

Agenda--September 6-7, 2006

California State Board of Education (SBE) meeting agenda.

AGENDA September 6-7, 2006

State Board Members

Kenneth Noonan, President
Ruth Bloom, Vice President

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

Secretary & Executive Officer
Hon. Jack O'Connell

Executive Director
Roger Magyar

SCHEDULE OF MEETING	LOCATION
Wednesday, September 6, 2006 9:00 a.m. ± STATE BOARD OF EDUCATION Closed Session – IF NECESSARY (The public may not attend.)	California Department of Education 1430 N Street, Room 1101 Sacramento, California 916-319-0827

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

CLOSED SESSION AGENDA

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

- *California Association of Private Special Education Schools, et al., v. California Department of Education, et al.*, Los Angeles County Superior Court, Case No. BC272983, and related appeal (Second Appellate District, Case No. B1818435)
- *California Parents for the Equalization of Educational Materials v. California State Board of Education, et al.* U.S. Eastern District of California, Case No. 2:06-CV-00532-FCD-KJM
- *Californians for Justice Education Fund v. State Board of Education, et. al.*, Alameda County Superior Court Case No. RG06265395
- *Centinela Valley Union High School District v. State Board of Education, et al.*, Los Angeles Superior Court, Case No. BS093483
- *Coachella Valley Unified School District, et.al., v. State of California, et.al.* Case No. CPF-05-505334
- *Emma C., et al. v. Delaine Eastin, et al.*, United States District Court, Northern District of California, Case No. C 96 4179
- *EMS-BP, LLC, Options for Youth Burbank, Inc. et al. v. California Department of Education, et al.*, Sacramento County

Superior Court, Case No. 03CS01078 / 03CS01079 and related appeal

- *Hindu American Foundation, et al., v. California State Board of Education, et al.*, Sacramento Superior Court Case No. 06CS00386
- *K.C. et al. v. Jack O'Connell, et al.*, U.S. District Court, Northern District of California, Case No. C 05 4077 MMC
- *Kidd, et al., v. California Department of Education, et al.*, Alameda Superior Court Case No. 2002049636
- *Medina, et al., v. State of California Department of Education et al.*, San Francisco Superior Court Case No. CPF-06-506068
- *Options for Youth, et al., v. California Department of Education, et al.*, Los Angeles Superior Court Case No. BC 347454
- *Porter, et al., v. Manhattan Beach Unified School District, et al.*, United States District Court, Central District, Case No. CV-00-08402
- *Roxanne Serna, et al., v. Delaine Eastin, State Superintendent of Public Instruction, et al.*, Los Angeles County Superior Court, Case No. BC174282
- *Sonoma County Superintendents of Schools, et. al. v. Special Education Hearing Office, et.al.* Sacramento County Superior Court, Case No. 04AS0393
- *Valenzuela, et al., v. Jack O'Connell, et al.*, San Francisco Superior Court, Case No. CPF 06506050
- Case Name Unspecified: Disclosure of case names would jeopardize existing settlement negotiations

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

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

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

SCHEDULE OF MEETING	LOCATION
<p>Wednesday, September 6, 2006 9:00 a.m. ± (Upon Adjournment of Closed Session, if held)</p> <p>STATE BOARD OF EDUCATION Public Session</p>	<p>California Department of Education 1430 N Street, Room 1101 Sacramento, California 916-319-0827</p>

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

SCHEDULE OF MEETING	LOCATION
<p>Thursday, September 7, 2006 8:00 a.m. ±</p> <p>STATE BOARD OF EDUCATION Closed Session – IF NECESSARY (The public may not attend.)</p>	<p>California Department of Education 1430 N Street, Room 1101 Sacramento, California 916-319-0827</p>

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.

SCHEDULE OF MEETING	LOCATION
<p>Thursday, September 7, 2006 8:00 a.m. ± (Upon Adjournment of Closed Session, if held)</p>	<p>California Department of Education 1430 N Street, Room 1101</p>

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

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

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

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

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

**CALIFORNIA STATE BOARD OF EDUCATION
FULL BOARD
Public Session**

AGENDA

September 6-7, 2006

Wednesday, September 6-7, 2006 – 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 (meetings from July 12-13, 2006)

Communications

Announcements

REPORT OF THE SUPERINTENDENT

SPECIAL PRESENTATIONS

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

NOTE: Items not heard or completed on September 6, 2006, will be carried over to September 7, 2006.

