaces the former "Percent of Time in General Education (Mainstream)" element for Special Education reporting beginning in year 2000-01.			NO	3	M	X
07.23.01	NTE02 - 352	**Individual Education Program Reference**	**(For Special Education students only)** The student's most recent Individualized Education Program (IEP). **Business Rule:** Provide only brief comment on contact person or location of full IEP text.			AN	100	M	
07.23.02	NTE02 - 352	**Individual Family Service Plan Reference**	**(For Special Education students only)** The student's most recent Individual Family Service Plan (IFSP). **Business Rule:** Provide only brief comment on contact person or location of full IFSP text.			AN	100	M	

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
07.26		**English Language Mainstream Classroom Eligibility Status**	The basis on which the student is eligible for placement in an English language mainstream classroom. **Business Rule:** This element is used only when code **302** *English Language Mainstream Classroom* is selected in element 07.11 (Service or Instructional Setting).	**10** Student has met local district criteria for having achieved a "good working knowledge" (also defined as reasonable fluency) of English. He/she is to be placed in an English Language Mainstream classroom and provided with additional and appropriate services (EC 305; CCR T5 11301 and 11302). **20** Parent has requested that the student be moved into an English Language Mainstream Classroom, as permitted by CCR 11301(b).		ID	2	O	X
07.27		**Number of Hours Attended**	**(For Vocational Education – Performance-Based Accountability Program only)** The number of hours of instruction or training completed by the participant while enrolled in the work force preparation program.		#N	NO	3		X
07.28		**Non-Traditional Training**	**(For Vocational Education – Performance-Based Accountability Program only)** Student is receiving education or training to prepare for employment in an occupational area in which twenty-five (25) percent or fewer of the job holders are the same sex as the student.	**1** Yes **2** No	#N	ID	1		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
07.29		**Type of Authorization for Release of Information**	A student's type of authorization for the release of information. **Note:** Field repeat #N for this element allows for additional information release authorizations for students participating in multiple special programs as may be needed in the future.	**1 Vocational Education – Performance-Based Accountability Program** (A PBA Privacy Notice and Consent Form has been signed by the student who is enrolled in a work force preparation program, authorizing the release of his or her social security number and other personal information for use in the Performance Based Accountability System (established pursuant to Unemployment Insurance Code Section 15037.1 as an education and job training report card program to assess the accomplishments of California's work force preparation system) as specified on the PBA Privacy Notice and Student Consent Form.)	#N	ID	1		X
07.30		**Institution of Record**	The school, district or county office of education that is fiscally responsible for the student (CDS #).		#N	AN	14	O	X

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Section 8 - Assessment: Academic Summary

Note: Data elements 08.05.01 – 08.05.28 associated with each class or course may be repeated as needed to provide a complete academic history for the student including classes in which the student is currently enrolled.

Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
08.01	N102 - 93	**Institution Name**	Name of the institution in which the student's coursework was taken if not a California public or private school. **Business Rule:** Elements 08.01 – 08.13 may be repeated as necessary to provide a complete history of student coursework and schools in which the coursework was taken. Use this element to identify a public or private school not in California.		#N	AN	60	O	X
08.02	N103 – 66	**Institution ID Type**	The type of institution identification number being sent. **Business Rule:** In California, use the CDS number.	**1** CDS Identification Number **2** SELPA Identification Number **3** California Private School Identification Number **4** Migrant Region Identification Number **5** Regional Occupation Center or Program (ROC/P) Identification Number **6** Common Core of Data (CCD) Identification Number **7** American College Testing (ACT) Identification Number **8** ETS College Board Admissions Testing Program (ATP) Identification Number **9** California County Office of Education / CCSESA Service Region Identification Number **A** Federal Interagency Commission on Education (FICE) Identification Number	#N	ID	1	M	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
08.03	N104 – 67	**Institution ID Number**	In California, County-District-School (CDS) ID number of the institution (from the California Public School Directory) in which the student's coursework was taken, or other institution identifying number.		#N	AN	14	M	X
08.04.00		**Institution Address**	Address of the institution where courses were taken.		#N	AN	55	O	
08.04.01	N401 – 19	**Institution City**	City where the school in which the coursework was taken.		#N	AN	30	O	
08.04.02	N402 – 156	**Institution State**	State in which the school in which the coursework was taken.	See **Appendix A** for a complete list of U.S., Canadian and Mexican state / province codes.	#N	ID	2	O	
08.04.03	IND01 – 26	**Institution Country**	Country of the school in which the coursework was taken.	See **Appendix B** for a complete list of country codes.	#N	ID	2	O	
08.05.01	CRS15 – 127 CSU02 - 127	**Locally Assigned Course Number**	A locally assigned number that specifies a course the student has taken or is currently enrolled in. **Business Rule:** Elements 08.05.01 – 08.05.26 may be repeated as necessary to identify all courses taken by a student.		#N+N	AN	10	O	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
08.05.02		**Course Section / Class Number**	For secondary students, the number of the course section in which the student is currently enrolled. For elementary students, the number of the class to which a student is assigned. **Business Rule:** This element is only required for courses or classes for the current reporting date. Element must be sent with element 08.05.01. **Note:** This number will be used to derive aggregate information about student enrollment in courses or elementary classes. For elementary students, "class" means a group of pupils scheduled to report regularly at a particular time to a particular teacher.		#N+N	AN	10	O	X
08.05.03	REF02 - 127	**CBEDS Subject Area Assignment Code**	Code number that indicates the subject area and course according to the CBEDS Assignment Codes.	See **Appendix J** for a complete list of CBEDS Subject Area Assignment codes.	#N+N	ID	4	M	X
08.05.04		**Subtopic Area**	Code number that indicates the subtopic area of the course for a specified subject area. **Note:** This element is considered necessary to enable an LEA to translate standardized course code information back to their local SIS course format.	**CODES TO BE DEVELOPED**	#N+N	ID	3	M	

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
08.05.06	REF02 - 127	**NCES Course Classification Code**	Course code that indicates the course level and content according to the National Center for Education Statistics (NCES) Course Classification System. **Note:** This element is being considered to provide a more detailed and standardized format for describing course information.	Use NCES handbook "A Pilot Standard National Course Classification System for Secondary Education," U.S. Dept. of Education, Office of Educational Research and Improvement, NCES 95-480.	#N+N	AN	14	O	
08.05.07	CRS16 - 93	**Course Title**	The local school's title for the course.		#N+N	AN	40	M	
08.05.08	SES04 – 1139	**Course Session Type**	The type of academic session in which the course was given.	**01** Full year **02** Semester **03** Trimester **04** Quarter **05** Quinmester **06** Mini-term **07** Summer session **08** Intersession *(year round schools)* **09** Long session *(longer than a semester or quarter or trimester but shorter than a full year)* **10** Block **11** Supplemental session *(after school, evenings, weekends, etc.)*	#N+N	ID	2	O	
08.05.09		**Course Sequence – Term**	A one-digit number indicating the term of the course in a multi-term sequence.	**1** First term **2** Second term **3** Third term **4** Fourth term	#N+N	ID	1	O	

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
08.05.10		**Course Sequence – Year**	A one-digit number indicating the year of the course in a multi-year sequence.	**1** First year **2** Second year **3** Third year **4** Fourth year	#N+N	ID	1	O	
08.05.11		**Date Student First Enrolled in Course Section**	Student's first day of enrollment in course section. **Business Rule:** Use date format CCYYMMDD, e.g., 20010915.		#N+N	DT	8	M	X
08.05.12		**Date Student Last Enrolled in Course Section**	Student's last day of enrollment in course section. **Business Rule:** Use date format CCYYMMDD, e.g., 20010915.		#N+N	DT	8	M	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
08.05.13	CRS13 – 1131	**Grade Level of Course (Lower Range)**	Grade level (or lower range of grade level) at which the course is intended. **Business Rule:** This element may be repeated to indicate a grade-level range. To designate a single grade level, enter that grade level in both DE 08.05.13 and DE 08.05.13.01. To designate a grade range, enter the lower grade level in DE 08.05.13 and the upper grade level in DE 08.05.13.01.	**IN** Infant **PS** Preschool **KN** Kindergarten **01** First Grade **02** Second Grade **03** Third Grade **04** Fourth Grade **05** Fifth Grade **06** Sixth Grade **07** Seventh Grade **08** Eighth Grade **09** Ninth Grade **10** Tenth Grade **11** Eleventh grade **12** Twelfth Grade **UN** Ungraded **UE** Ungraded Elementary (K-8) **US** Ungraded Secondary (9-12) **AD** Adults in K-12 programs	#N+N	ID	2	O	
08.05.13.01	CRS13 – 1131	**Grade Level of Course (Upper Range)**	Grade level (or upper range of grade level) at which the course is intended.	See code table for DE 08.05.13.	#N+N	ID	2	O	

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
08.05.14	SST01 – 1131	**Grade Level of Student at Time of Course**	The grade level of the student at the time of taking the course.	**IN** Infant **PS** Preschool **KN** Kindergarten **01** First Grade **02** Second Grade **03** Third Grade **04** Fourth Grade **05** Fifth Grade **06** Sixth Grade **07** Seventh Grade **08** Eighth Grade **09** Ninth Grade **10** Tenth Grade **11** Eleventh grade **12** Twelfth Grade **UN** Ungraded **UE** Ungraded Elementary (K-8) **US** Ungraded Secondary (9-12) **AD** Adults in K-12 programs	#N+N	ID	2	O	
08.05.15	CRS08 - 1142	**Academic Course Level 1**	**(For Vocational Education only)** This is a code indicating the level of work that is reflected in a course. **Note:** The codes for this element are used for state reporting only.	**10** ESL: Beg. Literacy **11** ESL: Beg. Low **12** ESL: Beg. High **13** ESL: Int. Low **14** ESL: Int. High **15** ESL: Advanced **16** Basic Skills (ABE): Beg. Literacy **17** Basic Skills (ABE): Beginning **18** Basic Skills (ABE): Intermediate **19** Basic Skills (ABE): Advanced **20** Basic Skills (ABE): Adult Secondary **21** Basic Skills (ABE): Adv. Adult Secondary	#N+N	ID	2		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
08.05.16	CRS08 – 1142	**Academic Course Level 2**	This is a code indicating the level of work that is reflected in a course. **Note:** The codes for this element are used for records transfer only. **Business Rule:** For official AP and IB course reporting, use specific Advanced Placement and International Baccalaureate course codes under element 08.05.03 *(CBEDS Subject Area Assignment Code)*. Use Code *40 - College level* if course is taken at or through postsecondary institution, but credit is given by high school towards graduation and/or college prep.	**30** Advanced Placement (AP) **31** Basic (Pre K - Grade 12) **32** General (Pre K - Grade 12) **33** Gifted and talented **34** Other honors (non-UC certified) **35** Remedial (Pre K - Grade 12) **36** Special Education **37** International Baccalaureate (IB) – higher level **38** International Baccalaureate (IB) – subsidiary level **39** UC certified honors **40** College level	#N+N	ID	2	M	
08.05.17		**Course Type**	Type of course. **Business Rule**: CBEDS-PAIF codes 01 and 02 are to be used only if course in which student is enrolled contains curriculum delivered through distance learning with no teacher or by someone other than a K-12 public school teacher.	**30** ROC/P **31** Vocational Education: Sex Equity Non-traditional **For records transfer to postsecondary institutions:** **32** Technical Prep **33** Technical Prep and ROC/P	#N+N	ID	2	O	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
08.05.18		**UC/CSU Approved Course**	Code (A-G, GA-GO) indicating that the course meets UC and CSU academic requirements for admission. **Note:** BEGINNING IN YEAR **2003,** UC/CSU WILL BE ACCEPTING COLLEGE PREP ELECTIVE COURSES UNDER CODE "G" AND VISUAL & PERFORMING ARTS COURSES UNDER CODE "F."	**A** History / Social Science **B** English **C** Mathematics **D** Laboratory Science **E** Foreign Language **F** Visual and Performing Arts **G** College Preparatory Elective **GA** History/Social Science Elective **GB** English Elective **GC** Mathematics Elective **GD** Laboratory Science Elective **GE** Foreign Language Elective **GF** Visual and Performing Arts Elective **GO** Other Elective	#N+N	ID	2	O	X
08.05.19.01		**Progress Report Date**	Date of the progress report. Use date format CCYYMMDD, e.g., 19850423. **Business Rule:** Elements 08.05.19.01 – 08.05.19.04 must be sent as a group to provide complete information on courses in progress. This group of elements may be sent only when a student transfers before the end of a term or marking period.		#N+N	DT	8	M	

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
08.05.19.02	CRS04 – 380	**Progress Report Mark Type**	The grading scale used by an academic institution for an academic course. **Business Rule:** Codes for this element are found in lookup tables in Appendix L *(Course Mark Types)*. Actual code values used are the specific "column" code numbers listed under *each* code table. For example, in table **11 - ABCD/F with Halfstep Grades,** the following code values apply: **#16, 17, 18 … 24** (see table 11 in Appendix L for details). **Note:** Code values identifying types of course marks are from the SPEEDE/ExPRESS Transaction Set 130 Implementation Guide.	See **Appendix L** for specific course mark types (tables and weighted values).	#N+N	ID	2	M	
08.05.19.03	MKS03 - 1258	**Progress Report Mark**	Progress mark (grade) earned by the student for a particular course (not final grade).		#N+N	AN	3	M	
08.05.19.04	NTE02 - 352	**Progress Report Comment(s)**	Comment about the student's progress in a particular course. **Business Rule:** For elementary school students, comments should be included that indicate the student's reading level and current reading series. This element could also be used to refer to a location or source where more detailed text commentary is available.		#N+N+N	AN	100	M	

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
08.05.20.01	CRS04 – 1148	**Course Mark Type**	The grading scale used by an academic institution for an academic course. **Business Rule:** Codes for this element are found in lookup tables in Appendix L *(Course Mark Types)*. Actual code values used are the specific "column" code numbers listed under *each* code table. For example, in table **11 - ABCD/F with Halfstep Grades,** the following code values apply: **#16 -24** (see table 11 in Appendix L for details). **Note:** Code values identifying types of course marks are from the SPEEDE/ExPRESS Transaction Set 130 Implementation Guide.	See **Appendix L** for specific course mark types (tables and weighted values).	#N+N	ID	2	M	X
08.05.20.02	CRS06 – 1258	**Course Mark (Grade)**	The final mark (grade) earned by the student for a particular course. **Business Rule:** This element is *optional* for grades K-6, and *mandatory* for grades 7-12. For districts that designate grade 6 as middle school, the element is *optional*.		#N+N	AN	3	M	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
08.05.21	CRS02 – 1141	**Course Credit Type**	The type of academic course credit used (awarded) by the school. **Business Rule:** In sending elements 08.05.21 – 08.05.23 for courses transferred from another institution, credits should be converted to the credit equivalency of the receiving institution.	**01** Adult credits **02** Continuing education unit **03** Carnegie units **04** No credit **05** Quarter hour credit **06** Semester hour credit **07** Units **08** Vocational credits **09** Other type of credit **10** High school credit	#N+N	ID	2	M	X
08.05.22	CRS03 - 380	**Credits Attempted**	The number of credits the student attempted to earn for a particular course (used to calculate GPA). If the student passed the course, this will equal the number of credits earned for the course. **Business Rule**: The format for credits attempted is xx.xx, e.g., 05.00.		#N+N	R	5	M	X
08.05.23	CRS04 - 380	**Credits Earned**	The number of credits earned by the student for a particular course. **Business Rule**: The format for credits earned is xx.xx, e.g., 04.00.		#N+N	R	5	M	X
08.05.24	CRS17 – 380	**Course Attendance**	The total number of days a student was in attendance for a specific course.		#N+N	NO	3	O	
08.05.25	CRS18 – 380	**Excused Absences for a Course**	Total number of excused absences for a course.		#N+N	NO	3	O	
08.05.26	CRS19 – 380	**Unexcused Absences for a Course**	Total number of days of unexcused absence, including truancy, for a course.		#N+N	NO	3	O	
08.05.27		**Tardies for a Course**	Total number of days tardy for a term or course.		#N+N	NO	3	O	

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
08.05.28		**Suspensions for a Course**	Total number of days suspended for a course.		#N+N	NO	3	O	
08.06.01		**GPA Type**	**(For California Partnership Academy students only)** The type of GPA being sent. **Business Rule:** Elements 08.06.01 – 08.06.02 must be sent together. Elements 08.06.01 – 08.08 may be sent multiple times for different GPA calculations.	**1** Cumulative **2** Term	#N	ID	1	O	X
08.06.02	SUM09 - 1144	**Grade Point Average (GPA)**	**(For California Partnership Academy students only)** The student's grade point average. Several different types of GPAs may be sent with the related class rankings. **Business Rule**: The format for GPA is x.xxx, e.g., 3.125 or 2.750.		#N	R	5	O	X
08.07		**Grade Point Average (GPA) Course Type**	The type of courses included in the GPA being sent.	**1** Academic 9-12 (excluding P.E. and ROTC) **2** Academic 10-12 (excluding P.E. and ROTC) **3** Overall (including P.E. and ROTC)	#N	ID	1	O	X
08.08		**Grade Point Average (GPA) Weighting Type**	The type of weighting included in the GPA being sent.	**1** Weighted **2** Unweighted	#N	ID	1	O	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
08.09	SUM11 - 1145	**Class Rank**	**(For records transfer to post-secondary institutions only)** The student's numerical class rank where the highest rank is 1. The position where the student's grade-point average places him or her in comparison to the number of students in the completion group (class). **Business Rule:** If multiple GPAs are provided, the rank must be associated with a particular GPA.		#N	NO	4	O	
08.10	SUM12 - 380	**Class Size**	The total number of students included in the student's class. Used to position the student's class ranking.		#N	NO	4	O	
08.11	SUM14 – 1251	**Date of Class Ranking**	The date of the class ranking. **Business Rule:** Use date format CCYYMMDD, e.g. 19850423.		#N	DT	8	O	
08.12		**Vocation Education Sequence**	The student has completed a Vocational Education sequence of courses.	**Y** Yes **N** No		ID	1		X
08.13		**UC/CSU Course Requirements Met**	Student has completed all courses required by UC/CSU and earned a grade C or better in each required course.	**Y** Yes **N** No		ID	1		X
08.14		**College Prep Enrollment**	**(For AVID Program only)** Student is enrolled in a complete sequence of college preparatory courses.	**Y** Yes **N** No		ID	1		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
08.15		**College Entrance Requirements Status**	**(For AVID Program only)** Status of student plans for meeting 4-year college entrance requirements.	**1** Plan to take a sequence of courses meeting 4-year college entrance requirements *(based upon current transcript and four-year plan.)* **2** Do not plan to take a sequence of courses meeting 4-year college entrance requirements *(based upon current transcript and four-year plan.)* **3** Have completed a sequence of courses meeting 4-year college entrance requirements		ID	1		X
08.16		**Postsecondary Application Status**	**(For AVID Program only)** The student has applied for admission to a 4-year college or university.	**Y** Yes **N** No		ID	1		X
08.17		**Postsecondary Acceptance Status**	**(For AVID Program only)** Type of institution(s) to which the student has been accepted.	**1** UC campus **2** CSU campus **3** 4-year college or university (other than UC/CSU), including military academies **4** 2-year college **5** Technical School or Military enlistment		ID	1		X
08.18		**Postsecondary Enrollment Plans**	**(For AVID Program only)** Type of institution to which the student was actually accepted and plans to attend.	**1** UC campus **2** CSU campus **3** 4-year college or university (other than UC/CSU), including military academies **4** 2-year college **5** Technical School or Military enlistment		ID	1		X

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Section 9 - Assessment: Testing

Note: Data elements in this section are repeated as needed to provide a complete testing history for a student. Information regarding standardized tests taken within the previous three years must be included in student record transfer. Data elements 09.01 – 09.15 may be repeated as needed to describe each test taken by the student. Elements 09.11.01 – 09.11.04 may be repeated as needed to describe each subtest given for a particular test.

Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
09.01	TST04 – 1251	**Assessment Date**	Date (year/month) on which an assessment test was administered. **Business Rule:** Use date format CCYYMM, e.g., 198504. Elements 09.01 – 09.16 may be repeated as necessary to describe each test given.		#N	DT	6	M	X
09.02.01	TST01 – 1155	**Assessment/Test Type Code**	Code to indicate the test or assessment administered. **Business Rule:** Sending American College Testing, Scholastic Aptitude Test I & II information is *optional* insofar as state law allows schools and districts to send this information. In most cases, the student requests the College Board to send this information.	See **Appendix M** for a complete list of Assessment/Test Type codes.	#N	ID	3	M	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
09.02.02	TST02 - 93	**Assessment Type/Test Name**	Name of the test or assessment administered. **Business Rule:** Use this element only if an Assessment Type / Test Code in DE 09.02.01 is not available. Also use this element to specify the name of a test that's coded "329" (Other Special Education language test) or "999" (Other test) as indicated in element 09.02.01 above.		#N	AN	60	O	X
09.03	TST05 - 127	**Test Form**	The form or edition of the test.		#N	AN	2	M	X
09.04	TST06 - 127	**Test Level**	The level of the test.		#N	AN	2	M	X
09.05	TST05 -- 127	**Test Version**	The version of the test, e.g., 9 (for SAT 9).		#N	AN	2	M	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
09.06	TST07 - 1131	**Test Grade Level**	The typical grade at which the test is given.	**IN** Infant **PS** Preschool (Pre-Kindergarten) **KN** Kindergarten **01** First Grade **02** Second Grade **03** Third Grade **04** Fourth Grade **05** Fifth Grade **06** Sixth Grade **07** Seventh Grade **08** Eighth Grade **09** Ninth Grade **10** Tenth Grade **11** Eleventh grade **12** Twelfth Grade **UN** Ungraded **AD** Adult **VE** Vocational School	#N	ID	2	M	X
09.07	TST09 - 1251	**Test Norm Year**	The year the test was normed. **Business Rule:** Use date format CCYY, e.g., 1992.		#N	DT	4	M	X
09.08	TST10 - 1156	**Test Norm Type**	The type of norming used for the test.	**10** National Probability Sample **11** Annual User Norms **12** State Norms **13** Regional Norms **14** Private School Norms **15** Catholic School Norms **16** Urban Norms **17** High Socio- Economic Status Norms **18** Low Socio Economic Status Norms **19** Equated National Norms	#N	ID	2	M	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
09.09	TST11 - 1157	**Norming Period**	The time of year of norming the test.	**1** Fall **2** Midyear **3** Spring **4** Interpolated for time of testing	#N	ID	1	M	X
09.10.01	TST12 - 819	**Test Language**	The language of test administration.	See **Appendix C** for a complete list of language codes.	#N	ID	2	M	X
09.10.02		**Other Test Language**	Specifies any other language used for test administration. **Business Rule:** Use to clarify *Other Non-English Language* code checked in 09.10.01 above.		#N	AN	20	M	X
09.11.01	SBT01 - 1158	**Subtest Code (Subject area)**	Code to indicate the subtest administered. **Business Rule:** Elements 09.11.01 – 09.11.02 may be repeated as necessary to describe all subtests given for each test.	See **Appendix N** for complete list of subtest codes.	#N+N	ID	3	M	X
09.11.02	SBT02 - 93	**Subtest Name (Subject area)**	Name of the subtest administered. **Business Rule:** Use this element to clarify *999 Other Subtest* code checked under DE 09.11.01 above.		#N+N	AN	60	O	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
09.11.03	SRE02 - 352	**Test Score**	The student's score on a particular test or subtest. **Business Rule:** If no subtest is given, then test score and exclusion information applies only to the overall test. **Note:** Repeat field allows for multiple scores and score types for elements 09.11.03 – 09.11.04.		#N+N+N	AN	6	M	X
09.11.04	SRE01 - 1160	**Score Type**	The type of score on the test.	**10** Adjective Classification or Locally Defined **11** Equated Score *(pre-test and post-test were different)* **12** Grade Equivalent or Grade Level Indicator **13** Locally Defined **14** Mastery Score **15** Normal Curve Equivalent **16** Percent of Items Correct **17** Percentile **18** Raw Score **19** Scaled score **20** Stanine **21** Standard 22 Pass/Fail 23 Pass/Not Pass	#N+N+N	ID	2	M	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
09.12		**Test Exclusion Reason**	Reason for excluding the student from testing. **Business Rule:** Elements 09.12 – 09.15 may be repeated as necessary to describe special test conditions or exclusions. This element must be completed for students exempted from the *STAR Test* and *Physical Fitness Assessment Test.* Codes 1-5 and 20-22 may also be used generally for applicable test exclusion reasons.	**Physical Education:** **01** Student was absent on test day and all make-up sessions *(for all tasks)* **02** Student was not tested due to parent's written request **03** State Board of Education granted a waiver **04** Student was not tested based on their IEP *(or special needs)* **05** Student was not tested for other extraordinary circumstances **06** Medical excuse **Special Education or STAR Testing:** **20** IEP exemption(s) **21** Parent exemption(s) **22** No exemption(s)	#N	ID	2	O	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
09.13	SBT03 - 1159	**Testing Problem or Accommodation**	Unusual testing condition that affects the interpretation of a student's test score. Includes test accommodations, test adaptations, and out-of-level testing.	**STAR Testing:** **10** Braille Test **11** Large Print Test **12** Out-of-Level Testing **13** No Modification Used **14** Flexible Scheduling **15** Flexible Setting **16** Revised Test Format **17** Revised Test Directions **18** Use of Aids and/or Aides to Interpret Test Items **Other:** **19** Special Circumstances (something unusual occurred during testing that may have affected how the student performed) **20** Nonstandard Administration Procedure (Braille) **21** Experience Only **22** Diagnostic Only **23** Experience and Diagnostic **24** Reader or Signer **25** Large Type Booklet, write or mark on booklet or separate paper, untimed **26** Large Type Booklet, type on typewriter, braillewriter, or computer, untimed **27** Large Type Booklet, scribe marks responses, untimed **28** Untimed **29** One and a half times the normal time, no break **30** One and a half times the normal time, one break only **31** Self-determined review of audio/videotape **33** Special Furniture **34** Use of scripts for videotape scenarios only **35** Foreign language dictionary and standard timing **36** Special Lighting	#N	ID	2	O	X

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				37 Head Mouse **38** Adjustable table height **39** Enlarged Keyboard **40** Adjustable swivel arm Track ball **41** Separate room **42** Amanuensis or Recorder **43** Sign Language Interpreter **44** Extra time **45** Multi-day					
09.14		**Test Completion Status**	**(For Special Education and AVID programs only)** The extent to which the student participated in testing.	**1** Participated in full **2** Participated in part **3** Did not participate	#N	ID	1	O	X
09.15		**Alternative Assessment**	The student participated in an alternative assessment to the SAT9 STAR testing requirement.	**Y** Yes **N** No	#N	ID	1	O	X
09.16		**Incomplete Test / Assessment Reason**	**(For Physical Fitness Assessment only)** The reason the student did not complete a test or subtest.	**1** Special needs *(or IEP)* **2** Absent on test day **3** Parent's written request **5** Waiver granted by the State Board of Education **6** Extraordinary circumstances **7** Medical excuse	#N	ID	1	O	X
09.17		**Pre-ID Group Name**	Used for sorting purposes in the Pre-ID process. This data element is school-defined if used.		#N	AN	20	O	X
09.18		**Pre-ID Group Code**	Used in conjunction with 'Pre-ID Group Name' for sorting purposes in the Pre-ID process.		#N	AN	10	O	X
09.19		**Pre-ID LEA Defined Field 1**	A locally-defined field provided for district use in the Pre-ID process.		#N	AN	10	O	X
09.20		**Pre-ID Type**	The format of the Pre-Identification service which the districts are requesting.	**1** Pre-ID Documents. (Scannable barcode printed directly on the answer document) **2** Pre-ID Labels. (Scannable barcode printed on an adhesive label)		ID	1	O	X

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09.21		**ASAM 90-Day Enrollment**	**(For Pre-ID only)** Student enrolled in ASAM (Alternative Schools Accountability Model) school less than 90 days prior to Testing.	**Y** Yes	#N	ID	1	O	X
09.22		**Pre-ID Multiple Choice Wave**	The multiple choice testing wave in which a student is designated to participate.	**01** 1st Wave **02** 2nd Wave **03** 3rd Wave **04** 4th Wave **05** 5th Wave **06** 6th Wave **07** 7th Wave	#N	ID	2	0	X
09.23		**Pre-ID Writing Wave**	For students taking grade 4 and 7 tests, the writing wave in which the student is designated to participate.	**01** 1st Wave **02** 2nd Wave	#N	ID	2	0	X
09.24		**Pre-ID Option**	Method of sending Pre-ID data files, all at once or by wave.	**1** One file **2** Files by wave		ID	1	0	X
09.25		**Pre-ID LEA Defined Field 2**	A locally-defined field provided for district use in the Pre-ID process.		#N	AN	36	0	X
09.26		**Pre-ID LEA Defined Field 3**	A locally-defined field provided for district use in the Pre-ID process.		#N	AN	79	0	X
09.27		**Pre-ID Optional Parent Data Flag**	Element used to indicate whether or not the LEA intends for SRRTS to pass on Pre-ID optional parent/guardian mailing data to the Pre-ID test vendor.	**Y** LEA will send optional report data **N** LEA will not send optional report data		ID	1	O	X
09.28		**Test Program ID**	**(For Pre-ID only)** Test(s) for which Pre-ID test forms or labels are requested.	**1** STAR **3** SABE/2 **5** CAHSEE **7** CELDT **9** Physical Fitness Test		ID	1	O	X
09.29		**Pre-ID Expected Test Date**	Date on which student is expected to take an assessment test(s). **Business Rule**: Use date format CCYYMMDD, e.g., 19850423.		#N	DT	8	O	X

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09.30		**Pre-ID SABE Test Level**	The level of the SABE test that will be given.	**02** Grade 2 **03** Grade 3 **04** Grade 4 **05** Grades 5 & 6 **06** Grades 7-11	#N	ID	2	O	X
09.31		**CELDT Test Purpose**	**(For Pre-ID only)** The reason the student is taking the CELDT Test.	**1** Initial Identification **2** Annual Assessment	#N	ID	1	O	X

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Section 10 - Co-curricular Activities and Awards

Note: Data elements 10.01 – 10.04 may be repeated as needed to provide a complete history of activities and/or awards for the student.

Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
10.01	ATV01 - 1270	**Activity or Award Indicator**	A student activity or award. **Business Rule:** Elements 10.01 – 10.07 are repeated as necessary to provide a history of student activities and awards.	**1** Activity **2** Award	#N	ID	1	O	X
10.02	ATV02 - 1271	**Activity or Award Type**	The type of student activity or award.	See **Appendix O** for a complete list of student activity and award types.	#N	ID	3	O	X
10.03	ATV03 - 790	**Name of Activity or Award**	The name of the activity or award.		#N	AN	40	O	
10.04	DTP03 - 1251	**Date of Award**	The date that the award was given. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.		#N	DT	8	O	
10.05		**Activity Beginning Date**	The date that the activity began.		#N	DT	8	O	X
10.06		**Activity Ending Date**	The date that the activity ended.		#N	DT	8	O	X
10.07		**Number of Hours of Activity**	The total number of hours that the student participated in the activity.		#N	NO	3	O	

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Section 11 - Discipline

Note: Discipline elements 11.01 – 11.06 are needed for records transfer to ensure that teachers are notified of students who have engaged in or are reasonably suspected to have engaged in acts which are grounds for suspension or expulsion (in accordance with CA Education Code 49070). Discipline elements 11.02 – 11.09 are needed for state reporting. All data elements in this section are repeated as needed to provide a complete disciplinary history on a student.

Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
11.01		**Date of Incident**	The date on which the student engaged or was reasonably suspected to have engaged in an act that is grounds for suspension or expulsion (with the exception of the possession or use of tobacco). **Business Rule:** Use date format CCYYMMDD, e.g., 19850423. For records transfer, report only incidents within the last 3 years. Elements 11.01 – 11.11 may be repeated as necessary.		#N	DT	8	M	
11.02	SSE01 - 373	**Discipline Start Date**	**(Special Education students only)** Date of disciplinary action. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.		#N	DT	8	M	X
11.03		**Discipline Type**	**(For Special Education only)** Type of disciplinary action.	**1** Suspension **2** Expulsion ordered **3** Expulsion ordered and subsequently suspended **4** Expulsion recommended	#N	ID	1	M	X
11.04		**Discipline Days**	**(For Special Education only)** Number of days the disciplinary action is effective.		#N	NO	3	M	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
11.05		**Reason for Discipline**	The reason for the disciplinary action. **Business Rule:** For Special Education students, send primary discipline code first, and secondary and tertiary discipline reasons 2nd and 3rd respectively. Element 11.05 may be repeated as necessary to indicate multiple disciplinary reasons (infractions) for which a single action is taken, as described in DE 11.06 (Discipline Status).	See **Appendix P** for a complete list of discipline codes.	#N+N	ID	2	M	X
11.06		**Discipline Status**	**(For Special Education only)** The status of the student as a result of the disciplinary action. **Business Rule:** This element must accompany element 11.05.	**10** Sent home without instructional support **11** Sent home with instructional support **12** Continuation class / school **13** Opportunity class / school **14** Community day school **15** Adult education program **16** Independent study **17** Juvenile court school **18** County court school **19** Other county program **20** Placed in another district **21** Charter school **22** Graduated **23** Left district or moved **24** Dropped out or placement unknown **25** Other alternative education setting	#N	ID	2	M	X
11.07	SSE02 - 373	**Expulsion End Date**	Last day of expulsion. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.		#N	DT	8		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
11.08		**Shortened Expulsion Term**	Expulsion term shortened in accordance with EC Section 48916 and 14601 (b)(1).	**Y** Yes **N** No	#N	ID	1		**X**
11.09		**Educational Referrals**	Type of educational placement made during and/or following the period a student was expelled.	**10** Elementary school in the same district **11** Junior high middle or intermediate school in the same district **12** High school in the same district **13** Continuation class or school in the same district **14** Opportunity class or school in the same district **15** District community day school in the same district **16** Adult education in the same district **17** County court / community school **18** Outplacement in other district **19** Graduated **20** Left district / moved **21** Dropped out / placement unknown **22** Other	#N	ID	2		**X**
11.10	SST04 – 641	**Eligibility to Return**	The student's current eligibility to return to the institution. For students in good standing this data element would not be sent.	**10** Student is eligible to continue or return or both **11** Student is expelled (from Pre-K through 12) **12** Student is on suspension or dismissal **13** Unreported – information is not available in the record	#N	ID	2	O	
11.11	SST06 - 1251	**Date Eligible to Return**	Date the student is eligible to return to school. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.		#N	DT	8	O	

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STAFF DATA

Elements and codes for state reporting and records transfer.

Section 12 - Staff: Identification

Note: Data elements in this section will be transmitted to the CSIS central data repository but will not be available to the California Department of Education or any other education agency or group for the purpose of collecting or analyzing information about school personnel.

Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
12.01		**Locally Assigned Staff ID**	Locally assigned ID number for each staff person. **Business Rule:** Local ID must be district-level not school-level ID. LEA must send local staff ID (12.01) for state reporting. Staff Name (12.02-12.04) may also be sent as an option in addition to the Local Staff ID. If using SSN as the local ID, do not include dashes or spaces in the number.			AN	10		X
12.02		**Staff Name – First**	**(Optional)** Staff person's first name.			AN	20		X
12.03		**Staff Name – Middle**	**(Optional)** Staff person's middle name.			AN	20		X
12.04		**Staff Name – Surname**	**(Optional)** Staff person's surname.			AN	50		X

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Section 13 - Staff: General

Note: Data elements 13.09.01 – 13.09.03 may be repeated as needed to provide a complete list of teaching and non-teaching assignments plus staff time spent on each. Data element 13.11 may be repeated as needed to provide a complete list of credentials and 13.10 may be repeated as needed to provide a complete list of authorized teaching areas for staff.

Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
13.01		**Staff Birth Year**	Staff person's year of birth. **Business Rule:** Use date format CCYY, e.g., 1966.			DT	4		X
13.02		**Full Time / Part Time Status (%)**	Staff's percentage of full time status (may be over 100%). **Business Rule**: For CBEDS reporting, the percentage may be over 100% only for persons in full-time teaching assignments in regular instructional programs.			NO	3		X
13.03		**Job Classification**	Staff job type. **Business Rule:** Element may be repeated only for *certificated* staff.	**CBEDS Certificated (K-12):** **10** Administrator **11** Pupil service **12** Teacher **CBEDS Certificated (Adult Ed.):** **15** Administrator **16** Pupil service **17** Teacher **CBEDS Classified (K-12):** **19** Clerical **23** Paraprofessional *(teaching assistants, teacher aides, pupil service aides, and library aides)* **24** Other Classified staff *(non-certificated staff*	#N	ID	2		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
				such as custodians, food service staff, bus drivers, noon-duty supervisors, etc. Does not include non-certificated administrators as defined by code #25) ***25*** Non-certificated administrator *(assistant or deputy superintendent or higher if the district governing board has waived certification requirements)* **CBEDS Other:** **30** Teacher in training **31** Classified (Adult Ed.) **Title VI:** **40** Administrator **41** Teacher **42** Teacher aide **43** Non-clerical support services **44** Clerical **45** Other **Migrant Education:** **50** Administrator **51** Teacher **52** Teacher aide **53** Clerical **54** Recruiter **55** Records transfer **56** Counselor **57** Linker advocate **58** Support services **59** Other					

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
13.04		**Staff Providing Instructional Services to English Learners**	State authorized teachers, teachers in training and paraprofessionals (aides) providing instructional services to English Learner students. **Business Rule:** This element must be completed for all teachers, teachers in training or bilingual paraprofessionals who teach or provide services to English Learner students in any of the following settings: Structured English Immersion, Alternative Course of Study, and English Language Mainstream Classroom.	**1** Teacher **2** Teacher in training **3** Bilingual paraprofessional		ID	1		X
13.05		**Staff Education Level**	Highest educational level of staff member.	**1** Doctorate **2** Master's degree plus 30 or more semester hours **3** Master's degree **4** Bachelor's degree plus 30 or more semester hours **5** Bachelor's degree **6** Less than bachelor's degree		ID	1		X
13.06		**Year Degree Earned**	School year during which the degree was earned or GED requirements were met. **Business Rule:** Use date format CCYY, e.g., 1985.			DT	4		X
13.07		**Gender of Staff**	Gender of staff.	**F** Female **M** Male		ID	1		X
13.08		**Staff Race/Ethnicity**	The racial or ethnic background of the staff member. **Business Rule:** For staff with multi-ethnic	**100** **American Indian or Alaska Native.** A person having origins in any of the original peoples of North and South America (including Central America), and who	#N	ID	3		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
			backgrounds, a local SIS must be able to send as many codes for this element as are reported. One of the race/ethnicity codes sent must be identified as the primary one. Sub-codes 201-299 and 301-399 must be used for both CBEDS-PAIF and Special Education CASEMIS reporting. Do not use codes 200 and 300 for CBEDS-PAIF and CASEMIS reporting.	maintains tribal affiliation or community attachment. **200 Asian.** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. **201** Chinese **202** Japanese **203** Korean **204** Vietnamese **205** Asian Indian **206** Laotian **207** Cambodian **299** Other Asian **300 Native Hawaiian or Other Pacific Islander.** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. **301** Hawaiian **302** Guamanian **303** Samoan **304** Tahitian **399** Other Pacific Islander **400 Filipino.** A person having origins in any of the original peoples of the Philippine Islands. **500 Hispanic or Latino.** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. **600 Black or African American (not Hispanic).** A person having origins in any of the black racial groups of Africa. **700 White (not Hispanic).** A person having					

Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
				origins in any of the original peoples of Europe, the Middle East, or North Africa.					
13.09.01		**Staff Assignment(s)**	Teaching and non-teaching assignments for each staff member (from CBEDS Teacher Assignment Code List). **Business Rule:** Elements 13.09.01 – 13.09.03 may be repeated as necessary to describe multiple assignments for each staff person.	See **Appendix Q** for a complete list of CBEDS staff assignment codes.	#N	ID	4		X
13.09.02		**Percentage of Time Per Assignment Full-Time Equivalent (FTE)**	Percentage of time (FTE) spent on each teaching and non-teaching assignment. **Business Rule:** Percentage time should be the FTE% for each assignment, so that when all current assignments for a person are added together the total will indicate the person's overall FTE status. Specify percentage time for each staff assignment indicated in element 13.09.01. Whole percentages are usually sent for this element, e.g., 100, 80, 25, etc. Decimal percentages may also be sent for this element if greater precision is needed, e.g., 20.75, 20.125.		#N	R	6		X
13.09.03	LUI02 - 67	**Language of Instruction**	Language of instruction provided to English Learner students receiving "Primary Language Instruction".	See **Appendix C** for a complete list of language codes.	#N	ID	2		X
13.10		**Authorized Teaching Areas**	Teacher authorized teaching areas. **Business Rule:** Elements 13.10 – 13.12 may be repeated as necessary to identify	See **Appendix R** for a complete list of authorized teaching codes.	#N	ID	2		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
			multiple authorized teaching areas. Each authorized teaching area in DE 13.10 must be associated with a credential type in DE 13.11, i.e., the credential type is repeated with each new occurrence of an authorized teaching area.						
13.11		**Credential Type**	The type of teaching credential held. **Business Rule:** Codes 5 and 6 are used only if needed for current assignment.	**CBEDS PAIF Credential:** **1** Full Credential **2** University Internship **3** District Internship **4** Pre-intern **5** Emergency Permit *(in current assignment)* **6** Waiver *(in current assignment)*	#N	ID	1		X
13.12		**Date Credential / Certification Earned**	Date Credential/Certification earned. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.		#N	DT	8		X
13.13		**Staff Hire Date**	The staff person's most recent hire date in the current district. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.			DT	8		X
13.16		**Staff Exit Date**	For a staff person no longer employed in the district, his/her last day of employment. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.			DT	8		X
13.17		**Staff Position Status**	Staff position status.	**1** Tenured		ID	1		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans.	State Report
				2 Probationary **3** Long term substitute or temporary employee **4** Other					
13.18		**Teacher Funds**	Source of funds used for teacher. **Business Rule:** Element is used only if it applies to teacher funding.	**1** Migrant Education Funding *(ESEA Title I, Part C)* **2** Carl Perkins Vocational and Applied Technology Education	#N	ID	1		X
13.19		**Type of Instruction to English Learners**	The type of instructional services provided to English Learners. These services must be provided by a qualified teacher (either certified or in training for the type of services provided).	**1** Primary Language Instruction *(a teacher who is providing Primary Language Instruction and who is also providing ELD and/or SDAIE should be counted in this category)* **2** English Language Development (ELD) only **3** Specially Designed Academic Instruction in English (SDAIE) only **4** Both ELD and SDAIE *(and not providing any primary language instruction)*	#N	ID	1		X
13.20		**Total Years of Educational Service**	Total years of professional educational service in a teaching or certificated position, including the current year. **Business Rule:** Include service in current district, other states, and countries. Do not include substitute teaching. Any number of days of teaching in the current year is to be counted as 1 year.			NO	2		X
13.21		**Total Years in This District**	Total years in the current district as a contracted professional in a teaching or certificated position, including the current year. **Business Rule:** Any number of days of teaching in the current year is to be			NO	2		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans.	State Report
			counted as 1 year.						