ITEM 1 (DOC; 152KB; 6pp.)	STATE BOARD PROJECTS AND PRIORITIES. Including, but not limited to, future meeting plans; agenda items; State Board office budget; staffing, appointments, and direction to staff; declaratory and commendatory resolutions; update on litigation; bylaw review and revision; Board Liaison Reports; and other matters of interest	ACTION INFORMATION
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ITEM 2 (DOC; 58KB; 1p.)	<p>PUBLIC COMMENT.</p> <p>Public Comment is invited on any matter <u>not</u> included on the printed agenda. Depending on the number of individuals wishing to address the State Board, the presiding officer may establish specific time limits on presentations</p>	INFORMATION
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ITEM 3 (DOC; 51KB; 1p.)	State Board of Education Budget and Staffing: Update on Status and Consideration of Further Action	ACTION INFORMATION
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ITEM 4 (DOC; 119KB; 6pp.)	Standardized Testing and Reporting (STAR) Program: Report of the 2006 Results	ACTION INFORMATION
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ITEM 5 (DOC; 52KB; 1p.)	<p>Accountability Progress Reporting System: Report of the 2006 results from the Academic Performance Index, Adequate Yearly Progress, and Program Improvement Reports</p> <ul style="list-style-type: none"> • Last Minute Memorandum (DOC; 257KB; 10pp.) 	ACTION INFORMATION
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ITEM 6 (DOC; 61KB; 2pp.)	Standardized Testing and Reporting (STAR) Program: Update including, but not limited to, program update	ACTION INFORMATION
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ITEM 7 (DOC; 384KB; 14pp.)	California High School Exit Examination (CAHSEE): Including, but not limited to, CAHSEE program update on 2005-06 test administrations and the release of summary test results	ACTION INFORMATION
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ITEM 8 (DOC; 85KB; 4pp.)	<p>California High School Exit Examination: Review local educational agency failure to grant diplomas for certain students under California Education Code (EC) Section 60852.3</p> <ul style="list-style-type: none"> • Last Minute Memorandum (DOC; 130KB; 5pp.) 	ACTION INFORMATION
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ITEM 9 (DOC; 72KB;	California High School Exit Examination: Adoption of achievement standards for No Child Left Behind reporting	ACTION INFORMATION
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3pp.)	purposes	
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ITEM 10 (DOC; 77KB; 5pp.)	California English Language Development Test: Including, but not limited to, update on California English Language Development Test and review of possible modifications to Guidelines for Reclassification of English Learners	ACTION INFORMATION
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ITEM 11 (DOC; 58KB; 1p.)	Update on issues related to California's implementation of No Child Left Behind and other federal programs <ul style="list-style-type: none"> • Last Minute Memorandum (DOC; 72KB; 9pp.) 	ACTION INFORMATION
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ITEM 12 (DOC; 246KB; 18pp.)	No Child Left Behind Act of 2001, Title II, Part A: California's Response to the U.S. Department of Education's Peer Review of the State Plan for Implementing the Highly Qualified Teacher Requirements	ACTION INFORMATION
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ITEM 13 (DOC; 57KB; 2pp.)	Consolidated Applications 2006-07: Approval <ul style="list-style-type: none"> • Attachment 1 (XLS; 171KB; 27pp.) 	ACTION INFORMATION
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ITEM 14 (DOC; 67KB; 4pp.)	Request For Proposals (RFP) for the Evaluation of the School Assistance and Intervention Team (SAIT) Process	ACTION INFORMATION
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ITEM 15 (DOC; 105KB; 8pp.)	Legislative update: Including, but not limited to information on legislation from the 2005-06 session <ul style="list-style-type: none"> • Last Minute Memorandum (DOC; 153KB; 9pp.) 	ACTION INFORMATION
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ITEM 16 (DOC; 91KB; 3pp.)	State Board of Education-Approved Charter Schools: Update	ACTION INFORMATION
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ITEM 17 (DOC; 73KB; 2pp.)	High Tech High Bayshore: Material Revision of Charter	ACTION INFORMATION
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ITEM 18 (DOC; 173KB; 3pp.)	Edison Charter Academy: Material Revision of Charter	ACTION INFORMATION
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ITEM 19 (DOC; 77KB; 4pp.)	Assignment of Numbers for Charter School Petitions	ACTION INFORMATION
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ITEM 20 (DOC; 59KB; 2pp.)	Charter Schools: Approval of a Determination of Funding for 2005-06 (retroactive), 2006-07, and 2007-08 for Summit Charter School (Charter #301, CDS Code 26-10264-2630119)	ACTION INFORMATION
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ITEM 21 (DOC; 77KB; 2pp.)	Chief Business Officer Training Program – Approve Training Candidates <ul style="list-style-type: none"> • Attachment 1 (XLS; 29KB; 5pp.) 	ACTION INFORMATION
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ITEM 22 (DOC; 75KB; 2pp.)	Chief Business Officer Training Program – Approve Training Provider	ACTION INFORMATION
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ITEM 23 (DOC; 53KB; 1p.)	No Child Left Behind Act of 2001: Approve Local Educational Agency Plans, Title 1, Section 1112 <ul style="list-style-type: none"> • Last Minute Memorandum (DOC; 36KB; 1p.) 	ACTION INFORMATION
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ITEM 24 (DOC; 149KB; 6pp.)	Mathematics and Reading Professional Development Program, Assembly Bill 466 (Chapter 737, Statutes of 2001): Approve Reimbursement Requests from Local Educational Agencies	ACTION INFORMATION
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ITEM 25 (DOC; 57KB; 2pp.)	Mathematics and Reading Professional Development Program, Assembly Bill 466 (Chapter 737, Statutes of 2001): Approval of Training Providers and Training Curricula	ACTION INFORMATION
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ITEM 26 (DOC; 73KB; 4pp.)	The Principal Training Program, Assembly Bill 75 (Chapter 697, Statutes of 2001): Approval of Applications for Funding from Local Educational Agencies and Consortia	ACTION INFORMATION
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ITEM 27 (DOC; 221KB; 22pp.)	Gifted and Talented Education: Approval of Applications for Funding from Local Educational Agencies	ACTION INFORMATION
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ITEM 28 (DOC; 70KB; 4pp.)	State Instructional Materials Fund – Approve Tentative Encumbrances and Allocations for Fiscal Year 2006-07	ACTION INFORMATION
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WAIVER REQUEST CONSENT MATTERS

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

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT

ITEM WC-1 (DOC; 61KB; 2pp.)	Request by River Delta Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-2-2006 (Recommended for APPROVAL)	ACTION INFORMATION
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ITEM WC-2 (DOC; 61KB; 2pp.)	Request by Sierra Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-3-2006 (Recommended for APPROVAL)	ACTION INFORMATION
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ITEM WC-3 (DOC; 61KB; 2pp.)	Request by John Swett Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-4-2006 (Recommended for APPROVAL)	ACTION INFORMATION
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ITEM WC-4 (DOC; 61KB; 2pp.)	Request by Butte Valley Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-5-2006 (Recommended for APPROVAL)	ACTION INFORMATION
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ITEM WC-5 (DOC; 61KB 2pp.)	Request by Coast Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-6-2006 (Recommended for APPROVAL)	ACTION INFORMATION
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ITEM WC-6 (DOC; 60KB; 2pp.)	Request by Shandon Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-7-2006 (Recommended for APPROVAL)	ACTION INFORMATION
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ITEM WC-7 (DOC; 60KB; 2pp.)	Request by Southern Humboldt Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-8-2006 (Recommended for APPROVAL)	ACTION INFORMATION
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ITEM WC-8 (DOC; 61KB; 2pp.)	Request by Golden Valley Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-9-2006 (Recommended for APPROVAL)	ACTION INFORMATION
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ITEM WC-9 (DOC; 60KB;	Request by San Luis Obispo County Office of Education for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins	ACTION INFORMATION
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2pp.)	Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-10-2006 (Recommended for APPROVAL)	
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ITEM WC-10 (DOC; 61KB; 2pp.)	Request by Durham Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-11-2006 (Recommended for APPROVAL)	ACTION INFORMATION
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ITEM WC-11 (DOC; 61KB; 2pp.)	Request by El Tejon Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-12-2006 (Recommended for APPROVAL)	ACTION INFORMATION
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ITEM WC-12 (DOC; 61KB; 2pp.)	Request by Templeton Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-25-2006 (Recommended for APPROVAL)	ACTION INFORMATION
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ITEM WC-13 (DOC; 61KB; 2pp.)	Request by Cuyama Joint Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-18-2006 (Recommended for APPROVAL)	ACTION INFORMATION
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ITEM WC-14 (DOC; 60KB; 2pp.)	Request by Silver Valley Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-14-2006	ACTION INFORMATION
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(Recommended for APPROVAL)