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INSTITUTION DATA

Elements and codes for state reporting and records transfer.

Section 14 - Institution: General

Note: Data elements 14.12.01 - 14.12.03 may be repeated as needed to provide a complete listing of an institution's high school graduation requirements. Data elements 14.19.01 – 14.19.02 may be repeated as needed to provide a listing of estimated new hires per subject area. Elements 14.20 – 14.22.05 may be repeated to indicate the type of school session, calendar(s) and track/attendance information.

Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans	State Report
14.01	N102 - 93	**Name of Institution**	The name of the reporting institution.			AN	60	M	X
14.02	N103 – 66	**Institution ID Type**	The type of institution identification number being sent. **Business Rule:** In California, use the CDS number. Elements 14.02 – 14.03 may be repeated as necessary to provide all ID numbers for an institution.	**1** CDS Identification Number **2** SELPA Identification Number **3** California Private School Identification Number **4** Migrant Region Identification Number **5** Regional Occupation Center or Program (ROC/P) Identification Number **6** Common Core of Data (CCD) Identification Number **7** American College Testing (ACT) Identification Number **8** ETS College Board Admissions Testing Program (ATP) Identification Number **9** California County Office of Education / CCSESA Service Region Identification Number **A** Federal Interagency Commission on Education (FICE) Identification Number	#N	ID	1	M	X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans	State Report
14.03	N104 - 67	**Institution ID**	Identification number by which the institution is known.		#N	AN	20	M	X
14.04.01	N301 - 166	**Institution Address**	The address of the sending institution.			AN	55		X
14.04.02	N401 - 19	**Institution City**	The city of the sending institution.			AN	30		X
14.04.03	N402 - 156	**Institution State**	The state of the sending institution.	See **Appendix A** for a complete list of U.S. codes.		ID	2		X
14.04.04	N403 - 116	**Institution Zip Code**	The zip code of the sending institution.			AN	9		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans	State Report
14.05.01	PER03 – 365	**Communication Number Type**	The type of communication number being sent for the institution. **Business Rule:** Elements 14.05.01 – 14.05.02 may be sent up to four (4) times to provide a listing of phone, fax, e-mail or other contact for the institution.	**10** Alternate telephone **11** Answering service **12** Beeper number **13** Cellular phone **14** Electronic mail **15** Telephone extension **16** Facsimile (fax) **17** Home facsimile (fax) number **18** Home phone number **19** Night telephone **20** Other residential fax number **21** Other residential phone number **22** Appointment phone **23** Personal cellular **24** Personal phone **25** Telephone **26** Telex **27** Telemail **28** Teletex number **29** Voice mail **30** Work cellular **31** Work facsimile (fax) number **32** Work phone number	4	ID	2		X
14.05.02	PER06 - 364	**Institution's Communication Number**	The telephone, fax or e-mail number to be used to contact the institution.		4	AN	50		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans	State Report
14.07		**Institution Type 2**	**(For CalServe Program only)** Type of institution that has primary responsibility for administering program.	**1** Local Education Agency (LEA) **2** State Education Agency (SEA) **3** State Commission on National Service **5** Indian Tribe / Tribal Government / U.S. Territory **6** Community-based or Non-profit Institution **7** Other *(specify)*		ID	1		X
14.08		**Other Institution Type**	**(For CalServe Program only)** Specifies any other type of institution that has primary responsibility for administering program. **Business Rule:** Use this element to clarify *"7 Other"* code checked in element 14.07.			AN	50		X
14.09.01		**Lowest Grade Level Served**	The lowest grade level served by the institution.	**IN** Infant **PS** Preschool **KN** Kindergarten **01** First Grade **02** Second Grade **03** Third Grade **04** Fourth Grade **05** Fifth Grade **06** Sixth Grade **07** Seventh Grade **08** Eighth Grade **09** Ninth Grade **10** Tenth Grade **11** Eleventh grade **12** Twelfth Grade **AD** Adults in K-12 programs		ID	2		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans	State Report
14.09.02		**Highest Grade Level Served**	The highest grade level served by the institution.	**IN** Infant **PS** Preschool **KN** Kindergarten **01** First Grade **02** Second Grade **03** Third Grade **04** Fourth Grade **05** Fifth Grade **06** Sixth Grade **07** Seventh Grade **08** Eighth Grade **09** Ninth Grade **10** Tenth Grade **11** Eleventh grade **12** Twelfth Grade **AD** Adults in K-12 programs		ID	2		X
14.10		**Legal Status of Agency**	The legal status of the institution.	**1** Cooperative **2** County Office of Education **3** District **4** Public School **5** Private School		ID	1		X
14.11		**Congressional District Number**	**(For CalServe Program only)** The Congressional District in which this institution is located.			AN	2		X
14.12.01		**High School Graduation Requirements Year**	School year of the high school graduating class. **Business Rule:** Use date format CCYY, e.g., 2002. For state reporting, report data in elements 14.12.01 - 14.12.03 at the *district level* only.		#N	DT	4		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans	State Report
14.12.02		**High School Graduation Requirements (Subject Areas)**	The district's high school graduation subject area requirements. **Business Rule:** Elements 14.12.02 – 14.12.03 may be repeated as necessary. For each subject area specified, indicate the number of units required for graduation in data element 14.12.03. Codes 30-33 are a subset of code 16-Mathematics and code 34 is a subset of code 18-science.	**CBEDS Subject Areas:** **10** English **11** Visual and Performing Arts **12** Foreign language **13** Foreign language or Visual and Performing Arts **14** Health **15** History – Social Science **16** Mathematics **17** Physical Education **18** Science **19** Electives **20** Community Service **21** Other requirements **CBEDS Math and Science Subject Areas:** **30** Algebra 1 or Integrated Mathematics I (college preparatory) **31** Geometry or Integrated Mathematics II (college preparatory) **32** Algebra II or Integrated Mathematics III (college preparatory) **33** Probability and Statistics or Data Analysis **34** Laboratory Science Required for Graduation	#N+N	ID	2		X
14.12.03		**High School Graduation Requirements (Units)**	The district's high school graduation requirements in units for each subject area indicated in element 14.12.02. **Business Rule:** Allow for one decimal place to indicate tenths of a unit. For example, if 4 years and 42 units of English are required for graduation, the number of units in a one-year course would be 10.5.		#N+N	R	5		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans	State Report
14.13		**Service Learning / Community Service Policy**	Areas in which the district provides opportunities such that all students will participate in one of the following (see codes):	**1** Service learning **2** Community service **3** Both		ID	1		X
14.14		**One Year Course Units**	The number of units to which a one-year course is equivalent in the district. **Business Rule:** Allow for one decimal place to indicate tenths of a unit. For example, the number of units in a one-year course can be expressed as 05.0, 10.5, etc.			R	4	O	X
14.15		**Computers for Instruction**	The number of computers in the school that are used for instructional-related purposes. **Business Rule:** For state reporting, report data in elements 14.15 - 14.18 at the *school level* only.			NO	5		X
14.16		**Instructional Computers with CD ROM**	The number of computers in the school that are used for instructional-related purposes and have a CD-ROM. **Business Rule:** If none, enter '0'; if don't know, leave blank.			NO	5		X
14.17		**Classrooms with Internet access**	The number of classrooms in the school that have access to the Internet.			NO	3		X
14.18		**Classrooms Connected to a WAN**	Of the classrooms with access to the Internet the number of school classrooms connected to a wide area network (WAN). **Business Rule:** If none, enter '0'; if don't know, leave blank.			NO	3		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans	State Report
14.19.01		**Estimated New Hires (Subject Area)**	Subject areas for which there will be new hires in the coming year. **Business Rule:** Elements 14.19.01 – 14.19.02 may be repeated as necessary. For each subject area specified indicate the number of estimated new hires in data element 14.19.02. For state reporting, report data in elements 14.19.01 - 14.19.02 at the *district level* only.	**10** Agriculture **11** Art **12** English and/or Drama **13** Business **14** Foreign Language **15** Home Economics **16** Life Science **17** Mathematics **18** Music **19** Physical Education / Health / Dance **20** Physical Science **21** Reading **22** Social Science / Studies **23** Trades and Industrial Arts **24** Special Education **25** Bilingual Education **26** Self-contained classes **27** Other specializations	#N	ID	2		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans	State Report
14.19.02		**Estimated New Hires (Number)**	Estimated number of new hires in the coming year for each subject area indicated in element 14.19.01 above. **Business Rule:** Report the projected or estimated number of teachers to be hired in the next school year to fill new positions or vacated positions. A vacated position occurs if a teacher is expected to retire, resign, transfer, or begin a leave of absence. Do not include teachers expected to remain with the district in a new specialization. Report information about classroom teaching positions and specialist positions, including those funded by local, state, or federal monies. Do not include administrative, guidance, media, library, health service, or non-certificated positions in 'other specializations.' Allow for one decimal place to indicate tenths of a unit, e.g., xxxx.x.		#N	R	6		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans	State Report
14.20	SES04 - 1139	**Session Type**	The type of academic session on which the school operates.	**01** Full year **02** Semester **03** Trimester **04** Quarter **05** Quinmester **06** Mini-term **07** Summer session **08** Intersession *(year round schools)* **09** Long session *(greater than a semester or quarter or trimester but less than a full year)* **10** Block **11** Supplemental session *(after school, evenings, weekends, etc.)*		ID	2		X
14.21		**School Calendar Type**	Type of calendar(s) on which the school operates. **Business Rule:** Send only *one* code for state reporting. If any part of the school is year around, send a single track or a multitrack code for state reporting (see CBEDS glossary).	**10** Multitrack Concept 6 **11** Multitrack Modified Concept 6 **12** Multitrack 45/15 **13** Multitrack 60/15 **14** Multitrack 60/20 **15** Multitrack 90/30 **16** Multitrack Custom Calendar **17** Single Track 45/15 **18** Single Track 60/15 **19** Single Track 60/20 **20** Single Track 90/30 **21** Single Track Concept 6 **22** Single Track Custom Calendar **23** Single Track Modified Concept 6 **24** Traditional **25** Traditional and Multitrack Concept 6 **26** Traditional and Multitrack Modified Concept 6 **27** Traditional and Multitrack 45/15		ID	2		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans	State Report
				28 Traditional and Multitrack 60/15 **29** Traditional and Multitrack 60/20 **30** Traditional and Multitrack 90/30 **31** Traditional and Multitrack Custom Calendar **32** Traditional and Single Track 45/15 **33** Traditional and Single Track 60/15 **34** Traditional and Single Track 60/20 **35** Traditional and Single Track 90/30 **36** Traditional and Single Track Concept 6 **37** Traditional and Single Track Custom Calendar **38** Traditional and Single Track Modified Concept 6					
14.22.01		**Track ID**	The track ID during the time period being reported. **Business Rule:** For state reporting, report data in elements 14.22.01 - 14.22.05 at the *school level* only.		#N	AN	2		X
14.22.02		**Attendance Month**	The attendance month for which data is being reported,. **Business Rule:** Identify attendance months as 1 through 12.		#N+N	NO	2		X
14.22.03		**Attendance Begin Date**	The first day of the attendance month. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.		#N+N	DT	8		X
14.22.04		**Attendance End Date**	The last day of the attendance month. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.		#N+N	DT	8		X
14.22.05		**Number of Instructional Days**	The number of instructional days per attendance month per track.		#N+N	NO	2		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans	State Report
14.24		**Basic Aid Choice Status**	The Basic Aid Choice status of the district.	**1** Basic Aid Choice Districts (E.C. 48209.11) **2** Basic Aid Court-Ordered Voluntary Pupil Transfer Program districts (E.C. 42247.4)		ID	1		X
14.25		**Class Size Reduction Participation**	Class size reduction options in which a school participates. **Business Rule:** Element may be repeated as necessary. **Note:** Code values will be expanded as needed to accommodate changes in reporting requirements.	**10** Kindergarten option 1 **11** Kindergarten option 2 **12** Grade 1 option 1 **13** Grade 1 option 2 **14** Grade 2 option 1 **15** Grade 2 option 2 **16** Grade 3 option 1 **17** Grade 3 option 2 **18** Grade 9 **19** Grade 10	#N	ID	2		X
14.26		**Class Enrollment Calculation Type**	**(For schools participating in Class Size Reduction only)** The method used in calculating class enrollments.	**1** Daily **2** Monthly		ID	1		X
14.27		**Health Center Type**	**(For CBEDS-SIF only)** The type of health center operated by a school.	**1** School-based Health Center (SBHC) **2** School-linked Health Center (SLHC) **3** Both		ID	1		X
14.28		**Children Not Enrolled in Public School**	Number of children, ages five through seventeen, known to be residing in the school attendance area but not enrolled in public school, e.g., private school enrollees, dropouts, etc.			NO	7		X
14.30.01		**CalWORKS Participation**	Number of students reported by a district on the CalWORKS October listing as receiving CalWORKS funds.			NO	6		X
14.30.02		**CalWORKS Children in School Attendance Area**	Number of children in school attendance area whose families are participating in CalWORKS.			NO	7		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans	State Report
14.31		**WASC Accreditation**	School is currently accredited by the Western Association of Schools and Colleges (WASC).	Y Yes N No		ID	1	O	

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Section 15 – Institution: Schedule of Classes

Note: Data elements 15.02 and 15.08 may be repeated as needed to provide complete information on courses offered at an institution. Data elements 15.03 – 15.07 and 15.09 – 15.10 may be repeated as needed to provide complete information on the sections offered for each course.

Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans	State Report
15.02		**Local Course Identification Number**	The locally assigned identification number for a course or class.		#N	AN	10		X
15.03		**Course Section Number**	The section number of the course or class. **Business Rule:** Section number is specified for current year only.		#N+N	AN	10		X
15.04		**Course Section Start Date**	The first day that a course section or class is in session. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.		#N+N	DT	8		X
15.05		**Course Section End Date**	The last day that a course section or class is in session. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.		#N+N	DT	8		X
15.06		**Course Section Beginning Time**	**(Agriculture classes only)** The beginning time of the course section or class. **Business Rule:** Use 24-hour time format. For example, 10 AM = 1000, 1:30 PM = 1330. Use "9999" if starting time varies per day.		#N+N	AN	4		X
15.07		**Class Period**	A designation for a unique period of time during which a particular group of classes		#N+N	AN	10		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans	State Report
			meets. **Business Rule:** The Class Period data element is used, along with Class Room, to identify a unique setting in which a group of students is instructed by one or more teachers. This is the classic definition of a "class." Any naming or numbering scheme is allowable, but it must be done in such a way that the Class Period (DE 15.07) and Class Room (DE 15.11), taken together, define a unique class of students who are being instructed as a group for determining class size. In the case of block scheduling, or when classes meet on alternate days, the period designations are expected to be different on the days when a different set of classes meets. For example, if there is one group of 3 classes that meets on Monday, and a different group of 3 classes that meets on Tuesday, then the periods for the Monday classes could be numbered 1-3, and the periods for the Tuesday classes numbered 4-6. Another possibility would be for the Monday periods to be numbered 1A, 2A, and 3A, and the Tuesday periods to be numbered 1B, 2B, and 3B. If a class meets during two or more of the defined periods (e.g., if a class meets during periods 1 and 2), report only the first period during which the class meets.							

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans	State Report
15.08		**UC/CSU Approved Course**	Code (A-G, GA-GO) indicating that the course meets UC and CSU academic requirements for admission.	**A** History / Social Science **B** English **C** Mathematics **D** Laboratory Science **E** Foreign Language **F** Visual and Performing Arts **G** College Preparatory Elective **GA** History/Social Science Elective **GB** English Elective **GC** Mathematics Elective **GD** Laboratory Science Elective **GE** Foreign Language Elective **GF** Visual and Performing Arts Elective **GO** Other Elective	#N	ID	2		X
15.09		**Course Section Program**	The program in which the course section is offered. **Business Rule:** This element must be used to identify ROC/P courses.	**143** ROC/P	#N+N	ID	3		X
15.10	CRS08 - - 1142	**Academic Course Level**	**(For AVID Program only)** This is a code indicating the level of work that is reflected in a course or course section. **Business Rule:** Use Code *40 - College level* if course is taken at or through postsecondary institution, but credit is given by high school towards graduation and/or college prep.	**30** Advanced Placement (AP) **31** Basic (Pre K - Grade 12) **32** General (Pre K - Grade 12) **33** Gifted and talented **34** Other honors (non-UC certified) **35** Remedial (Pre K - Grade 12) **36** Special Education **37** International Baccalaureate (IB) – higher level **38** International Baccalaureate (IB) – subsidiary level **39** UC certified honors **40** College level	#N+N	ID	2		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans	State Report
15.11		**Class Room**	The physical location that describes where the class meets with the teacher. This number needs to describe a unique location at the school. **Business Rule:** The Class Room data element is used, along with Class Period, to identify a unique setting in which a group of students is instructed by one or more teachers. This is the classic definition of a "class." Any naming or numbering scheme is allowable, but it must be done in such a way that the Class Period (15.07) and Class Room (15.11), taken together, define a unique class of students who are being instructed as a group, for determining class size. If more than one class meets during the same time period in the same room (e.g., multiple classes in the "gym"), the room designation is expected to be subdivided (e.g., "gym A, gym B", etc.) to allow for clear identification of separate classes within the room.		#N+N	AN	10	O	X
15.12		**Multiple Teacher Status**	For classes that are taught by more than one teacher, the type of teaching structure for the class. **Business Rule:** A blank or null will be interpreted as *Traditional: one teacher providing instruction to a class during the entire class session.*	01 **Team teaching:** Two or more teachers providing instruction to the class during the entire class session. 02 **Job sharing**: Two or more teachers providing instruction to the class on an alternating basis, and not at the same time.	#N	ID	2		X

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Section 16 - Institution: Programs

Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans	State Report
16.01		**Program Type**	The types or names of programs offered by an institution. **Business Rule:** Element may be repeated as necessary. If *CalServe* code is checked, must also complete elements 16.02 and 16.12.01 – 16.18. If *National School Lunch Program* code is checked, must also complete elements 16.19.01 – 16.19.02. If *Vocational Education* code is checked, must complete elements 16.08, 16.20.01 – 16.20.02. If *Migrant Education* code is checked, must also complete elements 16.05.01, 16.08.	See **Appendix F** for a complete list of special program types in alphabetical order.	#N	ID	3		X
16.02		**Program Operation Calendar**	**(For CalServe Program only)** Period of the year that the program operates.	**1** During the summer **2** During some portion of the academic year *(e.g., quarters, semesters, trimesters)* **3** During the entire academic year **4** During the entire calendar year	#N	ID	1		X
16.03		**Program Start Date**	First day of program operation for the current period. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.		#N	DT	8		X
16.04		**Program End Date**	Last day of program operation for the		#N	DT	8		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans	State Report
			current period. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.						
16.05.01		**Program Options**	Program service options or instructional strategies. **Note:** Elements 16.05.01 – 16.05.02 may be repeated as necessary for each program indicated.	**GATE:** **10** Special day classes **11** Part-time grouping **12** Pullout program **13** Before-after school or Saturday classes **14** Cluster grouping **15** Enrichment in regular classroom **16** Acceleration **17** Independent study **18** Mentorships **19** Mixed age grouping **20** Advanced placement **21** Honors classes **22** Postsecondary education opportunity **23** International baccalaureate **24** Other *(specify in DE 16.05.02)* **Migrant Education:** **30** After school **31** Before school **32** Saturday **33** Other extended time instructional strategies **Other:** **40** Classroom modification – accessible workstations **41** Curriculum modification – alternative teaching strategies **42** Instructional aids and devices – amplification systems	#N+N	ID	2		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans	State Report
				43 Other Supplementary services – assessment **44** Postsecondary study **45** Recruitment – 8th grade orientation **46** Supportive personnel – tutors					
16.05.02		**Other Program Option**	Specifies other program options or instructional strategies. **Business Rule:** Use this element to clarify *24 - Other (specify)* code checked in 16.05.01.		#N+N	AN	30		X
16.06	SP04 – 1134	**Program or Service Funding Source**	Federal, state, local funding source for the program, program option, or service.	**1** Federal **2** State **3** Local **4** Private **5** Combination	#N+N	ID	1		X
16.07		**Grant Identification Number**	The Grant ID number assigned to a particular program.		#N	AN	20		X
16.08		**Instructional and Support Services Offered**	**(For Migrant and Voc. Ed. programs only)** Types of instructional and support services offered by the program. **Business Rule:** Elements 16.08 – 16.09 may be repeated as necessary.	See **Appendix S** for a complete list of instructional and support service codes.	#N+N	ID	3		X
16.09		**Other Instructional and Support Services**	Specifies other instructional and support services. **Business Rule:** Use this element to clarify *Other (specify)* codes (399, 499, 599, 699, 799) checked in DE 16.08.		#N+N	AN	30		X
16.10		**School / Site Count**	The number of approved sites operating a		#N	NO	3		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans	State Report
			particular program. **Business Rule:** For state reporting, report data in this element at the district level.						
16.11		**Number of Service Days Provided**	Total number of days that service was provided for any students.		#N+N	NO	3		X
16.12.01		**Community Service Beneficiaries – Type**	**(For CalServe Program only)** For programs in which students provide community service, the primary types of beneficiaries of those services. **Business Rule:** Element may be repeated as necessary to identify CalServe program service beneficiaries.	**01** Pre-school children **02** K-12 students **03** College students **04** Young adults (ages 17-24) **05** Senior citizens **06** General public **07** Educationally disadvantaged **08** Economically disadvantaged **09** Mentally disabled persons **10** Physically challenged persons **11** Homeless **12** Low-income housing residents **13** Unemployed **14** "At-risk" youth **15** Immigrant refugees **16** Migrant workers **17** Patients/Residents in hospitals, nursing homes, hospices, other long-term care facilities **18** Substance-dependent individuals **19** Outdoor recreationalists **20** Environmentalists / conservationists **21** Families / parents **22** Business community **23** Veterans **24** Other service beneficiaries *(specify in DE*	#N+N	ID	2		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans	State Report
				16.12.02)					
16.12.02		**Other Community Service Beneficiaries**	**(For CalServe Program only)** Other student community service beneficiaries. **Business Rule:** Element specifies *Other service beneficiaries* checked in element 16.12.01.		#N+N	AN	5		X
16.13		**Community Service Recipients – Total Number**	**(For CalServe Program only)** Projected total number of student community service recipients.		#N	NO	6		X
16.14.01		**Community Service Type**	(For CalServe Program only) Type(s) of community service(s) provided by students. Business Rule: Elements 16.14.01 – 16.14.03 may be repeated as necessary to describe all student community services provided.	See **Appendix T** for a complete list of community service codes.	#N+N	ID	2		X
16.14.02		**Other Community Service Type**	**(For CalServe Program only)** Specifies other community service type. **Business Rule:** Use this element to clarify *Other (specify)* codes checked in 16.14.01.		#N+N	AN	50		X
16.14.03		**Area of Service Percentage**	**(For CalServe Program only)** The percentage of service offered in each service area. **Business Rule:** Use this element for each service area indicated in 16.14.01 or 16.14.02. All service areas percentages		#N+N	NO	3		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans	State Report
			indicated should add to 100.						
16.15		**Program Instructional Setting**	**(For CalServe Program only)** Instructional setting of the program.	**100** Mixed **101** Primarily rural setting **102** Primarily suburban setting **103** Primarily urban setting	#N	ID	3		X
16.16.01		**Program Context**	**(For CalServe Program only)** The context in which the program operates.	**1** District wide **2** School wide **3** Grade wide **4** Multiple grades (not school wide) **5** Single class **6** One content area within a single grade *(e.g., 9th grade history)* **7** One content area within several grades *(e.g., 7th and 8th grade health)* **8** Other *(describe briefly in DE 16.16.02)*	#N	ID	1		X
16.16.02		**Other Program Context**	**(For CalServe Program only)** Other contexts in which the program operates. **Business Rule:** Identifies other program contexts for *Other* code checked in element 16.16.01.		#N	AN	50		X
16.17		**Non-participant Volunteers**	**(For CalServe Program only)** The number of non-participant volunteers in the program.		#N	NO	3		X
16.18		**Service Partners**	**(For CalServe Program only)** Type of sponsoring organizations. **Business Rule:** Element may be repeated as necessary to list each sponsor of the CalServe Program.	**1** For-profit organization **2** Community-based organization Non-profit **3** Federal Government **4** State Government **5** Local Government **6** Educational Institution/organization	#N+N	ID	1		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans	State Report
				7 Foundation **8** Religious organizations **9** Other					
16.19.01		**Meals Served – Type**	**(For National School Lunch Program only)** The type of meals served by the program. **Business Rule:** Elements 16.19.01 – 16.19.02 may be repeated for each type of program.	**1** Free **2** Reduced Price	2	ID	1		X
16.19.02		**Meals Served - Number**	**(For National School Lunch Program only)** Number of meals served for each meal type. **Note:** Use this element for each meal type indicated in 16.19.01.		2	NO	6		X
16.20.01		**Program, Services and Activities Achievements**	**(For Vocational Education Program only)** Achievements of institutional programs, services and activities. **Business Rule:** Elements 16.20.01 – 16.20.02 may be repeated as necessary.	1 New programs have been added *(indicate number added)* 2 New sites have been added *(indicate number added)* 3 Individuals in correctional institutions have been served *(indicate number served)* 4 Funds have been used to eliminate sex bias 5 Special populations students have been assisted so they can enter vocational education programs and fulfill Individuals with Disabilities Education Act (IDEA) program transition requirements. *(Special populations means "individuals with handicaps, educationally and economically disadvantaged individuals (including foster children), individuals with limited English proficiency, individuals who*	#N+N	ID	1		X

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Element Number	SP/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans	State Report
				participate in programs designed to eliminate sex bias and individuals in correctional institutions.) 6 Assessment has been done on the special needs of students with respect to their enrollment in the vocational program in the most integrated setting possible 7 Guidance and counseling has been provided by counselors trained in special services and who have facilitated the transition from school to post-school employment and career opportunities					
16.20.02		**Number of Programs, Sites and Individuals Added**	**(For Vocational Education Program only)** The number of programs and sites added or individuals served. **Business Rule:** This element must be used when using achievement codes 1, 2 and/or 3 in element 16.20.01.		#N+N	NO	3		X
16.21		**Tutoring Hours Available**	**(For AVID Program only)** Number of AVID tutoring hours available to students per week. The sum of hours provided by all tutors during regular school days during a typical week (e.g., Tutor A works 6 hours; Tutor B works 12 hours: Total = 18 hours).			NO	3		X

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TRANSACTION DATA

Elements and codes for SRRTS internal control purposes.

Section 17 - Data Transaction Summary

Note: The elements in this section are used mainly for CSIS SRRTS internal control purposes. Therefore, these elements do not need to be included in a local student information system.

Element Number	Sp/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans	State Report
17.01	BGN03 - 373	**Submission Date**	Date on which the data is reported or submitted. **Business Rule:** Use date format CCYYMMDD, e.g., 19850423.			DT	8		X
17.02		**Fiscal Year**	Fiscal year. **Business Rule:** Use date range format YYYY, e.g., 9900 (for 1999 – 2000).			DT	4		X
17.03		**School Year**	Current school year. **Business Rule:** Use date range format YYYY, e.g., 0102 (for 2001 – 2002).			DT	4		X
17.04.01	PER02 - 93	**Contact Person**	Person who can be contacted if there are questions about the data submittal. **Business Rule:** Use elements 17.04.01 – 17.04.02 to identify a person certifying data for a particular program and/or for the data submission as a whole. These elements			AN	60	O	X

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Element Number	Sp/Ex Number	Element Name	Element Definition	Code Table Value / Definition	Element Attributes Field Repeat	Field Type	Max. Field Length	Element Usage Record Trans	State Report
			may be repeated as necessary.						
17.04.02		**Contact Person's Title**	Title of the contact person.			AN	20	O	X
17.04.03	PER03 – 365	**Communication Number Type**	The type of communication number being sent for the contact person. **Business Rule:** Elements 17.04.03 – 17.04.04 may be sent multiple times to provide a listing of phones, fax, e-mail or other contact numbers.	**10** Alternate telephone **11** Answering service **12** Beeper number **13** Cellular phone **14** Electronic mail **15** Telephone extension **16** Facsimile (fax) **17** Home facsimile (fax) number **18** Home phone number **19** Night telephone **20** Other residential fax number **21** Other residential phone number **22** Appointment phone **23** Personal cellular **24** Personal phone **25** Telephone **26** Telex **27** Telemail **28** Teletex number **29** Voice mail **30** Work cellular **31** Work facsimile (fax) number **32** Work phone number	#N+N	ID	2	O	X
17.04.04	PER04 – 364	**Contact Communication Number**	The telephone, fax or e-mail number to be used to reach the contact person.		#N+N	AN	50	O	X
17.04.05		**Contact Area of Responsibility**	The contact person's area of data responsibility.			AN	30	O	X

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Element Number	Sp/Ex Number	Element Name	Element Definition	Code Table	Element Attributes			Element Usage	
				Value / Definition	Field Repeat	Field Type	Max. Field Length	Record Trans	State Report
17.05	BGN01 - 353	**Report Submission Type**	Type of data submission.	**11** Adjustment **12** Change **13** New **14** Revised **15** Original		ID	2		X
17.06	NTE01 - 363	**Note Regarding Data Collection**	Brief comment about the data submission or records transfer, including reason for submission; or reference to contact person or document location for more information..			AN	80	O	X
17.07		**Transmission Reason**	Reason for which the data is being submitted.	**BI** Batch request for identifier assignment **ID** Individual request for identifier assignment **TI** K12 Records Transfer of an Individual Student Record **TC** K12 Records Transfer of an entire Matriculating Class **TP** Post Secondary Records Transfer **EU** Enrollment Update **FS** Fall submission **WS** Winter submission **SS** Spring submission **YE** Year end **SA** School Accountability (for non-CSIS LEAs) **P1** Attendance Period 1 **P2** Attendance Period 2 **P3** Attendance Period 3		ID	2	O	X

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DRAFT for State Board of Education Approval

California School Information Services

Data Dictionary Code Tables

For FY 2004-2005
State Reporting and Records Transfer

Version 5.0

July 9, 2003

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Revision History

Name	Date	Reason For Changes	Version
Steve Mills	07/09/03	Draft version submitted for State Board of Education approval	5.0
Steve Mills	04/21/03	Corrected typos in Appendix R to reflect code changes already approved by SBE for Data Dictionary Version 3.1.1.	4.1.1
Dionne Gordon	12/12/02	Data Dictionary Code Tables have been approved; word DRAFT and SBE references have been removed.	4.1
Steve Mills	10/29/02	Revised draft version based on approved change requests.	4.1
Dionne Gordon	09/12/02	Removed the word DRAFT from the document.	4.0
Steve Mills	09/12/02	Corrected minor typographical errors, as detailed in errata below. Did not renumber the document since it was a draft pending approval by the State Board of Education.	4.0
Dionne Gordon		Initiated Revision History.	4.0

Summary of Code Table Changes from Version 4.1.1 to 5.0

Code Table	Original Code(s)	Change
Appendix A: States and Provinces	None	Changed line under appendix heading, "For use, see data elements..." to include element 05.03.05.
Appendix C: Languages	51 Kurdish	Modified code 51 as follows: 51 Kurdish (Kurdi, Kurmanji)
Appendix F: Special Programs	None	Deleted reference to element 15.09 in the line under appendix heading, "For use, see data elements..."
Appendix H: Program or Instructional Settings	None	Deleted sub-heading "State Operated Program / SELPA Instructional Settings" and the following codes: 400 General education program or regular class setting 410 Designated Instruction and Services (DIS) 420 Resource Specialist Program (RSP) 430 Special Day Classes and Centers – in Public Integrated Facility 431 Special Day Classes and Centers - in Public Separate Facility 440 Nonpublic, nonsectarian school (NPS) – day school 441 Nonpublic, nonsectarian school (NPS) – residential school in California 442 Nonpublic, nonsectarian school (NPS) – residential school outside California 461 Telecommunication 462 Home 463 Hospital (excluding state hospital) 471 Public residential school/facility, includes state special school 473 Correctional facility 475 State hospital 476 Developmental Center 480 Other instructional setting
Appendix J: CBEDS Subject Area Assignment Codes	None	Changed line under appendix heading from "For use, see data elements 08.05.03, 15.01" to read *"For use, see data element 08.05.03"*.