RESOURCE SPECIALIST CASELOAD

ITEM WC-15 (DOC; 61KB; 2pp.)	Request by Oxnard Elementary School District to waive <i>Education Code (EC)</i> Section 56362(c); allowing the caseload of the resource specialist to exceed the maximum caseload of 28 students by no more than 4 students (32 maximum). Rebecca Caron and Shawna Wagstaff assigned at McAuliffe School. Waiver Number: 4-6-2006 (Recommended for APPROVAL WITH CONDITIONS)	ACTION INFORMATION
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SCHOOL SITE COUNCIL

ITEM WC-16 (DOC; 59KB; 2pp.)	Request by Upper Lake Union Elementary School District under the authority of <i>Education Code (EC)</i> Section 53863 for a renewal waiver of <i>EC</i> Section 52852, relating to the establishment of a school site council as required for each school participating in the School Based Program Coordination Act (one council for two small rural schools Upper Lake Elementary and Upper Lake Middle). Waiver Number: 37-6-2006 (Recommended for APPROVAL)	ACTION INFORMATION
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ITEM WC-17 (DOC; 60KB; 2pp.)	Request by Tulelake Basin Joint Unified School District under the authority of <i>Education Code (EC)</i> Section 53862 for a renewal waiver of <i>EC</i> Section 52852, allowing one joint school site council to function for three small rural schools, Newell Elementary, Tulelake Elementary, and Tulelake High, participating in the School Based Coordinated Program. Waiver Number: 3-5-2006 (Recommended for APPROVAL)	ACTION INFORMATION
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SAFE AND DRUG FREE

ITEM WC-18 (DOC; 64KB; 2pp.)	Request by Antioch Unified School District to waive No Child Left Behind Act (NCLB); Title IV, Part A, Section 4115 (a)(1)(c) to use Safe and Drug Free Schools and Communities funds to support the cost of <i>Character Counts</i> - a Comprehensive Health, Substance Abuse, Violence Prevention Program. Waiver Number: Fed-17-2006	ACTION INFORMATION
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(Recommended for APPROVAL WITH CONDITIONS)

PHYSICAL EDUCATION – BLOCK SCHEDULES

<p>ITEM WC-19 (DOC; 71KB; 3pp.)</p>	<p>Request by Lake Tahoe Unified School District to waive portions of <i>Education Code (EC)</i> Section 51222(a), related to the statutory minimum of 400 minutes of physical education required each ten days for grades nine through twelve in order to implement a block schedule at South Tahoe High School.</p> <p>Waiver Number:24-7-2006</p> <p>(Recommended for APPROVAL WITH CONDITIONS)</p>	<p>ACTION INFORMATION</p>
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<p>ITEM WC-20 (DOC; 74KB; 3pp.)</p>	<p>Request by El Dorado Union High School District to waive portions of <i>Education Code (EC)</i> Section 51222(a), related to the statutory minimum of 400 minutes of physical education required each ten days for grades nine through twelve in order to implement a block schedule at Union Mine High School.</p> <p>Waiver Number: 31-4-2006</p> <p>(Recommended for APPROVAL WITH CONDITIONS)</p>	<p>ACTION INFORMATION</p>
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<p>ITEM WC-21 (DOC; 77KB; 3pp.)</p>	<p>Request by Santa Maria Union High School District to waive portions of <i>Education Code (EC)</i> Section 51222(a), related to the statutory minimum of 400 minutes of physical education required each ten days for grades nine through twelve in order to implement a block schedule at Santa Maria High School and Pioneer Valley High School.</p> <p>Waiver Number: 12-7-2006</p> <p>(Recommended for APPROVAL WITH CONDITIONS)</p>	<p>ACTION INFORMATION</p>
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NON-CONSENT (ACTION)

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

ALGEBRA I

<p>ITEM W-1 (DOC; 69KB; 2pp.)</p>	<p>Request by Paso Robles Joint Unified to waive <i>Education Code</i> Section 51224.5(b), the requirement that all students be</p>	<p>ACTION INFORMATION</p>
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	<p>required to complete a course in Algebra I (equivalent) to be given a diploma of graduation for three special education student(s) based on <i>Education Code</i> Section 56101, the special education waiver authority.</p> <p>Waiver Number: 33-6-2006</p> <p>(Recommended for APPROVAL WITH CONDITIONS)</p>	
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CHARTER SCHOOLS

<p>ITEM W-2 (DOC; 72KB; 3pp.)</p>	<p>Request by Leadership High School to waive the statutory requirement (effective January 1, 2007) that a charter school must comply with the California Building Code, as adopted and enforced by the local building enforcement agency, pursuant to <i>Education Code (EC)</i> Section 47610 (d) and (e), for a six month period to complete the school year at 300 Seneca Avenue, San Francisco.</p> <p>Waiver Number: 4-7-2006</p> <p>(Recommended for DENIAL)</p>	<p>ACTION INFORMATION</p>
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COUNTY COMMUNITY SCHOOL

<p>ITEM W-3 (DOC; 68KB; 3pp.)</p>	<p>Request by Kern County Office of Education (COE) for a renewal waiver of <i>Education Code (EC)</i> Section 48916.1(d) relating to county community schools serving kindergarten through sixth grade students with seventh through eighth grade students in a combined program: kindergarten through eighth grade (commingling).</p> <p>Waiver Number 24-6-2006</p> <p>(Recommended for APPROVAL)</p> <p><i>EC</i> 33051(c) will apply</p>	<p>ACTION INFORMATION</p>
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COUNTY JURISDICTION OVER A DISTRICT