Code Table	Original Code(s)	Change
Appendix M: Assessment / Test Types	None	Added the following new code: **140 CA High School Proficiency Exam (CHSPE)**
Appendix M: Assessment / Test Types	None	Added the following new code: **141 California Alternate Performance Assessment (CAPA)**
Appendix N: Subtests	None	Added the following new code: **231 Speaking**
Appendix N: Subtests	None	Deleted the following code: 481 Total Mathematics
Appendix O: Activity or Award Types	499 Other	Added the following new code: **137 Snowboarding** Modified the following code definition: 499 Other *Journalism, Broadcasting or Yearbook.*

Appendix A – States and Provinces

For use, see data elements: 01.06.10, 02.05.02, 03.03.10, 05.03.05, 08.04.02, 14.04.03

U.S. States / Territories:

AL Alabama
AK Alaska
AZ Arizona
AR Arkansas
CA California
CZ Canal Zone
CO Colorado
CT Connecticut
DE Delaware
DC District of Columbia
FL Florida
GA Georgia
GU Guam
HI Hawaii
ID Idaho
IL Illinois
IN Indiana
IA Iowa
KS Kansas
KY Kentucky
LA Louisiana
ME Maine
MD Maryland
MA Massachusetts
MI Michigan
MN Minnesota
MS Mississippi
MO Missouri
MT Montana
NE Nebraska
NV Nevada
NH New Hampshire
NJ New Jersey
NM New Mexico
NY New York
NC North Carolina
ND North Dakota
OH Ohio
OK Oklahoma
OR Oregon
PA Pennsylvania
PR Puerto Rico
RI Rhode Island
SC South Carolina
SD South Dakota

TN Tennessee
TX Texas
UT Utah
VT Vermont
VA Virginia
VI Virgin Islands
WA Washington
WV West Virginia
WI Wisconsin
WY Wyoming

Canadian Provinces:

AB Alberta
BC British Columbia
MB Manitoba
NB New Brunswick
NF Newfoundland
NS Nova Scotia
NT North West Territories
ON Ontario
PE Prince Edward Island
PQ Quebec
SK Saskatchewan
YT Yukon

United Mexican States:

AG Aguascalientes
BN Baja California Norte
BS Baja California Sur
CH Chihuahua
CL Colima
CM Campeche
CS Chiapas
CU Coahuila
DF Distrito Federal
DG Durango
GR Guerrero
GT Guanajuato

HG Hidalgo
JA Jalisco
MC Michoacan
MR Morelos

United Mexican States Cont.:

MX Mexico State
NA Nayarit
NL Nuevo Leon
OA Oaxaca
PU Puebla
QE Queretaro
QI Quintana Roo

SI Sinaloa
SL San Luis Potosi
SO Sonora
TB Tabasco
TL Tlaxcala
TM Tamaulipas
VE Veracruz
YU Yucatan
ZA Zacatecas

Appendix B – Countries

For use, see data elements: 02.05.03, 05.03.06, 08.04.03

AD Andorra
AE United Arab Emirates
AF Afghanistan
AG Antigua & Barbuda
AI Anguilla
AL Albania
AM Armenia
AN Netherlands Antilles
AO Angola
AQ Antarctica
AR Argentina
AS American Samoa
AT Austria
AU Australia
AW Aruba
AZ Azerbaijan
BA Bosnia and Herzegovina
BB Barbados
BD Bangladesh
BE Belgium
BF Burkina Faso
BG Bulgaria
BH Bahrain
BI Burundi
BJ Benin
BM Bermuda
BN Brunei Darussalam
BO Bolivia
BR Brazil
BS Bahamas
BT Bhutan
BU Burma (No Longer Exists)
BV Bouvet Island
BW Botswana
BY Belarus (Formerly Byelorussian Soviet Socialist Republic)
BZ Belize
CA Canada
CC Cocos (Keeling) Islands
CD Congo, The Democratic Republic of (Formerly Zaire)
CF Central African Republic
CG Congo
CH Switzerland
CI Côte D'ivoire (Ivory Coast)
CK Cook Islands
CL Chile
CM Cameroon
CN China
CO Colombia
CR Costa Rica
CS Czechoslovakia (No Longer Exists)
CU Cuba
CV Cape Verde
CX Christmas Island
CY Cyprus
CZ Czech Republic
DD German Democratic Republic (No Longer Exists)
DE Germany
DJ Djibouti
DK Denmark
DM Dominica
DO Dominican Republic
DZ Algeria
EC Ecuador
EE Estonia
EG Egypt
EH Western Sahara
ER Eritrea
ES Spain
ET Ethiopia
FI Finland
FJ Fiji
FK Falkland Islands (Malvinas)
FM Micronesia
FO Faroe Islands
FR France
GA Gabon
GB United Kingdom (Great Britain)
GD Grenada
GE Georgia
GF French Guiana
GH Ghana
GI Gibraltar
GL Greenland
GM Gambia

GN Guinea
GP Guadeloupe
GQ Equatorial Guinea
GR Greece
GS South Georgia and The South Sandwich Islands
GT Guatemala
GU Guam
GW Guinea-Bissau
GY Guyana
HK Hong Kong
HM Heard Island & McDonald Islands
HN Honduras
HR Croatia
HT Haiti
HU Hungary
ID Indonesia
IE Ireland
IL Israel
IN India
IO British Indian Ocean Territory
IQ Iraq
IR Islamic Republic of Iran
IS Iceland
IT Italy
JM Jamaica
JO Jordan
JP Japan
KE Kenya
KG Kyrgyzstan
KH Cambodia (Formerly Democratic Kampuchea)
KI Kiribati
KM Comoros
KN St. Kitts and Nevis
KP Korea, Democratic People's Republic of
KR Korea, Republic of
KW Kuwait
KY Cayman Islands
KZ Kazakhstan
LA Lao People's Democratic Republic
LB Lebanon
LC Saint Lucia
LI Liechtenstein
LK Sri Lanka
LR Liberia
LS Lesotho
LT Lithuania
LU Luxembourg
LV Latvia
LY Libyan Arab Jamahiriya
MA Morocco
MC Monaco
MD Moldova, Republic of
MG Madagascar
MH Marshall Islands
MK Macedonia (Formerly Yugoslav, Republic of)
ML Mali
MM Myanmar
MN Mongolia
MO Macau
MP Northern Mariana Islands
MQ Martinique
MR Mauritania
MS Montserrat
MT Malta
MU Mauritius
MV Maldives
MW Malawi
MX Mexico
MY Malaysia
MZ Mozambique
NA Namibia
NC New Caledonia
NE Niger
NF Norfolk Island
NG Nigeria
NI Nicaragua
NL Netherlands
NO Norway
NP Nepal
NR Nauru
NU Niue
NZ New Zealand
OM Oman
PA Panama
PE Peru
PF French Polynesia
PG Papua New Guinea
PH Philippines
PK Pakistan
PL Poland
PM St. Pierre & Miquelon
PN Pitcairn
PR Puerto Rico
PT Portugal
PW Palau
PY Paraguay
QA Qatar
RE Réunion
RO Romania

RU Russian Federation
RW Rwanda
SA Saudi Arabia
SB Solomon Islands
SC Seychelles
SD Sudan
SE Sweden
SG Singapore
SH St. Helena
SI Slovenia
SJ Svalbard & Jan Mayen Islands
SK Slovakia
SL Sierra Leone
SM San Marino
SN Senegal
SO Somalia
SR Suriname
ST Sao Tome & Principe
SV El Salvador
SY Syrian Arab Republic
SZ Swaziland
TC Turks & Caicos Islands
TD Chad
TF French Southern Territories
TG Togo
TH Thailand
TJ Tajikistan
TK Tokelau
TM Turkmenistan
TN Tunisia
TO Tonga
TP East Timor
TR Turkey
TT Trinidad & Tobago
TV Tuvalu
TW Taiwan, Province of China
TZ Tanzania, United Republic of
UA Ukraine (Formerly Ukrainian Soviet Socialist Republic)
UG Uganda
UM United States Minor Outlying Islands
US United States of America
UY Uruguay
UZ Uzbekistan
VA Vatican City State (Holy See)
VC St. Vincent & The Grenadines
VE Venezuela
VG British Virgin Islands
VI United States Virgin Islands
VN Viet Nam
VU Vanuatu
WF Wallis & Futuna Islands
WS Samoa
YD Democratic Yemen (No Longer Exists)
YE Yemen
YT Mayotte
YU Yugoslavia
ZA South Africa
ZM Zambia
ZW Zimbabwe
ZZ Unknown or Unspecified Country

Appendix C – Languages

For use, see data elements: 02.07.01, 02.08, 09.10.01, 13.09.03

00 English
56 Albanian
37 American Sign Language
11 Arabic
12 Armenian
42 Assyrian
58 Bosnian
13 Burmese
03 Cantonese
36 Cebuano (Visayan)
54 Chaldean
20 Chamorro (Guamanian)
39 Chaozhou (Chaochow)
14 Croatian
15 Dutch
16 Farsi (Persian)
17 French
18 German
19 Greek
43 Gujarati
21 Hebrew
22 Hindi
23 Hmong
24 Hungarian
25 Ilocano
26 Indonesian
27 Italian
08 Japanese
09 Khmer (Cambodian)
50 Khmu
04 Korean
51 Kurdish (Kurdi, Kurmanji)
47 Lahu
10 Lao
07 Mandarin (Putonghua)
48 Marshallese
44 Mien (Yao)
49 Mixteco
40 Pashto
05 Filipino (Tagalog or Pilipino)
41 Polish
06 Portuguese
28 Punjabi
45 Rumanian
29 Russian
30 Samoan
52 Serbo-Croatian (Serbian)
01 Spanish
46 Taiwanese
32 Thai
57 Tigrinya
53 Toishanese
34 Tongan
33 Turkish
38 Ukrainian
35 Urdu
02 Vietnamese
99 Other Non-English language

Appendix D – Enrollment Exit/Withdrawal Reasons

For use, see data element: 05.07

100 Student graduated and received a high school diploma

101 Student completed school year

102 Student completed summer session

103 Student completed extra session

110 Student withdrew from/left school to pursue a job

130 Student died while enrolled in school or during the summer break after completing the prior school year

140 Student withdrew from/left school and there is no evidence the student is in an academic program toward a diploma or its equivalent

150 Student withdrew from/left school and has enrolled in another public school in this school district

160 Student withdrew from/left school and the district has received acceptable documentation of enrollment in another public school district in California

170 Student withdrew from/left school with declared intent to enroll in another California public school district and there is no acceptable documentation of having done so

180 Student withdrew from/left school and the district has received acceptable documentation of enrollment in a private school in California

190 Student withdrew from/left school with declared intent to enroll in a private school within California and there is no acceptable documentation of having done so

200 Student withdrew from/left school to enroll in another public school outside California and the district has acceptable documentation of having done so

210 Student withdrew from/left school to enroll in another public school outside California and there is no acceptable documentation of having done so

220 Student withdrew from/left school to enroll in a private school outside California and the district has acceptable documentation of having done so

230 Student withdrew from/left school to enroll in a private school outside California and there is no acceptable documentation of having done so

240 Student withdrew from/left school to move to another country and the district has acceptable documentation of enrollment in school in other country

250 Student withdrew from/left school to move to another country and the district has no acceptable documentation of enrollment in an academic program in the other county

260 Student withdrew from/left school to enroll in an alternative program with documentation that he or she is working toward the completion of a high school diploma or GED certificate or its equivalent

270 Student withdrew from/left school to enroll in an alternative program and there is no evidence of the student working toward the completion of a high school diploma or GED certificate or its equivalent

280 Student withdrew from/left school to enter college with documentation that the student is working toward an Associate or Bachelor's degree

290 Student withdrew from/left school to enter college with no evidence that the student is working toward an Associate or Bachelor's degree

300 Student was expelled with no further participation in an academic program working toward the completion of a high school diploma or GED certificate or its equivalent

310 Student withdrew from/left school and entered a health care facility

320 Student completed the GED, district has acceptable documentation, and the student has not returned to school

330 Student took and passed the California High School Proficiency Exam (CHSPE), the district has acceptable documentation, and the student has not returned to school

340 Student withdrew at the request of student, parent, guardian, or other person with legal control of the student for home schooling

350 Student has been placed in the California Youth Authority (CYA)

360 Student completed grade 12 but did not graduate or receive a diploma and there is no evidence the student is in an academic program leading toward a diploma or its equivalent

370 Student entered an institution that is not primarily academic (military, job corps, justice system, etc.) and is in a secondary program leading toward a high school diploma."

380 Student entered an institution that is not primarily academic (military, job corps, justice system, etc.) and is not in a secondary program leading toward a high school diploma.

390 Student completed highest grade level at this school and plans to matriculate to another school.

400 Other (reason unknown or not listed above)

Appendix E – Attendance Categories

For use, see data element: 06.03.01

10 K Regular
11 1-3 Regular
12 4-6 Regular
13 7-8 Regular
14 9-12 Regular
15 K-12 Continuation
16 K-12 Opportunity schools and classes
17 K-12 Opportunity programs
18 K-12 Home and Hospital
19 K-12 Special Education – Master Plan
20 K-12 Special Ed. – Nonpublic nonsectarian schools – E.C 56365
21 K-12 Special Ed. – Nonpublic nonsectarian schools – E.C. 56156.6
22 K-12 Special Ed. – Nonpublic nonsectarian schools – E.C. 56160 (b)
23 K-12 Community Day School
24 K-12 Regional Occupational Center
25 Adult concurrently enrolled in K-12
26 Adult not concurrently enrolled in K-12
27 Adult 21 years or older or adult 19 or older not continuously enrolled since his/her 18th birthday participating in full-time independent study
28 Adult in Correctional Facility
29 Extended Year Special Education – Master Plan – Mandated
30 Extended Year Prog. – Nonpublic nonsectarian schools –E.C. 56365
31 Extended Year Prog. – Nonpublic nonsectarian schools –E.C.56156.6
32 Extended Year Prog. – Nonpublic nonsectarian schools –E.C.56160(b)
33 Summer School Core
34 Summer School Proficiency
35 Summer School Vocational Work Experience
36 GAIN/CalWORKS
37 Apprentice – Section 3074 of the Labor Code

County Operated Programs:

50 Student who is a resident of another state (County School Tuition Fund)
51 Juvenile Hall Home or Camps
52 County Group Home and Institution Pupil
53 Community School Pupil – Probation
54 Community School Pupil – Expelled
55 Community School Pupil – Homeless
56 Opportunity School or Full-Day Opportunity Classes
57 Pregnant Minor
58 Specialized School

59 Technology, Agriculture, and Natural Resource Conservation School
60 Regional Occupational Center/Program – Mandated Programs
61 Adult in Correctional Facility
62 Handicapped Adult
63 Adult
64 Adult on Full-Time Independent Study Contract

School Age Parenting and Infant Development Program:

70 Infant – full time
71 Infant – half time
72 Parent – theory and practicum
73 Pregnant student – theory and practicum
74 Pregnant student – either theory or practicum
75 Non-parent students

Appendix F – Special Programs

For use, see data elements: 07.01, 16.01

Listed alphabetically:

100 5% Projects
101 504 Accommodation Plan
102 Adolescent Family Life Program
103 Adult Basic Education (ABE)
104 Adult Education
105 Adults w/Disabilities
106 Alternative Education: Continuation
107 Alternative Education: Community/Experience Base
108 Alternative Education: Opportunity
109 Alternative Education: Magnet Program
110 Alternative Education: Pregnant/Parenting
111 Alternative Education: Independent Study
112 Alternative Education: Other
113 California Partnership Academy
114 CalServe
-- CalWorks (see code #157)
115 Chapter 1
116 Citizenship
117 Class Size Reduction Program - Option 1 (Full Day)
118 Class Size Reduction Program - Option 2 (Half Day)
119 Distance learning
120 English Learner (EL)
121 ESEA Title I – SCE School wide
122 ESEA Title I – SCE Targeted
123 ESEA Title VII
124 ESL/Citizenship
125 Family literacy
126 Greater Avenues for Independence (GAIN)
127 Gifted and Talented Education (GATE)
128 Health and Safety
129 High School Diploma Requirement (Adult Ed.)
130 Home economics
131 Homeless
132 Indian Education
133 Jail/Community
134 Medi-Cal/Medicaid
135 Migrant Education
136 National School Lunch Program - Free meals
137 National School Lunch Program - Reduced price meals
138 Older adults
139 Other instructional program (Adult Ed.)
140 Other special program (Adult Ed.)
141 Parent education
142 Pre-employment
143 ROC/P

144 Special Education
145 Special Education Infant
146 State Bilingual
147 State Compensatory Education (SCE)
148 State corrections
149 Title I Part A and EIA-SCE
150 Title I Part A/SCE
151 Title I Part A/SCE – Schoolwide
152 Title I Part A/SCE - Targeted Assistance
153 Tutoring
154 Vocational Education
155 Workplace Education
156 WorkAbility
157 Temporary Assistance to Needy Families (TANF) / **CalWorks**
158 Math, Engineering & Science Achievement (MESA)
159 MET (Math, Engineering & Technology?)
160 Advancement Via Individual Determination (AVID)
161 Healthy Start
162 California School Age Families Education (CalSAFE)

Appendix G – Outcomes of Program Services/Participation

For use, see data element: 07.08

California Partnership Academy:

100 4-year college
101 Community College
102 Completed previous school year and still in academy
103 Completed previous school year in the academy and left the academy
104 Did not complete previous school year in the academy
105 Returned to regular high school curriculum
106 ROC/P or vocational program
107 Student completed academy
108 Transferred to other program inside district
109 Unknown
110 Work
111 Military

ROC/P:

800 Status Unknown
801 Military Service
802 Pursuing Additional Education
803 Other Reason
804 Employed – Nonrelated Field
805 Employed in Field Trained
806 Unemployed – seeking Employment

Vocational Education within a Carl Perkins Voc. and Tech. Program:

700 Placed in Continuing Education
701 Placed in employment in a related occupation
702 Placed in employment in a non-related occupation
703 Entered military service
704 Other

Other:

900 Adult education
901 Comprehensive school
902 Continuation school
903 Employed in related occupation
904 Grade level placement according to the reading level of the student
905 Independent study

906 Non-reader, student of school age not able to read whatsoever
907 Pre-reader, student too young to read
908 School dropout
909 Student continuing instruction in the course
910 Student met the objectives of the course and is no longer enrolled
911 Student terminated enrollment without meeting course objectives
912 Other school program

Appendix H – Program or Instructional Settings

For use, see data element: 07.11

Language:

300 Structured English Immersion (also referred to as Sheltered English Immersion): EL students receive instruction through an English language acquisition process for young children in which nearly all classroom instruction is in English but with a curriculum and presentation designed for children who are learning the language (EC 305 and 306(a)).

301 Alternative Course of Study: Classes where EL students are taught English and other subjects through bilingual education techniques or other generally recognized methodologies permitted by law and where the pupils enrolled have been (1) granted a parental exception waiver pursuant to EC 310 and 311; or (2) enrolled in any Alternative Education Program operated under the Superintendent of Public Instruction's waiver authority (EC 58509) when such an alternative for EL student was established specifically to waive one or more sections of EC 300 through 340; or (3) enrolled in a Charter School program which offers any alternative course of study for EL students.

302 English Language Mainstream Classroom

303 Other Instructional Setting: These are EL students placed in an instructional setting other than one of those described above.

SELPA Preschool Settings:

010 Early childhood setting
020 Early childhood special education setting
030 Home
040 Part-time early childhood/part-time early childhood special education setting
050 Residential facility
060 Separate school
070 Itinerant service outside the home
080 Reverse Mainstream setting

Other:

150 Early Intervention Classroom or Center
151 Family Child Care
152 Home
153 Hospital (Inpatient)
154 Outpatient Service Facility
155 Regular Nursery School
156 Residential Facility
157 Any other setting

Appendix I – Instructional or Support Services Received

For use, see data element: 07.12

Consolidated Application - ESEA Title I

Instructional service area:

340 Language Arts
341 Mathematics
342 Reading
343 Other instructional service

Support service area:

350 Attendance, social work, guidance, psychology
351 Health/nutrition
352 Infant/preschool services
353 Pupil transportation
354 Other support service

Healthy Start:

120 Academic counseling
121 Adult basic education
122 Adult/child mentoring programs
123 Assessment (case)
124 Career counseling
125 Case management services
126 Case planning
127 CHDP exams
128 Child abuse reporting/emergency response
129 Child Care
130 Childbirth education
131 Childhood immunizations
132 Citizenship preparation
133 Clothing services
134 Crisis shelter
135 Cultural enrichment
136 Dental care
137 Dental screening
138 Developmental assessment
139 Disability Insurance
140 Disease-specific treatment
141 Disease/disability information
142 Dropout programs
143 Early childhood education

150 Early identification programs
151 Early intervention for mental illness
152 Early intervention for developmentally delayed
153 Educational testing
154 Emergency food
155 English as a second language
156 Extended day care
157 Eye care
158 Eye screening
159 Family preservation programs
160 Family support centers
161 General acute care hospitals
162 General physical examinations
163 Graduation requirements programs
164 Group counseling (mental health)
165 Hearing screening
166 Housing services
167 Immigration assistance
168 In-person crisis intervention
169 Individual advocacy (legal)
170 Individual counseling (mental health)
171 Intake (case)
172 Interpretation/translation
173 Job search/placement
174 Juvenile delinquency prevention
175 Legal counseling
176 Legal representation
177 Life problems counseling
178 Linking to services
179 Local transportation
180 Material resources
181 Maternal and infant care
182 Mental health facilities
183 Monitoring and evaluation of case progress
184 Mutual support groups (mental health)
185 Nutrition assessment and prescription services
186 Nutrition education
187 Nutrition maintenance
188 Obstetrics/gynecology
189 Occupational therapy
190 Other academic/educational services
191 Other basic needs services
192 Other employment services
193 Other family functioning services
194 Other health care
195 Other health education
196 Other health screening
197 Other income maintenance programs
198 Other legal services
199 Other mental health services
200 Other services
201 Outpatient mental health care
202 Outpatient substance abuse treatment programs

203 Outreach and identification of clients
204 Parenting education
205 Peer counseling (mental health)
206 Personal financial management counseling
207 Physical therapy
208 Pre-job guidance
209 Psychosocial evaluation
210 Public employment and training programs
211 Recreational activities
212 School system advocacy
213 Specialty medicine
214 Speech and hearing
215 Speech and language evaluations
216 Student counseling services
217 Substance abuse education prevention
218 Teen family planning programs
219 Teen parent/pregnant teen education program
220 Temporary financial aid
221 Termination of case
222 Truancy counseling
223 Tutorial Services
224 Utility assistance
225 Wellness programs
226 Youth development

Homeless Children:

250 AFDC
251 Shortened data programs
252 Tutoring

Language Census:

330 *English Language Development (ELD):* These are students receiving a program of ELD, and with none of the following services: Specially Designed Academic Instruction in English (SAIE), SDAIE with Primary Language Support, Academic Subjects through the Primary Language. ELD is a specialized program of English language instruction appropriate for the student's identified level of language proficiency. It is consistently implemented and designed to promote second language acquisition of listening, speaking, reading, and writing. ELD should be provided by teachers.

331 *ELD and Specially Designed Academic Instruction in English (SDAIE):* These are EL students receiving a program of ELD and, at a minimum, two academic subjects required for grade promotion or graduation, taught through Specially Designed Academic Instruction in English (SDAIE). SDAIE is an approach used to teach academic courses to EL students in English. It should be designed for non-native speakers of English and should focus on increasing the comprehensibility of the academic courses normally provided to FEP and English-only students in the district. These students are not receiving primary language support as described below. SDAIE should be provided by teachers.

332 *ELD and SDAIE with Primary Language Support:* These are EL students receiving a program of ELD and SDAIE, with Primary Language Support (L1 support) in at least two academic subject areas. L1 support is instructional support through the student's primary language. It does not take the place of academic instruction through the primary language but may be used in order to clarify meaning and facilitate student comprehension of academic content area concepts taught mainly through English. It may also include oral language development in the student's primary language. L1 support may be provided by credentialed teachers fluent in the student's primary language or by bilingual paraprofessionals (aides) reported in Part V, columns 02 or 03 of the form. The aides should be supervised by a credentialed teacher.

333 *ELD and Academic Subjects through the Primary Language (L1):* These are EL students receiving a program of ELD and, at a minimum, two academic subjects through the primary language (L1). L1 instruction is (1) for Kindergarten - grade 6, primary language instruction provided, at a minimum, in language arts (including reading and writing) and mathematics, science, or social science; or (2) for grades 7 - 12, primary language instruction provided, at a minimum, in two academic subjects required for grade promotion or graduation. The curriculum should be equivalent to that provided to REP and English-only students. These students may also be receiving SDAIE as described above. L1 instruction should be provided by teachers.

334 *Other Instructional Language Services:* EL students provided with an instructional service specifically designed for EL students that does not correspond to one of the descriptions found above.

335 *Not receiving any English Learner services:* EL students who are not provided with any specialized instructional service, as defined above.

Migrant Education:

230 Dental
231 English for EL (LEP)
232 Guidance/counseling
233 Health
234 Language arts not above
235 Mathematics
236 Other instructional services to migrant children
237 Other support services (Migrant Education)
238 Pupil transportation
239 Reading
240 Science
241 Social studies
242 Vocational/Career

Special Education – CASEMIS:

Ages 3-22 only:

052 Adapted physical education
084 Adult transition services
078 Braille transcription
055 Group counseling
056 Guidance services
051 Home and hospital
065 Individual and small group instruction
054 Individual counseling
074 Interpreter services
093 Nonpublic school services
080 Note taking services
060 Parent counseling
079 Reader services
064 Recreation services, therapeutic recreation
091 Resource services
092 Special day class
067 Specialized driver training)
063 Vocational education training
085 Vocational counseling

Both ages 3-22 and infants:

077 Assistive services
053 Audiological services
076 Behavior management services
086 Deaf and hard of hearing services
075 Education technology services
072 Health and nursing - specialized physical health
073 Health and nursing - other services
050 Language and speech
057 Occupational therapy
059 Orientation and mobility
058 Physical therapy
068 Psychological services
087 Respite care services
062 Social work services
071 Specialized services for low incidence disability
090 Transportation
066 Vision services
099 Other special education services

Infants only:

030 Family training, counseling and home visits
031 Medical services
032 Nutrition services
033 Service coordination
035 Special education aide in regular development class, child-care center or family child-care home
034 Special instruction

Vocational Education -- Performance-Based Accountability (PBA):

260 Assessment/testing/counseling
265 Job development/job search assistance
267 Occupational skills training (non-OJT)
268 On-the-Job Training
269 Other support services
270 Personal development training
273 Pre-employment skills/job readiness training
275 Transportation
276 Work experience

Appendix J – CBEDS Subject Area Assignment Codes

For use, see data element 08.05.03

Art

2800 Ceramics
2801 Design
2802 Crafts
2803 Art history
2804 Art appreciation
2805 Photography
2806 Drawing
2807 Painting
2808 Advertising design
2809 Cinematography
2810 Basic art
2811 Jewelry
2812 Sculpture
2813 Fashion design
2814 Fiber and textiles
2817 Printmaking
2818 Multicultural art/folk art
2819 Lettering/calligraphy
2820 Computer art/graphics
2821 Yearbook
2898 Other art course (including combinations of above)

Computer Education

2450 Computer literacy
2451 Computer programming
2453 Computer science
2454 Computer lab
2455 Web design
2458 Other computer education course (including combinations of above)

Dance

2352 Dance choreography and production
2353 Dance, movement, and rhythmic activities
2354 Folk/ethnic dance
2355 Dance fundamentals
2356 Independent or advanced study
2357 Ballet, modern, jazz dance
2358 Other dance course

Drama/Theater

2900 Theater/play production
2901 Drama/creative dramatics
2904 Theater workshop
2905 Technical theater/stagecraft
2906 Television production
2908 Media arts (individual or inclusive)
2910 History/appreciation of drama/theater arts
2998 Other drama/theater course (including combinations of above)

English

2100 Reading improvement/developmental reading/reading recovery
2101 Comprehensive English
2105 American literature
2106 English literature
2107 Ethnic literature
2108 World literature
2109 Other literature
2110 English language development
2111 Journalism
2112 Speech
2113 Composition
2114 Advanced composition
2115 Forensics
2116 Language structure/language arts (traditional grammar, transformational grammar, structural linguistics)
2117 Science fiction
2120 Reading (state-funded Miller-Unruh specialist)
2198 Other English course (including combinations of above)

Foreign Languages

2214 Chinese (first and second year)
2215 Chinese (advanced)
2204 French (first and second year)
2205 French (advanced)
2200 German (first and second year)
2201 German (advanced)
2202 Italian (first and second year)
2203 Italian (advanced)
2216 Japanese (first and second year)
2217 Japanese (advanced)
2212 Korean (first and second year)
2213 Korean (advanced)
2210 Latin (first and second year)
2211 Latin (advanced)
2218 Portuguese (first and second year)
2219 Portuguese (advanced)
2208 Russian (first and second year)

2209 Russian (advanced)
2206 Spanish (first and second year)
2207 Spanish (advanced)
2220 Vietnamese (first and second year)
2221 Vietnamese (advanced)
2223 Chinese (for native speakers)
2224 Korean (for native speakers)
2225 Spanish (for native speakers)
2226 Other language course (for native speakers)
2230 American sign language
2298 Other foreign language course (including combinations of above)

Health Education

2535 Health education
2531 Drug/alcohol/smoking education
2532 Family life education
2533 Sexually transmitted disease education
2534 Nutrition
2537 Life skills
2538 Other health education course (including combinations of above)

Humanities

2748 Any humanities course

Mathematics

2400 General mathematics/basic mathematics/ vocational mathematics
2401 Consumer mathematics/senior mathematics
2402 Remedial mathematics/proficiency development
2403 Beginning algebra
2404 Intermediate algebra
2405 Plane geometry
2406 Solid geometry
2407 Trigonometry
2408 Intermediate algebra and trigonometry
2409 Solid geometry/trigonometry
2410 Probability/statistics
2411 Modern abstract algebra
2414 Analytic geometry/pre-calculus
2415 Calculus
2417 Advanced algebra/advanced geometry/symbolic logic/number theory
2418 Independent study in mathematics (non-advanced course content)
2419 Independent study in mathematics (advanced course content)
2420 Math A
2421 Math B
2423 Accelerated mathematics (any of grades 4-8)
2424 Pre-algebra
2425 Integrated mathematics I (college preparatory)

2426 Integrated mathematics II (college preparatory)
2427 Integrated mathematics III (college preparatory)
2428 Beginning Algebra Part 1(first year of a 2-year course)
2429 Beginning Algebra Part 2 (second year of a 2-year course)
2430 Integrated Mathematics IV (college preparatory)
2498 Other mathematics course (including combinations of above)

Music

2300 Band
2301 Jazz band
2302 Stage band
2303 Orchestra
2305 Chorus/choir
2306 Vocal jazz /jazz choir
2307 Music appreciation/history/literature
2308 Music theory
2309 Composition/songwriting
2310 Instrumental music lessons (brass, guitar, keyboard, percussion, recorders, strings, woodwinds)
2311 Recorder ensemble
2313 Swing/show choir
2314 Chamber/madrigal/vocal ensemble
2315 Classroom/general/exploratory music
2316 Voice class
2320 Electronic music
2321 Computers in music
2322 Musical theatre
2398 Other music course (including combinations of above)

Physical Education

2500 Physical education
2501 Dance, all phases
2502 Athletic practice, not extracurricular
2598 Other physical education course (including combinations of above)

Special Designated Subjects

2505 Military Science
2545 Driver education
2546 Driver training
2548 Other safety education course
2602 Aviation education

Science

2600 Astronomy
2601 Aerospace education

2603 Biology
2604 Advanced biology
2605 Botany
2606 Zoology
2607 Chemistry
2608 Advanced chemistry
2609 Oceanography
2610 Physical science
2611 General science
2612 Environmental studies
2613 Physics
2614 Advanced physics
2615 Anatomy
2617 Conservation
2618 Earth science
2619 Energy education
2620 Geology
2621 Life science
2622 Meteorology
2623 Physiology
2624 Science projects
2625 Space science
2626 Coordinated/integrated science I (no first year chemistry or physics)
2627 Coordinated/integrated science II (no first year chemistry or physics)
2628 Coordinated/integrated science III (no first year chemistry or physics)
2629 Coordinated/integrated science IV (no first year chemistry or physics)
2633 Pacesetter science
2635 Conceptual chemistry
2636 Conceptual physics
2640 Coordinated/integrated science I (with first year chemistry)
2641 Coordinated/integrated science II (with first year chemistry)
2642 Coordinated/integrated science III (with first year chemistry)
2643 Coordinated/integrated science IV (with first year chemistry)
2644 Coordinated/integrated science I (with first year physics)
2645 Coordinated/integrated science II (with first year physics)
2646 Coordinated/integrated science III (with first year physics)
2647 Coordinated/integrated science IV (with first year physics)
2648 Coordinated/integrated science I (with both first year physics and chemistry)
2649 Coordinated/integrated science II (with both first year physics and chemistry)
2650 Coordinated/integrated science III (with both first year physics and chemistry)
2651 Coordinated/integrated science IV (with both first year physics and chemistry)
2698 Other science course (including combinations of above)

Social Science

2700 Anthropology
2701 Economics
2702 Physical geography
2703 Principles of American democracy/government and civics

2705 International studies
2706 Comparative political systems
2707 Current events
2708 California history
2709 United States history
2710 Ethnic studies
2711 World history: survey
2712 Other history, culture, geography: survey
2713 Philosophy
2714 Psychology
2715 Sociology
2719 Student government
2722 Career education
2724 World regional geography
2726 Comparative world religions
2728 World cultures
2730 Women's history
2732 Law-related education
2734 History-social science (social studies) (any of grades K-8)
2798 Other social science course (including combinations of above)

Advanced Placement (AP) For Grades 9-12 Only:

Art

2870 History of Art
2871 Studio Art: General Portfolio
2872 Studio Art: Drawing Portfolio

Computer Science

2470 Computer Science A
2471 Computer Science AB

English

2170 English Language and Composition
2171 English Literature and Composition
2172 International English Language

Foreign Language

2270 French Language
2271 French Literature
2272 German Language
2273 Latin-Vergil

2274 Latin-Literature
2275 Spanish Language
2276 Spanish Literature

Mathematics

2480 Calculus AB
2481 Calculus BC
2483 Statistics

Music

2370 Music Theory

Science

2670 General Biology
2671 General Chemistry
2672 Physics B
2673 Physics C
2674 Environmental Science

Social Science

2770 Macroeconomics
2771 Microeconomics
2772 Comparative Government and Politics
2773 United States Government and Politics
2774 European History
2775 United States History
2776 Psychology
2777 Human Geography
2778 World History

International Baccalaureate (IB):

Computer Education

2465 Computer Science
2466 Information Technology in a Global Society

English

2160 Language A1 (English)-literature

Fine and Performing Arts

2360 Music
2860 Art/Design
2960 Theater Arts

Foreign Language

2260 Language A (non-English)
2261 Language B
2262 Classical languages
2263 Language A2
2264 Ab initio

Humanities

2768 Theory of Knowledge

Mathematics

2460 Mathematical Studies
2461 Mathematical methods
2462 Mathematics higher level
2463 Advanced mathematics

Science

2660 Biology
2661 Chemistry
2662 Physics
2664 Environmental systems
2666 Design Technology

Social Science

2760 Economics
2761 Geography
2762 History
2763 Psychology
2764 Philosophy
2765 Social anthropology
2766 Business organization
2767 History of the Islamic world

Teacher Assignments–International Baccalaureate Middle Years Program (MYP)

2861 Visual Arts (Middle Years Program)
2961 Drama (Middle Years Program)
2361 Music (Middle Years Program)
2769 Humanities (history and/or geography) (Middle Years Program)
2161 Language A (Middle Years Program)
2265 Language B (Middle Years Program)

2467 Algebra (I or II) (Middle Years Program)
2468 Geometry and/or Trigonometry (Middle Years Program)
2469 Integrated Math Program (IMP) (Middle Years Program)
2464 Coordinated Program of Math (CPM) (Middle Years Program)
2560 Physical Education (Middle Years Program)
2665 Science (biology, chemistry, or physics) (Middle Years Program)
2479 Computer Technology (Middle Years Program)
2667 Design Technology (Middle Years Program)

Vocational Education:

Work Experience Education

4900 Work experience education

Agriculture Education

4010 Crop and soil science
4020 Animal science
4030 Mechanics and engineering technology
4040 Business management and marketing
4050 Horticulture and the environment
4060 Forestry, natural resources, and rural recreation
4070 Basic agriculture (first year)
4080 Basic agriculture (second year)
4098 Other agriculture course

Business Education–Marketing

4100 Advertising services
4101 Apparel and accessories
4102 Automotive and parts
4103 Financial services
4104 Floristry
4105 Food marketing
4106 Restaurant marketing
4107 General merchandise retailing
4108 Hardware/building materials
4109 Home furnishings
4110 Hotel and lodging
4111 Industrial marketing
4112 Insurance
4113 International trade
4116 Real estate
4117 Recreation and travel
4118 Transportation
4119 Customer service representative
4121 Small business ownership and management
4122 Marketing fundamentals
4198 Other marketing course

Business Education–Office

4600 Accounting/computer accounting
4601 Computer operations/computer science
4608 Secretarial
4609 Administrative support
4610 Keyboarding (typing)
4613 General office occupations
4614 Word processing occupations
4615 Information processing
4618 Telecommunications
4620 Medical office occupations
4621 Legal office occupations
4623 Business technology
4630 Business economics
4633 Information systems management
4637 Business management
4650 Business career exploration (grades 6-9)
4698 Other office/computer course

Consumer Home Economics Education

4310 Exploratory home economics (grades 6–8)
4311 Consumer home economics comprehensive core I
4312 Consumer home economics comprehensive core II
4321 Child development and guidance
4322 Articulated child development and guidance
4331 Clothing and textiles
4332 Articulated apparel construction
4341 Consumer education
4351 Family living and parenting education
4361 Food and nutrition
4362 Articulated nutritional science
4363 Articulated principles of food preparation
4371 Resource management
4381 Housing and furnishings
4391 Individual and family health
4396 Other articulated courses in consumer home economics
4398 Other consumer home economics course

Health Careers

4224 Exploring health care (exploratory core)
4225 Introduction to health care (introductory core)
4226 Preparing to work in health care level 1 (preparatory core)
4227 Preparing to work in health care level 2 (advanced core)
4234 Dental services
4235 Dental services continuing education
4242 Medical office services
4243 Medical office services continuing education
4255 Support services
4256 Support services continuing education
4260 Therapeutic services

4262 Therapeutic services continuing education
4265 Diagnostic services
4266 Diagnostic services continuing education
4267 Preventive services
4268 Preventive services continuing education
4276 Health care information services
4277 Health care information services continuing education
4280 Nursing services
4288 Biotechnology services
4289 Biotechnology services continuing education
4294 Nursing services continuing education
4298 Other health careers course

Home Economics Related Occupations

4400 Child care and development
4401 Teaching careers
4410 Fashion merchandising
4411 Fashion and textile design
4412 Apparel manufacturing, production, and maintenance
4420 Food and hospitality services
4421 Food and beverage production and preparation
4430 Interior design, furnishings, and maintenance
4441 Hospitality, tourism, and recreation
4442 Lodging services
4443 Travel related services
4444 Theme parks, attractions, and events
4451 Family and human services
4452 Elder care/intergenerational services
4461 Consumer, personal and financial services
4471 Food science, dietetics and nutrition
4472 Food science and technology
4498 Other home economic related occupations course

Industrial & Technology Education - Construction Technology

5501 Introduction to construction
5502 Residential and commercial construction
5503 Apartment and home repair/remodeling
5504 Boat building
5505 Brick, block, and stonemasonry
5506 Building, mechanical
5507 Carpentry
5508 Concrete placing and finishing
5509 Construction equipment operation
5510 Cooling and refrigeration
5511 Drywall installation
5512 Electrician
5513 Floor covering installation
5514 Furniture making
5515 Glazing
5516 Heating and air conditioning
5517 Insulation installation

5518 Lineworker
5519 Locksmithing
5520 Millwork and cabinetmaking
5521 Painting and decorating
5522 Pipefitting and steamfitting
5523 Plastering
5524 Plumbing
5525 Roofing
5527 Stage technology
5528 Structural and reinforcement metalwork
5529 Tile setting
5530 Upholstering
5531 Woodworking
5549 Other construction technology course

Industrial & Technology Education - Electronics Technology

5551 Introduction to electronics technology
5553 Avionics
5554 Biomedical equipment technology
5555 Business machine repair
5556 Communications electronics
5557 Computer electronics
5558 Computer service technology
5559 Electromechanical
5560 Electronic consumer products service
5561 Electronics technology
5562 Hybrid microelectronics
5563 Industrial electronics
5564 Instrument repair
5565 Instrumentation technology
5566 Major appliance repair
5567 Motor repair
5568 Small appliance repair
5570 Electronics assembly occupations
5598 Other electronics technology course

Industrial & Technology Education - Manufacturing Technology

5601 Manufacturing/materials processing
5603 Computer numerical control
5604 Foundry
5605 Industrial ceramics manufacturing
5606 Jewelry design, fabrication, and repair
5607 Machine tool operation/machine shop
5608 Metal fabrication
5609 Metallurgy
5610 Optical goods
5611 Plastic/composites
5612 Robotics
5613 Sheet metal
5614 Tool and die making
5616 Welding: combination

5617 Welding: electric
5618 Welding: gas
5620 Specialized welding program
5649 Other manufacturing technology course

Industrial & Technology Education - Explorations in Industrial Technology (for grades K-8)

5940 Exploring technology (general industrial arts)
5945 Communications technology (drafting, electronics)
5950 Construction technology (wood shop)
5955 Manufacturing technology (metal shop)
5960 Power, energy and transportation (auto shop)

Industrial & Technology Education - Power, Energy & Transportation Technology

5651 Introduction to power, energy, and transportation
5652 Automotives
5653 Aircraft mechanics, combination
5654 Automotive body repair & refinishing, combination
5655 Automotive mechanics, combination
5657 Diesel equipment mechanics
5658 Heavy equipment maintenance and repair
5659 Marine powerplant maintenance
5660 Motorcycle repair
5661 Small engine repair
5662 Truck and bus driving
5664 Automotive body repair
5666 Automotive painting and refinishing
5670 Automatic transmission/transaxle
5671 Manual drive train and axles
5672 Transmissions/drive trains, combination
5674 Brakes
5675 Suspension and steering
5676 Brakes/suspension and steering, combination
5678 Engine performance (including emission control)
5679 Electrical systems
5680 Engine performance/electrical systems, combination
5682 Engine repair
5684 Engine performance/engine repair, combination
5686 Heating and air conditioning
5688 Automotive specialty, other combinations
5698 Other power, energy, and transportation course

Industrial & Technology Education - Visual Communications, Drafting

5701 Drafting occupations
5703 Architectural drafting
5704 Civil/structural drafting
5705 Computer-aided drafting/design
5706 Electrical/electronic drafting
5707 Technical drafting

5708 Piping drafting
5709 Technical illustration
5710 Blueprint reading
5749 Other visual communication, drafting course

Industrial & Technology Education - Visual Communications, Graphics

5751 Graphic communications
5753 Bookbinding
5754 Commercial art
5755 Commercial photography
5756 Composition, make-up, and typesetting
5757 Desktop publishing
5758 Photoengraving
5759 Photography, lithography, and platemaking
5760 Photographic laboratory and darkroom
5761 Printing press operations
5762 Silk screen making and printing
5770 Broadcasting technology
5798 Other visual communications, graphics course

Industrial & Technology Education - Diversified Occupations

5811 Barbering
5812 Cosmetology
5814 Manicuring and pedicuring
5819 Other personal services course
5831 Fire control and safety
5833 Firefighting
5839 Other fire technology course
5842 Corrections
5847 Law enforcement
5849 Security services
5859 Other law enforcement/security services course
5861 Custodial services
5862 Fabric maintenance services
5864 Textile production and fabrication
5865 Pool and spa service
5866 Bicycle repair
5869 Other diversified occupations course

Industrial & Technology Education - Applied Technology

5970 Technology core, level 1
5972 Technology core, level 2
5975 Principles of technology
5980 Applied communications
5985 Applied mathematics

OTHER:

Self-contained Classroom Instruction
1015 Kindergarten or pre-first

1001 Grade 1
1002 Grade 2
1003 Grade 3
1004 Grade 4
1005 Grade 5
1006 Grade 6
1007 Grade 7
1008 Grade 8
1009 Combination class (any of grades K-3)
1010 Combination class (any of grades 4-8)
1012 Combination class (including grades 3-4)
1011 Other self-contained classroom (not single-subject)
2016 Continuation class
2017 Community day class

Special Education Instruction

3000 Special Day classes/centers
3001 Resource specialist
3002 Itinerant consulting teacher

Designated instruction and services:

3103 Home/hospital special education
3104 Adaptive physical education
3105 Special education driver education/training
3106 Vocational special education
3007 Other special education instruction

Other Instruction

6004 Resource teacher (not Special Education)
6001 Skills center instruction/study skills
6005 Independent study
6007 Alternative/opportunity education
6013 Home or hospital
6014 Day to Day substitute
6023 Advancement Via Individual Determination (AVID)
2536 Peer counseling/conflict management
6098 Other instruction