<p>ITEM W-4 (DOC;</p>	<p>Request by Bass Lake Joint Union Elementary School</p>	<p>ACTION</p>
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71KB; 3pp.)	<p>District (JUESD) to waive portions of <i>Education Code (EC)</i> Section 1253, regarding the county of jurisdiction for the Wawona School, one of seven schools in the district. Waiving this requirement would allow Madera to continue to be the county of jurisdiction for Wawona School, should they separate from the Bass Lake JUESD.</p> <p>Waiver Number: 14-6-2006</p> <p>(Recommended for APPROVAL WITH CONDITIONS)</p> <p><i>EC</i> 33051(c) will apply</p>	INFORMATION
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EQUITY LENGTH OF TIME

<p>ITEM W-5 (DOC; 67KB; 3pp.)</p>	<p>Request by Rocklin Unified School District for a renewal waiver of <i>Education Code (EC)</i> Section 37202, the equity length of time requirement, to allow Ruhkala Elementary School to operate grades 1-3 with longer instructional days than the rest of the district (other schools are on early-late schedule, except for Rock Creek which has a similar waiver).</p> <p>Waiver Number: 30-6-2006</p> <p>(Recommended for APPROVAL)</p> <p><i>EC</i> 33051(c) will apply</p>	ACTION INFORMATION
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<p>ITEM W-6 (DOC; 68KB; 3pp.)</p>	<p>Request by South Bay Union School District to waive <i>Education Code (EC)</i> Section 37202, the equity length of time requirement, to allow Sunnyslope Elementary School to operate grades 1-2 for longer instructional days than the other eleven schools in the district.</p> <p>Waiver Number: 13-07-2006</p> <p>(Recommended for APPROVAL)</p> <p><i>EC</i> 33051(c) will apply</p>	ACTION INFORMATION
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HIGH PRIORITY SCHOOLS GRANT PROGRAM (timelines)

<p>ITEM W-7 (DOC; 67KB; 3pp.)</p>	<p>Request by Compton Unified School District for Dominguez High School in Cohort I of the High Priority Schools Grant Program (HPSGP), to waive the timelines (60-day and 90-day) in <i>Education Code (EC)</i> Section 52055.650(g)(1)(C) for the School Assistance and Intervention Team (SAIT) contract, reports, and adoption of recommendations by the local governing board.</p> <p>Waiver Number: 27-6-2006</p>	ACTION INFORMATION
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(Recommended for APPROVAL WITH CONDITIONS)

INSTRUCTIONAL TIME PENALTY

<p>ITEM W-8 (DOC; 64KB; 2pp.)</p>	<p>Request by Orland Unified School District to waive <i>Education Code (EC)</i> Section 46201(d), the Longer Day Incentive Program fiscal penalty for offering less instructional time in the 2004-2005 fiscal year than the minimum requirement set in 1986-1987 fiscal year at Fairview Elementary School grades 4-5 (shortfall of 360 minutes).</p> <p>Waiver Number: 12-6-2006</p> <p>(Recommended for APPROVAL WITH CONDITIONS)</p>	<p>ACTION INFORMATION</p>
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<p>ITEM W-9 (DOC; 66KB; 3pp.)</p>	<p>Request by Yreka Union High School District to waive <i>Education Code (EC)</i> Section 46201(d), the Longer Day Incentive Program audit penalty for offering less instructional time in the 2004-2005 fiscal year than the minimum requirements set in 1986-1987 fiscal year at Yreka High School (shortfall of 410 minutes).</p> <p>Waiver Number: 37-3-2006</p> <p>(Recommended for APPROVAL WITH CONDITIONS)</p>	<p>ACTION INFORMATION</p>
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<p>ITEM W-10 (DOC; 65KB; 3pp.)</p>	<p>Request by Vallejo City Unified School District to waive <i>Education Code (EC)</i> Section 46201(d), the Longer Day Incentive Program audit penalty for offering less instructional time in the 2004-2005 fiscal year than the minimum requirements set in 1986-87 fiscal year at Elsa Widenmann Elementary School grades 1-3 (shortfall of 45 minutes).</p> <p>Waiver Number: 18-5-2006</p> <p>(Recommended for APPROVAL WITH CONDITIONS)</p>	<p>ACTION INFORMATION</p>
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INSTRUCTIONAL MATERIALS SUFFICIENCY (EC 60119 Audit Findings)

<p>ITEM W-11 (DOC; 64KB; 2pp.)</p>	<p>Request by Tuolumne County Office of Education for a retroactive waiver of the audit penalty for the 2004-2005 fiscal year for <i>Education Code (EC)</i> Section 60119 regarding the annual public hearing and board resolution on the availability of textbooks and instructional materials for all students at all grade levels and subjects. The county office did not hold the required public hearing during the 2004-05 school year.</p>	<p>ACTION INFORMATION</p>
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	<p>Waiver Number: 59-3-2006</p> <p>(Recommended for APPROVAL)</p>	
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<p>ITEM W-12 (DOC; 64KB; 2pp.)</p>	<p>Request by Inyo County Office of Education for a retroactive waiver of the audit penalty for the 2004-2005 fiscal year of <i>Education Code (EC)</i> Section 60119 regarding the annual public hearing and board resolution on the availability of textbooks and instructional materials for all students at all grade levels and subjects. The county office did not hold the required public hearing during the 2004-05 school year.</p> <p>Waiver Number: 11-2-2006</p> <p>(Recommended for APPROVAL)</p>	<p>ACTION INFORMATION</p>
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<p>ITEM W-13 (DOC; 62KB; 2pp.)</p>	<p>Request by Trinity Union High School District for a retroactive waiver for the 2004-2005 school year of <i>Education Code (EC)</i> Section 60119 regarding the annual public hearing on the availability of textbooks and instructional materials for all students at all grade levels and subjects. The district's resolution omitted some key elements in that year.</p> <p>Waiver Number: 8-5-2006</p> <p>(Recommended for APPROVAL)</p>	<p>ACTION INFORMATION</p>
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NINTH GRADE CLASS SIZE REDUCTION

<p>ITEM W-14 (DOC; 65KB; 2pp.)</p>	<p>Request by Fremont Union High School District to waive <i>Education Code (EC)</i> Section 52084(a), the Ninth Grade Class Size Reduction Program (Morgan-Hart), to receive funding for a full year, double period of "Intensified Algebra" for targeted low performing students, and English (three courses total).</p> <p>Waiver Number: 5-7-2006</p> <p>(Recommended for APPROVAL WITH CONDITIONS)</p> <p><i>EC</i> 33051(c) will apply</p>	<p>ACTION INFORMATION</p>
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<p>ITEM W-15 (DOC; 65KB; 2pp.)</p>	<p>Request by Vallejo City Unified School District to waive <i>Education Code (EC)</i> section 52084(a), the Ninth Grade Class Size Reduction Program (Morgan-Hart), to receive funding for a full year, double period of "Accelerated English" and a full year, double period of "Accelerated Algebra" for targeted low performing students (four classes total).</p>	<p>ACTION INFORMATION</p>
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<p>Waiver Number: 32-6-2006</p> <p>(Recommended for APPROVAL WITH CONDITIONS)</p> <p>EC 33051(c) will apply</p>	
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PETITION

<p>ITEM W-16 (DOC; 64KB; 2pp.)</p>	<p>Petition request under <i>Education Code (EC)</i> section 60421(d) and 60200(g) by Fresno County Office of Education to purchase specified non-adopted Instructional Resources for severely disabled children using Instructional Materials Funding Realignment Program (IMFRP) carryover monies from 2003-2004 and 2004-2005.</p> <p>Waiver Number: 5-6-2006</p> <p>(Recommended for APPROVAL)</p>	<p>ACTION INFORMATION</p>
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<p>ITEM W-17 (DOC; 64KB; 2pp.)</p>	<p>Petition request under <i>Education Code (EC)</i> sections 60421(d) and 60200(g) by Mill Valley School District to purchase specified non-adopted instructional materials (<i>CA Edition of FOSS Delta Education</i> for grades kindergarten through fifth) using Instructional Materials Funding Realignment Program (IMFRP) monies.</p> <p>Waiver Number: 25-6-2006</p> <p>(Recommended for APPROVAL WITH CONDITIONS)</p>	<p>ACTION INFORMATION</p>
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<p>ITEM W-18 (DOC; 66KB; 2pp.)</p>	<p>Petition request under <i>Education Code (EC)</i> sections 60421(d) and 60200(g) by Orange Unified School District for McPherson Magnet School to purchase specified non-adopted instructional materials (<i>Everyday Mathematics</i>, grades Kindergarten through second, © 2002, and grades third through sixth, © 2002) using Instructional Materials Funding Realignment Program (IMFRP) monies.</p> <p>Waiver Number: 3-6-2006</p> <p>(Recommended for APPROVAL WITH CONDITIONS)</p>	<p>ACTION INFORMATION</p>
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<p>ITEM W-19 (DOC; 63KB; 2pp.)</p>	<p>Petition request under <i>Education Code (EC)</i> sections 60421(d) and 60200(g) by Hillsborough City School District to purchase specified non-adopted instructional materials (<i>Everyday Mathematics</i>, Second Edition 2001-2002, Grades K-5) using Instructional Materials Funding Realignment Program (IMFRP) monies.</p>	<p>ACTION INFORMATION</p>
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Waiver Number: 31-6-2006 (Recommended for APPROVAL WITH CONDITIONS)	
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PRINCIPAL TRAINING PROGRAM

ITEM W-20 (DOC; 65KB; 2pp.)	Request by Tulare County Office of Education to waive <i>Education Code (EC)</i> Section 44512(c) regarding the timelines for one school administrator involved in the principal training program, established by Assembly Bill 75 (Statutes of 2001). Waiver Number: 26-6-2006 (Recommended for APPROVAL WITH CONDITIONS)	ACTION INFORMATION
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ITEM W-21 (DOC; 66KB; 2pp.)	Request by Orange County Office of Education to waive <i>Education Code (EC)</i> Section 44512(c) regarding the timelines for seven school administrators in the Alternative Education Program involved in the principal training program, established by Assembly Bill 75 (Statutes of 2001). Waiver Number: 8-6-2006 (Recommended for APPROVAL WITH CONDITIONS)	ACTION INFORMATION
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RESOURCE SPECIALIST CASELOAD

ITEM W-22 (DOC; 63KB; 2pp.)	Request by West Contra Costa Special Education Local Plan Area (SELPA) to waive <i>Education Code (EC)</i> Section 56362(c), allowing the caseload of the resource specialist to exceed the maximum caseload of 28 students by no more than 4 students (32 maximum). Laura McCollister and Chavon Pangilinan assigned at Crespi Middle School, Jerry Clopp and Leonora Gody assigned at Hercules Middle/High School . Waiver Number: 9-6-2006 <ul style="list-style-type: none"> • Attachment 1 (DOC; 32KB; 1p.) (Recommended for APPROVAL WITH CONDITIONS)	ACTION INFORMATION
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SAFE AND DRUG FREE PROGRAMS

ITEM W-23 (DOC; 66KB; 3pp.)	Request by EI Monte City Elementary School District for a renewal waiver of No Child Left Behind Act (NCLB); Title IV, Part A, Section 4115 (a)(1)(c) to use Safe and Drug Free Schools and Communities funds to support the cost of <i>Michigan Model for Comprehensive School Health Education</i> (Substance Use	ACTION INFORMATION
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and Abuse Section). Waiver Number: Fed-19-2006 (Recommended for DENIAL)	
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SALE AND LEASE

<p>ITEM W-24 (DOC; 78KB; 4pp.)</p>	<p>Request by the El Segundo School District to waive portions of <i>Education Code (EC)</i> sections 17466, and ALL of sections 17464 (b), 17469, 17472, 17473, 17474, 17475, and 17476, specific statutory provisions for the Sale and Lease of Surplus Property. Approval of the waiver would allow the district to sell a piece of property using a broker and a request for proposal process, thereby maximizing the proceeds from the sale. The district property for which the waiver is requested is 0.64 acres, zoned for residential use, located at 210 Penn Street, El Segundo.</p> <p>Waiver Number: 16-5-2006 (Recommended for PARTIAL APPROVAL AND DENIAL)</p>	<p>ACTION INFORMATION</p>
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STATE TESTING REPORTING DEADLINES

<p>ITEM W-25 (DOC; 62KB; 2pp.)</p>	<p>Request by twenty-six school districts and six charter schools to waive the State Testing Apportionment Information Report deadline of December 31st in the <i>California Code of Regulations (CCR)</i>, Title 5, Section 11517.5(b)(1)(A) regarding the California English Language Development Test (CELDT), or CCR Title 5, Section 1225(b)(2)(A) regarding the California High School Exit Examination (CAHSEE), or CCR, Title 5, Section 862(c)(2)(A) regarding the Standardized Testing and Reporting Program (STAR).</p> <p>Waiver Numbers: see attached list for specific school districts</p> <ul style="list-style-type: none"> • Attachment 1 (DOC; 75KB; 2pp.) 	<p>ACTION INFORMATION</p>
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ADJOURNMENT OF DAY'S SESSION

Thursday, September 7, 2006 – 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)

ITEMS DEFERRED FROM PRECEDING DAY

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

CLOSED SESSION

NOTE: Items not heard or completed on September 6, 2006, will be carried over to September 7, 2006.