Appendix L – Course Mark Types

For use, see data elements: 08.05.19.02, 08.05.20.01

10 - Five or more passing grades (alpha with +/-)												
Code	**Grades Used**											
Wt	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0.0
01	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
02	A+, A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
03	A		B+	B		C+	C		D+	D		F
04	A+, A		B+	B		C+	C		D+	D		F
05	A+, A	A-	B+	B	B-	C+	C	C-	D+	D		F
06	A	A-	B+	B	B-	C+	C	C-				F
07	A		B+	B		C+	C			D		F
08	A	A-	B+	B	B-	C+	C	C-	D+	D		F
09	A	A-	B+	B	B-	C+	C	C-		D		F
10	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E/NC
11	A+, A	A-	B+	B	B-	C+	C	C-				
12	A+, A	A-	B+	B	B-	C+	C	C-	D+	D	D-	
13	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	
14	Non-standard system using 5 or more alpha grades, no "F"											
15	Non-standard system using 5 or more alpha grades, and "F"											

11 – ABCD/F with Halfstep Grades (AB, BC, etc.)									
Code	**Grades Used**								
Wt	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0
16	A	AB	B	BC	C	CD	D	DF	F
17	A	AB	B	BC	C		D		F
18	A		B	C+	C		D		F
19	A	B+	B	C+	C	D+	D		F
20	A	B+	B	C+	C		D		F
21	A	B+	B	C+	C	C-	D		F
22	A+,A	B+	B	C+	C	D+	D		F
23	Other ABCDF system with halfstep grades, no "F" grade								
24	Other ABCDF system with halfstep grades and "F" grade								

12 - ABCD/F Type (4 passing letter grades)					
Code	**Grades Used**				
Wt	4.0	3.0	2.0	1.0	0.0
25	A	B	C	D	F
26	A	B	C	D	NC/N
27	A	B	C	D	E
28	H	S+	S	S-	U
29	E	S	M	I	F
30	DN	HP	P	HCO	NC
31	D	E	G	Q	U/F
32	H	E	G	P	U
33	S	H	P	LP	F
34	E	VG	G	P	F
35	HO	HP	PA	CR	NC
36	A	B	C	D	
37	A	B	C	D	U/R
38	Other ABCD/F type system, no "F" grade				
39	Other ABCD/F type system, with "F" grade				

13 - ABC/F Type (3 passing letter grades)				
Code	**Grades Used**			
Wt	4.0	3.0	2.0	0.0
40	A	B	C	F
41	H	HP	CR	NC
42	H	HP	P	F
43	A	B	C	NC
44	A	B	C	
45	H	HP	P	NP
46	HH	H	P	
47	HH	H	P	F
48	E	G	P	U/F
53	Other ABC/F type system, with no "F" grade			
54	Other ABC/F type system, with "F" grade			

14 - Pass/Fail Type (one or two passing grades)	
Code	**Grades Used**
Two passing grades, each converted to an American Medical Colleges Admissions Service (AMCAS) grade of "P"; failing grade converted to "N"	
55	Pass/Fail: HP and P, F
56	Pass/Fail: H and P, F
57	Pass/Fail: HP and P, N/NC
58	Pass/Fail: H and P, U
59	Other Pass/Fail types with two passing grades
One passing grade, converted to AMCAS grade of "P"; failing grade converted to AMCAS grade of "N"	
60	Pass/Fail: P, F
61	Pass/Fail: SAT, U
62	Pass/Fail: CR, NC
63	Pass/Fail: S, U
64	Other Pass/Fail types with one passing grade

15 - Numeric - Percent Type												
Code	**Grades Used**											
Wt	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0.0
65	100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59-0
66	100-90			89-80			79-70			69-60		59-0
67	100-94	93-90		89-85			84-75			74-70		69-0
68	100-90			89-80			79-70			69-65		64-0
69	100-93			92-85			84-77			76-70		69-0
70	100-93			92-84			83-75			74-70		69-0
71	100-90			89-80		79-76	75-70			69-60		59-0
72	100-90		89-85	84-80		79-75	74-70					69-0
73	Other numeric grading system - percent type											
74	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0.0
77	1			2			3			4		5
79	4.0			3.0			2.0			1.0		0.0
80	1+,1	1-	2+	2	2-	3+	3	3-	4+	4	4-	5/6
81	3.0			2.0			1.0					0.0
82	Other numeric grading system - 4.0 or integer type											

16 - Numeric (4.0 type) Grading Systems using Halfstep Grades									
Code	**Grades Used**								
Wt	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0
76	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0
78	4.0	3.5	3.0	2.5	2.0		1.0		0.0
82	Other numeric grading system - 4.0 or integer type								
75	Continuous 4.0 scale (4.0 to 0.0)								

17 - Numeric - Canadian Type												
Code	**Grades Used**											
Wt	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0.0
83	9	8	7		6	5		4	3			2,1
84	10,9	8	7		6	5		4	3	2	1	0
85	100-87	86-80	79-76	75-73	72-70	69-66	65-63	62-60	59-56	55-53	52-50	49-0
86	100-84	83-75	74-72	71-69	68-66	65-64	63-62	61-60	59-56	55-53	52-50	49-0
87	100-87	86-80	79-75	74-70	69-65	64-60	59-55	54-50				49-0
88	100-87	86-80	79-75	74-70	69-65	64-62	61-59	58-55	54-52	51-48	47-45	44-0
89	Other numeric grading system - Canadian											

18 - Miscellaneous grades used for transcripts	
Code	**Description**
500	Current Enrollment; Course in Progress; Permanent grade not yet assigned
501	Passing grade in a course (credit or non-credit) which is normally, or based on student option, given a pass/fail or satisfactory/unsatisfactory designation
502	Failing grade in a course (credit or non-credit) which is normally, or based on student option, given a pass/fail or satisfactory/unsatisfactory designation
503	Credit established by advanced placement examination, departmental or institutional credit, credit by exam, etc.
504	Transfer credit; grade not carried on receiving institution's transcript
505	Incomplete
506	Withdrew (without penalty or pass/fail designation)
507	Withdrew passing
509	Withdrew failing
510	Honors grade
511	Audited or visited the course
512	Exempted course
513	No grade reported yet by instructor (although the course has ended)
514	Failing/no pass/unsatisfactory grade awarded because incomplete not resolved satisfactorily
515	Repeated course
517	Grade Scale Unknown
530	Other passing/satisfactory grade not described above
540	Other not passing/unsatisfactory grade not described above

Appendix M – Assessment/Test Types

For use, see data element: 09.02.01

100 Assessment of Applied Academic Skills
101 Assessments in Career Education (ACE)
102 California Achievement Tests (e.g., CAT 6)
103 Comprehensive Assessment Program Achievement Series
104 Comprehensive Tests of Basic Skills
105 English Language Development *(e.g., CA English Language Development Test (CELDT))*
106 General Education Development (GED)
107 Golden State Examinations (GSE)
108 California High School Exit Exam (CAHSEE)
109 Iowa Test of Educational Development (9-12)
110 Iowa Tests of Basic Skills
111 Metropolitan Achievement Tests
112 Metropolitan Language Instructional Tests
113 Metropolitan Reading Instructional Tests
114 National Tests of Basic Skills
115 National Achievement Tests Comprehensive Assessment Program
116 National Assessment of Education Progress (NAEP)
117 Physical Fitness
118 Preliminary Scholastic Aptitude Test I (PSAT I)
119 Preliminary Scholastic Aptitude Test II (PSAT II)
120 Science Research Associates Achievement Tests
121 Science Research Associates Survey of Basic Skills
122 Stanford Diagnostic Reading Test
123 Stanford Achievement Tests (e.g., SAT 9)
124 Stanford Test of Academic Skills
125 Sequential Tests of Educational Progress
126 Test of Adult Basic Education (TABE)
127 Tests of Achievement and Proficiency
128 The 3 R's Test
129 California State Adopted Test
130 Local / District Adopted Test
131 American College Testing Program (ACT)
132 ACT Explore
133 Scholastic Assessment Test I (SAT I)
134 Scholastic Assessment Test II (SAT II)
135 Advanced Placement Exam
136 International Baccalaureate – Higher Level Exam
137 College Level Entrance Program (CLEP)
138 Test of English as a Foreign Language (TOEFL)
139 STAR Standards-Based Tests
140 CA High School Proficiency Exam (CHSPE)

141 California Alternate Performance Assessment (CAPA)

Language Tests:

200 Basic Inventory of Natural Language (BINL)
201 Bilingual Syntax Measure (BSM I / II)
202 Idea Oral Language Proficiency Tests (IPT I & II)
203 Pre-Idea Oral Language Proficiency Test (Pre-IPT)
204 Idea Reading and Writing Proficiency Tests
205 Language Assessment Battery (LAB)
206 Language Assessment Scales – Reading/Writing (LAS-R /W)
207 Language Assessment Scales (LAS-O) I & II
208 Pre-Language Assessment Scales (Pre-LAS)
209 Peabody Picture Vocabulary Test
210 Quick Informal Assessment – Oral & Written
211 Quick Start Exam (QSE)
212 Woodcock Language Proficiency Battery – Revised (WLPB-R)
213 Woodcock-Munoz Language Survey (WMLS)
214 Selected Achievement Tests in Native Languages
215 Basic Elementary Skills Test (BEST)
216 Bateria Woodcock-Munoz Revisada
217 Brigance: assessment of Basic Skills – Spanish Edition
218 Riverside Test (La Prueba Riverside de Realizacion)
219 Spanish Assessment of Basic Education (SABE)

Special Education Tests:

300 Special Education Tests
301 Clinical Evaluation of Language Functioning (CELF)
302 Expressive One Word Picture Vocabulary Test
303 Goldman-Fristoe Test of Articulation
304 Receptive One Word Picture Vocabulary Test
305 Test of Language Development (TOLD)
306 Test of Auditory Perceptual Skills (TAPS)
329 Other Special Education Language Test (specify)

Other:

400 Vocational Education Tests
999 Other test (specify)

Appendix N – Subtests

For use, see data element: 09.11.01

401 Algebra I
402 Algebra II
403 American History and Social Studies
100 Applications
101 Applied Proficiency Skills
102 Art - Drawing
103 Art - General
104 Art History
105 Auditory Discrimination
106 Auditory Vocabulary
107 Basic Battery
404 Biology (E/M) – Ecological or Molecular
108 Biology (General)
405 Biology E (Ecological)
406 Biology M (Molecular)
407 Biology-Life Sciences
408 Calculus
109 Calculus AB
110 Calculus BC
409 California History, Geography and Government
111 Capitalization
112 Chemistry (General)
411 Chinese (Reading & Listening)
410 Chinese Language
115 Complete Battery
116 Composite
117 Comprehension
118 Computation
412 Computer Science
113 Computer Science - A
114 Computer Science - B
414 Computer Science AB
119 Concepts/Applications
120 Content Area Reading
121 Core Total
122 Decoding
415 Earth Science
417 Earth Science: Astronomy and Cosmology
416 Earth Science: Investigation and Experimentation
418 Earth Science: Solid Earth
123 Economics - Macro
124 Economics - Micro
125 Educational Ability Series
126 English
127 English A
128 English B

420 English Language Proficiency Test
129 English Language/Composition
130 English Literature/Composition
131 English: Rhetorical Skills
132 English: Usage and Mechanics
419 English-Language Arts
421 Environment
422 Environmental Science
133 European History
134 Expression
135 Expression – Advanced Reading
136 Expression Total
137 Fast Reading
138 Fluency
139 Foreign Language A
140 Foreign Language B
424 French (Reading & Listening)
423 French (Reading)
141 French Language
142 French Literature
425 Geometry
427 Geometry: Angle Relationships, Constructions and Lines
426 Geometry: Logic and Geometric Proofs
429 German (Reading & Listening)
428 German (Reading)
143 German Language
144 Government & Politics - Comparative
145 Government & Politics – United States
146 Grammar
147 History (American)
148 History (European)
430 History-Social Science
431 History-Social Science (Cumulative)
432 Integrated Mathematics 1
433 Integrated Mathematics 2
434 Integrated Mathematics 3
435 Integrated Science
436 International English Language (APIEL)
149 Interpreting Literature and the Arts
439 Italian (Reading & Listening)
438 Italian (Reading)
437 Italian Language
441 Japanese (Reading & Listening)
440 Japanese Language
443 Korean (Reading & Listening)
442 Korean Language
150 Language
151 Language Arts
152 Language Expression
153 Language Mechanics
154 Language Total
155 Latin – Catulus & Horace
156 Latin - Vergil

446 Latin (Reading & Listening)
445 Latin (Reading)
444 Latin Language
447 Latin Literature
157 Letters and Sounds
448 Life Science
158 Listening
159 Listening Comprehension
160 Literary Materials
449 Literary Response and Analysis
450 Literature
451 Macroeconomics
161 Materials Total
460 Math Level I C
461 Math Level II C
162 Mathematics (General)
453 Mathematics Analysis
163 Mathematics Computation
164 Mathematics Concepts
165 Mathematics Concepts and Applications
166 Mathematics Problems
459 Mathematics Reasoning
167 Mathematics Total
455 Mathematics: Algebra & Functions
168 Mathematics: Concepts/Problem Solving
169 Mathematics: Geometry
456 Mathematics: Measurement & Geometry
454 Mathematics: Number Sense
170 Mathematics: Preliminary Algebra and Algebra
171 Mathematics: Problem Solving (i.e., also referred to as "Problem Solving")
458 Mathematics: Procedures (i.e., "Procedures")
457 Mathematics: Statistics, Data Analysis & Probability
172 Mechanics
452 Microeconomics
464 Modern Hebrew (Reading & Listening)
463 Modern Hebrew (Reading)
462 Modern Hebrew Language
173 Music Listening & Literature
174 Music Theory
175 Number System and Numeration
176 Oral Comprehension
177 Overall Comprehension
465 Partial Battery
178 Phonetic Analysis
466 Physical Science
179 Physics (General)
467 Physics B
180 Physics C - Electricity & Magnetism
181 Physics C - Mechanics
468 Probability and Statistics
182 Pronunciation
183 Psychology

469 Psychology – Introductory
184 Punctuation
185 Quantitative Thinking – Advanced Skills
186 Quantitative Thinking Total
187 Reading
470 Reading and Language Arts
188 Reading Comprehension
189 Reading Rate
190 Reading Total
472 Reading Vocabulary
191 Reading: Arts and Literature
471 Reading: Literary Response and Analysis
192 Reading: Social Studies and Science
193 Reference Materials
194 Reference Skills
195 Research Skills
196 Scanning and Skimming
197 Science
198 Science Reasoning
473 Social Science
199 Social Studies
200 Sound Recognition
201 Sources of Information
475 Spanish (Reading & Listening)
474 Spanish (Reading)
202 Spanish Language
203 Spanish Literature
231 Speaking
476 Speaking/Listening
204 Spelling
477 Statistics
205 Structural Analysis
206 Structure and Written Expression
207 Study Skills
478 Summative Mathematics Standards Test
208 Survey of Applied Skills
479 Thinking Skills
480 Three R's Total
209 Total Battery
210 Total Language
211 Total Mathematics
212 Total Reading
482 Total Reading and Writing
213 Total Reading Oral
214 Total Subtest
215 Total Test
483 Trigonometry
216 U.S. History
484 U.S. History and Geography
217 Usage
218 Usage and Expression
485 Using Information
219 Using Sources of Information

220 Visual Materials
221 Visual Recognition
222 Vocabulary
223 Word Analysis
486 Word Analysis and Vocabulary
224 Word Attack
225 Word Parts
226 Word Reading
227 Word Recognition Skills
228 Word Study Skills
487 World History
488 World History and Geography
489 World History and Geography: Ancient Civilizations
490 World History and Geography: Medieval and Early Modern Times
491 Writing
492 Writing Applications
229 Writing Skills
493 Writing Strategies
494 Written and Oral Language Conventions
230 Written Expression

Physical Fitness Assessment:

Aerobic capacity:
300 Progressive aerobic cardiovascular endurance run (PACER)
301 One mile walk / run
Body composition:
302 Percent fat
303 Body mass index
Muscle strength:
304 Abdominal curl up
305 Trunk lift
Endurance:
306 Push up
307 Modified pull up
308 Pull up
309 Flex arm hang
Flexibility:
310 Back saver sit and reach
311 Shoulder stretch

Other:

990 Custom Subtest
999 Other Subtest *(specify in DE 09.11.02)*

Appendix O – Activity or Award Types

For use, see data element: 10.02

Sports:

100 Archery
101 Badminton
102 Baseball
103 Basketball
104 Bowling
105 Boxing
106 Crew
107 Cross Country
108 Diving
109 Field Hockey
110 Fencing
111 Football
112 Golf
113 Gymnastics
114 Ice Hockey
115 Lacrosse
116 Martial Arts
117 Polo
118 Racquetball
119 Rugby
120 Sailing
121 Skiing
122 Soccer
123 Softball
124 Squash
125 Swimming
126 Synchronized Swimming
127 Team Handball
128 Tennis
129 Track and Field
130 Volleyball
131 Water Polo
132 Wrestling
133 Rodeo
134 Scuba Diving
135 Team Manager
136 Cheerleading
137 Snowboarding
199 Other Sport

Student Leadership and Government:

200 Student Body President
201 Student Body Officer
202 Class President
203 Class Officer
299 Other Student Leadership and Government

Music / Art / Performing Arts:

300 Music – Vocal
301 Music – Instrumental
302 Music – Theory and Composition
303 Band
304 Orchestra
305 Jazz Ensemble
306 Chorus
307 Other Music
308 Theater/Drama
309 Art and Graphic Design
310 Dance
311 Dance Team
312 Drill Team
399 Other Performing Arts

Journalism, Broadcasting or Yearbook:

400 Journalism
401 Broadcasting
402 Year Book
403 Literary Magazine
499 Other Journalism, Broadcasting or Yearbook

Clubs and Other Organizations:

500 Speech/Debate
501 Drama Club
502 Spanish Club
503 Latin Club
504 German Club
505 Russian Club
506 Italian Club
507 French Club
508 Portuguese Club

509 Science Club
510 Art Club
511 Computer Club
512 Future Business Leaders of America
513 Future Teachers of America
514 Future Farmers of America
515 Future Homemakers of America
516 Health Occupations Students of America
517 Distributive Education Clubs of America (DECA)
518 Peer Counseling
519 Tutoring
520 Student Against Drunk Driving (SADD)
521 Key Club
522 Boy Scouts
523 Girl Scouts
524 4H
525 Chess Club
526 Sorority
527 Fraternity
599 Other Club or Organization

Community Service and Volunteer Work:

600 Community Service
601 Volunteer Work
602 Church Service
699 Other Community Service or Volunteer Work

Honor Society:

700 National Forensics League
701 National Honor Society
702 Academic Team/Brain Bowl
703 Beta Club
704 Mu Alpha Theta
705 Psi Eta (Science Honorary)
706 Thespian Society
799 Other Honor Society

Other Activity:

999 Other Activity

Academic Awards:

800 Scholar Award with Honor
801 Scholar Award with Distinction
802 State Scholar Award
803 National Scholar Award
804 National and State Scholar Award
805 Class Valedictorian
806 Class Salutatorian
807 National Merit Scholar
808 California Scholarship Federation
809 Assessment in Career Education (ACE) Exam Award of Excellence

Other Award:

899 Other Award

Appendix P – Reasons for Discipline

For use, see data element: 11.05

10 Possessing, selling or furnishing a firearm (EC 48915(c)(1))
11 Brandishing a knife at another person (EC 48915(c)(2))
12 Unlawfully selling a controlled substance (EC 48915(c)(3))
13 Committing or attempting to commit a sexual assault or battery (EC 48915(c)(4) or 48900(n))
14 Caused serious physical injury to another person (EC 48915(a)(1))
15 Possession of knife, explosive or other dangerous object (EC 48915(a)(2))
16 Unlawful possession of any controlled substance (EC 48915(a)(3))
17 Robbery or extortion (EC 48915(a)(4) or 48900(e))
18 Assault or battery upon any school employee (EC 48915(a)(5))
19 Caused, attempted to cause, or threatened serious physical injury to another person (EC 48900(a)(5))
20 Willfully used force or violence on another person (EC 48900(a)(1))
21 Possessed, sold or furnished firearm, knife, explosive or other dangerous object (EC 48900(b))
22 Unlawfully possessed, used, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant (EC 48900(c))
23 Selling or delivering material represented to be a controlled substance (EC 48900(d))
24 Caused or attempted to cause damage to school or private property (EC 48900(f))
25 Stole or attempted to steal school property or private property (EC 48900(g))
26 Possessed or used tobacco or nicotine products (EC 48900(h))
27 Committed an obscene act or engaged in habitual profanity or vulgarity (EC 48900(I))
28 Unlawfully possessed, or unlawfully offered or arranged to sell drug paraphernalia (EC 48900(j)
29 Disruption of school activities or willfully defying the valid authority of school personnel (EC 48900(k))
30 Knowingly received stolen school property or private property (EC 48900(l))
31 Possession of an imitation firearm (EC 48900(m))
32 Harassed, threatened or intimidated a pupil who is a witness (EC 48900(o))
33 Engaged in sexual harassment (EC 48900.2)
34 Attempted to cause, threatened to cause, or participated in an act of hate violence (EC 48900.3)
35 Engaged in harassment, threats, or intimidation against a pupil or group of pupils (EC 48900.4)
36 Made terrorist threats against school officials or school property (EC 48900.7)
37 Determined by a hearing officer (federal IDEA)

Appendix Q – CBEDS Staff Assignment Areas

For use, see data element: 13.09.01

Teacher Assignments

Self-contained Classroom:
- 1015 Kindergarten or pre-first
- 1001 Grade 1
- 1002 Grade 2
- 1003 Grade 3
- 1004 Grade 4
- 1005 Grade 5
- 1006 Grade 6
- 1007 Grade 7
- 1008 Grade 8
- 1009 Combination class (any of grades K-3)
- 1010 Combination class (any of grades 4-8)
- 1012 Combination class (including grades 3-4)
- 1011 Other self-contained classroom assignment (not single-subject)
- 2016 Continuation class
- 2017 Community day class

Special Education:
- 3000 Special Day classes/centers
- 3001 Resource specialist
- 3004 Resource specialist (non-teaching assignment)
- 3002 Itinerant consulting teacher

Designated instruction and services:
- 3103 Home/hospital special education instruction
- 3104 Adaptive physical education
- 3105 Special education driver education/training
- 3106 Vocational special education teacher
- 3007 Other instructional staff

Other Instruction-Related Assignments:

- 6004 Resource teacher (not Special Education)
- 6001 Skills center specialist/study skills
- 6003 Full-time teaching principal or superintendent
- 6005 Independent study teacher
- 6007 Alternative/opportunity education teacher
- 6013 Home or hospital teaching
- 6014 Day to Day substitute (permanent employee)
- 6023 Advancement Via Individual Determination (AVID)
- 2536 Peer counseling/conflict management
- 6098 Other teaching assignment

Support Teaching Assignments (Elementary):

2880 Art
2489 Computer Education
2488 Mathematics
2380 Music
2580 Physical Education
2180 Reading Improvement
6080 Resource Teacher (not Special Education)
2680 Science
2280 Foreign Language

Non-Teaching Assignments:

6002 Homeroom, study hall
6006 Distance Learning (classroom monitor)
6010 Mentor teacher
6017 Resource teacher
6011 Peer Assistance Review (PAR)
6019 Beginning Teacher Support and Assessment (BTSA)

Teacher Assignments–by Subject Area

Art:

2800 Ceramics
2801 Design
2802 Crafts
2803 Art history
2804 Art appreciation
2805 Photography
2806 Drawing
2807 Painting
2808 Advertising design
2809 Cinematography
2810 Basic art
2811 Jewelry
2812 Sculpture
2813 Fashion design
2814 Fiber and textiles
2817 Printmaking
2818 Multicultural art/folk art
2819 Lettering/calligraphy
2820 Computer art/graphics
2821 Yearbook
2898 Other art course (including combinations of above)

Computer Education:

2450 Computer literacy
2451 Computer programming
2453 Computer science
2454 Computer lab
2458 Other computer education course (including combinations of above)
2455 Web Design

Dance:

2352 Dance choreography and production
2353 Dance, movement, and rhythmic activities
2354 Folk/ethnic dance
2355 Dance fundamentals
2356 Independent or advanced study
2357 Ballet, modern, jazz dance
2358 Other dance course

Drama/Theater:

2900 Theater/play production
2901 Drama/creative dramatics
2904 Theater workshop
2905 Technical theater/stagecraft
2906 Television production
2908 Media arts (individual or inclusive)
2910 History/appreciation of drama/theater arts
2998 Other drama/theater course (including combinations of above)

English:

2100 Reading improvement/developmental reading/reading recovery
2101 Comprehensive English
2105 American literature
2106 English literature
2107 Ethnic literature
2108 World literature
2109 Other literature
2110 English language development
2111 Journalism
2112 Speech
2113 Composition
2114 Advanced composition
2115 Forensics
2116 Language structure/language arts (traditional grammar, transformational grammar, structural linguistics)
2117 Science fiction
2120 Reading (state-funded Miller-Unruh specialist)
2198 Other English course (including combinations of above)

Foreign Languages:

2214 Chinese (first and second year)
2215 Chinese (advanced)
2204 French (first and second year)
2205 French (advanced)
2200 German (first and second year)
2201 German (advanced)
2202 Italian (first and second year)
2203 Italian (advanced)
2216 Japanese (first and second year)
2217 Japanese (advanced)
2212 Korean (first and second year)
2213 Korean (advanced)
2210 Latin (first and second year)
2211 Latin (advanced)
2218 Portuguese (first and second year)
2219 Portuguese (advanced)
2208 Russian (first and second year)
2209 Russian (advanced)
2206 Spanish (first and second year)
2207 Spanish (advanced)
2220 Vietnamese (first and second year)
2221 Vietnamese (advanced)
2223 Chinese (for native speakers)
2224 Korean (for native speakers)
2225 Spanish (for native speakers)
2226 Other language course (for native speakers)
2230 American sign language
2298 Other foreign language course (including combinations of above)

Health Education:

2535 Health education
2531 Drug/alcohol/smoking education
2532 Family life education
2533 Sexually transmitted disease education
2534 Nutrition
2537 Life skills
2538 Other health education course (including combinations of above)

Humanities:

2748 Any humanities course

Mathematics:

2400 General mathematics/basic mathematics/ vocational mathematics
2401 Consumer mathematics/senior mathematics
2402 Remedial mathematics/proficiency development
2403 Beginning algebra
2404 Intermediate algebra
2405 Plane geometry
2406 Solid geometry
2407 Trigonometry
2408 Intermediate algebra and trigonometry
2409 Solid geometry/trigonometry
2410 Probability/statistics
2411 Modern abstract algebra
2414 Analytic geometry/pre-calculus
2415 Calculus
2417 Advanced algebra/advanced geometry/symbolic logic/number theory
2418 Independent study in mathematics (non-advanced course content)
2419 Independent study in mathematics (advanced course content)
2420 Math A
2421 Math B
2423 Accelerated mathematics (any of gr 4-8)
2424 Pre-algebra
2425 Integrated mathematics I (college preparatory)
2426 Integrated mathematics II (college preparatory)
2427 Integrated mathematics III (college preparatory)
2428 Beginning Algebra Part 1(first year of a 2-year course)
2429 Beginning Algebra Part 2 (second year of a 2-year course)
2430 Integrated Mathematics IV (college preparatory)
2498 Other mathematics course (including combinations of above)

Music:

2300 Band
2301 Jazz band
2302 Stage band
2303 Orchestra
2305 Chorus/choir
2306 Vocal jazz /jazz choir
2307 Music appreciation/history/literature
2308 Music theory
2309 Composition/songwriting
2310 Instrumental music lessons (brass, guitar, keyboard, percussion, recorders, strings, woodwinds)
2311 Recorder ensemble
2313 Swing/show choir
2314 Chamber/madrigal/vocal ensemble
2315 Classroom/general/exploratory music
2316 Voice class
2320 Electronic music
2321 Computers in music
2322 Musical theatre

2398 Other music course (including combinations of above)

Physical Education:

2500 Physical education
2501 Dance, all phases
2502 Athletic practice, not extracurricular
2598 Other physical education course (including combinations of above)

Special Designated Subjects:

2505 Military Science
2545 Driver education
2546 Driver training
2548 Other safety education course
2602 Aviation education

Science:

2600 Astronomy
2601 Aerospace education
2603 Biology
2604 Advanced biology
2605 Botany
2606 Zoology
2607 Chemistry
2608 Advanced chemistry
2609 Oceanography
2610 Physical science
2611 General science
2612 Environmental studies
2613 Physics
2614 Advanced physics
2615 Anatomy
2617 Conservation
2618 Earth science
2619 Energy education
2620 Geology
2621 Life science
2622 Meteorology
2623 Physiology
2624 Science projects
2625 Space science
2626 Coordinated/integrated science I (no first year chemistry or physics)
2627 Coordinated/integrated science II (no first year chemistry or physics)
2628 Coordinated/integrated science III (no first year chemistry or physics)
2629 Coordinated/integrated science IV (no first year chemistry or physics)
2633 Pacesetter science
2635 Conceptual chemistry
2636 Conceptual physics

2640 Coordinated/integrated science I (with first year chemistry)
2641 Coordinated/integrated science II (with first year chemistry)
2642 Coordinated/integrated science III (with first year chemistry)
2643 Coordinated/integrated science IV (with first year chemistry)
2644 Coordinated/integrated science I (with first year physics)
2645 Coordinated/integrated science II (with first year physics)
2646 Coordinated/integrated science III (with first year physics)
2647 Coordinated/integrated science IV (with first year physics)
2648 Coordinated/integrated science I (with both first year physics and chemistry)
2649 Coordinated/integrated science II (with both first year physics and chemistry)
2650 Coordinated/integrated science III (with both first year physics and chemistry)
2651 Coordinated/integrated science IV (with both first year physics and chemistry)
2698 Other science course (including combinations of above)

Social Science:

2700 Anthropology
2701 Economics
2702 Physical geography
2703 Principles of American democracy/government and civics
2705 International studies
2706 Comparative political systems
2707 Current events
2708 California history
2709 United States history
2710 Ethnic studies
2711 World history: survey
2712 Other history, culture, geography: survey
2713 Philosophy
2714 Psychology
2715 Sociology
2719 Student government
2722 Career education
2724 World regional geography
2726 Comparative world religions
2728 World cultures
2730 Women's history
2732 Law-related education
2734 History-social science (social studies) (any of grades K-8)
2798 Other social science course (including combinations of above)

Teacher Assignments–Advanced Placement (AP) for Grades 9-12 ONLY

Use the following Advanced Placement (AP) course assignment codes only if the course is certified by your school principal as meeting the requirements for the AP program sponsored by the College Board.

Art:

2870 History of Art
2871 Studio Art: General Portfolio
2872 Studio Art: Drawing Portfolio

Computer Science:

2470 Computer Science A
2471 Computer Science AB

English:

2170 English Language and Composition
2171 English Literature and Composition
2172 International English Language

Foreign Language:

2270 French Language
2271 French Literature
2272 German Language
2273 Latin-Vergil
2274 Latin-Literature
2275 Spanish Language
2276 Spanish Literature

Mathematics:

2480 Calculus AB
2481 Calculus BC
2483 Statistics

Music:

2370 Music Theory

Science:

2670 General Biology
2671 General Chemistry
2672 Physics B
2673 Physics C
2674 Environmental Science

Social Science:

2770 Macroeconomics
2771 Microeconomics
2772 Comparative Government and Politics
2773 United States Government and Politics
2774 European History
2775 United States History
2776 Psychology
2777 Human Geography
2778 World History

Teacher Assignments–International Baccalaureate (IB)

Use the following International Baccalaureate (IB) Course assignment codes only if the course is certified by your school principal as meeting the requirements for the IB program.

Computer Education:

2465 Computer Science
2466 Information Technology in a Global Society

English:

2160 Language A1 (English)-literature

Fine and Performing Arts:

2360 Music
2860 Art/Design
2960 Theater Arts

Foreign Language:

2260 Language A (non-English)
2261 Language B
2262 Classical languages
2263 Language A2

2264 Ab initio

Humanities:

2768 Theory of Knowledge

Mathematics:

2460 Mathematical Studies
2461 Mathematical methods
2462 Mathematics higher level
2463 Advanced mathematics

Science:

2660 Biology
2661 Chemistry
2662 Physics
2664 Environmental systems
2666 Design Technology

Social Science:

2760 Economics
2761 Geography
2762 History
2763 Psychology
2764 Philosophy
2765 Social anthropology
2766 Business organization
2767 History of the Islamic world

Teacher Assignments–International Baccalaureate Middle Years Program (MYP):

2861 Visual Arts (Middle Years Program)
2961 Drama (Middle Years Program)
2361 Music (Middle Years Program)
2769 Humanities (history and/or geography) (Middle Years Program)
2161 Language A (Middle Years Program)
2265 Language B (Middle Years Program)
2467 Algebra (I or II) (Middle Years Program)
2468 Geometry and/or Trigonometry (Middle Years Program)
2469 Integrated Math Program (IMP) (Middle Years Program)
2464 Coordinated Program of Math (CPM) (Middle Years Program)
2560 Physical Education (Middle Years Program)
2665 Science (biology, chemistry, or physics) (Middle Years Program)
2479 Computer Technology (Middle Years Program)
2667 Design Technology (Middle Years Program)

Teacher Assignments–Vocational Education

Work Experience Education:

4900 Work experience education

Agriculture Education:

4010 Crop and soil science
4020 Animal science
4030 Mechanics and engineering technology
4040 Business management and marketing
4050 Horticulture and the environment
4060 Forestry, natural resources, and rural recreation
4070 Basic agriculture (first year)
4080 Basic agriculture (second year)
4098 Other agriculture course

Business Education–Marketing:

4100 Advertising services
4101 Apparel and accessories
4102 Automotive and parts
4103 Financial services
4104 Floristry
4105 Food marketing
4106 Restaurant marketing
4107 General merchandise retailing
4108 Hardware/building materials
4109 Home furnishings
4110 Hotel and lodging
4111 Industrial marketing
4112 Insurance
4113 International trade
4116 Real estate
4117 Recreation and travel
4118 Transportation
4119 Customer service representative
4121 Small business ownership and management
4122 Marketing fundamentals
4198 Other marketing course

Business Education–Office:

4600 Accounting/computer accounting
4601 Computer operations/computer science
4608 Secretarial
4609 Administrative support

4610 Keyboarding (typing)
4613 General office occupations
4614 Word processing occupations
4615 Information processing
4618 Telecommunications
4620 Medical office occupations
4621 Legal office occupations
4623 Business technology
4630 Business economics
4633 Information systems management
4637 Business management
4650 Business career exploration (grades 6-9)
4698 Other office/computer course

Consumer Home Economics Education:

4310 Exploratory home economics (grades 6–8)
4311 Consumer home economics comprehensive core I
4312 Consumer home economics comprehensive core II
4321 Child development and guidance
4322 Articulated child development and guidance
4331 Clothing and textiles
4332 Articulated apparel construction
4341 Consumer education
4351 Family living and parenting education
4361 Food and nutrition
4362 Articulated nutritional science
4363 Articulated principles of food preparation
4371 Resource management
4381 Housing and furnishings
4391 Individual and family health
4396 Other articulated courses in consumer home economics
4398 Other consumer home economics course

Health Careers:

4224 Exploring health care (exploratory core)
4225 Introduction to health care (introductory core)
4226 Preparing to work in health care level 1 (preparatory core)
4227 Preparing to work in health care level 2 (advanced core)
4234 Dental services
4235 Dental services continuing education
4242 Medical office services
4243 Medical office services continuing education
4255 Support services
4256 Support services continuing education
4260 Therapeutic services
4262 Therapeutic services continuing education
4265 Diagnostic services
4266 Diagnostic services continuing education
4267 Preventive services

4268 Preventive services continuing education
4276 Health care information services
4277 Health care information services continuing education
4280 Nursing services
4288 Biotechnology services
4289 Biotechnology services continuing education
4294 Nursing services continuing education
4298 Other health careers course

Home Economics Related Occupations:

4400 Child care and development
4401 Teaching careers
4410 Fashion merchandising
4411 Fashion and textile design
4412 Apparel manufacturing, production, and maintenance
4420 Food and hospitality services
4421 Food and beverage production and preparation
4430 Interior design, furnishings, and maintenance
4441 Hospitality, tourism, and recreation
4442 Lodging services
4443 Travel related services
4444 Theme parks, attractions, and events
4451 Family and human services
4452 Elder care/intergenerational services
4461 Consumer, personal and financial services
4471 Food science, dietetics and nutrition
4472 Food science and technology
4498 Other home economic related occupations course

Industrial & Technology Education - Construction Technology:

5501 Introduction to construction
5502 Residential and commercial construction
5503 Apartment and home repair/remodeling
5504 Boat building
5505 Brick, block, and stonemasonry
5506 Building, mechanical
5507 Carpentry
5508 Concrete placing and finishing
5509 Construction equipment operation
5510 Cooling and refrigeration
5511 Drywall installation
5512 Electrician
5513 Floor covering installation
5514 Furniture making
5515 Glazing
5516 Heating and air conditioning
5517 Insulation installation
5518 Lineworker
5519 Locksmithing

5520 Millwork and cabinetmaking
5521 Painting and decorating
5522 Pipefitting and steamfitting
5523 Plastering
5524 Plumbing
5525 Roofing
5527 Stage technology
5528 Structural and reinforcement metalwork
5529 Tile setting
5530 Upholstering
5531 Woodworking
5549 Other construction technology course

Industrial & Technology Education - Electronics Technology:

5551 Introduction to electronics technology
5553 Avionics
5554 Biomedical equipment technology
5555 Business machine repair
5556 Communications electronics
5557 Computer electronics
5558 Computer service technology
5559 Electromechanical
5560 Electronic consumer products service
5561 Electronics technology
5562 Hybrid microelectronics
5563 Industrial electronics
5564 Instrument repair
5565 Instrumentation technology
5566 Major appliance repair
5567 Motor repair
5568 Small appliance repair
5570 Electronics assembly occupations
5598 Other electronics technology course

Industrial & Technology Education - Manufacturing Technology:

5601 Manufacturing/materials processing
5603 Computer numerical control
5604 Foundry
5605 Industrial ceramics manufacturing
5606 Jewelry design, fabrication, and repair
5607 Machine tool operation/machine shop
5608 Metal fabrication
5609 Metallurgy
5610 Optical goods
5611 Plastic/composites
5612 Robotics
5613 Sheet metal
5614 Tool and die making
5616 Welding: combination

5617 Welding: electric
5618 Welding: gas
5620 Specialized welding program
5649 Other manufacturing technology course

Industrial & Technology Education - Explorations in Industrial Technology (for grades K-8):

5940 Exploring technology (general industrial arts)
5945 Communications technology (drafting, electronics)
5950 Construction technology (wood shop)
5955 Manufacturing technology (metal shop)
5960 Power, energy and transportation (auto shop)

Industrial & Technology Education - Power, Energy & Transportation Technology:

5651 Introduction to power, energy, and transportation
5652 Automotives
5653 Aircraft mechanics, combination
5654 Automotive body repair & refinishing, combination
5655 Automotive mechanics, combination
5657 Diesel equipment mechanics
5658 Heavy equipment maintenance and repair
5659 Marine powerplant maintenance
5660 Motorcycle repair
5661 Small engine repair
5662 Truck and bus driving
5664 Automotive body repair
5666 Automotive painting and refinishing
5670 Automatic transmission/transaxle
5671 Manual drive train and axles
5672 Transmissions/drive trains, combination
5674 Brakes
5675 Suspension and steering
5676 Brakes/suspension and steering, combination
5678 Engine performance (including emission control)
5679 Electrical systems
5680 Engine performance/electrical systems, combination
5682 Engine repair
5684 Engine performance/engine repair, combination
5686 Heating and air conditioning
5688 Automotive specialty, other combinations
5698 Other power, energy, and transportation course

Industrial & Technology Education - Visual Communications, Drafting:

5701 Drafting occupations
5703 Architectural drafting
5704 Civil/structural drafting
5705 Computer-aided drafting/design

5706 Electrical/electronic drafting
5707 Technical drafting
5708 Piping drafting
5709 Technical illustration
5710 Blueprint reading
5749 Other visual communication, drafting course

Industrial & Technology Education - Visual Communications, Graphics:

5751 Graphic communications
5753 Bookbinding
5754 Commercial art
5755 Commercial photography
5756 Composition, make-up, and typesetting
5757 Desktop publishing
5758 Photoengraving
5759 Photography, lithography, and platemaking
5760 Photographic laboratory and darkroom
5761 Printing press operations
5762 Silk screen making and printing
5770 Broadcasting technology
5798 Other visual communications, graphics course

Industrial & Technology Education - Diversified Occupations:

5811 Barbering
5812 Cosmetology
5814 Manicuring and pedicuring
5819 Other personal services course
5831 Fire control and safety
5833 Firefighting
5839 Other fire technology course
5842 Corrections
5847 Law enforcement
5849 Security services
5859 Other law enforcement/security services course
5861 Custodial services
5862 Fabric maintenance services
5864 Textile production and fabrication
5865 Pool and spa service
5866 Bicycle repair
5869 Other diversified occupations course

Industrial & Technology Education - Applied Technology:

5970 Technology core, level 1
5972 Technology core, level 2
5975 Principles of technology
5980 Applied communications

5985 Applied mathematics

Administrative, Pupil Service, and Clinical or Rehabilitative Assignments

COUNTY/DISTRICT OFFICES

General Administration:

0100 Superintendent
0102 Deputy or associate superintendent (general)
0501 Non-certificated superintendent (including deputy, associate, or assistant superintendent)
0103 Administrative assistant (general)

Administrator (including associate or assistant superintendent, supervisor, director, coordinator) for:

0104 Finance/business
0105 Instructional/ curriculum services
0106 Public relations/information
0107 Staff personnel services
0108 Pupil personnel services
0109 Program evaluation/research
0110 Staff development
0111 Food services
0112 Data processing
0113 Transportation
0114 Welfare and attendance
0115 Health/medical services (not school nurse)
0139 Library/media services
0140 Media services
0150 Proficiency/competency
0151 Region/area
0152 Integration/desegregation
0153 Government relations/legal services
0156 Union representative
0117 Assistant administrator/consultant for any of above services
0116 Other central office service (including combinations of above)

Program/Subject Area Administrator (including associate or assistant superintendent, supervisor, director, coordinator) for:

0118 School improvement
0119 Bilingual education
0120 Vocational education
0121 Homemaking education
0122 Compensatory education
0124 Special education
0125 Federal/state-funded programs (general)
0126 Other program (including combinations of above)
0128 Elementary
0155 Secondary
0129 Reading/language arts

0130 Foreign languages
0131 Mathematics
0132 Science
0133 Social sciences
0134 Art/music
0135 Health
0136 Athletics
0149 Physical education
0141 Driver training
0142 Environmental education
0143 Instructional television
0144 Continuation education
0145 Year-round schools
0146 Summer schools
0147 Alternative education
0199 Advanced placement
0148 Independent study
0154 Work experience education
0157 Gifted and talented
0158 Technology coordinator
0159 Activities director
0171 Community day
0138 Assistant administrator/consultant for any of above programs or subject areas
0137 Other subject area (including combinations of above)

Pupil Service Assignments - Student Support Services:
0200 Counselor (elementary)
0201 Counselor (secondary)
0202 Psychologist
0203 Psychometrist
0204 Librarian/Library Media teacher
0205 Social worker
0206 Nurse
0209 Other medical professional

COUNTY/DISTRICT/SCHOOL SITES

Pupil Service Assignments - Special Education:
0224 Program specialist
Designated instruction and services (D.I.S.):
0208 Special education resource specialist
0211 Speech pathology/therapy/hearing specialist
0212 Audiology
0213 Physical therapy
0214 Vision therapy
0215 Guidance counselor
0216 Psychologist
0217 Parent counseling/training
0218 Nurse
0219 Social worker
0220 Recreation therapy

0221 Diagnostic staff
0222 Work study coordinator
0223 Occupational therapist
0225 Mobility instruction
0228 Other noninstructional staff

SCHOOL SITE

General Administration:

0300 Superintendent/principal
0301 Principal
0302 Associate administrator, assistant administrator or vice principal (general)
6003 Full-time teaching principal or superintendent

Administrator (including associate, assistant, vice principal, director, supervisor, coordinator, dean) for:

0303 Instructional/curriculum services
0304 Pupil personnel services
0305 Food services
0306 Library/media services
0324 Union representative
0307 Other school-level services (including combinations of above)

Program Administrator (including associate, assistant, vice principal, supervisor, director, coordinator, dean) for:

0308 Bilingual education
0309 Vocational education
0311 Special education
0312 Federal/state-funded programs
0314 Elementary
0315 Secondary
0316 Athletics
0318 Continuation education
0319 Alternative education
0320 Independent study
0321 Work experience education
0322 Proficiency/competency
0323 Gifted and talented
0325 Activities director
0330 Community day
0317 Other program (including combinations of above)

Department Chair:

2199 English department chair
2299 Foreign Languages department chair
2359 Dance department chair
2399 Music department chair
2459 Computer Education department chair
2499 Mathematics department chair
2539 Health Education department chair
2549 Safety Education department chair

2599 Physical Education department chair
2699 Science department chair
2749 Humanities department chair
2799 Social Science department chair
2897 Fine and Performing Art department chair
2899 Art department chair
2999 Drama/Theater department chair
3009 Special Education department chair
4099 Agriculture Education department chair
4199 Business Education-Marketing department chair
4299 Health Careers department chair
4399 Consumer Home Economics Education department chair
4499 Home Economics Related Occupations department chair
4699 Business Education-Office department chair
5999 Applied Technology department chair, industrial and technology education
6099 Other Department chair (any combination of subject areas)

Pupil Service Assignments - Student Support Services:

0400 Counselor
0401 Psychologist
0402 Librarian/Library Media teacher
0403 Social worker
0404 School nurse
0408 Counselor (continuation education)
0409 Other medical professional
0407 Other student support services

Appendix R – Authorized Teaching Areas

For use, see data element: 13.10

CBEDS PAIF:

01 Elementary self-contained classroom
02 Special Education
03 Reading
04 Bilingual (BCC or BCLAD)
05 English Language Development (CLAD, LDS, ESL)
06 Specially Designed Academic Instruction in English (SDAIE)
07 Adult Education
08 Special Designated Subjects (driver education, driver training, ROTC, basic military drill, aviation flight or ground instruction)

Secondary subject-specific classroom:

10 General secondary (all subjects)
11 Agriculture
12 Art
13 Business
14 English
15 Foreign language
16 Health science
17 Home economics
18 Industrial and Technology
19 Life Science
20 Mathematics
21 Music
22 Physical Education
23 Physical Science
24 Social Science
25 Vocational

LANGUAGE CENSUS PART 5:

40 CTC Bilingual Authorization: Persons who (1) have valid Commission for Teacher Credentialing (CTC) Bilingual Cross-cultural Language and Academic Development (BCLAD) certificates, (2) Bilingual Cross-cultural Certificate of Competence (BCC), or (3) other CTC authorization for bilingual education including emergency or sojourn authorizations. (Note: District Designated Primary Language Teachers who have met CDE approved district-adopted criteria for primary language instruction may be included)

41 In training for a CTC Bilingual Authorization: Teachers in Training are teachers who, on an interim basis, have been teamed with a bilingual

paraprofessional (aide) to meet the primary language instruction staffing need in response to a district shortage of qualified bilingual teachers; or teachers who are documented to have the required language skills of the EL students (i.e., authorized foreign trained teachers providing content instruction in the native language) and not teamed with an aide. Each teacher should have completed or be currently enrolled in training that will qualify him or her for either (1) a bilingual certificate issued by the CTC; or (2) designation as a primary language teacher by the district. A description of the training program for these teachers should be included in the district's Plan to Remedy the Shortage of Qualified Staff or the most current EL Staffing Plan Annual Report.

42 Bilingual Paraprofessional (aide): These aides should meet district criteria that ensure aides are (1) able to speak, understand, read, and write English and the primary language of the EL students; and are (2) familiar with the cultural heritage of the EL students.

44 Teacher with a CTC, SDAIE, or ELD Teaching Authorization: Teacher who holds a valid regular California teaching credential and (1) who has a valid Crosscultural Language Academic Development (CLAD) or Language Development Specialist (LDS) certificate issued by the Commission for Teacher Credentialing (CTC); or (2) who holds an ESL supplementary authorization issued by the CTC. Also, a person holding any of the various bilingual teaching authorizations who is providing ELD only.

45 Teacher with SB1969 Certificate of Completion or District Designated (with CDE approval): Teacher who holds an SB1969 certificate of completion of Staff Development or who is a CDE approved district designated ELD teacher (Option 3)

46 Teacher in training for SDAIE or ELD Teaching Authorization: SDAIE Teacher in Training and providing SDAIE and ELD, or only SDAIE, to EL students; should be enrolled in either CLAD training or SB1969 staff development training with a SDAIE instructional focus. Teachers providing ELD only to EL students should hold a CTC ESL supplementary authorization, or be enrolled in either CLAD training, or SB1969 staff development training with an ELD focus for EL students in a self-contained classroom. A description of the training program for these teachers should be included in the district's Plan to Remedy the Shortage of Qualified Staff, or the most current EL Staffing Plan Annual Report.

Appendix S – Instructional and Support Services Offered

For use, see data element: 16.08

Carl Perkins Voc. Ed. -- Supportive Personnel:

300 Tutors
301 Aides
302 Bilingual aides/tutors
303 Interpreters for students with hearing deficiencies
304 Readers
305 Mobility aides
306 Counselors
307 Peer advisors
308 Special populations coordinators
309 Job placement specialists
310 Child care providers
399 Other (specify)

Carl Perkins Voc. Ed. -- Instructional Aids and Devices:

400 Computer assisted instruction
401 Braille materials and raised line drawings
402 Large print materials
403 Bilingual materials
404 Close captioned videos
405 Taped materials
406 Amplification systems
407 Inclusion of equity issues/topics
408 Alternative teaching strategies
409 Task analysis
410 Untraditional instructional formats, e.g. learning resources
499 Other (specify)

Carl Perkins Voc. Ed. -- Curriculum Modifications:

500 Inclusion of equity issues/topics
501 Alternative teaching strategies
502 Task analysis
503 Untraditional instructional formats, e.g., learning resources
599 Other (specify)

Carl Perkins Voc. Ed. -- Equipment Modification:

600 Lower or raise tables/workbenches
601 Computer adaptation
602 Special equipment purchase
699 Other (specify)

Carl Perkins Voc. Ed. -- Classroom Modification:

700 Lighting adjustment
701 Power source modification

702 Accessible workstation
799 Other (specify)

Carl Perkins Voc. Ed. -- Other Supplementary Services:
800 Transportation
801 Financial aid assistance
802 Assessment
803 Specialized Orientation
804 Registration Assistance
805 Vocational Education as a Second Language (VESL) classes

Migrant Education:
100 English for LEP
101 Reading
102 Language Arts not above
103 Mathematics
104 Vocational / Career
105 Social studies
106 Science
199 Other Instructional Service

Supplementary Services for Special Carl Perkins Vocational Education Populations – Recruitment:
200 8th Grade orientation
201 Brochures and written announcements
202 Counseling and guidance

Appendix T – Community Service Types

For use, see data element: 16.14.01

Education – School Readiness

10 Child care
11 Head start / preschool
12 Parent literacy
13 Other school readiness (specify)

Education – School Success

14 In-class support
15 After school tutoring
16 After school mentoring
17 Service-learning coordinator
29 Other school success (specify)

Environment - Neighborhood Environment

70 Revitalizing neighborhoods
71 Eliminating environmental risks
72 Energy efficiency efforts, recycling
79 Other Neighborhood Environment (specify)

Environment – Natural Environment

80 Conserving and restoring public lands
81 Trail maintenance
82 Natural resource sampling, mapping and monitoring
89 Other Natural Environment (specify)

Human needs – Health

30 Independent living assistance
31 Supporting community health clinics
32 Prenatal care
33 Health care to families or young children
39 Other health (specify)

Human needs – Home

40 Shelter support for the homeless
41 Rehabilitating low-income housing
42 Public assistance transition support
49 Other home (specify)

Public Safety - Crime Prevention

50 Violence prevention patrols
51 Conflict resolution/Community mediation
52 Reduction of substance abuse

53 After school activities
59 Other Crime Prevention (specify)

Public Safety – Crime Control
60 Community policing
61 Victim assistance
62 Anti-victimization programs
63 Juvenile justice programs
69 Other Crime Control (specify)

Other:
99 Other (specify)

California Department of Education
SBE-001 (New 04/2003)

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 33

JULY 2003 AGENDA

SUBJECT		
Legislative Update: Including, but not limited to, information on legislation.	X	**ACTION**
	X	**INFORMATION**
		PUBLIC HEARING

Recommendation:

Information only- no recommendation pending

Summary of Previous State Board of Education Discussion and Action

The State Board regularly considers and takes action on matters related to the implementation of legislation and the initiation and support of changes in statute.

Summary of Key Issue(s)

N/A

Fiscal Analysis (as appropriate)

N/A

Attachment(s)

In order to provide the most up-to-date information, an updated packet will be provided just prior to the State Board of Education meeting.

State of California
SBE-004 (New 04/2003)

Department of Education

Supplemental Memorandum

To: **STATE BOARD MEMBERS** **Date:** **June 26, 2003**

From: **B. Teri Burns**

Re: **ITEM # 33**

Subject **LEGISLATIVE INFORMATION: INCLUDING, BUT NOT LIMITED TO, INFORMATION ON LEGISLATION**

Please insert the attached updated State Board of Education Legislative Status Report

State Board of Education - Legislation Status Report

7/3/2003

Accountability-SBE	
AB 165 Chan A-06/02/2003	**Summary:** Existing law, the Classroom Instructional Improvement and Accountability Act, requires each school district that maintains an elementary or secondary school to develop and implement a School Accountability Report Card, as prescribed. The act prohibits any change to its provisions , except to further its purpose by a bill passed by a vote of 2/3 of the Legislature and signed by the Governor. This bill would require each school district to include within the School Accountability Report Card information regarding the availability of credentialed school nurses, and would declare that its provisions further the purposes of the act. By requiring each school district to include this additional information within the School Accountability Report Card, this bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.
	Status: *06/05/2003-To inactive file on motion of Assembly Member Chan.*
AB 1485 Firebaugh A-06/03/2003	**Summary:** Existing law, the English Learner and Immigrant Pupil Federal Conformity Act, requires a local educational agency to provide instructional services to limited-English-proficient pupils and immigrant pupils in conformity with the No Child Left Behind Act of 2001. This bill would declare the intent of the Legislature to require the State Board of Education to comply fully with federal law and ensure that the educational needs and rights of English learners are addressed fully in the accountability plan submitted by the state to the federal government for purposes of the federal No Child Left Behind Act of 2001. This bill contains other related provisions and other existing laws.
	Status: *06/03/2003-Read third time. Urgency clause refused adoption. (Ayes 48. Noes 27. Page 2188.) Amended pursuant to Joint Rule 23.5. Read third time, passed, and to Senate. (Ayes 47. Noes 27. Page 2189.)*
NCLB-SBE **Accountability-SBE**	
SB 575 Poochigian A-05/06/2003	**Summary:** Existing law, the Classroom Instructional Improvement and Accountability Act, requires the school accountability report card to provide data by which parents may make meaningful comparisons between public schools enabling them to make informed decisions on which school to enroll their children and requires certain information regarding school conditions to be included in this report card. Existing law provides that the Classroom Instructional Improvement and Accountability Act may be amended only to further the purposes of the act and by a bill passed by a 2/3 vote of the Legislature. This bill would impose a state-mandated local program by requiring a school district to ensure that all parents and guardians receive a copy of the school accountability report card or a summary of the report card that includes the information required by the federal No Child Left Behind Act of 2001. The bill would state that the Legislature finds and declares that the bill furthers the purposes of the Classroom Instructional Improvement and Accountability Act. This bill contains other related provisions and other existing laws.
	Status: *05/29/2003-To Com. on ED.*
Assessment & Standards-SBE	
AB 36 Wyland A-06/17/2003	**Summary:** Existing law requires each school district, charter school, and county office of education to administer to each of its pupils in grades 2 to 11, inclusive, designated achievement tests. This bill would encourage the governing board of a school district to discuss STAR test scores and to analyze the results of those assessments. The bill would authorize the governing board of a school district with a school not meeting a certain specified standard to conduct an assessment and adopt an improved performance plan. This bill contains other existing laws.
	Status: *06/17/2003-Read second time, amended, and to third reading.*
AB 356 Hancock A-06/23/2003	**Summary:** Existing law establishes the Public Schools Accountability Act of 1999, which consists of the Academic Performance Index, the Immediate Intervention/Underperforming Schools Program, and the Governor's High Achieving/Improving Schools Program. Under the existing act, schools receive awards for high achievement and improvement and sanctions for continued low performance. This bill would delete the rewards provisions from the act and would make conforming changes. This bill contains other related provisions and other existing laws.
	Status: *06/23/2003-In committee: Set, first hearing. Hearing canceled at the request of author.*

AB 497 Wyland I-02/14/2003	**Summary:** Existing law requires the Superintendent of Public Instruction, with the approval of the State Board of Education, to develop a high school exit examination in English language arts and mathematics that is aligned with the statewide academically rigorous content standards. Existing law establishes the High School Exit Examination Standards Panel to assist in the design and composition of the exit examination to ensure that it is aligned with the statewide academically rigorous content standards. Existing law requires the examination to be field tested prior to implementation to ensure that it is free from bias and that its content is valid and reliable. Existing law sets forth additional requirements for the administration of the examination, including the administration of the examination to pupils with exceptional needs. This bill would require the superintendent with the approval of the State Board of Education, by October 1, 2005, to involve a component in American government and history in the existing high school exit examination. The bill would require this new examination component to be submitted to the High School Exit Examination Standards Panel for review of the design and composition to ensure that it is aligned with the statewide academically rigorous content standards. The bill would require this new examination component to be field tested to ensure that it is free from bias and that its content is valid and reliable. The bill would subject the modified exit examination, with the component in American government and history, to the existing examination administration requirements. ***Status:*** *02/24/2003-Referred to Com. on ED.*
AB 511 Diaz A-04/23/2003	**Summary:** Existing law requires the Superintendent of Public Instruction to design and implement a statewide pupil assessment program that includes, among other things, statewide academically rigorous content and performance standards that reflect the knowledge and skills that pupils will need in order to succeed in the information-based, global economy of the 21st century. This bill would require the superintendent , by January 1, 2006, to make recommendations to the Governor, the Legislature, and the State Board of Education that include a recommended inventory of the components to be contained in an assessment tool for evaluating information and communications technology (ICT) literacy in grades 9 to 12, inclusive, and a proposed implementation strategy and time line for the incorporation of ICT literacy assessment into existing pupil testing frameworks . ***Status:*** *05/28/2003-In committee: Set, second hearing. Held under submission.*
AB 1670 Kehoe A-06/02/2003	**Summary:** Existing law requires, commencing with the 2003-04 school year, each pupil completing grade 12 to successfully pass the high school exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school. Existing law prohibits the administration of a high school exit examination to a pupil who did not receive adequate notice regarding the examination and defines adequate notice for this purpose. This bill would deem an adult education student to have received "adequate notice" at the time of enrollment in an adult education program leading to a high school diploma. This bill contains other related provisions and other existing laws. ***Status:*** *06/12/2003-Referred to Com. on ED.*
SB 192 Scott I-02/12/2003	**Summary:** Existing law establishes the Golden State Examination Program to administer the Golden State Examination to pupils enrolled in public high schools to measure advanced pupil achievement on the academically rigorous content standards adopted by the State Board of Education and requires the examination to be administered in augmentation of standards-based achievement tests. This bill would repeal this program and make related conforming changes. ***Status:*** *02/25/2003-To Com. on ED.*
SB 241 Knight I-02/14/2003	**Summary:** Existing law establishes the Golden State Examination Program to administer the Golden State Examination to pupils enrolled in public high schools to measure advanced pupil achievement on the academically rigorous content standards adopted by the State Board of Education and requires the examination to be administered in augmentation of standards-based achievement tests. This bill would repeal this program and make related conforming changes. ***Status:*** *02/25/2003-To Com. on ED.*
SB 373 Margett A-05/08/2003	**Summary:** Existing law requires the Superintendent of Public Instruction, by July 1, 1999, with approval of the State Board of Education, to develop an Academic Performance Index (API) to measure the performance of schools and to demonstrate comparable improvement in academic achievement by all numerically significant ethnic and socioeconomically disadvantaged subgroups within schools. Under existing law, only schools with 100 or more test scores contributing to the API may be included in the rankings. This bill would require the board to establish a policy for approving the use of instructional materials not approved by the board and would provide that a school district in which at least 70% of the schools receive scores of 800 or more on the API for 3 of the immediately preceding 5 years, is authorized to purchase instructional materials that have not been approved by the board and would require any school district that requests to use instructional materials not approved by the board to assure that all pupils attending a school that has scored in any of deciles 1 to 4, inclusive, on the API are provided with standards aligned textbooks and instructional materials, as specified . This bill contains other related provisions and other existing laws.

	Status: *06/11/2003-Set, first hearing. Hearing canceled at the request of author.*
SB 471 Vasconcellos A-06/03/2003	**Summary:** Existing law repeals the Leroy Greene California Assessment of Academic Achievement Act on January 1, 2005, states the intent of the Legislature regarding this testing program and makes findings and declarations regarding the program. The existing act requires a school district to conduct a testing program in accordance with rules and regulations of the State Board of Education. This bill would extend the date of that repeal to January 1, 2007. This bill contains other related provisions and other existing laws.
	Status: *06/09/2003-To Com. on ED.*
SB 495 Vasconcellos A-06/03/2003	**Summary:** Existing law establishes the School Performance Accountability Program which consists of the Academic Performance Index (API), the Immediate Intervention/Underperforming Schools Program, the High Priority Schools Grant Program for Low Performing Schools, and the High Achieving/Improving Schools Program. The API measures the performance of schools and the academic performance of pupils and consists of a variety of indicators. Existing law establishes the California Quality Education Commission for the purpose of developing, evaluating, validating, and refining a Quality Education Model for prekindergarten through grade 12, inclusive. This bill would state the intent of the Legislature to establish the Opportunity to Learn Index (OLI) as part of the Public School Performance Accountability Program to measure the opportunity for pupil learning as evidenced by pupil access to high-quality learning resources, conditions, and opportunities, based on standards that specify what all schools should have available for instruction and support. This bill contains other related provisions.
	Status: *06/09/2003-To Com. on ED.*
SB 687 Cedillo I-02/21/2003	**Summary:** Existing law establishes the Governor's Scholars Programs under the administration of the Scholarshare Investment Board, which was established pursuant to the Golden State Scholarshare Trust Act. One of the Governor's Scholars Programs is known as the Governor's Distinguished Mathematics and Science Scholars Program, under which a pupil may receive a scholarship for demonstrating specified high academic achievement in mathematics and the sciences. Among other things, the Governor's Distinguished Mathematics and Science Scholars Program requires that a pupil earn an award under the Governor's Scholars Program to be eligible. This bill would revise the provision establishing the Governor's Distinguished Mathematics and Science Scholars Program by making various technical and conforming changes.
	Status: *03/06/2003-To Com. on ED.*
SCR 5 Scott I-01/23/2003	**Summary:** This measure would declare the Legislature's acknowledgment and support of standards-based instruction in the visual and performing arts in all California public schools, prekindergarten through grade 12, inclusive.
	Status: *04/03/2003-To Com. on ED.*
Charter Schools-SBE	
AB 604 Dymally A-05/05/2003	**Summary:** Existing law, the Charter Schools Act of 1992, allows for the establishment of charter schools that operate independently from the existing school district structure as a method of accomplishing specified goals. The act deems a charter school to be a school district for purposes of determining the manner in which warrants are drawn on the State School Fund. The act authorizes a charter school to receive the state aid portion of the charter school's total general-purpose entitlement and categorical block grant directly or through the local educational agency that either grants its charter or was designated by the State Board of Education. This bill would, notwithstanding those provisions, require in the case of a charter school that operates schools at multiple sites, that the charter school receive its funding directly from the county superintendent of schools of the county in which the local educational agency that approved the charter, or was designated by the state board, is located. The bill would authorize the county superintendent of schools to establish appropriate accounts in the county treasury for the charter school and each of its schoolsites, and would prescribe the manner of deposit and allocation of these funds . The bill would impose a state-mandated local program to the extent that it imposes new duties on the county superintendent of schools. This bill contains other related provisions and other existing laws.
	Status: *05/28/2003-In committee: Set, second hearing. Held under submission.*
AB 1129 Goldberg A-04/28/2003	**Summary:** Existing law establishes the Class Size Reduction Program in which participating school districts are provided up to $800 per pupil for reducing class size to a ratio of 20 pupils to 1 teacher in kindergarten and any of grades 1 to 3, inclusive. Existing law requires the Controller to deduct the entire amount of funding received for each class that the school district failed to maintain that ratio. This bill would, instead, for participating schools ranked in any of deciles 1 to 3, inclusive, on the Academic Performance Index (API) provide up to $906 per pupil for reducing class size to a ratio of 20 pupils to 1 teacher in kindergarten and any of grades 1 to 5, inclusive. The bill would provide that a school district would continue to receive that amount even if the school for which the funding is provided is no longer ranked in any of deciles 1 to 3, inclusive. This bill contains other related provisions.

	Status: *04/30/2003-In committee: Set, second hearing. Hearing canceled at the request of author.*
AB 1307 Haynes A-03/25/2003	**Summary:** The existing Charter Schools Act of 1992 permits teachers, parents, pupils, and community members to petition the governing board of a school district to approve a charter school to operate independently from the existing school district structure as a method of accomplishing, among other things, improved pupil learning. This bill would, notwithstanding any other provision of law, authorize nonprofit charitable organizations, a county board of education, a county chief executive officer, the chancellor of a campus of the University of California, the president of a campus of the California State University, the governing board of a community college district, or the governing body of a public or private college or university to approve a petition submitted to establish a charter school within the county in which that entity is located or person administers a campus. The bill would, in addition, authorize the State Board of Education to approve a petition submitted directly to the board to establish a charter school. The bill would, in addition, authorize the mayor of a city having a population of 250,000, or more, to approve a petition submitted to establish a charter school within that city. This bill contains other related provisions and other existing laws.
	Status: *04/24/2003-Set, first hearing. Hearing cancelled at the request of author. (Refers to 4/23/2003 hearing)*
AB 1366 Simitian A-05/05/2003	**Summary:** Existing law defines "sponsoring local educational agency" for purposes of provisions governing charter schools. This bill would include within that definition, only for the purpose of transferring amounts in lieu of property taxes and for pupils who reside in and are otherwise eligible to attend school in a basic aid school district, but who attend a charter school authorized by a nonbasic aid district or county office of education, the basic aid district, as defined. This bill contains other related provisions and other existing laws.
	Status: *06/25/2003-From committee: Amend, do pass as amended, and re-refer to Com. on APPR. (Ayes 8. Noes 1.).*
SB 979 Ducheny I-02/21/2003	**Summary:** The Charter Schools Act of 1992 provides that average daily attendance may not be generated by a pupil over 19 years of age who is not continuously enrolled in public school and make satisfactory progress toward a high school diploma, with certain specified exceptions. This bill would authorize the State Board of Education to grant a renewable exemption from that provision to a charter school, upon petition, for a term of up to five years.
	Status: *05/29/2003-Set, first hearing. Held in committee and under submission.*
Curriculum & Instructional Materials-SBE	
AB 12 Goldberg A-03/24/2003	**Summary:** Existing law authorizes the governing boards of school districts to adopt instructional materials for use in school districts. This bill would require each governing board, when adopting materials in specified subject matters, including English language development and primary language instruction, to adopt those materials in a manner that will provide each pupil with materials appropriate for his or her reading level. By requiring the governing board of a school district to adopt materials in this manner, this bill imposes a state-mandated local program. This bill contains other related provisions and other existing laws.
	Status: *05/28/2003-In committee: Set, second hearing. Held under submission.*
AB 195 Chan A-05/27/2003	**Summary:** Existing law requires the Department of Education to prepare and distribute to school districts guidelines for the preparation of comprehensive health education plans and programs. Existing law defines a comprehensive health education program as an educational program offered in kindergarten and grades 1 to 12, inclusive, that ensures that pupils receive instruction on making decisions in matters of personal, family, and community health, including, among other subjects, nutrition. This bill would specify that pupils may receive instruction on, among other topics, preventative health care. The bill would further specify that the instruction on nutrition may include instruction on related topics such as obesity and diabetes. The bill would prohibit participating entities from marketing their services when undertaking activities related to the program and would define marketing as the making of a communication about a product or service with the purpose to encourage the purchase or use of the product or service. The bill would exempt specified entities that provide certain services from these marketing prohibitions. This bill contains other related provisions and other existing laws.
	Status: *06/23/2003-In committee: Hearing postponed by committee. (Refers to 6/16/2003 hearing)*
AB 581 Chu I-02/18/2003	**Summary:** Existing law specifies the course of study for grades 7 to 12, inclusive, and requires the State Department of Education to incorporate specified materials in department publications used as curriculum resources. This bill would require a labor relations curriculum to be considered in the next cycle in which the history-social science curriculum framework and its accompanying instructional materials are adopted, and would prescribe related matters.
	Status: *05/28/2003-In committee: Set, second hearing. Held under submission.*

AB 642 Mullin A-05/14/2003	**Summary:** Existing law requires the State Board of Education to adopt statewide academically rigorous content standards in the core curriculum areas of reading, writing, mathematics, history/social science, and science , and to adopt content standards in other areas, including visual and performing arts and English language development. Existing law also requires the State Board of Education to adopt statewide performance standards, as provided. This bill would require the Superintendent of Public Instruction , commencing in 2005 , to conduct a periodic review of the content standards for those areas, and as part of that review, to hold regional public hearings. The bill would require the superintendent to adopt any changes in the content standards deemed necessary or desirable and any conforming changes to the statewide performance standards.
	Status: *06/12/2003-Referred to Com. on ED.*
AB 707 Correa A-04/29/2003	**Summary:** Existing law requires the Superintendent of Public Instruction, with the approval of the State Board of Education, to plan and develop a one-semester instructional program entitled consumer economics for use in schools maintaining any of grades 7 to 12, inclusive, and to make that program available to all school districts and schools with grades 7 to 12, inclusive. This bill would instead require only the Superintendent of Public Instruction to plan and develop this one-semester instructional program and would require the Department of Consumer Affairs and the Superintendent of Public Instruction to establish, by April 1, 2004, a Personal Financial Management Curriculum Task Force that would be required to develop curriculum and educational programs for grades 7 to 12, inclusive, in comprehensive personal financial management.
	Status: *05/28/2003-In committee: Set, second hearing. Held under submission.*
AB 907 Pavley A-04/21/2003	**Summary:** Existing law requires the State Board of Education to adopt statewide academically rigorous content standards and performance standards in the core curriculum areas of reading, writing, mathematics, history/social science, and science. This bill would require the State Board of Education and Superintendent of Public Instruction to revise the academic content standards for history/social science and science to incorporate specific environmental education content , as provided. The bill would provide that the environmental education content is not required to be included within the assessments conducted pursuant to the Standardized Testing and Reporting Program (STAR) until the next revision of the assessment materials are required pursuant to other law .
	Status: *05/28/2003-In committee: Set, second hearing. Held under submission.*
AB 921 Firebaugh A-06/02/2003	**Summary:** Existing law requires the State Board of Education to adopt basic instructional materials for use in kindergarten and grades 1 to 8, inclusive, in language arts, mathematics, science, social science, bilingual or bicultural subjects, and any other subject, discipline or interdisciplinary areas for which the state board determines the adoption of instructional materials to be necessary or desirable. This bill would require the State Board of Education to consider the cost of the instructional materials, per pupil, in selecting the instructional materials for adoption, as specified. This bill contains other related provisions and other existing laws.
	Status: *06/19/2003-Referred to Com. on ED.*
AB 1016 Canciamilla I-02/20/2003	**Summary:** Existing law designates and sets aside John Muir Day as a day of special significance and encourages public schools and educational institutions to observe that day and to conduct suitable exercises commemorating that day, as specified. This bill would authorize the State Board of Education to adopt a model curriculum guide for the exercises and instruction related to John Muir Day.
	Status: *05/28/2003-In committee: Set, second hearing. Held under submission.*
AB 1021 Yee A-04/10/2003	**Summary:** Existing law requires the State Department of Education to incorporate into prescribed materials, frameworks on history and social science that deal with civil rights, human rights violations, genocide, slavery, and the Holocaust, and encourages all state and local professional development activities to provide teachers with content background and resources to assist in teaching about civil rights, human rights violations, genocide, slavery, and the Holocaust. Existing law encourages teachers to use films and videotapes as a resource in teaching pupils about certain important historical events, including, but not limited to, the Armenian Genocide of 1915-23. This bill would require that materials related to the Armenian Genocide be incorporated by the department into prescribed materials and be included in the next cycle in which the history/social science curriculum framework and the accompanying instructional materials are adopted.
	Status: *05/28/2003-In committee: Set, second hearing. Held under submission.*

SB 5 Karnette A-04/24/2003	**Summary:** Existing law requires the Superintendent of Public Instruction to design and implement a program that includes statewide academically rigorous content and performance standards, as specified. Existing law establishes deadlines by which the State Board of Education must adopt statewide academically rigorous content standards in the areas of reading, writing, mathematics, history/social science, science, physical education, and visual and performing arts. This bill would require the State Department of Education, on or before June 1, 2009 , to adopt content standards for teaching foreign languages in kindergarten and grades 1 to 12, inclusive, pursuant to recommendations developed by the Superintendent of Public Instruction. The bill would provide that these standards are intended to guide schools that offer programs of instruction in languages other than English. The bill would require these standards to support the goal of providing programs of instruction in languages other than English as early as feasible, and to including a description of the skills to be attained at each grade level and alignment of the course content with the entrance requirements of the California State University and the University of California .
	Status: *06/12/2003-From committee: Do pass, but first be re-referred to Com. on APPR. (Ayes 8. Noes 0.) Re-referred to Com. on APPR.*
SB 383 Alarcon A-06/03/2003	**Summary:** Existing law requires the Superintendent of Public Instruction to assist all school districts to ensure that all public high school pupils have access to a core curriculum that meets the admission requirements of the University of California and the California State University. Existing law requires the California State University, and requests the University of California, to establish a model uniform set of academic standards for high school courses, including career technical courses, for the purposes of recognition for admission to the California State University and the University of California. This bill would require the commission , in addition to its existing duties, to determine a model postsecondary readiness curriculum for public high schools. The bill would require the commission to recommend a model postsecondary readiness curriculum to the State Board of Education prior to November 1, 2006. This bill contains other related provisions and other existing laws.
	Status: *06/09/2003-To Com. on ED.*
SB 550 Vasconcellos A-05/14/2003	**Summary:** Existing law requires the Superintendent of Public Instruction to development standards for the implementation of quality child care and develop programs. Existing law requires the State Department of Education to develop prekindergarten learning development guidelines that identify appropriate developmental milestones, basic beginning skills needed to prepare children for kindergarten or first grade, and methods of teaching these basic skills. Existing law requires the guidelines to be articulated with the academic content and performance standards adopted by the State Board of Education for kindergarten and grades 1 to 12, inclusive. This bill would require the State Board of Education to develop developmentally appropriate guidelines, standards, and curricula for preschool and early childhood education and to align them to the state-adopted academic content and performance standards for kindergarten and grades 1 to 3, inclusive. This bill contains other related provisions and other existing laws.
	Status: *05/29/2003-Set, first hearing. Held in committee and under submission.*
Ed. Technology-SBE	
AB 294 Daucher A-06/18/2003	**Summary:** Existing law requires schools that provide an online asynchronous interactive curriculum, as defined, to meet certain requirements including, applying to the State Department of Education for participation in the program and limits total participation in the program to 40 schoolsites. Existing law prohibits a pupil participating in an online classroom program from being credited with more than one day of attendance per calendar day or more than 5 days per calendar week. This bill would recodify those provisions as the Online Classroom Pilot Program for the purpose of monitoring and evaluating pupil participation in online asynchronous interactive programs and would limit eligibility to high schools, as specified. The bill would require a school district to submit to the State Department of Education information verifying the time a teacher and a pupil spend online and related activities in which a pupil is involved. The bill would require the department to clearly describe in the application form the academic performance information required to be submitted. The bill would require the Superintendent of Public Instruction to convene a working group to assess the online classroom pilot project and the fiscal costs of offering instruction through online classroom programs.
	Status: *06/25/2003-Do pass as amended, and re-refer to the Committee on Appropriations.*
Governance-SBE	

AB 858 Goldberg A-04/10/2003	**Summary:** Existing provisions of the Education Code relate to the prohibition of discrimination in the provision of educational services by elementary and secondary schools. This bill would establish the California Racial Mascots Act, which would prohibit public schools from using certain specified terms as a school or athletic team name, mascot, or nickname. The bill would provide that the act does not apply to a school or campus if certain conditions regarding prior expenditures on uniforms and other materials are met, as specified. The bill would, in addition, provide that the act does not apply to certain schools located within , or with enrollment boundaries that include a portion of, "Indian country," as defined, provided certain conditions are met. The bill would also provide that this prohibition may not be waived by the State Board of Education. To the extent that this prohibition would impose additional duties on schools, the bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.
	Status: *06/16/2003-Reconsideration granted. (Page 2405.) To inactive file on motion of Assembly Member Goldberg.*
AB 1197 Wiggins A-06/24/2003	**Summary:** The Political Reform Act of 1974 requires each state or local government agency to adopt a conflict of interest code, pursuant to which each designated employee of the agency, as defined, shall file statements of economic interest disclosing his or her financial interests, as specified. This bill would further define a "designated employee" as including any board member, chief business officer, superintendent , assistant superintendent , deputy superintendent, associate superintendent, chief personnel officer, and general counsel of a public school district or county office of education, and equivalent positions, and any individual having governance or management responsibility in a charter school. This bill contains other related provisions and other existing laws.
	Status: *06/24/2003-From committee chair, with author's amendments: Amend, and re-refer to committee. Read second time, amended, and re-referred to Com. on E. & R.*
AB 1209 Nakano A-04/21/2003	**Summary:** The existing California Public Records Act provides that, except for exempt records, every state or local agency, upon request, shall make records available to any person upon payment of fees to cover costs. Among those records that are exempt from disclosure under the act is a document prepared by a local agency that assesses its vulnerability to terrorist attack or other criminal acts intended to disrupt the public agency's operations and that is for distribution or consideration in a closed session. This bill would delete this provision and instead provide that specified vulnerability assessments and records relating to public facilities and infrastructure, as they relate to potential terrorist or other criminal acts, are exempt under the act. This bill contains other related provisions and other existing laws.
	Status: *06/23/2003-In committee: Hearing postponed by committee. (Refers to 6/23/2003 hearing)*
AB 1259 Yee I-02/21/2003	**Summary:** Existing law provides for the State Board of Education, comprised of 10 members who are appointed by the Governor with the advice and consent of 2/3 of the Senate. This bill would state the intent of the Legislature that the Governor appoint members to the board who are drawn from and represent distinct geographical regions of the state. This bill contains other related provisions and other existing laws.
	Status: *05/05/2003-In committee: Hearing postponed by committee. (Refers to 4/30/2003 hearing)*
ABX1 1 Daucher A-02/19/2003	**Summary:** Existing law provides for the establishment of charter schools and for the conversion of all the schools in a district to charter schools. Existing law exempts charter schools from many of the laws governing school districts. This bill would authorize a school district or county office of education, until June 30, 2005, to become a home rule school district or county office of education, as appropriate, if specified conditions are met. This bill contains other related provisions and other existing laws.
	Status: *03/10/2003-In committee: Set, first hearing. Failed passage.*
NCLB-SBE Accountability-SBE	
SB 575 Poochigian A-05/06/2003	**Summary:** Existing law, the Classroom Instructional Improvement and Accountability Act, requires the school accountability report card to provide data by which parents may make meaningful comparisons between public schools enabling them to make informed decisions on which school to enroll their children and requires certain information regarding school conditions to be included in this report card. Existing law provides that the Classroom Instructional Improvement and Accountability Act may be amended only to further the purposes of the act and by a bill passed by a 2/3 vote of the Legislature. This bill would impose a state-mandated local program by requiring a school district to ensure that all parents and guardians receive a copy of the school accountability report card or a summary of the report card that includes the information required by the federal No Child Left Behind Act of 2001. The bill would state that the Legislature finds and declares that the bill furthers the purposes of the Classroom Instructional Improvement and Accountability Act. This bill contains other related provisions and other existing laws.
	Status: *05/29/2003-To Com. on ED.*
Special Education-SBE	

AB 615 Bates I-02/19/2003	**Summary:** Existing law requires the State Board of Education, upon recommendation of the Superintendent of Public Instruction or the members of the State Board of Education, to appoint 5 public members to the Advisory Commission on Special Education. This bill would require the board to select one of those members from the charter school community. ***Status:*** *06/04/2003-In committee: Set, first hearing. Hearing canceled at the request of author.*
AB 1337 Daucher A-05/05/2003	**Summary:** Existing law sets forth a method for providing special education and related services to pupils with exceptional needs. Existing law also permits, under certain circumstances, contracts to be entered for the provision of those services by nonpublic, nonsectarian schools or agencies, as defined. Existing law authorizes a master contract for special education and related services provided by a nonpublic, nonsectarian school or agency only if the school or agency has been certified as meeting specified standards. Existing law sets forth the certification process and procedures for the nonpublic, nonsectarian schools or agencies that seek certification. This bill would provide that, notwithstanding any other provision of law, a school district, county office of education, or special education local plan area is deemed to have standards for the provision of special education and related services that are , at a minimum, equal to the standards applicable to a certified nonpublic, nonsectarian school or agency. This bill contains other related provisions and other existing laws. ***Status:*** *06/12/2003-Referred to Com. on ED.*
ACR 66 Pavley A-05/12/2003	**Summary:** This measure would urge the State Board of Education to delay the high school exit examination until issues are resolved regarding appropriate testing methods for pupils with disabilities. The measure would also encourage the State Department of Education to develop, and the State Board of Education to adopt, guidelines regarding the method and content of alternate assessments to the high school exit examination for pupils with disabilities who cannot participate in the examination and for whom accommodations or modifications are not appropriate. ***Status:*** *06/25/2003-Be adopted as amended, and re-refer to the Committee on Appropriations.*
Supplemental Instruction-SBE	
AB 905 Hancock A-04/10/2003	**Summary:** Existing law establishes the After School Education and Safety Program to create incentives for establishing local after school enrichment programs and establishes maximum grant amounts for participating schools. Existing law provides that the grants be awarded as an annual reimbursement, as specified. This bill would require the State Department of Education to select between 6 and 10 grant recipients based on specified criteria to participate in a two-year pilot program for the purpose of comparing program funding approaches. The bill would require the department to review the alternative funding program and to report to the Legislature regarding its findings and recommendations. ***Status:*** *05/28/2003-In committee: Set, second hearing. Held under submission.*
Teachers & Credentialing-SBE	
AB 1650 Simitian A-04/28/2003	**Summary:** Existing law establishes various grant programs aimed at promoting the development of teachers in specific areas. This bill would consolidate the funding for many of those programs and would establish the Teacher Support and Development Act of 2003 to provide flexible professional development block grants to school districts. The bill would require the Superintendent of Public Instruction to annually award the block grants from funding provided in the annual Budget Act. The bill would provide for the block grant amounts to be calculated according to a specified formula and would require a school district to demonstrate that its staff development programs meet specified criteria prior to receiving a block grant. This bill contains other related provisions. ***Status:*** *05/28/2003-In committee: Set, second hearing. Held under submission.*

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 34

JULY 2003 AGENDA

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

Recommendation:

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the 2002-2003 Consolidated Applications (ConApps) submitted by local educational agencies (LEAs).