ADJOURNMENT OF DAY'S SESSION

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

For more information concerning this agenda, please contact the State Board of Education at 1430 N Street, Room 5111, Sacramento, CA, 95814; telephone 916-319-0827; fax 916-319-0175. To be added to the speaker's list, please fax or mail your written request to the above-referenced address/fax number. **This agenda is posted on the [State Board of Education's Web site](http://www.cde.ca.gov/be/ag/ag/)** [<http://www.cde.ca.gov/be/ag/ag/>].

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

Last Reviewed: Wednesday, August 03, 2011

California Department of Education

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CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

SUBJECT	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing
STATE BOARD PROJECTS AND PRIORITIES. Including, but not limited to, future meeting plans; agenda items; State Board office budget, staffing, appointments, and direction to staff; declaratory and commendatory resolutions; update on litigation; bylaw review and revision; Board Liaison Reports; and other matters of interest.	

RECOMMENDATION

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

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

SUMMARY OF KEY ISSUES

Board Member Liaison Reports

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

FISCAL ANALYSIS (AS APPROPRIATE)

Not applicable for this "housekeeping" item.

ATTACHMENT(S)

Attachment 1 State Board Bylaws (as amended July 9, 2003) (10 pages)
Attachment 2: Agenda Planner 2006-2007 (2 Pages)
Attachment 3: Acronyms Chart (3 Pages)

AGENDA PLANNER 2006-2007

SEPTEMBER 6-7, 2006 SACRAMENTO

Board Meeting

- Consolidated Applications for 2006-07, for approval
- STAR, update/action as necessary
- CAHSEE, update/action as necessary
- CELDT, update/action as necessary
- No Child Left Behind Act, update/action as necessary
- Instructional Materials Fund budget, for approval

Other Dates of Interest to the State Board:

- Biennial report from State Board of Education due to State Legislature
- Curriculum Development and Supplemental Materials Commission, Sacramento, September 28-29
- 2006 Science Primary Adoption, Curriculum Commission action on IMAP/CRP recommendations, Sacramento, September 28-29
- 2006 Visual and Performing Arts Primary Adoption, Curriculum Commission action on IMAP/CRP recommendations, Sacramento, September 28-29

OCTOBER 2006 NO MEETING SCHEDULED

Dates of Interest to the State Board:

To be determined

NOVEMBER 8-9, 2006 SACRAMENTO

Board Meeting

- Consolidated Applications for 2006-07, for approval
- STAR, update/action as necessary
- CAHSEE, update/action as necessary
- CELDT, update/action as necessary
- No Child Left Behind Act, update/action as necessary
- 2006 Science Primary Adoption, Curriculum Commission action on IMAP/CRP recommendations, Sacramento, September 28-29
- 2006 Visual and Performing Arts Primary Adoption, Public Hearing and action on Curriculum Commission adoption recommendations

Other Dates of Interest to the State Board:

- Curriculum Development and Supplemental Materials Commission, Sacramento, November 30 – December 1

AGENDA PLANNER 2006-2007

DECEMBER 2006NO MEETING SCHEDULED

Dates of Interest to the State Board:

- Curriculum Development and Supplemental Materials Commission, Sacramento, November 30-December 1
- California High School Proficiency Exam contract expires, December 31

JANUARY 10-11, 2007 SACRAMENTO

Board Meeting

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

Dates of Interest to the State Board:

- Curriculum Development and Supplemental Materials Commission, Sacramento, Jan. 24-26, 2007
- Advisory Commission on Special Education, Sacramento, Jan 25-26

FEBRUARY, 2007NO MEETING SCHEDULED

Dates of Interest to the State Board:

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

MARCH 7-8, 2007 SACRAMENTO

Board Meeting

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

Other Dates of Interest to the State Board:

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

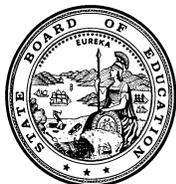
ACRONYMS CHART

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

ACRONYMS CHART

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

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



CALIFORNIA STATE BOARD OF EDUCATION SEPTEMBER 2006 AGENDA

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

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

N/A

SUMMARY OF KEY ISSUES

N/A

FISCAL ANALYSIS (AS APPROPRIATE)

N/A

ATTACHMENT(S)

None



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

SUBJECT	
State Board of Education Budget and Staffing: Update on Status and Consideration of Further Action	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

RECOMMENDATION

No board action is recommended at this time. The Governor has expressed his intention to have the board's budget restored. His desire is shared by a number of legislators. Board personnel continue to seek a favorable resolution of this matter.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At the July meeting, the board discussed the Legislature's elimination from the final state budget of funding to support the board's operations and decided to maintain the status quo.

SUMMARY OF KEY ISSUES

Following adoption of a new Reading/Language Arts framework in April, the Legislature deleted board funding from the state budget. Subsequently, legislation (SB 1769, Escutia) was introduced that combined an appropriation for board operations with a requirement for adoption of a sixth Reading/Language Arts program. The board voted to oppose SB 1769 at its July meeting. On August 14, the Governor released a letter that declared his opposition to SB 1769.

FISCAL ANALYSIS (AS APPROPRIATE)

Not applicable at this time.

ATTACHMENT(S)

None



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

SUBJECT	
Standardized Testing and Reporting (STAR) Program: Report of the 2006 Results	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

RECOMMENDATION

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

California *Education Code* Section 60641(b) specifies that the CDE shall make the grade, school, school district, and state STAR results available on the Internet by August 15 of each year. The STAR Program includes four components:

- California Standards Tests (CSTs)
- California Alternate Performance Assessment (CAPA)
- California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)
- Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3)

There are two changes between the program results reported for spring 2005 and those for spring 2006: 1) Grade 8 science and Grade 10 life science CSTs were added to the STAR and administered for the first time during spring 2006, and 2) the Aprenda 3 replaced the Spanish Assessment of Basic Education, Second Edition (SABE/2) as the designated primary language test. A new requirement to administer the Aprenda 3 to all Spanish-speaking English learners receiving instruction in Spanish was also in affect during spring 2006. Formerly, it was only required that English learners who had been in the country less than 12 months take the designated primary language test. No other changes affected the spring 2006 administration.

The CSTs are the core of California's assessment and accountability systems for schools and districts. CST and CAPA results are the major components used for calculating each school's Academic Performance Index (API). These results are also used for determining if elementary and middle schools are making adequate yearly progress in helping all students become proficient on the state's academic content standards as required by the federal No Child Left Behind Act (NCLB) of 2001. The grade ten CAPA results are used in conjunction with California High School Exit

SUMMARY OF KEY ISSUES

Examination (CAHSEE) results to meet the NCLB high school requirement.

The 2006 school, school district, county, and state results, including more than 4.7 million students, were released on the Internet on Tuesday, August 15. The results showed steady improvement over last year, particularly in English-language arts (ELA) and mathematics. Forty-two percent of students statewide scored proficient or advanced in ELA, an increase of two percent from last year and seven percent from 2003. Forty percent of students statewide scored proficient or advanced in mathematics, an increase of two percent from last year and five percent from 2003. Students in grades two and three each improved by five percent from last year in ELA. The numbers of students taking Algebra I, geometry, and Algebra II and earth science, biology, and chemistry also increased significantly. African-American, Latino, and economically disadvantaged students, as well as students with disabilities and English learners, are still scoring far below other students.

This first release did not include results for approximately 30,000 students in five districts that have approved SBE waivers to operate non-standard school years that span two fiscal years. These five districts completed testing during August, and their results will be posted on or about September 18. The five districts are Fresno Unified, Long Beach Unified, Oxnard Elementary, Stockton Unified, and Tracy Unified. Districts have the option of correcting incorrect student demographic data that was submitted by them. The data correction process will be completed by the end of October, and final 2006 results will be posted on the Internet during December.

Districts began receiving the 2006 STAR reports of results the week of July 3 with delivery of the STAR Student Reports beginning about three weeks later. Except for the parents/guardians of students in the five late testing districts, parents/guardians should receive the student reports by mid-August. Post-test workshops for district STAR coordinators are being held during August to present information on the interpretation and use of the test results. Educational Testing Service and the CDE also will present a post-test Web cast on Friday, September 1, that all district STAR coordinators may access. The Web cast is archived and available for coordinators, administrators, teachers, and others to use.

School districts began receiving the Aprenda 3 2006 reports of results the week of August 7. Approximately 86,000 students in 604 school districts were administered this new test.

State, county, district, and school results for all tests within the Program are available at <http://star.cde.ca.gov>.

FISCAL ANALYSIS (AS APPROPRIATE)

All program costs associated with releasing the results are funded under the CDE contracts for the STAR Program.

ATTACHMENT(S)

Attachment 1: STAR Press Release (3 Pages)
Attachment 2: Summary of Results (16 Pages)



CALIFORNIA DEPARTMENT OF EDUCATION

NEWS RELEASE

JACK O'CONNELL
State Superintendent
of Public Instruction

REL#06-89
FOR IMMEDIATE RELEASE
EMBARGOED until 10 a.m. August 15, 2006

CONTACT: Pam Slater
PHONE: 916-319-0818
E-MAIL: pslater@cde.ca.gov

STATE SCHOOLS CHIEF JACK O'CONNELL RELEASES 2006 STAR PROGRAM RESULTS SHOWING SIGNIFICANT GAINS ACROSS THE BOARD

Glendale/San Francisco – State Superintendent of Public Instruction Jack O'Connell today released results of the 2006 Standardized Testing and Reporting (STAR) Program that show California students remain on a steady trajectory of improved student achievement.

Forty-two percent of students statewide scored at the proficient or advanced level in English-language arts, an increase of 2 percent over last year, while 40 percent of students scored at the proficient or advanced level in mathematics, an increase of 2 percent over last year.

Since 2003 when all state tests were completely aligned to state standards for the first time, the number of California students who scored proficient and above in English-language arts has grown by 7 percent, and the number of students who scored proficient or above in mathematics grew by 5 percent.

"I am extremely pleased that these results show that California's public school students continue to make steady gains in nearly every subject and grade level," O'Connell said. "Since our state adopted rigorous standards for what every student should learn in every grade, and began systematically integrating those standards into classroom materials and instruction, student achievement has continued to improve.

"While movement from year to year is certainly worth noting and analyzing, the real test of sustainable academic achievement is steady gains over multiple years. At this point in California's transition to a standards-based assessment system, it is worth stopping and taking note of our struggles and success. It is now clear that after almost 10 years of standards based reform, including four years of complete alignment between our standards and our tests, education in California is clearly making

meaningful, sustained improvement. There is no doubt we still have a lot of work to do, and no one should be satisfied with our current position, but reforming an entire education system is slow, difficult work. Yet thanks to the hard work of our students, teachers, and administrators, more students than ever before are being prepared with skills and knowledge essential to their future success in our competitive global economy. This improvement deserves recognition and celebration.”

Noteworthy gains were made this year in many areas, including mathematics, where 23 percent of students statewide scored at the proficient and advanced level in Algebra 1, an increase of 4 percent over last year. In addition, 25,714 more students took Algebra I in 2006 than in 2005. Second through fourth graders also made steady gains in math with scores ranging from 54 to 59 percent at proficient and above. The greatest gains in English-language arts came in grade two, where 47 percent of students scored at the proficient and advanced levels, and in grade three, where 36 percent scored at that level – marking a 5 percent increase over last year for each grade.

Each ethnic and socioeconomic subgroup of students has also shown steady improvement over the four years since the tests became standards-aligned. However, the achievement gap persists between African American students, Latino students, or socio-economically disadvantaged students and their white or Asian peers.