Summary of Previous State Board of Education Discussion and Action

To date, the SBE has approved ConApps for 1,155 LEAs. This is the second year LEAs have completed, and submitted the ConApp via a software package downloaded from the Internet. This mechanism substantially decreased calculation errors and the time needed for review and approval.

Each year the CDE, in compliance with *California Code of Regulations* Title 5, section 3920, recommends that SBE approve applications for funding Consolidated Categorical Aid Programs submitted by LEAs.

There are 16 state and federal programs that LEAs may apply for in the ConApp. Approximately, $2.4 billion is distributed annually through the ConApp process. The state funding sources include: School Improvement Program, Economic Impact Aid (which is used for State Compensatory Education (SCE) and/or English Learners), Miller-Unruh, Tobacco Use Prevention Education, 10th Grade Counseling, Peer Assistance Review, and School Safety (AB 1113). The federal funding sources include Title I, Part A Basic Grant (Low Income); Title I, Part A (Neglected); Title I, Part D, (Delinquent); Title II, Part A (Teacher Quality); Title II, Part D (Technology); Title III, Part A (LEP Students); Title IV, Part A (SDFSC); and Title V, Part A (Innovative); and Title VI, Part B (Rural, Low-Income).

Summary of Key Issue(s)

ConApps are presented to SBE for approval after they have been reviewed. CDE recommendation is based upon application completeness and the status of outstanding compliance issues.

Fiscal Analysis (as appropriate)

None.

Attachment(s)

Attachment 1: List of Consolidated Applications Recommended for Approval (Page 1-1)

List of Consolidated Applications Recommended for Approval

CDS Code	Local Educational Agency Name
0130641 0130641	B.A.S.I.S.
6120943 6120943	Promise Charter School
1030881 1030881	Rosalyn Charter School
3768338 0000000	San Diego City Unified School District
3330917 3330917	Temecula Preparatory School

Number of LEAs Recommended for Approval: 5

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 35

JULY 2003 AGENDA

SUBJECT	X	**ACTION**
Approval of 2003-2004 Consolidated Applications.		**INFORMATION**
		PUBLIC HEARING

Recommendation:

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the 2003-2004 Consolidated Application (ConApps) submitted by local educational agencies (LEAs).

Summary of Previous State Board of Education Discussion and Action

This agenda item presents 64 ConApps for approval. This is the third year LEAs have completed, and submitted the ConApp via a software package downloaded from the Internet. This mechanism substantially decreased calculation errors and the time needed for review and approval.

Each year the CDE, in compliance with *California Code of Regulations* Title 5, section 3920, recommends that SBE approve applications for funding Consolidated Categorical Aid Programs submitted by LEAs.

There are 17 state and federal programs that LEAs may apply for in the ConApp. Approximately $2.4 billion is distributed annually through the ConApp process. The state funding sources include: School Improvement Program, Economic Impact Aid (which is used for State Compensatory Education (SCE) and/or English Learners), Miller-Unruh, Tobacco Use Prevention Education, 10th Grade Counseling, Peer Assistance Review, Instructional Time and Staff Development Reform, and School Safety (AB 1113). The federal funding sources include: Title I, Part A Basic Grant (Low Income); Title I, Part A (Neglected); Title I, Part D, (Delinquent); Title II, Part A (Teacher Quality); Title II, Part D (Technology); Title III, Part A (LEP Students); Title IV, Part A (SDFSC); and Title V, Part A (Innovative); and Title VI, Part B (Rural, Low-Income).

Summary of Key Issue(s)

Con Apps are presented to SBE for approval after they have been reviewed. CDE recommendation is based upon application completeness and the status of outstanding compliance issues.

Fiscal Analysis (as appropriate)

None.

Attachment(s)

Attachment 1: List of Consolidated Applications Recommended for Approval (Pages 1-2)

List of Consolidated Applications Recommended for Approval

CDS Code	Local Educational Agency Name
4970599 0000000	Alexander Valley Union Elementary School District
1061994 0000000	Alvina Elementary School District
1062000 0000000	American Union Elementary School District
4569856 0000000	Anderson Union High School District
2465631 0000000	Atwater Elementary School District
4269104 0000000	Ballard Elementary School District
4970623 0000000	Bennett Valley Union Elementary School District
1262729 0000000	Bridgeville Elementary School District
5371662 0000000	Burnt Ranch Elementary School District
0410041 0000000	Butte County Office Of Education
0561564 0000000	Calaveras Unified School District
5872728 6115935	Camptonville Academy
4269153 0000000	Casmalia Elementary School District
3667645 0000000	Central Elementary School District
1663883 0000000	Central Union Elementary School District
1062109 0000000	Clay Joint Elementary School District
5371670 0000000	Coffee Creek Elementary School District
5371688 0000000	Cox Bar Elementary School District
4275010 0000000	Cuyama Joint Unified School District
3768338 6039457	Darnall E-Charter School
3768049 0000000	Dehesa Elementary School District
5371696 0000000	Douglas City Elementary School District
3768114 0000000	Fallbrook Union Elementary School District
1563487 0000000	General Shafter Elementary School District
5071084 0000000	Gratton Elementary School District
1964246 1996347	Hearns (Henry) Charter School
2465698 0000000	Hilmar Unified School District
4970763 0000000	Horicon Elementary School District
5075549 0000000	Hughson Unified School District
0961895 0000000	Indian Diggings Elementary School District
5371738 0000000	Junction City Elementary School District
5071142 0000000	Knights Ferry Elementary School District
5071159 0000000	La Grange Elementary School District
2165359 0000000	Lagunitas Elementary School District
3375176 0000000	Lake Elsinore Unified School District
1563552 0000000	Lakeside Union Elementary School District
5371746 0000000	Lewiston Elementary School District
2773825 2730182	Liberty Family Academy
4469765 0000000	Live Oak Elementary School District
4369526 0000000	Los Gatos Union Elementary School District

3768338 6113211	Mcgill Innovative Head Start And Kindergarten
1363206 0000000	Mulberry Elementary School District
0175822 0130617	Oakland Military Institute, College
3166860 0000000	Ophir Elementary School District
0461523 0000000	Palermo Union Elementary School District
5071209 0000000	Paradise Elementary School District
3110314 0000000	Placer County Office Of Education
2966373 0000000	Pleasant Ridge Union Elementary School District
5672561 0000000	Rio Elementary School District
5071233 0000000	Roberts Ferry Union Elementary School District
3768353 0000000	San Pasqual Union Elementary School District
5071274 0000000	Shiloh Elementary School District
4610462 0000000	Sierra County Office Of Education
1965029 0000000	South Pasadena Unified School District
5373833 0000000	Southern Trinity Joint Unified School District
0175119 0000000	Sunol Glen Unified School District
2165482 0000000	Tamalpais Union High School District
5371761 0000000	Trinity Center Elementary School District
5310538 0000000	Trinity County Office Of Education
1965078 0000000	Valle Lindo Elementary School District
5071324 0000000	Valley Home Joint Elementary School District
1964733 6019715	Vaughn Street Elementary Charter School
4269344 0000000	Vista Del Mar Union Elementary School District
1965136 0000000	William S. Hart Union High School District

Number of LEAs Recommended for Approval: 64

GENERAL WAIVER COVER SHEET

CALIFORNIA STATE BOARD OF EDUCATION
JULY 2003 AGENDA
Item No. WC-1

TITLE:	Request by various districts to waive *Education Code* (EC) Section 51451, regarding the method of qualifying **this year's high school seniors** for a Golden State Seal Merit Diploma.	_____ **ACTION** _____ **INFORMATION** _____ **PUBLIC HEARING** __x__ **CONSENT**
CDSIS:	Various—list of districts will be provided as a last minute item in blue.	

RECOMMENDATION:
The Department recommends:

☒ **Approval, on the condition that the districts have certified that all students submitted to Education Data Systems, Inc. (EDS, Inc.) have met either the existing requirements to be eligible for the Golden State Merit Seal Diploma, or the requirements of the 2003 Senior Waiver**

Summary of Previous State Board of Education Discussion and Action:

In January 2003, the CDE posted a waiver process for a waiver of English language arts Golden State Exam (GSE) requirement, because at the time this was the only exam not available to this year's seniors.

The current year budget act then eliminates all the other GSE administration for this year. At the April 9, 2003, State Board of Education (SBE) meeting members approved the method described by the California Department of Education for a Golden State Exam "Senior Waiver Process."

Summary of Key Issue(s):
The Education Code involved in this waiver is:

E.C 51451. A student who meets the following requirements shall qualify for a Golden State Seal Merit Diploma:
(a) The completion of all requirements for a high school diploma.
(b) A demonstration of the mastery of the curriculum in at least six subject matter areas, four of which shall be mathematics, English language arts, science, and United States history, with the remaining two subject matter areas selected by the student.

The 2003 Senior Waiver criteria are described on the attached "sample" certification, and all districts making a request this time have certified to submit only names of students who have met the requirements of EC 51451, or the 2003 Senior Waiver.

CALIFORNIA DEPARTMENT OF EDUCATION

GENERAL WAIVER REQUEST- Golden State Seal Merit Diploma

GW-1 GSE (05/03) http://www.cde.ca.gov/waiver/

To expedite, send copy by FAX (916) 319-0117
Waiver Office, California Department of Education
1430 N Street, Suite 5602
Sacramento, CA 95814

CDS CODE						

LEA:	Contact/recipient of approval/denial notice:	Contact Person's E-Mail Address:
Address: (City) (State) (ZIP) CA		Phone (and extension, if necessary): ( ) - x Fax Number: ( ) -
Period of Request: (month/day/year) For: **2002-2003 school year**	Local Board Approval date: (Required)	Date of Public Hearing: (Required)

LEGAL CRITERIA

1. Under the General Waiver Authority of Education Code 33050-33053, the particular Education Code or California Code of

Topic of the waiver: Golden State Seal Merit Diploma; Golden State **Exam requirement**

***E.C. 51451 Qualifications for diploma**. A student who meets the following requirements shall qualify for a Golden State Seal Merit Diploma:*
(a) The completion of all requirements for a high school diploma.
(b) A demonstration of the mastery of the curriculum in at least six subject matter areas, four of which shall be mathematics, English language arts, science, and United States history, with the remaining two subject matter areas selected by the student.

2. Position of the Bargaining Unit. Does the district have any employee bargaining units? ☐ No ☐ Yes If yes, please complete required information below:

Date(s) the bargaining unit(s) was (were) consulted: _____, _____

Name of bargaining unit persons(s) consulted: : _____, _____,

The position(s) of the bargaining unit(s) was/were: ☐ Neutral ☐ Support ☐ Oppose (*Please summarize below*)

Comments (if appropriate): _____

3. Public Hearing Requirement: (A public hearing is not simply a board meeting, but a properly noticed public hearing held during a board meeting at which time the public may testify on the waiver proposal. Distribution of local board agenda does not constitute notice of a public hearing. Acceptable ways to advertise include: (1) print a notice that includes the time, date, location, and subject of the hearing in a newspaper of general circulation; or (2) in small school districts, post a formal notice at each school and three public places in the district. **How was the required public hearing advertised?**.

☐ Notice in a newspaper? ☐ Notice posted at each school? ☐ Other: _____ *(Please summarize below.)*

_____

4. District/Parent Advisory Committee: Please identify the council(s) or committee that reviewed this waiver:

_____ Date _____

There were objection(s) ☐ *(Please summarize the objection(s))* _____

No Objections ☐

5. Desired outcome/rationale.
Due to cancellation of the spring administration of the Golden State Examinations (GSEs) as a part of the current year budget cuts, many seniors are not able to complete the following requirement as of EC 51451:
To be eligible for the 2003 Golden State Diploma, seniors must:

1) Be receiving a high school diploma from their district.
2) Have earned achievement levels of 4 (recognition), 5 (honors), or 6 (high honors) on **six Golden State Examinations including U.S. history; reading/literature or written composition; a mathematics exam; a science exam; and two other exams of the student's choice**.
   GSE subjects included:
   Reading/Literature, Written Composition, First-year Algebra, Geometry, High School Mathematics, Biology, Chemistry, Physics, Second-year Coordinated Science, U.S. History, Economics, Government/Civics, Second-year Spanish Language.

Therefore, the State Board of Education will consider a General Waiver, called the Senior Waiver, to **also** allow students to be certified "as meeting the GSE requirements," provided that districts certify that students they recommend for the Golden Seal Merit Diploma meet the following requirements:

2003 Senior Waiver: This waiver is available to seniors who were prevented from meeting the above requirements due to GSE program reductions.

To be eligible for the 2003 Golden State Diploma, seniors must:

1) Be receiving a high school diploma from their district.
2) Have earned achievement levels of 4 (recognition), 5 (honors), or 6 (high honors) on **four or more** of the six required Golden State Examinations.
3) Be granted a waiver by the State Board of Education (SBE) to **use ONLY up to two 2002 California Standards Tests (CSTs), with scale scores no lower than 350,** to meet the subject-area requirements identified in Option ONE, number 2. To obtain a waiver, a CST scale score may be used only if the student **has not previously taken the GSE** for which the CST will substitute. The following are the CST's that may be used for this waiver: Grade 11 English Language Arts, Grade 11 History/Social Science (United States History), High School Mathematics, Algebra I, Algebra II, Geometry, Integrated Mathematics 1, 2, or 3, Biology, Chemistry, Physics, Earth Science.
4) Students must still have achieved GSE recognition or CST's with scale scores no lower than 350 for a **total of six subject matter areas, four of which** shall be **mathematics, English language arts, science, and United States history**, with the remaining **two subject matter areas selected** by the student.

CERTIFICATION:

• **I request that ALL qualifying 2002-03 graduates in our district be granted a waiver under the criteria of the 2003 Senior Waiver.**

• *I certify that all students submitted to Education Data Systems, Inc. (EDS, Inc.) have met either the existing requirements to be eligible for the Golden State Merit Seal Diploma, or the requirements of the 2003 Senior Waiver*

Signature of Superintendent or Designee:	Title:	Date:

FOR CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY		
Signature:	Title: Administrator, CDE Waiver Office	Date:

Golden State Examination Senior Waiver Certification

Waiver #	LEA	Local Board Approval	Certification Received
CDSIS-42-5-2003	Antioch Unified SD	6/18/2003	6/23/2003
CDSIS-52-6-2003	Arcadia Unified SD	6/24/2003	6/26/2003
CDSIS8-7-2003	Burbank USD	7/3/2003	7/7/2003
CDSIS-41-6-2003	Campbell Union High SD	6/19/2003	6/20/2003
CDSIS-7-7-2003	Conejo Valley USD	6/24/2003	7/3/2003
CDSIS-27-6-2003	Corona-Norco USD	6/17/2003	6/23/2003
CDSIS-6-7-2003	El Monte Union HSD	7/3/2003	7/3/2003
CDSIS-34-6-2003	Fairfield-Suisun USD	6/5/2003	6/16/2003
CDSIS-26-6-2003	Fullerton Joint UHSD	6/17/2003	6/11/2003
CDSIS-54-6-2003	Fillmore Unified SD	6/17/2003	6/18/2003
CDSIS-3-7-2003	Garden Grove US	5/20/2003	7/1/2003
CDSIS-47-6-2003	Hayward Unified SD	6/25/2003	6/26/2003
CDSIS-31-6-2003	Huntington Beach UHSD	6/24/2003	6/13/2003
CDSIS-17-2003	Kern High S.D	6/30/2003	7/1/2003
CDSIS-39-4-2003	Le Grand UHSD	5/21/2003	6/26/2003
CDSIS-49-6-2003	Livermore Valley JUSD	6/24/2003	6/26/2003
CDSIS-56-6-2003	Morongo USD	6/17/2003	6/27/2003
CDSIS-33-6-2003	Novato USD	6/3/2003	6/19/2003
CDSIS-36-6-2003	Oak Park USD	6/17/2003	6/18/2003
CDSIS-43-6-2003	Orland USD	6/16/2003	6/23/2003
CDSIS-1-6-2003	Perris Union HSD	6/18/2003	6/2/2003
CDSIS-2-7-2003	Plumas USD	6/30/2003	7/1/2003
CDSIS-29-6-2003	San Mateo Union HSD	6/11/2003	6/12/2003
CDSIS-53-6-2003	Simi Valley USD	6/24/2003	6/27/2003
CDSIS-46-6-2003	South San Francisco USD	6/19/2003	6/24/2003
CDSIS-30-6-2003	Temple City USD	6/11/2003	6/18/2003
CDSIS-40-6-2003	Ukiah Unified SD	6/17/2003	6/19/2003
CDSIS-48-6-2003	Vacaville Unified SD	6/19/2003	6/26/2003
CDSIS-60-6-2003	Ventura Unified SD	6/24/2003	6/27/2003
CDSIS-35-6-2003	Yuba City Unified SD	6/10/2003	6/17/2003

SPECIFIC WAIVER COVER SHEET

CALIFORNIA STATE BOARD OF EDUCATION
JULY 2003 AGENDA
Item No. WC-2

TITLE: Request by one school district for a **retroactive waiver of *Education Code* (EC) Section 60119** regarding Annual Public Hearing on the availability of textbooks or instructional materials. The district had an audit finding for fiscal year 2001-2002 that they **1) failed to hold the public hearing, or 2) failed to properly notice (10 days) the public hearing and/or 3) failed to post the notice in the required three public places.** **CDSIS:** 32-5-2003 – West Fresno School District	_____ **ACTION** _____ **INFORMATION** _____ **PUBLIC HEARING** __X__ **CONSENT**

RECOMMENDATION:
The Department recommends: ☒ Approval

Summary of Previous State Board of Education Discussion and Action:
The State Board of Education (SBE) has heard and approved a policy developed by the department of Instructional Materials Sufficiency Waivers of Retroactive audit findings. None of these districts have had a prior year finding and waiver of this type, so this goes to consent.

Summary of Key Issue(s):
During audits for fiscal year 2001-2002, it was discovered that the above local educational agency did not hold the public hearing notice of sufficiency of instructional materials as required by *EC* Section 60119.

Since then, the local educational agency has held a fully compliant hearing and determined that it has sufficient instructional materials for each pupil in each school in the district. California Department of Education (CDE) staff verified all other requirements of the Specific Waiver request and none of the local educational agency has had a waiver of this education code before for the public hearing and ten day notice requirements in the 1997-98, 1998-99, 1999-00 or 2000-01 years. Without the waiver, the local educational agency will have to return **$80,622** to CDE.

Therefore, since the local educational agency has met the requirements for fiscal year 2002-2003, and agrees to comply with *E.C.* 60119 and ensure that the public hearing is held within the fiscal year and that the notice of public hearing is posted for ten days, CDE recommends approval of this waiver request.

Authority for the waiver: *EC* Section 41344.3

Effective dates of request: 7/1/01 to 6/30/02 Audit Year

Fiscal Analysis (as appropriate): This waiver if approved will relieve the district of **$80,622** in total penalties.

Background Information:
Waiver request forms and supporting documents are available for inspection in the Waiver Office.

Failure to Hold the Public Hearing, and Complete a Local Board Resolution on the Sufficiency of Textbooks and Instructional Materials (within the 2001-2002 fiscal year)

CDSIS – 32-5-2003 – West Fresno School District

- Audit finding for the 2001-2002 fiscal year that would require the return of $80,622 in Schiff-Bustamante and Instructional Materials funds.
- The district failed to hold a public hearing as required by EC Section 60119 as the administrative team was not aware of the requirement.
- The district has since had a fully compliant hearing on April 24, 2003 and is now fully aware of the requirement.
- CDE staff verified all other requirements of the Specific Waiver request.

SPECIFIC WAIVER COVER SHEET

CALIFORNIA STATE BOARD OF EDUCATION
JULY 2003 AGENDA
Item No. WC-3

TITLE: Request by **New Haven Unified School District** to waive *Education Code* (EC) Sections 52859(b) and 52863 in order to use SIP funds to co-fund the Miller-Unruh Reading Specialist positions at five school sites. This waiver is requested in the event that the Miller-Unruh program is not eliminated from the California State Budget for Fiscal Year 2003/04. **CDSIS:** 45-5-2003	_____ **ACTION** _____ **INFORMATION** _____ **PUBLIC HEARING** __X__ **CONSENT**

RECOMMENDATION:
The Department recommends approval.

Summary of Previous State Board of Education Discussion and Action:
The School Board of Education (SBE) has adopted guidelines for the use of funds coordinated under the SBCP to pay for the local share of the Miller-Unruh Reading Specialist.

Summary of Key Issue(s):
This waiver will allow New Haven USD to use SIP funds to co-fund the Miller-Unruh Reading Specialist positions to provide much needed literacy support for primary grade students. This will assist students in meeting rigorous state and district reading/language arts standards. This waiver request is being made as a result of a reduction in available general fund support for this program.

Authority for the waiver: *EC* Section 52863
Bargaining unit(s) consulted on: April 11, 2003

Position of bargaining unit (choose only one):

☒ Neutral ☐ Support ☐ Oppose

Name of bargaining unit representative: Don Heinsohn

Local board approval date: May 20, 2003

Effective dates of request: July 1, 2003 to June 30, 2004

Fiscal Analysis (as appropriate): No fiscal impact.

Background Information: Waiver request forms and supporting documents are available for inspection in the Waiver Office.

SPECIFIC WAIVER COVER SHEET

CALIFORNIA STATE BOARD OF EDUCATION
JULY 2003 AGENDA
Item No. WC-4

TITLE:	Request by **Ventura County SELPA** to waive *Education Code* (EC) Section 56366.1(g), the August 1 through October 31 timeline on annual certification renewal application for Child Development Center – Simi Valley Hospital.	_____ **ACTION** _____ **INFORMATION** _____ **PUBLIC HEARING** __X__ **CONSENT**
CDSIS:	16-5-2003	

RECOMMENDATION: The Department recommends: ☒ Approval ☐ Denial

Summary of Previous State Board of Education Discussion and Action:
Requests to waive the annual application timeline (August 1 through October 31) by a nonpublic school or agency have been presented to the State Board in the past. The SBE Waiver Policy #00-003 evaluation guidelines and the receipt and review of the annual application forms from the NPS/A are used in reviewing this type of waiver.

Summary of Key Issue(s):
The nonpublic agency received a notice of conditional certification extending the expiration of the 2002 renewal application and was unclear about the annual timeline. The need for submission of the 2003 application update was an oversite, and has since been sumbitted. The 2003 Application Update and certification fee was received in the Office of Nonpublic Schools on May 14, 2003. This is a first-time occurrence.

Authority for the waiver: E.C. 56101

Bargaining unit(s) consulted on: N/A

Position of bargaining unit (choose only one):

☐ Neutral ☐ Support ☐ Oppose

Name of bargaining unit representative:

Local board approval date: N/A

Effective dates of request: November 2, 2002 – July 11, 2003

Fiscal Analysis (as appropriate): No known fiscal impacts.

Background Information: Waiver request forms and supporting documents are available in the Waiver Office.

SPECIFIC WAIVER COVER SHEET

CALIFORNIA STATE BOARD OF EDUCATION
JULY 2003 AGENDA
Item No. WC-5

TITLE:	Request by **Cascade Union Elementary School District** to waive *Education Code* (EC) Section 56362(c); allowing the caseload of the resource specialist to exceed the maximum caseload of 28 students by no more than four students. Resource Specialist **Conde Kunzman assigned at Anderson Middle School.**	_____ **ACTION** _____ **INFORMATION** _____ **PUBLIC HEARING** __X__ **CONSENT**
CDSIS:	144-3-2003	

RECOMMENDATION: The Department recommends approval.

Summary of Previous State Board of Education Discussion and Action: Both EC Section 56362 (c) and Title 5CCR 3100 allows the State Board of Education to approve waivers of Resource Specialists to exceed the maximum caseload of 28 students by not more than four students. However, there are very specific requirements in these regulations that must be met for approval, and if these requirements are not met, the waiver must be denied.

Summary of Key Issue(s):
The **Cascade Union Elementary School District (CUESD)** requests a waiver of EC Section 56362 (c), which states that caseloads for Resource Specialists shall be stated in local policies developed pursuant to EC Section 56195.8, and in accordance with regulations established by the board.

The **CUESD** is experiencing declining enrollment except in the area of RSP students. A number of students with IEP's requiring RSP services recently moved into the district. The district is providing the RSP class with an 8 hour aide. The Resource Specialist assures that the IEP goals for all students will be met, and the waiver request indicates the caseload for the Resource Specialist will not exceed the maximum statutory limit of 28 students by more than four students. The district anticipates that the number of students in the middle school RSP classroom will be less next year because eight students will be moving to the high school.

Therefore, the department recommends approval.

Authority for the waiver: *EC* Sections 56101, and Title 5CCR 3100.
Bargaining unit(s) consulted on: March 3, 2003

Position of bargaining unit (choose only one):

☐ Neutral ☒ Support ☐ Oppose

Name of bargaining unit representative: Teri Ralston

Local board approval date: SELPA approved date: May 5, 2003

Effective dates of request: January 2003- June 2003

Fiscal Analysis (as appropriate): No known fiscal impacts.

Background Information: Waiver request forms and supporting documents are available for inspection in the Waiver Office.

SPECIFIC WAIVER COVER SHEET

CALIFORNIA STATE BOARD OF EDUCATION
JULY 2003 AGENDA
Item No. WC-6

TITLE:	Request by **Bassett Unified School District** to waive *Education Code* (EC) Section 56362(c); allowing the caseload of the resource specialist to exceed the maximum caseload of 28 students by no more than four students. For Resource Specialists, **Jaime Tambara assigned at Erwin Elementary School, Janice Lim assigned at Edgewood Academy and Helen Okawa assigned at Sunkist Elementary School.**	_____ **ACTION** _____ **INFORMATION** _____ **PUBLIC HEARING** __X__ **CONSENT**
CDSIS:	25-5-2003	

RECOMMENDATION: The Department recommends approval.

Summary of Previous State Board of Education Discussion and Action:
Both *EC* Section 56362(c) and Title 5 *CCR* 3100, allow the State Board of Education to approve waivers of resource specialists to exceed the maximum caseload of 28 students by not more than four students. However, there are very specific requirements in these regulations which must be met for approval, and if these requirements are not met, the waiver must be denied.

Summary of Key Issue(s): The District states that there have been an unusually high number of referrals for special education service this year. The District is providing additional instructional aide time to all three Resource Specialists. All three Resource Specialists support the waiver and state that they will be able to provide all needed services. The waiver request indicates the caseload of the three Resource Specialists will not exceed the maximum statutory limit of 28 students by more than four students.

Therefore, the department recommends approval.

Authority for the waiver: *EC* Section 56101, and Title 5 CCR 3100
Bargaining unit(s) consulted on:
Position of bargaining unit (choose only one):
☒ Neutral ☐ Support ☐ Oppose
Name of bargaining unit representative: Jaime Tambara and Cheryl Valsi
Local board approval date: May 8, 2003
Effective dates of request: January 2003 to June 15, 2003

Fiscal Analysis (as appropriate): No known fiscal impacts

Background Information: Waiver request forms and supporting documents are available for inspection in the Waiver Office.

SPECIFIC WAIVER COVER SHEET

CALIFORNIA STATE BOARD OF EDUCATION
JULY 2003 AGENDA
Item No. WC-7

TITLE: Request by **Scotia Union School District** to waive *Education Code* (EC) Section 49550, the State Meal Mandate during the summer school session. **CDSIS:** 28-6-2003	_____ **ACTION** _____ **INFORMATION** _____ **PUBLIC HEARING** __X__ **CONSENT**

RECOMMENDATION:
The Department recommends:
☒ Approval

☐ Denied

Summary of Previous State Board of Education Discussion and Action:
Waivers of this type normally go to the State Board of Education Consent Calendar, as there is statutory basis for the approval recommendation.

Summary of Key Issue(s):
The California Education Code (EC) Section 49550 states that each needy child that attends a public school be provided a nutritionally adequate free or reduced-price meal every school day. The following district has requested a waiver of EC Section 49550 for Summer 2003. EC Section 49548 allows a waiver of EC Section 49550 during summer school if the district seeking the waiver has sites that meet at least two of the following four criteria:

a) The summer school session is less than four hours duration and is completed by noon;

b) Less than ten percent of needy pupils attending the summer session are at the school site for more than three hours per day;

b) A Summer Food Service Program site is available within the school attendance area;

d) Serving meals during the summer school session would result in a financial loss to the school district in an amount equal to one-third of the food service net cash resources or, if those cash resources are nonexistent, an amount equivalent to one month's operating cost.

Agreement Number:	District(s):	Effective Period:	Local Board Approval:	Waiver Number:
12-63024-0000000-01	Scotia Union SD	06/16/03-07/17/03	06/19/03	28-6-2003

Authority for the waiver: *Education Code* (EC) Section 49548

Bargaining unit(s) consulted on: **not required**

Position of bargaining unit (choose only one):

☐ Neutral ☐ Support ☐ Oppose

Name of bargaining unit representative: **not required**

Local board approval date: **See table above**

Effective dates of request: **See table above**

Fiscal Analysis (as appropriate): The approval of this waiver will have no impact on local or state finances.

Background Information: Waiver request forms and supporting documents are available for inspection in the Waiver Office.

GENERAL WAIVER COVER SHEET

CALIFORNIA STATE BOARD OF EDUCATION
JULY 2003 AGENDA
Item No. W-1

TITLE: Request by **Mountain View Elementary School District** for a renewal to waive *Education Code* (EC) Section 37202, equity length of time requirement to allow a full day kindergarten program at **Twin Lakes Elementary and Parkview Elementary Schools.** **CDSIS:** 23-5-2003	**X** **ACTION** ____ **INFORMATION** ____ **PUBLIC HEARING** ____ **CONSENT**

RECOMMENDATION:
The Department recommends approval of this waiver for one year and EC 33051(c) will apply.

Summary of Previous State Board of Education Discussion and Action:
The State Board of Education has approved similar waivers in the past.

Summary of Key Issue(s):
The **Mountain View Elementary School District** instituted a full-day kindergarten program at two of their ten elementary schools, **Twin Lakes Elementary and Parkview Elementary,** as a pilot program for increasing the kindergarten instructional time by thirty minutes a day. The district decided to increase the time in these two schools in an effort to improve academic performance at the kindergarten level. The other schools in the district were asked if they wanted to increase their schedules and become part of the pilot program but none of the other schools in the district are ready to do so.

The first waiver was approved in December of 2002 for one year, February 1, 2003 through January 31, 2004. And an evaluation of the program was conducted. Surveys taken of the teachers, parents and students involved all concur that the program is effective. The waiver to increase the kindergarten minutes at Twin Lakes and Parkview went into effect on February 3rd and the pupils were tested on April 28th. Since the implementation period of the waiver has been so short, the results are modest but very encouraging. Usually the pupils at the district are tested during the first three weeks of school but because of the waiver condition, testing was done earlier, meaning that there was only 53 days between implementation of the extended program until the students were tested in order to meet the requirements of the waiver to get a renewal. So the gains shown by the testing can be considered significant given the short duration to implement the increased instructional time.

Therefore, the department recommends approval of this waiver for one additional year and that EC 33051(c) will apply.

Bargaining unit(s) consulted on: 03/25/03 and 04/09/03

Position of bargaining unit (choose only one):

☐ Neutral ☒ Support ☐ Oppose

Name of bargaining unit representative: Entire Negotiating Team, Susan Bogdanow, MVTA Bargaining Chair

Public hearing identified by (choose one or more):

☐ posting in a newspaper ☒ posting at each school ☐ other (specify)

Public hearing held on: May 01, 2003

Local board approval date: May 01, 2003

Advisory committee(s) consulted: All School Site Councils

Objections raised (choose one): ☒ None ☐ Objections are attached on separate sheet

Date consulted: April 1 through May 9, 2003

Effective dates of request: 02/01/04 – 01/31/05

Fiscal Analysis (as appropriate):

No impact.

Background Information:

Waiver request forms and supporting documents are attached to this summary.

JULY 2003
PROPOSED CONSENT and NON-CONSENT WAIVERS
Staff Recommendations

ITEM #	WAIVER SUBJECT	PROPOSED CONSENT* (SBE/CDE Recommendation)	NON-CONSENT** (CDE Only Recommendation)
ITEM W-1	Equity Length of Time	Approve, ECS 33051(c) will apply	
ITEM W-2	Equity Length of Time	Approve with Conditions	
ITEM W-3	Community Day School	Approve, ECS 33051(c) will apply	
ITEM W-4	Community Day School (co-location)	Approve, ECS 33051(c) will apply	
ITEM W-5	Community Day School (co-location)	Approve	
ITEM W-6	Class Size Reduction (Morgan-Hart)	Approve with Conditions	
ITEM W-7	Instructional Material Funding Realignment Program Petition	Approve	Approve
ITEM W-8	Instructional Material Funding Realignment Program Petition	Approve	
ITEM W-9	**Instructional Material Funding Realignment Program Petition**		**Approve**
ITEM W-10	Instructional Time Penalty	Approve with conditions	
ITEM W-11	Instructional Time Penalty	Approve with conditions	
ITEM W-12	Instructional Time Penalty	Approve with conditions	
ITEM W-13	**Resource Specialist Caseload**		**Deny**
ITEM W-14	Sale/Lease of Surplus Property	Approve with conditions	

* Proposed Consent: Waivers in this column are recommended for approval by both SBE and CDE staffs.

** Non-Consent: Waivers in this column are either recommended for denial or warrant discussion. These waivers are printed in **boldface** type.

GENERAL WAIVER COVER SHEET

CALIFORNIA STATE BOARD OF EDUCATION
JULY 2003 AGENDA
Item No. W-2

TITLE: Request by **Moorpark Unified School District** to waive *Education Code (EC)* Section 37202, equity length of time requirement to allow a full day kindergarten program at **Walnut Canyon, Peach Hill, Campus Canyon, and Flory Schools.** **CDSIS:** 42-5-2003	**__X__ ACTION** **_____ INFORMATION** **_____ PUBLIC HEARING** **_____ CONSENT**

RECOMMENDATION:
The Department recommends approval of this waiver for two years minus one day with the condition that the district provide an evaluation of the full day kindergarten program before a renewal is considered.

Summary of Previous State Board of Education Discussion and Action:
The State Board of Education has approved similar waivers in the past.

Summary of Key Issue(s):
The **Moorpark Unified School District** is requesting a waiver of *EC* Section 37202**,** the equity length of time requirement, in order to institute a full-day kindergarten program at four of their six elementary schools, **Walnut Canyon, Peach Hill, Campus Canyon and Flory Schools,** as a pilot program for increasing kindergarten instructional time. While **Walnut Canyon, Peach Hill and Campus Canyon Elementary Schools** already serve kindergarten pupils, **Flory Elementary** serves fourth through sixth grade pupils but beginning in 2004-2005 will begin a kindergarten class and also wants to have a full day kindergarten program to be included as part of the waiver request.

Moorpark Unified is requesting to increase the kindergarten instructional time to 300 minutes, Monday through Thursday and 220 minutes on Friday, which is the same schedule as the first grade students. The district wants to increase the instructional time to provide an instructional improvement strategy for those kindergarten pupils. The schools in the pilot program have slightly lower API scores than the other schools in the district. The district will use funds from the "Targeted Instructional Improvement Grant," (TIIP, formerly the "Voluntary Desegregation Program"), to help pay for additional instructional aide time. Funds for this program are to be used "to provide instructional improvement for the lowest achieving pupils in the district." The Teacher's Union has given the district full support for this effort. The district also has a transfer policy to allow parents that want their children to attend one of the extended day kindergartens to be able to do so. The local board has passed a resolution to support the full day kindergarten pilot, according to *EC* Sections 8970-8974 and the district will provide an integrated age appropriate curriculum.

Therefore, the department recommends approval of this waiver for two years minus one day with the condition that the district provide an evaluation of the full day kindergarten before a renewal is considered.

Bargaining unit(s) consulted on: June 2002, August 2002 and January 2003

Position of bargaining unit (choose only one):

☐ Neutral ☒ Support ☐ Oppose

Name of bargaining unit representative: Linda Anderson

Public hearing identified by (choose one or more):

☐ posting in a newspaper ☒ posting at each school ☐ other (specify)

Public hearing held on: May 13, 2003

Local board approval date: May 13, 2003

Advisory committee(s) consulted: All School Site Councils

Objections raised (choose one): ☒ None ☐ Objections are attached on separate sheet

Date consulted: January 29, 2003

Effective dates of request: 08/01/03 – 07/30/05

Fiscal Analysis (as appropriate):

No impact.

Background Information:

Waiver request forms and supporting documents are attached to this summary.

GENERAL WAIVER COVER SHEET

CALIFORNIA STATE BOARD OF EDUCATION
JULY 2003 AGENDA
Item No. W-3

TITLE:	Request by **Lucerne Valley Unified School District** for a waiver of *Education Code* (EC) Section 48916.1(d) and portions of *Education Code* (EC) Section 48660 to permit the establishment of a K-8 community day school.	__X__ **ACTION** _____ **INFORMATION** _____ **PUBLIC HEARING** _____ **CONSENT**
CDSIS:	43-5-2003	

RECOMMENDATION:
The Department recommends:

☒ Approval—If approved, *Education Code* (EC) Section 33051(c) will apply and the district will not have to reapply annually if the information contained on the request remains the same.

☐ *Denial*

Summary of Previous State Board of Education Discussion and Action:
In February, 2003, the Board approved a similar request from a small unified school district to establish a K-8 community day school.

Summary of Key Issue(s):
The Lucerne Valley Unified School District is seeking authorization for the establishment of a K-8 community day school. While **current law authorizes a K-8 district of any size, upon a two-thirds vote of its governing board, to establish a community day school to serve students in any of those grades**, this authorization does not automatically extend to unified school districts.

Therefore, the **District is requesting a waiver of *Education Code* (EC) Section 48916.1(d)** which prohibits commingling of expelled students in grades K-6 with 7-12 **and portions of *Education Code* (EC) Section 48660 which limit the authorization to establish a K-8 community day school to K-8 districts**.

The Lucerne Valley Unified School District is **small district, with a total enrollment of approximately 960 students**. As a unified district, Lucerne Valley is not automatically authorized to establish a K-8 community day school. However, the **community day school is mostly intended to serve students in grades 5-8**, although students in lower grades may be served on an as-needed basis. The District expects that **no more than eight students** would be enrolled in the community day school at one time, and therefore maintains that it would **not be efficient or cost effective to establish two community day schools to separately serve primary and middle grade students**

The local board voted unanimously in support of this waiver request. The professional associations and the school site council are also in support of the waiver.

Bargaining unit(s) consulted on: 5/12/03 and 5/13/03

Position of bargaining unit:

☐ Neutral ☒ Support ☐ Oppose

Name of bargaining unit representatives: Debra Rawuka (LVTA) and Jim Ary (CSEA)

Public hearing identified by (choose one or more):

☐ posting in a newspaper ☒ posting at each school ☒ other (public discussion of proposal at all district/community meetings for the two months prior to local board approval on 5/21/03)

Public hearing held on: 5/21/03

Local board approval date: 5/21/03

Advisory committee(s) consulted: Lucerne Valley Children's Network

Objections raised (choose one): ☒ None ☐ Objections are attached on separate sheet

Date consulted: 5/12/03

Effective dates of request: 7/1/03 – 6/30/05

Fiscal Analysis (as appropriate): N/A

Background Information: Documentation is attached to this Summary.

GENERAL WAIVER COVER SHEET

CALIFORNIA STATE BOARD OF EDUCATION
JULY 2003 AGENDA
Item No. W-4

TITLE:	Request by the **Hacienda La Puente Unified School District** for a waiver of *Education Code* (EC) Section 48661(a) relating to the placement of a district community day school on the same site as Valley Alternative (Continuation High) School.	X **ACTION** ___ **INFORMATION** ___ **PUBLIC HEARING** ___ **CONSENT**
CDSIS:	19-6-2003	

RECOMMENDATION:
The Department recommends:

☒ Approval—If approved, *Education Code* Section 33051(c) will apply and the district will not have to reapply annually if the information contained on the request remains the same.

☐ *Denial*

Summary of Previous State Board of Education Discussion and Action:
The Board has approved several similar requests in the past to allow the co-location of a community day school with a continuation high school when the district has been able to provide for the separation of students from the two schools. The initial waiver for the Hacienda La Puente Unified School District was approved in May, 2002, for one year to allow the district to demonstrate the efficacy of the collocation plan.

Summary of Key Issue(s):
The Hacienda La Puente Unified School District requests renewal of a waiver of *Education Code* (EC) Section 48661(a) which states that a community day school (CDS) shall not be situated on the same site as a continuation high school.

The district conducted an extensive search of facilities owned by the district and in the community. The district has certified that no appropriate separate facilities are available. The site was selected as providing the greatest possible separation from other school classrooms and students. The CDS is not located on the same site as an elementary, middle, or comprehensive high school.

The district maintains that the students in the CDS have been completely separated from the continuation high school students at the site. During the past year, there were no disciplinary incidents involving community day school students and students from any other program on the campus. Separation continues to be accomplished through the use of self-contained classrooms including restrooms, different arrival and departure times, two distinct bell schedules, different entrance/exits, and extensive supervision.

The local school board voted unanimously to support the waiver renewal request. The Valley Alternative School Site Council and all of the bargaining units also support the waiver request. Reflecting the strong statements of local support, the safety procedures implemented

by the district, and the demonstrated safety record during the initial year, the CDE recommends approval of the waiver renewal request.

Bargaining unit(s) consulted on: 5/22/03

Position of bargaining unit:

☐ Neutral ☒ Support ☐ Oppose

Name of bargaining unit representatives: Sergio Martinez (CTA), Frank Zavala (CSEA), Robert Barba (SEIU)

Public hearing identified by:

☒ posting in a newspaper ☐ posting at each school ☐ other (specify)

Public hearing held on: 6/5/03

Local board approval date: 6/5/03

Advisory committee(s) consulted: Valley Alternative School Site Council

Objections raised (choose one): ☒ None ☐ Objections are attached on separate sheet

Date consulted: 5/29/03

Effective dates of request: 7/1/03 – 6/30/04

Fiscal Analysis (as appropriate): N/A

Background Information: Documentation is attached to this Summary.

GENERAL WAIVER COVER SHEET

CALIFORNIA STATE BOARD OF EDUCATION
JULY 2003 AGENDA
Item No. W-5

TITLE:	Request by the **Yucaipa-Calimesa Joint Unified School District** for a waiver of *Education Code* (EC) Section 48661(a) relating to the placement of a community day school on the same site as a junior high school.	__X__ **ACTION** _____ **INFORMATION** _____ **PUBLIC HEARING** _____ **CONSENT**
CDSIS:	17-5-2003	

RECOMMENDATION:
The Department recommends:
☒ Approval

☐ *Denial*

Summary of Previous State Board of Education Discussion and Action:
The Board has approved several similar requests in the past to allow the co-location of a community day school with a comprehensive school when the district has been able to provide for the separation of students from the two schools.

Summary of Key Issue(s):
The Yucaipa-Calimesa Joint Unified School District requests a waiver of *Education Code* Section 48661(a) which states that a community day school (CDS) shall not be situated on the same site as a junior high school.

The district conducted an extensive search of facilities owned by the district and in the community. The district has certified that no appropriate separate facilities are available. The site was selected as providing the greatest possible separation from other school classrooms and students.

The district proposes that the Community Day School be located on a remote section of a middle school campus. The campus also houses two special education classrooms. Additionally, students receiving instruction through independent study meet for one hour each week on campus with their advisors.

The district maintains that the students in the CDS will be completely separated from the middle school students at the site, through physical barriers, scheduling, and extensive supervision. First, there will be a principal assigned full time to the Community Day School site. Second, there will be two 3-¾ hour campus monitors assigned to the Community Day School. Third, the starting and ending times for the various programs will be staggered, so students will be coming and going at different times. Fourth, students will be met as they arrive by campus monitors, and campus monitors will escort them as they leave the campus. Fifth, students will be supervised to and from the bathroom, and at breaks and lunch. Sixth, a fence will be up and around the Community Day School classrooms, with one gate for ingress and egress**.** Seventh, the part of the campus being used for the Community Day

School is an area of the site that will not be used by the general student population of the comprehensive school. The reason for this is that due to reconfiguration; what is presently an 8th and 9th grade campus will only be a 9th grade campus starting in the 2003-04 school year. The student population will be cut in half leaving many of the portable classrooms unused, serving as a substantial "buffer zone" between the Community Day School and the junior high school.

The local school board and the Yucaipa Junior High School Site Council both voted unanimously to support the waiver request. The certificated and classified bargaining units also support the waiver request. Additionally, the district Coordinating Psychologist, who oversees all special education programs for the district, has submitted a letter in support of the waiver. While the District believes that the measures described above will provide a very high level of safety, the district requests, and the CDE recommends, approval of the waiver for one year, allowing for re-evaluation before renewal is considered.

Bargaining unit(s) consulted on: 4/8/03

Position of bargaining unit:

☐ Neutral ☒ Support ☐ Oppose

Name of bargaining unit representatives: Steve Cady (YCEA), Ben Valdepena (CSEA

Public hearing identified by:

☒ posting in a newspaper ☒ posting at each school ☐ other (specify)

Public hearing held on: 5/6/03

Local board approval date: 5/6/03

Advisory committee(s) consulted: Yucaipa Junior High School Site Council

Objections raised (choose one): ☒ None ☐ Objections are attached on separate sheet

Date consulted: 4/8/03

Effective dates of request: 8/1/03 – 8/1/04

Fiscal Analysis (as appropriate): N/A

Background Information: Documentation is attached to this Summary.

GENERAL WAIVER COVER SHEET

CALIFORNIA STATE BOARD OF EDUCATION
JULY 2003 AGENDA
Item No. W-6

TITLE: Request by **Los Angeles Unified School District** to waive *Education Code* (EC) Section 52084 (a) 9th Grade Class Size Reduction to receive funding for two English courses in Grade 9 (adding Developing Readers and Writers-Strategic Literacy for students who score below the 20th percentile on the SAT-9 Reading test) and one Math course. **CDSIS:** 1-5-2003	__X__ **ACTION** _____ **INFORMATION** _____ **PUBLIC HEARING** _____ **CONSENT**

RECOMMENDATION:
The Department recommends:
☒ Approval, on the condition that total funding to the district will not exceed two times the Grade 9 enrollment of the district, and all classes will be held to the 1:20 ratio average (with no more than 22 in any one class). "If approved, *Education Code* (EC) Section 33051(c) will apply, and the district will not have to reapply annually if the information contained on the request remains the same.

Summary of Previous State Board of Education Discussion and Action:
This waiver request is a renewal of one granted on May 30, 2002. The SBE has discussed issues of Morgan-Hart 9th Grade Class Size Reduction previously. Waivers to increase the number of classes for the lowest performing students have been approved by the SBE as long as the total funding to the district does not exceed two times the Grade 9 enrollment of the district, and the district maintains the 1:20 ratio, with no more than 22 pupils in each participating class.

Summary of Key Issue(s):
The Morgan-Hart Class Size Reduction Act states in Education Code sections 52084(a) that the Grade 9 course or the two Grade 9 courses included in the program count towards completion of the graduation requirements established in subparagraph (A), (B), (C), or (D) of paragraph (1) of subdivision (a) of *Education Code* (EC) Section 51225.3; provided, however, that one of the courses included in the program shall be English.

Los Angeles Unified School District implements Grade 9 Class Size Reduction in all Grade 9 English classes required for graduation, and in only 18% of the Grade 9 Math classes due to a lack of qualified Math teachers. There is a need for students who score at or below the 20th percentile on the SAT-9 test to be placed in a double period, in order for them to take a specially developed course, "Developing Readers and Writers." The first period of the double block meets the 9th grade graduation requirement in English. The second period of the double block is the "Developing Readers and Writers" course, an elective that does not

qualify for funding. The district is requesting a waiver to provide funding for the second period support class for students who are struggling in reading.

The Grade 9 Math classes will participate in class size reduction as in the past.

The total number of students to be funded in the three courses (Grade 9 English, Developing Readers and Writers, and Grade 9 Math) is less than two times the district CBEDS enrollment for Grade 9.

CDE recommends that this waiver be approved for the 2003-2004 school year. The waiver will be conditional that total funding to the district does not exceed two times the Grade 9 enrollment (the maximum funding level) and that the district agrees to provide the student to teacher ratio of 20:1 average (with no more than 22 in any one class).

Bargaining unit(s) consulted on: 4-1-03

Position of bargaining unit (choose only one):

☐ Neutral X Support ☐ Oppose

Name of bargaining unit representative: Linda Guthrie (UTLA)

Public hearing identified by (choose one or more):

☐ posting in a newspaper ☒ posting at each school ☒ posting at district office

Public hearing held on: 5-6-03

Local board approval date: 5-6-03

Advisory committee(s) consulted:

Objections raised (choose one): ☒ None ☐ Objections are attached on separate sheet

Date consulted: 4-29-03

Effective dates of request: 7-1-03 to 6-30-04

Fiscal Analysis (as appropriate):
The Budget Act of 2002 provided adequate funding for districts that applied for Grade 9 Class Size Reduction. Funding for this program is dependent on inclusion in the State Budget Act of 2003. The Governor's most recent May Revise includes adequate funding for this program.

Background Information:
Waiver request forms and supporting documents are attached.

Instructional Materials Funding Realignment Program (IMFRP)
Petition Request
CALIFORNIA STATE BOARD OF EDUCATION
JULY 2003 AGENDA
Item No. W-7

TITLE: Petition request under *Education Code* (EC) Section 60421(d) and 60200(g) by **Portola Valley School District** to purchase Instructional Resources (*Everyday Mathematics, 2001 (K-3)* using Instructional Materials Funding Realignment Program (IMFRP) monies. **CDSIS**: 1-9-2002	X ACTION ____ INFORMATION ____ PUBLIC HEARING

RECOMMENDATION:
The Department recommends approval: July 1, 2003 to June 30, 2007.

Summary of Previous State Board of Education Discussion and Action:

The petition process was continued in statute for use by districts with the new Instructional Materials Funding Realignment Program, AB 1781, Statutes of 2002 with E.C**. 60421 (d)**. This is the first petition and/or waiver request for *Everyday Mathematics* by this district. Susan Stickel, former chair of the Curriculum Commission, has reviewed several editions of the program at the request of the State Board.

Summary of Key Issue(s).

The Portola Valley School District requests approval of its petition pursuant to: **EC Section 60421 (d)** "Notwithstanding any other provision of law, pursuant to subdivision **(g) of Section 60200**, the State Board of Education may authorize a school district to use any state basic instructional materials allowance to purchase standards-aligned materials as specified within this part." **EC Section 60200(g):** "If a district board establishes to the satisfaction of the State Board that the state-adopted instructional materials do not promote the maximum efficiency of pupil learning in the district, the State Board shall authorize the district board to use its instructional materials allowance to purchase materials as specified by the State Board."

The Portola Valley School District is petitioning to purchase: *Everyday Mathematics*, 2001 edition (K-3). There is only one elementary school in this district, Ormondale Elementary, which had 142 students included in its 2002 API calculation.

Ormondale Elementary has had an API ranking of 10 in each of the last four years, with a numeric score of 926 or higher during this period. STAR and Standards Test scores in Mathematics for the district are significantly higher than the state average, with 93-99% of 2nd-3rd graders in the district scoring at Basic, Proficient, or Advanced on the 2002 Mathematics Standards Test, as opposed to 65-68% over the same grade span statewide.

Detailed assessment data is attached to this petition. The District requests that its petition

be granted to use *Everyday Mathematics* as the core instructional materials that best address the needs of both teachers and students and has demonstrated positive results.

Department Recommendation
The Department recommendation is for approval of the petition request from 7/1/03 through 6/30/07, for **Portola Valley School District**.

Approval is contingent on IMFRP funds being appropriated and allocated in subsequent fiscal years.

Authority for the petition: **EC Sections 60421 (d) and 60200(g)**

Local Board approval: August 28, 2002

Public hearing held on: August 28, 2002

How was the required public hearing advertised?
☐ Notice in a newspaper? ☒ Notice posted at each school? ☐ Other

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Fiscal Analysis (as appropriate)

LEA's estimated K-8 IMFRP in the 2002-2003 year:	$ 22,518.00[1]
Estimated cost of requested materials:	$ 12,268.00
Percentage of K-8 IMFRP:	54%
LEA's estimated K-8 IMFRP in future years:	$ 19,815.00[1]
Cost of consumables in future years:	$ 3,000.00
Percentage of future IMFRP:	15%

Background Information is attached to this Agenda Item.

[1] Estimate provided by the district. Note that due to ongoing budget cuts, it is impossible to be certain how much funding for IMFRP will be provided in future years.

Instructional Materials Funding Realignment Program (IMFRP)
Petition Request
CALIFORNIA STATE BOARD OF EDUCATION
JULY 2003 AGENDA
Item No. W-8

TITLE: Petition request under *Education Code* (EC) Section 60421(d) and 60200(g) by **Ontario-Montclair School District** to purchase non-adopted Instructional Resources (*Houghton Mifflin Mathematics, Grade 6*) using Instructional Materials Funding Realignment Program (IMFRP) monies. **CDSIS**: 24-5-2003	_X_ ACTION ____ INFORMATION ____ PUBLIC HEARING

RECOMMENDATION:
The Department recommends approval July 10, 2003 through June 30, 2005.

Summary of Previous State Board of Education Discussion and Action:

The Petition process was continued in statute for use by districts with the new Instructional Materials Funding Realignment Program, AB 1781, Statutes of 2002 with EC Section 60421 (d) "Notwithstanding any other provision of law, pursuant to subdivision (g) of EC Section 60200, the State Board of Education may authorize a school district to use <u>any</u> state basic instructional materials allowance to purchase standards-aligned materials as specified within this part."

In the last two years, four IMF petitions, fifteen Schiff-Bustamante waiver requests, and one IMFRP petition have been submitted to the Board for Grade 6 of the *Houghton Mifflin Mathematics* program. All twenty of these requests were approved by the State Board. Susan Stickel, former chair of the Curriculum Commission, has reviewed this program for standards alignment at the request of the State Board, and found it to be aligned to state standards in mathematics.

Ontario-Montclair School District received a waiver from the State Board to purchase this program under the Schiff-Bustamante Program in May 2002.

Summary of Key Issue(s).

The **Ontario-Montclair School District** requests <u>approval of its petition pursuant to Education Code Section 60200 (g):</u>

> *"If a district board establishes to the satisfaction of the State Board that the state-adopted instructional materials do not promote the maximum efficiency of pupil learning in the district, the State Board shall authorize the district board to use its instructional materials allowance to purchase materials as specified by the State Board."*

In addition, language within the new Instructional Materials Funding Realignment Program in Education Code Section 60421(d) specifically authorizes the State Board to grant waivers for the purchase of nonadopted materials:

> *"Notwithstanding any other provision of law, pursuant to subdivision (g) of Section 60200, the State Board of Education may authorize a school district to use any state basic instructional materials allowance to purchase standards-aligned materials as specified within this part."*

Ontario-Montclair School District is requesting a waiver for the use of Instructional Materials Funding Realignment Program (IMFRP) funds for the purchase of *Houghton Mifflin Mathematics* for Grade 6. The K-5 program was submitted and adopted under the 2001 Mathematics Adoption.

While no State Board policy currently exists for petitions under the new Instructional Materials Funding Realignment Program, the State Board approved fifteen waivers for districts to use this program under its Schiff-Bustamante grade-level extension exemption policy (State Board Policy #99-06).

The *Houghton Mifflin Mathematics* program for grades K-5 was submitted for review under the 2001 Mathematics Adoption. It was adopted by the State Board of Education. The grade 6 program was completed after the state adoption of the grades K-5 program. The district is requesting a waiver for a program that would continue or extend a currently adopted program. At the Board's request, Commissioner Sue Stickel reviewed grade 6 of the *Houghton Mifflin Mathematics Program* and felt that the program offered sufficient coverage of the mathematics content standards.

The district adopted grades K-5 of the *Houghton Mifflin Mathematics* program in 2002. The district's 2002 API scores are poor, with 17 of its 21 schools scoring in the third decile or lower. No test data was provided; however, this information was not required for an Exemption One waiver request under the former State Board Schiff-Bustamante Policy #99-06. The district is committed to improving its performance by using a state-approved program in mathematics that is consistently applied through grades K-6.

Department Recommendation

The Department recommendation is for approval of the petition request from 7/10/03 through 6/30/05.

Approval is contingent on IMFRP funds being appropriated and allocated in subsequent fiscal years.

Authority for the petition: EC Sections 60421 (d) and 60200(g)

Local Board approval: May 1, 2003

Public hearing held on: May 1, 2003

How was the required public hearing advertised?
☒Notice in a newspaper ☒Notice posted at each school? ☒Other—District Office (Briggs Center) Personnel: Hardy Center

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Fiscal Analysis (as appropriate)

LEA's estimated total K-12 IMFRP in the 2003-2004 year:	$ 910,419[1]
Estimated cost of requested materials 2003-2004:	$ 26,000
Percentage of total IMFRP:	2.8%
LEA's estimated total K-12 IMFRP in the 2004-2005 year:	$ 910,419
Estimated cost of requested materials 2004-2005:	$ 26,000
Percentage of total IMFRP:	2.8%

Background Information is attached to this Agenda Item.

[1] Estimate provided by the district. Note that due to ongoing budget cuts, it is impossible to be certain how much funding for IMFRP will be provided in future years.

Instructional Materials Funding Realignment Program (IMFRP)
Petition Request
CALIFORNIA STATE BOARD OF EDUCATION
JULY 2003 AGENDA
Item No. W-9

TITLE: Petition request under *Education Code* (EC) Section 60421(d) and 60200(g) by **Orinda Union School District** to purchase non-adopted Instructional Resources (*FOSS, Grades K-1, California Edition)* using Instructional Materials Funding Realignment Program (IMFRP) monies. **CDSIS**: 38-4-2003	X ACTION ____ INFORMATION ____ PUBLIC HEARING

RECOMMENDATION:
The Department recommends approval: July 1, 2003 to June 30, 2008, with the condition that the district supplement *Full Option Science System (FOSS)*, Grades K-1, as necessary for coverage of all science content standards.

Summary of Previous State Board of Education Discussion and Action:

The petition process was continued in statute for use by districts with the new Instructional Materials Funding Realignment Program, AB 1781, Statutes of 2002 with EC Section 60421 (d). This is the second petition request submitted for the use of state funds to purchase the *FOSS* program, and the first under the umbrella of the IMFRP. The first *FOSS* petition was withdrawn.

Summary of Key Issue(s).

The Orinda Union School District requests approval of its petition pursuant to: EC Section 60421 (d) "Notwithstanding any other provision of law, pursuant to subdivision (g) of Section 60200, the State Board of Education may authorize a school district to use any state basic instructional materials allowance to purchase standards-aligned materials as specified within this part." EC Section 60200(g): "If a district board establishes to the satisfaction of the State Board that the state-adopted instructional materials do not promote the maximum efficiency of pupil learning in the district, the State Board shall authorize the district board to use its instructional materials allowance to purchase materials as specified by the State Board."

The Orinda Union School District is petitioning to purchase: *Full Option Science System (FOSS), California Edition,* Grades K-1. The District currently uses State Board-adopted Harcourt Brace materials for Grades 2-6. The District states that they have standards-aligned materials in mathematics, social studies, science (except grades K-1), and language arts for grades K-3 and 6-8.

The District's petition covers four elementary schools. All of these schools have an API ranking of "10", and all but one school has a similar school ranking of "10", with the remaining school having a similar school rank of "9". Although science assessment data is not currently available (the first statewide science assessment for 5th grade is scheduled for 2004), the district's mathematics results are significantly higher than the state average for

both the SAT-9 and California Standards Test results for 2002.

Detailed assessment data for 2002 is attached to this petition. The District requests that its petition be granted to use *FOSS* as an integral part of their science curriculum that best addresses the needs of both teachers and students and has demonstrated positive results.

The publisher has provided a completed grade-level-specific standards map for the new edition of *FOSS*. The District has submitted a comprehensive science curriculum grid that includes material from *FOSS*, supplemented by material from the state-adopted Harcourt Brace program, grades K-1, and other supplementary materials that they feel meet the standards gaps in the *FOSS* basic program. Some of these supplemental items (attached list provided by the district) have not undergone an independent content review.

Department Recommendation

The Department recommends approval of the petition request from 7/1/03 through 6/30/05, for Orinda Union School District with the condition that the district supplement *Full Option Science System (FOSS),* Grades K-5, as necessary for coverage of all science content standards in grades K-1.

Authority for the petition: EC Sections 60421 (d) and 60200(g)

Local Board approval: April 21, 2003

Public hearing held on: April 21, 2003

How was required public hearing advertised?
☐Notice in newspaper? ☐Notice posted at each school? ☒Other: Community Center Orinda City Library

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Fiscal Analysis (as appropriate)

LEA's estimated K-8 IMFRP in the 2002-2003 year:	$ 101,953.00[1]
Estimated cost of requested materials:	$ 9,000.00
Percentage of K-8 IMFRP:	8.8%

Background Information is attached to this Agenda Item.

[1] Estimate provided by the district. Note that due to ongoing budget cuts, it is impossible to be certain how much funding for IMFRP will be provided in future years.

SPECIFIC WAIVER COVER SHEET

CALIFORNIA STATE BOARD OF EDUCATION
JULY 2003 AGENDA
Item No. W-10

TITLE: Request by **Holt Union Elementary School District** to waive *Education Code* (EC) Section 46202(b), for falling below the 1982/83 offered number of minutes at during the 2001-2002 fiscal year. **CDSIS:** 28-4-2003	__X__ **ACTION** _____ **INFORMATION** _____ **PUBLIC HEARING** _____ **CONSENT**

RECOMMENDATION:
The Department recommends approval on the condition that the district maintains increased instructional time at Holt Union School to 62,215 minutes (61,170 minutes plus the 1,045 minutes short in fiscal year 2001-2002) for a period of two years, beginning in fiscal year 2003-2004 and continuing through 2004-2005 and reports the increase in its annual audits.

Summary of Previous State Board of Education Discussion and Action:
On January 1, 2002, with SB 178, the existing *EC* authority, Section 46206 was repealed, and a new Section 46206 added to the *EC*. In the fall of 2002, AB 1227 was passed by the Legislature and signed into law by the Governor. It authorizes waivers to be granted for fiscal penalties created by shortfalls of instructional time **in the 2000-01 fiscal year** or thereafter only if the makeup minutes or days, or both, are commenced not later than the school year following the year in which the waiver is granted and removes the 900 minute restriction for waivers of this type. All waivers must go to action on the SBE's agenda.

Summary of Key Issue(s):
Holt Union Elementary School District requests a waiver of *Education Code* (EC) Section 46202(b), for falling below the 1982/83 offered number of minutes at Holt Union School. Unfortunately, the district did not take into account the 1982/83 minimum instructional minutes of 61,170 when they included a daily ten-minute recess before physical education instruction for grades 4-6. On top of which, they scheduled too many minimum days for II/USP collaborative meetings. All of this resulted in the district falling below the 1982/83 instructional minutes by 1,045 minutes in fiscal year 2001-2002 for grades 4-6.

Therefore, the Department recommends approval on the condition that the district maintains increased instructional time at Holt Union School to 62,215 minutes (61,170 minutes plus the 1,045 minutes short in fiscal year 2001-2002) for a period of two years, beginning in fiscal year 2003-2004 and continuing through 2004-2005 and reports the increase in its annual audits.

Authority for the waiver: 46206
Bargaining unit(s) consulted on: N/A

Position of bargaining unit (choose only one):

☐ Neutral ☐ Support ☐ Oppose

Name of bargaining unit representative: N/A

Local board approval date: 03/03/03

Effective dates of request: 08/27/01 to 06/07/02

Fiscal Analysis (as appropriate):

- The repayment amount for offering less than the 1982-83 minutes for grades 4-6 at Holt Union School per *Education Code* (EC) Section 46202 as required by law is: 55.95 (Affected ADA) times $5,073.09 (Base Revenue Limit) times 1 (Deficit Factor) equals $283,839.39 (Apportionment). 1,045 (number of minutes short) divided by 61,170 (Required number of minutes) equals 0.017083537. $283,839.39 (Apportionment) times 1.71% (Percentage) equals $4,848.98.
- The total fiscal penalty is **$4,848.98.**

Background Information:
Waiver request forms and supporting documents are attached.

SPECIFIC WAIVER COVER SHEET

CALIFORNIA STATE BOARD OF EDUCATION
JULY 2003 AGENDA
Item No. W-11

TITLE:	Request by **Compton Unified School District** to waive *Education Code* (EC) Section 46201(c), the longer day instructional time penalty for the 2000-2001 school year for **Centennial High and Dominguez High Schools.**	X **ACTION** ____ **INFORMATION** ____ **PUBLIC HEARING** ____ **CONSENT**
CDSIS:	10-5-2003	

RECOMMENDATION:
The Department recommends approval on the condition that the district maintain increased instructional time at **Centennial High** from the required 64,800 minutes per year to at least 66,075 minutes per year (64,800 plus the 1,275 minutes short) and also at **Dominguez High** from the required 64,800 minutes per year to at least 65,438 minutes (64,800 minutes plus the 638 minutes short) for a period of two years beginning in 2003-2004 and continuing through 2004-2005, and report the increase in its yearly audits.

Summary of Previous State Board of Education Discussion and Action:
On January 1, 2002, with SB 178, the existing *EC* authority, Section 46206 was repealed, and a new Section 46206 added to the *EC*. In the fall of 2002, AB 1227 was passed by the Legislature and signed into law by the Governor. It authorizes waivers to be granted for fiscal penalties created by shortfalls of instructional time **in the 2000-01 fiscal year** or thereafter only if the makeup minutes or days, or both, are commenced not later than the school year following the year in which the waiver is granted and removes the 900 minute restriction for waivers of this type. All waivers must go to action on the SBE's agenda.

Summary of Key Issue(s):
Compton Unified School District requests a waiver of *Education Code* (EC) Section 46201(c), the longer day instructional time penalty, which states that sixty-four thousand, eight hundred minutes of instructional time must be offered in grades 9-12. In fiscal year 2000-01, Centennial High School and Dominguez High School failed to meet the requirement of 64,800 instructional minutes by 1,913 minutes because the instructional time was miscalculated. In order to prevent a reoccurrence in the future, the district has since reassigned the task verifying instructional time. **The penalty in this case is $335,820.33**

Therefore, the department recommends approval on the condition that the district maintain increased instructional time at **Centennial High** from the required 64,800 minutes per year to at least 66,075 minutes per year (64,800 plus the 1,275 minutes short) and also at **Dominguez High** from the required 64,800 minutes per year to at least 65,438 minutes (64,800 minutes plus the 638 minutes short) for a period of two years beginning in 2003-2004 and continuing through 2004-2005, and report the increase in its yearly audits.

Authority for the waiver: 46206
Bargaining unit(s) consulted on: March 26, 2003

Position of bargaining unit (choose only one):

☐ Neutral ☒ Support ☐ Oppose

Name of bargaining unit representative: Compton Education Association

Local board approval date: 04/29/03

Effective dates of request: 07/01/00 to 06/30/01

Fiscal Analysis (as appropriate):

- The repayment amount for offering less than the 1986-87 minutes per *Education Code* Section 46201(c)(1)(2)(3), as required by law is: 4,779 (Affected ADA) times $70.27 (Penalty Amount) equals **$335,820.33.**

Background Information:
Waiver request forms and supporting documents are attached to this summary.

SPECIFIC WAIVER COVER SHEET

CALIFORNIA STATE BOARD OF EDUCATION
JULY 2003 AGENDA
Item No. W-12

TITLE: Request by **Las Virgenes Unified School District** to waive *Education Code* (EC) Sections 46201(d) and 46200(c), the longer day instructional time penalty and the requirement of 180 days of instruction for the 2001-2002 school year for **Lupin Hill Elementary School.** **CDSIS:** 19-5-2003	**X** **ACTION** _____ **INFORMATION** _____ **PUBLIC HEARING** _____ **CONSENT**

RECOMMENDATION:
The Department recommends approval on the condition that the district maintain increased instructional time at **Lupin Hill Elementary School** kindergarten grade for a period of two years from the required 36,000 minutes per year to 38,000 minutes per year (36,000 plus the 200 minutes short) and increase the number of instructional days from 180 days to 181 days (to makeup up the one day shortage) for a period of two years beginning in 2003-2004 and continuing through 2004-2005, and report the increase in its yearly audits.

Summary of Previous State Board of Education Discussion and Action:
On January 1, 2002, with SB 178, the existing *EC* authority, Section 46206 was repealed, and a new Section 46206 added to the *EC.* In the fall of 2002, AB 1227 was passed by the Legislature and signed into law by the Governor. It authorizes waivers to be granted for fiscal penalties created by shortfalls of instructional time **in the 2000-01 fiscal year** or thereafter only if the makeup minutes or days, or both, are commenced not later than the school year following the year in which the waiver is granted and removes the 900 minute restriction for waivers of this type. All waivers must go to action on the SBE's agenda.

Summary of Key Issue(s):
Las Virgenes Unified School District requests a waiver of *Education Code* (EC) Section 46201(c), the longer day instructional time penalty, which states that thirty-six thousand minutes of instructional time must be offered in at the kindergarten level. The district also requests a waiver of *Education Code* (EC) Section 46200(c), the requirement of 180 days of instruction. In fiscal year 2001-2002, **Lupin Hill Elementary School** delayed the start of school by one day due to a failure in the water system that could not be immediately repaired. The district tried to secure an emergency waiver due what they thought constituted a health and safety issue at the school but were turned down by the Department. Therefore, the district failed to meet the requirement of 36,000 kindergarten instructional minutes by 200 minutes, in addition to being one day short of the required 180 days. **The penalty is this case is $33,778.67.**

However, the department recommends approval on the condition that the district maintain increased instructional time at **Lupin Hill Elementary School** for a period of two years from the required 36,000 minutes per year to at least 38,000 minutes per year (38,000 plus the 200 minutes short) and increase the number of instructional days from 180 days to 181 days (to makeup up the one day shortage) for a period of two years beginning in 2003-2004 and continuing through 2004-2005, and report the increase in its yearly audits.

Authority for the waiver: 46206
Bargaining unit(s) consulted on: 03/07/03

Position of bargaining unit (choose only one):

☐ Neutral ☒ Support ☐ Oppose

Name of bargaining unit representative: Sandra Pope

Local board approval date: 04/08/03

Effective dates of request: 07/01/01 to 06/30/02

Fiscal Analysis (as appropriate):

- The repayment amount for offering less than the 180 days per *Education Code* Section 46200(c), as required by law is: 657 (Affected ADA) times $4,608.78 (Base Revenue Limit) equals **$16,956.62 (Penalty).**
- The repayment amount for offering less than the 1986-87 minutes per Education Code Section 46201(d), as required by law is: 657 (Affected ADA) times $4,608.78 (Base Revenue Limit) equals $3,027,968.46 (Apportionment). 200 (Number of minutes short) divided by 36,000 (Number of required minutes) equals 0.005555556 (Percentage). $3,027,968.46 (Apportionment) times 0.56% (Percentage) equals **$16,822.05 (Penalty).**
- Combined penalties equal **$33,778.67.**

Background Information:

Waiver request forms and supporting documents are attached to this summary.

SPECIFIC WAIVER COVER SHEET

CALIFORNIA STATE BOARD OF EDUCATION
JULY 2003 AGENDA
Item No. W-13

TITLE: Request by **Modesto City Schools** to waive *Education Code* (EC) Section 56362(c), to allow the caseload of the Resource Specialist to exceed the maximum caseload of 28 students by no more than four students. For Resource Specialist **Karen Kline assigned at Mark Twain Jr. High School.** **CDSIS:** 43-4-2003	**X** **ACTION** **_____ INFORMATION** **_____ PUBLIC HEARING** **_____ CONSENT**

RECOMMENDATION:
The Department recommends denial.

Summary of Previous State Board of Education Discussion and Action:
Both *EC* Section 56362 (c) and Title 5 CCR 3100 allow the State Board of Education (SBE) to approve waivers of Resource Specialists to exceed the maximum caseload of 28 students by not more than four students. However, there are very specific requirements in these regulations that must be met for approval, and if these requirements are not met, the waiver must be denied.

Summary of Key Issue(s):
The **Modesto City Schools** requests a waiver of *EC* Section 56362 (c), which states that caseloads for Resource Specialists shall be stated in local policies developed pursuant to *EC* Section 56195.8 and in accordance with Title 5 regulations established by the board. No Resource Specialist shall have a caseload which exceeds 28 students.

The **Modesto City Schools** experiences high mobility rates which causes caseloads to fluctuate dramatically throughout the school year. The district states that when caseloads are between 29-32 students, assistance is provided from a roving resource specialist. The Resource Specialist assures that all students will receive all the services called for in their IEP's, and the waiver request indicates the caseload for the Resource Specialist will not exceed the maximum statutory limit of 28 students by more than four students.

The RSP teacher did state that she had a caseload of 28 or more students during the 2001-2002 school year. This is a reason to deny the waiver under Title 5 CCR 3100(c)(3) which states, **"The waiver does not result in the same resource specialist having a caseload in excess of the statutory minimums for more than two years."**

The Resource Specialist supports the approval of the waiver, despite this fact, the department is bound to recommend denial due to the regulatory conditions of the waiver.

Authority for the waiver: Education Code Section 56101, and Title 5 CCR 3100

Bargaining unit(s) consulted on: January 2003

Position of bargaining unit (choose only one):

☒ Neutral ☐ Support ☐ Oppose

Name of bargaining unit representative: Barney Hale

Local board approval date: SELPA signature

Effective dates of request: 04/15/03-06/12/03

Fiscal Analysis (as appropriate): No known fiscal impacts. Revenue report is attached.

Background Information: Waiver request forms and supporting documents are attached to this summary.

GENERAL WAIVER COVER SHEET

CALIFORNIA STATE BOARD OF EDUCATION
JULY 2003 AGENDA
Item No. W-14

TITLE: Request by **Mill Valley School District** to waive portions of *Education Code* (EC) Section 17466, Sale/Lease of Surplus Property, regarding property disposition of the **Homestead School**, owned by the **Mill Valley School District**, in order to continue its existing long term lease to the **Marin Horizon School**, a private school. **CDSIS:** 14-4-2003	__X__ **ACTION** _____ **INFORMATION** _____ **PUBLIC HEARING** _____ **CONSENT**

RECOMMENDATION:
The Department recommends approval on the condition that E.C. 17459,17462 and 17464(a) are not waived, and that *E.C.* Section 33051(c) will apply for the current lessee only.

Summary of Previous State Board of Education Discussion and Action:
The State Board of Education approved a sale and lease waiver for the Huntington Beach Union High School District at its January 2003 meeting.

Summary of Key Issue(s):
Under the provisions of the General Waiver Authority EC Sections 33050-54, the **Mill Valley School District** requests that portions of the specific language of Education Code Sections 17466 be waived (see attached).

For the past ten years the district has leased its Mill Valley Homestead School, a small school on 2.7 acres, to the **Marin Horizon School**, a private school. However, as the district began to negotiate a lease extension with the same private school, it discovered that the initial lease was made without having first established a surplus property advisory committee and without having declared the site "surplus." The district has since formed the requisite surplus advisory committee, which supports the continued lease of the school to the Marin Horizon School, and is hereby formally completing the property disposition process.

The district-owned Mill Valley Homestead School has been closed since 1981 and is unsuitable for district purposes. All other Education Code requirements have been completed by the district, but this waiver is necessary to eliminate the 'bid requirement." The district wishes to negotiate directly with the Marin Horizon School so it can continue its ten-year lease history and continue to serve its students and the community in the best possible manner. This plan had full local support of all public bodies and the community itself.

The district will use the proceeds from the lessee for purposes of capital outlay or maintenance, as specified in Education Code Section 17462.

Bargaining unit(s) consulted on: 02/13/03

Position of bargaining unit (choose only one):

☐ Neutral ☒ Support ☐ Oppose

Name of bargaining unit representative:
Lance Lewis (Mill Valley Teachers Association) and Helen Horch (CSEA)

Public hearing identified by (choose one or more):

☒ posting in a newspaper ☒ posting at each school ☒ other
Mill Valley City Hall; Mill Valley Public Library; Homestead Valley Community Association; *Marin I*-J 03/25/03

Public hearing held on: 4/02/03

Local board approval date: 4/02/03

Advisory committee(s) consulted: Surplus Property Advisory Committee

Objections raised (choose one): ☒ None

Date consulted: 12/19/02

Effective dates of request**:** 7/10/03 to 7/09/05

EC 33052(c) will apply for the current lessee ONLY.

Fiscal Analysis (as appropriate):
Approval of this waiver will benefit the district and students in the district, as the lessee will continue to pay funds to the district that are used in the district in deferred maintenance and other facility needs for the district. In addition if the lease is granted, the **Marin Horizon School** will make costly upgrades to the school, ultimately benefiting the district, as this is a long term lease, not a sale, and the district retains ownership of the even more valuable property and facility.

Background Information:
Documentation is attached to this summary

CALIFORNIA STATE BOARD OF EDUCATION

ITEM # 36

JULY 2003 AGENDA

SUBJECT	X	ACTION
Appeal of the County Committee's Denial of a Petition to Transfer Territory from the Redwood City Elementary School District to the Woodside Elementary School District in San Mateo County.		INFORMATION
		PUBLIC HEARING

Recommendation:

Affirm the action of the San Mateo County Committee on School District Organization by denying the appeal to transfer territory from the Redwood City Elementary School District to the Woodside Elementary School District and adopting the attached proposed resolution. (Attachment 2)

Summary of Previous State Board of Education Discussion and Action

This is a new appeal before the State Board of Education (SBE).

Summary of Key Issue(s)

This is an appeal by the chief petitioners under *Education Code* Section 35710.5 of the San Mateo County Committee on School District Organization's (SMCC's) action to deny a petition to transfer property territory within the limits of the Town of Woodside from the Redwood City Elementary School District (ESD) to the Woodside ESD. The area proposed for transfer has approximately 287 homes. A study performed at the request of the appellants indicates that 70 school age (K-8) children, most of whom attend private school, reside in the proposed transfer area. At the time of the petition, 5 students from this area attended the Redwood City ESD.

Both of the affected districts are opposed to the transfer. Both districts believe that the appellants' reasons for the transfer do not justify the additional cost to the state and educational damage to the districts. Estimates indicated that the increase in cost to the state would have totaled over $500,000 if the transfer of territory had occurred in 2000-01. More recent estimates indicate that there would not be an additional cost to the state if the transfer of territory occurred in 2002-03.

The SMCC concluded that the petition did not substantially comply with three of the nine criteria in *Education Code* Section 35753 and denied the transfer of territory. The chief petitioners are appealing the SMCC's action, asserting that the SMCC did not comply with the mandate of *Education Code* sections 35710 and 35753 in evaulating the petition, applied an erroneous standard in reviewing the petition, and based its ruling on speculation, not on the evidence. California Department of Education (CDE) staff found no evidence that substantiates the appellants' allegations.

The county committee and the State Board of Education (SBE) are not required to approve the transfer, even if all conditions are met. *Education Code* Section 35753 is permissive, providing

Summary of Key Issue(s)

minimum standards, and does not preclude the county committee or the SBE from rejecting proposals for other reasons. The county committee and the SBE have the ability to consider other local issues or concerns when exercising their discretionary authority.

Although the CDE staff found all nine criteria set forth in *Education Code* Section 35753(a) were met, staff found no compelling reason to recommend approval of the transfer of territory. Staff found that the SMCC complied with the existing mandates for evaluating the proposal and that all local agencies (i.e., SMCC and both affected districts) are opposed to the transfer of territory. In addition, although staff has determined that the proposed transfer will not result in any substantial increase in costs to the state (Criterion 5 of Section 35753) for the current year, the transfer of territory may result in an added cost to the state of over $500,000 in subsequent years if Educational Revenue Augmentation Fund (ERAF) monies are not available to fund the loss in property tax revenues and the special education programs. Accordingly, staff recommends that the SBE, following a review based on the administrative record, affirm the action of the SMCC by denying the appeal to transfer territory from the Redwood City ESD to the Woodside ESD.

Fiscal Analysis (as appropriate)

Should the petition to transfer territory from the Redwood City ESD to the Woodside ESD be approved, there would be no associated state cost for Woodside ESD because Woodside ESD is a basic aid district. Redwood City ESD is a state aid district and will lose a portion of its local property tax revenues. There is no added cost to the state in 2002-03. However, because the availability of ERAF monies to offset the loss in local tax funds is uncertain from year to year, future costs to the state are unknown.

Attachment(s)

Attachment 1: Report of Required Conditions for Reorganization (Pages 1-17)

Attachment 2: Proposed Resolution (Page 1-1)

Attachment 3: "Administrative Report Concerning Petition to Reorganize the Woodside Elementary School District and the Redwood City Elementary School District," prepared by John Mehl, Associate Superintendent and Secretary to the San Mateo County Committee on School District Organization (Pages 1-6) (This attachment is not available on the web.)

Attachment 4: "Preliminary Report to the San Mateo County Committee on School District Organization Concerning Petition to Reorganize the Woodside Elementary School District and the Redwood City Elementary School District," prepared by John Mehl, Associate Superintendent and Secretary to the San Mateo County Committee on School District Organization (Pages 1-45) (This attachment is not available on the web.)

Attachment 5: "Appeal to the State Board of Education from a Decision of the San Mateo County Committee on School District Organization, Statement of Reasons and Factual Evidence" (Pages 1-35) (This attachment is not available on the web.)

Attachment 6: "Racial and Ethnic Report: Proposed Reorganization of Woodside Elementary School District" prepared by CDE Office of Equal Opportunity (Pages 1-4) (This attachment is not available on the web.)

Attachment(s)

Attachment 7: "Fiscal Analysis of the Proposed Territory Transfer from the Redwood City Elementary School District to the Woodside Elementary School District" prepared by CDE Office of Management Assistance and Categorical Programs (Pages 1-8) (This attachment is not available on the web.)

Attachment 8: "Condition 6 Review of Appeal of San Mateo County Committee on School District Organization Decision to Deny a Transfer of Territory from Redwood City School District to Woodside Elementary School District in San Mateo County" prepared by CDE Policy and Evaluation Division. (Pages 1-2) (This attachment is not available on the web.)

Attachment 9: "Transfer of Territory from the Redwood City Elementary School District to the Woodside Elementary School District" prepared by CDE School Facilities Planning Division (Page 1-1) (This attachment is not available on the web.)

Attachment 10: Map of the Proposed Transfer Area (Page 1-1) (This attachment is not available on the web.)

Attachment 11: Alternative Proposed Resolution (Page 1 of 1)

TERRITORY TRANSFER APPEAL
REDWOOD CITY ELEMENTARY SCHOOL DISTRICT TO WOODSIDE ELEMENTARY SCHOOL DISTRICT IN SAN MATEO COUNTY

REPORT OF REQUIRED CONDITIONS FOR REORGANIZATION

1.0 RECOMMENDATION

Staff recommends that the State Board of Education (SBE) affirm the action of the San Mateo County Committee on School District Organization (SMCC) by denying the appeal to transfer territory from the Redwood City Elementary School District (ESD) to the Woodside ESD.

2.0 BACKGROUND

A petition, signed by over 25 percent of the registered voters in the affected territory, proposes to transfer territory from the Redwood City ESD to the Woodside ESD. The area proposed for transfer includes 308 parcels with approximately 287 homes. At the time of the petition, 5 students from this area attended schools within the Redwood City ESD. Attachment 10 contains a map of the area.

At a regular meeting on November 26, 2001, subsequent to the public hearings, the SMCC denied the transfer of territory after finding that the proposal did not substantially meet the following criteria in *Education Code* Section[1] 35753(a):

Criterion 5: The proposed reorganization will not result in any substantial increase in costs to the state.

Criterion 6: The proposed reorganization will not significantly disrupt the educational programs in the proposed districts and districts affected by the proposed reorganization and will continue to promote sound education performance in those districts.

Criterion 7: The proposed reorganization will not result in a significant increase in school housing costs.

The chief petitioners (hereinafter appellants) appealed the SMCC's decision on December 18, 2001. (Attachment 5)

3.0 REASONS FOR THE APPEAL

Section 35710.5 limits appeals of denials of territory transfers to issues of noncompliance with the provisions of sections 35705, 35706, 35709, 35710, and by references in sections 35709 and 35710 to the nine criteria prescribed in Section 35753(a) for the proposals to

[1] All subsequent statutory references are to the *Education Code* unless otherwise indicated.

reorganize school districts.

The stated reason in the petition for the requested transfer is community identity. The petition states the following:

"We believe that the school forms the nexus of the community, and represents the place where neighbors meet, become friends, learn about their community, and form lifetime relationships. As residents of Woodside, our children should be permitted to attend our community school. Our children and families are denied this opportunity by our exclusion from the Woodside School District."

The appeal alleges that the SMCC did not comply with the mandate of sections 35710 and 35753 in evaluating the petition, applied an erroneous standard in reviewing the petition, and based its ruling on speculation, not on the evidence. The appeal also alleges that the SMCC's denial was based on its erroneous view that the transfer would:

(a) Substantially increase costs to the state (Criterion 5).

(b) Cause a negative effect on educational programs in the Woodside Elementary School District (Criterion 6).

(c) Cause a negative effect on school housing in the Woodside Elementary School District (Criterion 7).

4.0 POSITIONS OF SCHOOL DISTRICTS

Both the Redwood City ESD (district losing territory and students) and the Woodside ESD (district gaining territory and students) are opposed to the transfer.

4.1 Woodside Elementary School District

The Woodside ESD expressed the following concerns:

(a) The appellants submitted a report showing the increased cost associated with the proposed transfer to be over $500,000. The Woodside ESD feels that the appellants' reasons for the transfer do not justify this additional expense to the state or the potential damage to the districts involved. The Woodside ESD believes that the petition offers no reasonable justification for the transfer, and it fails to meet the statutory criteria required for territory transfers.

(b) The Woodside ESD is concerned that the petition requests the county committee on school district organization to approve the transfer of the Woodside Hills neighborhood from the low-wealth Redwood City ESD to the high-wealth Woodside ESD. The Woodside ESD's families are affluent and the student population is predominately white (87%). The Redwood City ESD's student population is predominately Latino (62%) and the district's families are far less affluent than those in Woodside. The Woodside ESD believes that the transfer

would further exacerbate the socio-economic and racial concentration of the Redwood City ESD.

(c) The Woodside ESD is a basic aid district, which spends $10,820 per K-8 student annually, including private foundation funding. The Redwood City ESD spends only $7,198 per student annually, and has no significant recurring private foundation funding. Because the Woodside ESD has basic aid status, they are concerned that the property taxes generated from the transfer area will not be sufficient to support the additional students it enrolls.

(d) The appellants argue that because Woodside Hills is located in the Woodside town limits it should be included in the Woodside ESD instead of the Redwood City ESD. The Woodside ESD expressed that the appellants fail to recognize that the school districts in San Mateo County, and across the state, are generally not organized on the basis of city or town boundaries.

4.2 Redwood City Elementary School District

The Redwood City ESD believes that the sole basis of the petition is that Woodside Hills is located in the Woodside town limit and its residents are part of the Woodside community. The Redwood City ESD feels that this rationale does not justify the substantial state cost and educational damage the territory transfer would cause. The Redwood City ESD indicated that, more importantly, the petition fails to meet the statutory criteria required for territory transfers and would:

- result in significant state costs of nearly $500,000;
- promote racial and ethnic segregation;
- disrupt the educational programs in both districts;
- negatively affect the fiscal status of the Redwood City ESD and increase its facilities costs;
- exacerbate the socio-economic segregation of students in the two school districts; and
- encourage other predominately white and wealthy neighborhoods in the Redwood City ESD that border higher wealth and predominately white school districts to transfer out of the Redwood City ESD.

5.0 SECTION 35753 CRITERIA

The SBE may approve a proposal for the reorganization of districts if the SBE has determined the proposal substantially meets the nine criteria in Section 35753. Those criteria are further clarified by Section 18573, Title 5, *California Code of Regulations*.

For its analysis of the current proposal, staff reviewed CDE studies of specific issues related to the proposal and the following written information:

(a) Petition for the proposed transfer of territory from Redwood City ESD to Woodside ESD, including maps of the area.

(b) "Administrative Report Concerning Petition to Reorganize the Woodside Elementary School District and the Redwood City Elementary School District," prepared by John Mehl, Associate Superintendent for the San Mateo County Office of Education and Secretary to the San Mateo County Committee on School District Organization, December 2001. (Attachment 3)

(c) "Preliminary Report to the San Mateo County Committee on School District Organization Concerning Petition to Reorganize the Woodside Elementary School District and the Redwood City Elementary School District," prepared by John Mehl, Associate Superintendent for the San Mateo County Office of Education and Secretary to the San Mateo County Committee on School District Organization, August 2001. (Attachment 4)

(d) "Appeal to the State Board of Education from a Decision of the San Mateo County Committee on School District Organization, Statement of Reasons and Factual Evidence " December 18, 2001. (Attachment 5)

(e) Various letters and reports in support of and opposition to the proposed transfer of territory.

(f) Miscellaneous related reports.

Staff findings and conclusions regarding the Section 35753 and Title 5 conditions follow.

5.1 The new districts will be adequate in terms of number of pupils enrolled.

Standard of Review

It is the intent of the State Board of Education that direct service districts not be created which will become more dependent upon county offices of education and state support unless unusual circumstances exist. Therefore, each district affected must be adequate in terms of numbers of pupils, in that each such district should have the following projected enrollment on the date the proposal becomes effective or any new district becomes effective for all purposes: Elementary district, 901; high school district, 301; unified district, 1,501. (Section 18573(a)(1)(A), Title 5, California Code of Regulations)

County Committee Evaluation/Vote

The SMCC report indicates that if the petition were approved, the enrollment in the Redwood City ESD would be reduced by less than ten students and the district would continue to exceed the 901 enrollment standard contained in the Title 5, California Code of Regulations. The Woodside ESD currently is a direct service district and would remain a direct service district if the transfer were approved.

The SMCC voted unanimously (9-0) that this criterion is substantially met.

Staff Findings/Conclusion

Staff agrees with the SMCC's finding that this criterion is substantially met.

5.2 The districts are each organized on the basis of a substantial community identity.

Standard of Review

The following criteria from Section 18573(a)(2), Title 5, California Code of Regulations, should be considered to determine whether a new district is organized on the basis of substantial community identity: isolation; geography; distance between social centers; distance between school centers; topography; weather; community, school and social ties; and other circumstances peculiar to the area.

County Committee Evaluation/Vote

The SMCC concluded that it was clear that the residents of the territory identify with the Town of Woodside. Moreover, the county committee found nothing to indicate that the school districts, as currently configured, are not organized on the basis of a substantial community identity, and that they would continue to be organized on such a basis if the petition were approved. Although the SMCC members discussed the fact that the boundaries of school districts in the San Mateo County are not generally coterminous with city boundaries, the county committee did not wish their decision to be construed in any way as suggesting that all school districts should be reorganized along city boundaries.

The SMCC voted unanimously (9-0) that this criterion is substantially met.

Staff Findings/Conclusion

The Woodside ESD stated that because the Woodside Hills area is geographically outside of the Woodside ESD's community, the proposed transfer would add a geographically separate appendage to the Woodside ESD. Interstate 280 creates a substantial barrier between the Woodside ESD and the Woodside Hills neighborhood. A substantial portion of undeveloped land lies between Woodside Hills and Interstate 280, further separating Woodside Hills from the Woodside ESD.

The Woodside ESD further stated that in addition to the freeway separation, the Woodside Hills neighborhood is on a hill that crests at an elevation of 500 feet. Most of the neighborhood is on the northeastern side of the hill, the side that slopes away from the rest of the Woodside ESD. In order to get from Woodside Hills to the Woodside School, one must travel down the hill on which the Woodside Hills neighborhood is located, cross Interstate 280, and travel back up to the school and the center of town at an elevation of about 420 feet.

Staff recognizes the Woodside ESD's concerns. However, no significant differences exist regarding the proximity of the territory to schools in either district. The Woodside ESD school (Woodside Elementary School) is not significantly farther from the area proposed for transfer than are the Redwood City ESD schools (Henry Ford Elementary School and John F. Kennedy Middle School).

Staff agrees with the SMCC's findings that the school districts, as currently configured, are organized on the basis of a substantial community identity, and that they would continue to be organized on such a basis if the petition were approved. Staff finds that this criterion is substantially met.

5.3 The proposal will result in an equitable division of property and facilities of the original district or districts.

Standard of Review

To determine whether an equitable division of property and facilities will occur, the California Department of Education reviews the proposal for compliance with the provisions of Education Code sections 35560 and 35564 and determines which of the criteria authorized in Section 35736 shall be applied. The California Department of Education also ascertains that the affected districts and county office of education are prepared to appoint the committee described in Section 35565 to settle disputes arising from such division of property. (Section 18573(a)(3), Title 5, California Code of Regulations)

County Committee Evaluation/Vote

The SMCC indicates that there are no assets to be divided, as the subject territory contains no public school property or buildings.

The SMCC voted unanimously (9-0) that this criterion is substantially met.

Staff Findings/Conclusion

Staff agrees that no assets should be divided. Should the transfer of territory occur, the territory would drop any liability for outstanding bonded indebtedness in the Redwood City ESD and assume its proportionate share of outstanding bonded indebtedness in the Woodside ESD.

Staff agrees with the SMCC's finding that this criterion is substantially met.

5.4 The reorganization of the districts will not promote racial or ethnic discrimination or segregation.

Standard of Review

In Section 18573(a)(4), Title 5, California Code of Regulations, the State Board of Education set forth five factors to be considered in determining whether reorganization will promote racial or ethnic discrimination or segregation:

(a) The current number and percentage of pupils in each racial and ethnic group in the affected districts and schools in the affected districts, compared with the number and percentage of pupils in each racial and ethnic group in the affected districts and schools in the affected districts if the proposal or petition were approved.

(b) The trends and rates of present and possible future growth or change in the total population in the districts affected, in each racial and ethnic group within the total district, and in each school of the affected districts.

(c) The school board policies regarding methods of preventing racial and ethnic segregation in the affected districts and the effect of the proposal or petition on any desegregation plan or program of the affected districts, whether voluntary or court ordered, designed to prevent or alleviate racial or ethnic discrimination or segregation.

(d) The effect of factors such as distance between schools and attendance centers, terrain, geographic features that may involve safety hazards to pupils, capacity of schools, and related conditions or circumstances that may have an effect on the feasibility of integration of the affected schools.

(e) The effect of the proposal on the duty of the governing board of each of the affected districts to take steps, insofar as reasonably feasible, to alleviate segregation of minority pupils in schools regardless of its cause.

County Committee Evaluation/Vote

The SMCC expressed a general concern that the Redwood City ESD has experienced a loss of similar, predominately white territory as a result of the State Board of Education's approval of the transfer of the Emerald Hills territory in 1994. Nevertheless, the committee felt that the small number of students who would leave the Redwood City ESD if the petition were approved would not affect the Redwood City ESD's ability to continue its successful magnet school program, and would not change the racial makeup of the Woodside ESD.

The SMCC voted unanimously (9-0) that this criterion is substantially met.

Staff Findings/Conclusion

Both the Redwood City ESD and the Woodside ESD feel that the transfer would promote racial and ethnic discrimination and segregation in the Redwood City ESD by removing a larger, predominately white territory from the over 71 percent minority

district. Although only a small number of students from Woodside Hills currently

attend the Redwood City ESD, the Woodside ESD expects to draw more students from this predominately white neighborhood in the future.

The appellants employed RL Associates of Princeton, New Jersey, to determine the number of children from the proposed transfer area that would actually enroll in the Woodside ESD if the transfer of territory were approved. RL Associates' study indicates that the total number of school age (K-8) children in the Woodside Hills transfer area, as of July 2001, totaled 70. The study further indicates that of the 70 children, most of whom currently attend private school, only 21 students would attend the Woodside Elementary School if the transfer were approved.

Theorem7 Marketing Services conducted a follow-up study at the appellants' request. This study identified the racial/ethnic categories of the 21 students interested in attending the Woodside Elementary School. The findings of the survey are depicted in the following table. (Note: Two students have relocated and would not respond to the survey.)

Racial/Ethnic Category	Woodside Hills *(proposed transfer area)*	
	Enrollment	Percentage
African-American	1	5.3%
American Indian/Alaskan	0	0.0%
Asian	2	10.5%
Filipino	1	5.3%
Hispanic	1	5.3%
Pacific Islander	0	0.0%
White	11	57.9%
Multiple/ No Identification	3	15.8%
Total	19	100%

Source: Theorem7 Marketing Services

The following table depicts the effects of minority student population as a result of the

proposed territory transfer. This table assumes that if the territory transfer is approved, the Redwood City ESD will lose five students that currently attend their schools and reside in the transfer area, and the Woodside ESD will gain 19 students.

	Redwood City ESD *(All schools)*		Redwood City ESD *(Henry Ford Elem.& Kennedy Middle Schools)*		Woodside ESD *(Woodside Elementary School)*	
	Enrollment	% of Minority Students	Enrollment	% of Minority Students	Enrollment	% of Minority Students
Current District Organization	8,813	72.5%	1,484	62.6%	437	16.9%
Proposed District Organization	8,808	72.5%	1,479	62.7%	456	18.0%

Source: 2002-03 data from the California Basic Educational Data System

The CDE's Office of Equal Opportunity (OEO) provides support to the CDE review of the school district organization proposals. The OEO staff analyzed the five factors set forth in Section 18573 of Title 5, *California Code of Regulations* in light of information provided in the RL Associates and Theorem7 Marketing Services reports, and compared their findings to the California Basic Educational Data Systems information on file with the CDE. A report prepared by the OEO (Attachment 6) finds that given the minimal number of students involved, the approval of the proposal to reorganize the Woodside ESD and the Redwood City ESD would not appear to substantially impact the ability of the affected districts' efforts to alleviate segregation of minority students. Although staff recognizes the districts' concern that the transfer of territory may represent an erosion of affluent and predominately white students from the Redwood City ESD, there is no evidence that this will occur. Staff cannot speculate that future transfers will occur, let alone speculate what effects these unknown transfers may have on the racial/ethnic balance of a district at some unspecified time in the future. Based solely on the small population of students in the territory currently proposed for transfer, staff agrees with the SMCC's finding that this criterion is substantially met.

5.5 The proposed reorganization will not result in any substantial increase in costs to the state.

County Committee Evaluation/Vote

The appellants submitted a detailed report prepared by Vavrinek, Trine, Day & Company showing the increased cost associated with the proposed transfer to be $515,027, if effective in 2000-01. The appellants concluded that since the increase in costs represents only a 2.25 percent increase in state apportionment countywide and a .003 percent increase in state apportionment statewide, that the proposed transfer

would substantially meet criterion 5. The San Mateo County Office of Education's Associate Superintendent for Fiscal Services reviewed the report and concurs with

these figures. However, the consensus of the SMCC was that the excess cost of the proposed reorganization is substantial and will escalate annually.

The SMCC voted 7-2 that this criterion is not substantially met.

Staff Findings/Conclusion

The CDE's Office of Management Assistance and Categorical Programs (OMACP) provides support to the CDE review of reorganization proposals. The OMACP report on this proposal is Attachment 7 to this Board item.

The fiscal issue impacting the determination of compliance with this criterion is the shift in local property tax revenues of over $500,000 from the Redwood City ESD to the Woodside ESD and the availability of Educational Revenue Augmentation Fund (ERAF) monies to offset this loss. ERAF monies are local tax proceeds that traditionally support the county, cities, and special districts, but since the early 1990's have instead been deposited into a special fund, with K-12 education as the first priority for use of those funds. The K-12 ERAF monies augment local tax proceeds that help satisfy school districts' and county offices of education's revenue limit entitlement. If there are excess ERAF monies available after funding the school districts and county office of education to their revenue limit levels, the ERAF monies are then allocated to community colleges districts, special education programs, and county, cities, and special districts, respectively.

The proposed transfer of territory would have the following impact:

- Property taxes associated with the proposed territory transfer would shift from the Redwood City ESD to the Woodside ESD. The tax transfer to Woodside ESD has no associated state cost because the Woodside ESD is a basic aid district and receives no state aid (other than basic aid). Their revenue limit is funded primarily with property taxes. Adding more property taxes to the Woodside ESD simply makes the district less likely to receive state aid.
- Because the Redwood City ESD would lose a portion of its local property tax revenues, the county must identify available ERAF monies to replace this lost revenue and bring the Redwood City ESD up to its revenue limit level. In this instance, the county would transfer ERAF monies to the Redwood City ESD. Because ERAF monies also offset the state aid portion of special education, this transfer of ERAF monies to the Redwood City ESD would reduce the funds available for special education programs countywide. The state must backfill any loss in taxes that contributed to the special education entitlement if ERAF monies are depleted.

Because the availability of ERAF monies may vary from year to year, the transfer of territory from Redwood City ESD to the Woodside ESD may result in added costs to

the state when there are insufficient ERAF monies to backfill the Redwood City ESD's loss in taxes and fund the state aid portion of special education. Historically, ERAF monies have not been sufficient to fully satisfy the special education

entitlement. Thus, any shift of ERAF monies from special education to the Redwood City ESD's revenue limit would result in an additional dollar-for-dollar cost to the state. However, the San Mateo County Office of Education has indicated that the amount of ERAF monies has grown in 2001-02 and 2002-03 because property values and, thus, property tax collections, have continued to increase despite the current state of the economy. As a result, if the transfer of territory is approved, ERAF monies are currently available to satisfy the Redwood City ESD's revenue limit entitlement and the special education programs, with no additional costs to the state.

Staff cannot speculate on the level of ERAF monies that will be available in the future. Although it has been determined that the increased cost to the state is over $500,000 if the transfer of territory occurred in 2000-01, evidence indicates that there would be no additional cost to the state if the transfer of territory occurred in 2002-03. Based on current information, staff disagrees with the SMCC's finding and concludes that this criterion is substantially met.

5.6 The proposed reorganization will not significantly disrupt the educational programs in the proposed districts and districts affected by the proposed reorganization and will continue to promote sound education performance in those districts.

Standard of Review

The proposal or petition shall not significantly adversely affect the educational programs of districts affected by the proposal or petition, and the California Department of Education shall describe the districtwide programs, and the school site programs, in schools not a part of the proposal or petition that will be adversely affected by the proposal or petition. (Section 18573(a)(5), Title 5, California Code of Regulations)

County Committee Evaluation/Vote

The SMCC focused on the number of additional students that could be expected to enroll in the Woodside ESD if the proposal were approved, and how the increased population would affect the district's program. The San Mateo County Office of Education report indicates that the proposed transfer of territory would increase total K-8 enrollment from 442 students in 2001 to 576 students by 2011. The SMCC considered the Woodside ESD's desire to determine the characteristics and strengths of their instructional program, including class size and the use of classroom space for specialty programs. The SMCC also considered the Redwood City ESD's concern that the loss of another area containing predominately white students could harm the success of the district's magnet school program.

The SMCC voted 8-1 that this criterion is not substantially met.

Staff Findings/Conclusion

The Woodside ESD is concerned that the increase in enrollment as a result of the proposed transfer of territory threatens the district's basic structure and class size

reduction efforts. Even if a handful of students entered the district, the Woodside ESD feels that new classrooms would need to be established to avoid the risk of losing class size reduction funding.

The Redwood City ESD stated that the proposed transfer would interfere with the growing success of the district's magnet program. The Redwood City ESD is concerned that the proposed transfer will remove a substantial number of white students with higher socio-economic backgrounds from participation in the magnet program and the district's schools. This will reduce the opportunities for the district's students to attend racially and socio-economically diverse schools.

The Evaluation Unit in the CDE's Policy and Evaluation Division (PED) provides support in reviewing the educational implications of school district reorganization proposals. To assess the educational impacts of the proposed reorganization, PED staff reviewed materials submitted by the appellants and districts. A report prepared by the PED (Attachment 8) finds that based on the number of students currently attending Woodside Elementary School, and the projection of approximately 21 students that would be transferred to the school should the transfer of territory occur, the proposed reorganization will not significantly disrupt the education program in the affected districts. There are a number of other factors that could be taken into consideration, such as the legal parameters surrounding class size reduction and enrollment growth, but they would all be speculative, at best. Contrary to SMCC's findings, staff finds that this criterion is substantially met.

5.7 The proposed reorganization will not result in a significant increase in school housing costs.

County Committee Evaluation/Vote

Although the San Mateo County Office of Education does not see a compelling argument that additional school housing costs would necessarily be caused if this transfer were approved, the SMCC felt that significant housing cost could result due to the additional students that could enroll over time.

The SMCC voted 7-2 that this criterion is not substantially met.

Staff Findings/Conclusion

The Woodside ESD feels that even a modest increase in student enrollment could require the district to open additional classes. In recent years, the Woodside Elementary School has been expanding to accommodate the growing student population from within the existing district boundaries. The Woodside ESD is

concerned that new classrooms would have to be built or additional portables ordered to accommodate the influx of students from Woodside Hills.

The Redwood City ESD is concerned that the transfer of territory will reduce their

total assessed valuation by approximately 2.4 percent, which will make it more difficult to pass a future bond measure that is needed to fund their facilities needs.

The CDE's School Facilities Planning Division (SFPD) provides support to the CDE review of reorganization proposals. The SFPD's report (Attachment 9) assumes that the transfer would add 21 students to the Woodside Elementary School. After examination of student enrollment and existing school capacity, staff finds that the Woodside Elementary School has the capacity to accommodate 467 students, without adding new facilities or encroaching on the field areas. Staff has determined that the student capacity level exceeds the school's 2002-03 enrollment of 437 students by 30 students, and concludes that the Woodside Elementary School can accommodate the 21 additional students from the transfer area. Contrary to SMCC's findings, staff finds that this criterion is substantially met.

5.8 The proposed reorganization is not primarily designed to result in a significant increase in property values causing financial advantage to property owners because territory was transferred from one school district to an adjoining district.

County Committee Evaluation/Vote

The SMCC felt that although there were some questions whether the proposed transfer might result in an increase in property values, this was not the primary motivation of the appellants.

The SMCC voted 8-0 that this criterion is substantially met.

Staff Findings/Conclusion

Although there are no regulations governing this criterion, the *School District Organization Handbook* states the following: "If the petitioner's rationale for the transfer appears questionable or not compelling, the county committee should at least consider whether increased property values might be the primary reason for the petition." Staff believes that although property values might increase, increased property values are not the primary reason for the petition and agrees with the SMCC's finding that this criterion is substantially met.

5.9 The proposed reorganization will not cause a substantial negative effect on the fiscal management or fiscal status of the proposed district or any existing district affected by the proposed reorganization.

County Committee Evaluation/Vote

The SMCC acknowledged that, although the proposal carries substantial costs to the state, neither school district would be harmed fiscally. The Redwood City ESD's lost

tax revenue would be replaced by ERAF. The Woodside ESD would receive the additional tax revenue as a result of the transfer of the assessed valuation of the territory.

The SMCC voted 8-1 that this criterion is substantially met.

Staff Findings/Conclusion

The Redwood City ESD is concerned that the proposed transfer would reduce the district's total assessed valuation by about $217 million. This large reduction in the district's assessed valuation would reduce the chances that the Redwood City ESD will obtain basic aid status in the foreseeable future. The Redwood City ESD is also concerned that if the petition is approved, the district will lose about $22,300 in revenue limit funding per year for the five students from Woodside Hills that attend the Redwood City ESD.

Staff feels that the loss of five students out of over 7,700 pupils district-wide would have a minimal impact on the Redwood City ESD. Although this represents a loss of $22,300 in revenue limit funding per year, the Redwood City ESD would not have the expense of educating these pupils.

Staff agrees with the SMCC's finding that this criterion is substantially met.

6.0 AREA OF ELECTION

6.1 Area of Election Education Code Provisions

Section 35756 indicates that, should the SBE approve the proposal, the SBE must determine the area of election. A provision specifying the territory in which the election to reorganize the school districts must be held, appears in Section 35756.5 as follows:

"In the case of the transfer of territory from one district to another, if the transfer is opposed by the governing boards of one or more of the districts affected with an average daily attendance of 900 or less, the territory in which the election is held shall include the entire territory of the districts opposing the transfer. Each district with an average daily attendance of 900 or less which is included in an election because of the objection of its governing board to the transfer shall bear the additional cost of holding the election in that portion of its territory not otherwise included in the election. When a majority of the votes cast in the school district opposing the transfer and a majority of the votes cast in the entire territory in which the election is held are in favor of the reorganization, the proposal carries."

6.2 Area of Election Legal Principles

The Local Agency Formation Commission (LAFCO)[2] court decision provides the

[2] *BOARD OF SUPERVISORS OF SACRAMENTO COUNTY, ET AL., v. LOCAL AGENCY FORMATION*

most current legal interpretations to be followed in deciding the area of school district reorganization elections. This decision upheld a limited area of election on a proposal to create a new city, citing the "rational basis test." The rational basis test may be used to determine whether the area of election should be less than the total area of the district affected by the proposed reorganization unless there is a declared public interest underlying the determination that has a real and appreciable impact upon the equality, fairness, and integrity of the electoral process, or racial issues. If so, a broader area of election is necessary.

In applying the rational basis test, a determination must be made as to whether:

(a) There is a genuine difference in the relevant interests of the groups, in which case an enhancement of the minority voting strength is permissible.

(b) The reduced voting area has a fair relationship to a legitimate public purpose. The fair relationship to a legitimate public purpose is found in *Government Code* Section 56001, which expresses the legislative intent "to encourage orderly growth and development," such as promoting orderly school district reorganization statewide that allows for planned, orderly community-based school systems that adequately address transportation, curriculum, faculty, and administration. This concept includes both:

(1) Avoiding the risk that residents of the area to be transferred, annexed, or unified might be unable to obtain the benefits of the proposed reorganization if it is unattractive to the residents of the remaining district; and
(2) Avoiding islands of unwanted, remote, or poorly served school communities within large districts.

However, even under the rational basis test, a determination to reduce the area of election would, according to LAFCO, be held invalid if the determination constituted an invidious discrimination in violation of the constitutional Equal Protection Clause (e.g., involving a racial impact of some degree).

6.3 Recommended Area of Election

The Woodside ESD's average daily attendance is less than 900. The Woodside ESD's governing board opposes the transfer. If the SBE reverses the action of the SMCC and approves the transfer, contrary to staff's recommendation, SBE must determine that the election be held in the territory of the entire Woodside ESD as mandated by Section 35756.5. In addition, it is the opinion of the CDE that, under LAFCO and the

Education Code, the election area also must include the petition area of Redwood City ESD. However, the SBE may, in its discretion, expand the area of election to include any or all remaining the territory of the Redwood City ESD.

Although the SBE may expand the area of election to include the territory of the entire Woodside ESD and Redwood City ESD, staff recommends that the election be held in the petition area of the Redwood City ESD and the territory of the entire Woodside ESD.

7.0 APPELLANTS' STATEMENT

The appellants allege that the county committee did not comply with the mandate of sections 35710 and 35753 in evaluating the petition, applied an erroneous standard in reviewing the petition, and based its ruling on speculation, not on the evidence.

The appellants provided no evidence that substantiates their allegations. Staff found that the county committee judged and disapproved the petition based on the evidence presented. The SMCC is not required to approve the transfer, even if all conditions are met. Their ability to approve or disapprove a proposal is a value judgment on the proposal that is given by the county committee. Thus, the county committee has the ability to consider other local issues or concerns when exercising their discretionary authority. Staff concludes, in opposition to the appellants' allegations, that the SMCC complied with the mandate to determine whether the conditions of reorganization were substantially met with respect to the proposal and the affected districts.

8.0 STATE BOARD OF EDUCATION OPTIONS

Sections 35710.5(c) and 35753 outline the SBE's options:

(a) The SBE may summarily deny review of the appeal (thus ratifying the county committee's decision) *or*

(b) Review the appeal for noncompliance by the county committee with the provisions of the specified *Education* Code sections, either on the administrative record or in conjunction with a public hearing. If the SBE elects to review the appeal, the Board, following the review, will:

(1) affirm or reverse the action of the county committee, and
(2) if the petition will be sent to election, determine the area of election. As previously discussed, staff recommends the SBE establish the petition area of the Redwood City ESD and the territory of the entire Woodside ESD as the area of election if the SBE should choose to approve the petition. However, the SBE may, in its discretion, expand the area of election from the Woodside ESD to include the territory of the entire Redwood City ESD.

The SBE may approve the proposal if it determines all the criteria in Section 35753(a) have

been substantially met. The SBE may approve the proposal pursuant to Section 35753(b) if it determines that it is not practical or possible to apply the criteria literally, and that the circumstances with respect to the proposal provide an exceptional situation sufficient to justify approval of the proposal. However, Section 35753 is permissive, providing minimum standards, and does not preclude county committees (and the SBE) from

rejecting proposals for other concerns.

In Hamilton v. State Board of Education, 117 Cal.App.3d 132, the court held that "the clear language of these sections *[Education Code Section 35753]* states that the State Board *[of Education]* has the discretion, but is not compelled, to approve a petition which at least substantially complies with the conditions of the section." (Hamilton, at pages 140 and 141) [Comments in brackets added]. Thus, the SBE and the county committee have the ability to consider other local issues or concerns when exercising their discretionary authority. Their ability to approve or disapprove a proposal is a value judgment on the proposal that is given by the SBE and the county committee in spite of the fact that all minimum criteria in Section 35753 are met.

9.0 RECOMMENDED ACTION

Staff recommends that the SBE review the appeal solely on the administrative record and affirm the action of the SMCC by adopting the proposed resolution provided as Attachment 2 for the following reasons:

(a) Staff finds that the SMCC complied with existing mandates for evaluating the proposal.

(b) The appellants presented no new evidence to address decisions of the SMCC.

(c) No compelling reason to transfer the territory exists.

(d) All local educational agencies (i.e., SMCC and both affected school districts) have determined that the proposal does not meet the legal minimum standards and have found no reason to support the transfer of territory.

(e) Although staff has determined that the proposed transfer will not result in any substantial increase in costs to the state (Criterion 5 of Section 35753) in 2002-03, the transfer of territory may result in an added cost to the state of over $500,000 in subsequent years if ERAF monies are not available to fund the loss in property tax revenues and the special education programs.

If the SBE affirms the SMCC's decision, as recommended, the county's action denying the transfer stands. However, if the SBE reverses the action of the county committee and approves the transfer of territory, staff recommends that the SBE limit the area of election to the petition area of the Redwood City ESD and the territory of the entire Woodside ESD. An alternative proposed resolution that reverses the SMCC's action and sets the area of election is provided as Attachment 11.

STATE BOARD OF EDUCATION
July 2003

PROPOSED RESOLUTION
(Denial of Appeal)

Appeal of the action of the San Mateo County Committee on School District Organization disapproving a transfer of territory from the Redwood City Elementary School District to the Woodside Elementary School District

WHEREAS, in accordance with *Education Code* Section 35710.5, the chief petitioners submitted an appeal to the State Board of Education regarding the action of the San Mateo County Committee on School District Organization on December 18, 2001, for the proposed transfer of territory from the Redwood City Elementary School District to the Woodside Elementary School District in San Mateo County; and

WHEREAS, pursuant to *Education Code* Section 35710.5, the State Board of Education finds that the San Mateo County Committee on School District Organization acted appropriately and exercised its legal authority to deny the petition; therefore, be it

RESOLVED, that the State Board of Education, pursuant to *Education Code* Section 35710.5 denies the appeal and affirms the action of the San Mateo County Committee on School District Organization; and be it

RESOLVED further, that the Secretary of the State Board of Education, on the Board's behalf, shall notify the San Mateo County Committee on School District Organization, the San Mateo County Superintendent of Schools, the superintendents of the affected school districts, and the chief petitioners of the State Board's action.

STATE BOARD OF EDUCATION
July 2003

ALTERNATIVE PROPOSED RESOLUTION
(Approval of Appeal)

Appeal of the action of the San Mateo County Committee on School District Organization disapproving a transfer of territory from the Redwood City Elementary School District to the Woodside Elementary School District

WHEREAS, in accordance with *Education Code* Section 35710.5, the chief petitioners submitted an appeal to the State Board of Education regarding the action of the San Mateo County Committee on School District Organization on December 18, 2001, for the proposed transfer of territory from the Redwood City Elementary School District to the Woodside Elementary School District in San Mateo County; and

WHEREAS, pursuant to *Education Code* Section 35710.5, the State Board of Education finds that the San Mateo County Committee on School District Organization acted inappropriately in denying the petition; therefore, be it

RESOLVED, that the State Board of Education, pursuant to *Education Code* Section 35710.5 approves the appeal and reverses the action of the San Mateo County Committee on School District Organization; and be it

RESOLVED further, that the State Board of Education shall direct the San Mateo County Superintendent of Schools to call for the election and sets the area of election to be that of the petition area of the Redwood City Elementary School District and the territory of the entire Woodside Elementary School District; and be it

RESOLVED further, that the Secretary of the State Board of Education, on the Board's behalf, shall notify the San Mateo County Committee on School District Organization, the San Mateo County Superintendent of Schools, the superintendents of the affected school districts, and the chief petitioners of the State Board's action.