“I remain deeply concerned that the achievement gap continues to be unacceptably wide,” O’Connell said. “The academic achievement of our Latino, African American, and socio-economically disadvantaged students lags far behind the rest of their peers. We are working to address this problem by providing struggling schools extra resources and additional interventions, and with better training for teachers. But clearly, we must work harder, faster, and with more focus to narrow this gap and to permanently close it. This will be my top priority as I start my second term as Superintendent.”

O’Connell noted that the 2006-07 state budget allocates additional resources for education, including teacher professional development, counselors, and supplemental instruction and support for students struggling to pass the state’s high school exit exam.

More than 4.7 million students in 2006 participated in the STAR program, which is comprised of four components: California Standards Tests (CSTs), California Alternate Performance Assessment (CAPA), California Achievement Test (CAT/6), and the new Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3)—a national norm-referenced test in Spanish that replaced the Spanish Assessment of Basic Education, 2nd Edition (SABE/2).

Students attain one of five levels of performance on the CSTs for each subject tested: advanced, proficient, basic, below basic, and far below basic. The State Board of Education has established the proficient level as the desired achievement goal for all students. This goal is consistent with school growth targets for state accountability and the federal No Child Left Behind requirements. The STAR Program data released today is preliminary because a small number of school districts have not yet completed testing and have not yet had time to complete a review of the results to verify their accuracy. A second posting of preliminary results that will include all students tested is scheduled for October. Final results after local corrections are incorporated are scheduled for posting during December.

School, school district, county, and state level results for the 2006 STAR Program have been posted on the California Department of Education's Web site at <http://star.cde.ca.gov/>.

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Attachments



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

SUBJECT	
Accountability Progress Reporting System: Report of the 2006 results from the Academic Performance Index, Adequate Yearly Progress, and Program Improvement Reports	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

RECOMMENDATION

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE annually receives information and reports on results of the Academic Performance Index (API), Adequate Yearly Progress (AYP), and Program Improvement (PI).

SUMMARY OF KEY ISSUES

The Policy and Evaluation Division is providing summary results for the August 31, 2006, release of the 2006 Accountability Progress Reporting (APR) system. Results include the proportion of schools that made all API growth targets in 2005-06, the proportion of schools that made AYP in 2006, and the proportion of schools that are in 2006-07 PI. The Press Release will provide more information and will be provided as a last minute memorandum.

FISCAL ANALYSIS (AS APPROPRIATE)

Fiscal impact will be minimal as the Accountability Progress Reporting system reports will be posted on the CDE Web site at <http://www.cde.ca.gov/apr>.

ATTACHMENT(S)

The Press Release will be provided as a last minute memorandum.

State of California

Department of Education

LAST MINUTE MEMORANDUM

DATE: August 31, 2006

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

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

RE: Item No. 5

SUBJECT: Accountability Progress Reporting System: Report of the 2006 results from the Academic Performance Index, Adequate Yearly Progress, and Program Improvement Reports

The Policy and Evaluation Division is providing summary results from the August 31, 2006, release of the 2006 Accountability Progress Report. Results from the News Release are presented in 13 tables and include:

- 1) Percentage of Schools Meeting All API Growth Targets, 2002-2006
- 2) Percentage of Schools with an Increased Schoolwide API, 2002-2006
- 3) Percentage of Schools At or Above Performance Target of 800 on API Growth Scores, 2002-2006
- 4) Median Scores on API, 2002-2006
- 5) Percentage of Schools Meeting API Growth Targets by Subgroup, 2005 and 2006
- 6) Reasons Why Some Schools Did Not Receive 2006 API Growth Results
- 7) Percentage of Schools Meeting All 2006 Federal AYP Criteria (Making AYP)
- 8) Percentage of Schools Meeting 2006 State API Growth Targets and/or 2006 Federal AYP Criteria
- 9) Schools Meeting 2006 State API Growth Targets with Schoolwide Growth at Least Double the 2006 Target, and Not Meeting 2006 Federal AYP Criteria
- 10) Percentage of Local Educational Agencies Meeting 2006 Federal AYP Criteria (Made AYP)
- 11) 2006-07 Title I Program Improvement Status Statewide Summary of Schools
- 12) 2006-07 Title I Program Improvement Status Statewide Summary of Local Educational Agencies
- 13) New Local Educational Agencies Identified for Program Improvement in 2006-07

Attachment 1: News Release: Accountability Progress Report on State and Federal Measurements of Student Achievement and School Accountability (9 Pages)



CALIFORNIA DEPARTMENT OF EDUCATION

NEWS RELEASE

JACK O'CONNELL
State Superintendent
of Public Instruction

REL#06-96
FOR IMMEDIATE RELEASE.
AUGUST 31, 2006

CONTACT: Pam Slater
PHONE: 916-319-0818
E-MAIL: pslater@cde.ca.gov

STATE SUPERINTENDENT JACK O'CONNELL RELEASES ACCOUNTABILITY PROGRESS REPORT

State and Federal Measurements of Student Achievement and School Accountability

LOS ANGELES/FRESNO – State Superintendent of Public Instruction Jack O'Connell today released California's Accountability Progress Report (APR) that is comprised of the state Academic Performance Index (API), the federal Adequate Yearly Progress (AYP), and the federal Program Improvement (PI).

"The state and federal accountability systems provide important information about public school performance," O'Connell said. "They show that California schools are making steady progress in raising student achievement, but that we must continue to focus on closing the achievement gap. This is precisely why we need our accountability systems – to ensure that schools continue to move in the right direction and to highlight weaknesses that our education system must overcome so we can prepare all students for success in the rapidly changing global economy."

The 2005-06 results show the state's average API score has grown to 720, an 11-point gain from the 2004-05 school year, moving closer to the state goal of 800. The median score for all schools also increased, growing from 714 in 2003 to 745 in 2006. However, only 52 percent of the schools met all of their API growth targets this year, a decline from last year's 68 percent.

The API is a numeric index that ranges from a low of 200 to a high of 1000. The 2005 results established the current baseline and academic growth targets for each school's academic performance. A school's annual growth target is set at 5 percent of the difference between the school's base API and the statewide performance target of 800. By law, numerically significant student subgroups within a school must also make improvement for a school to meet its API targets. These subgroups include ethnic

subgroups, socio-economically disadvantaged students, and for the first time in 2006 English learners and students with disabilities.

As expected, introducing these two new student subgroups into the 2006 API results reduced the percentage of schools meeting their API growth targets, accounting for about one quarter of the decline between 2005 and 2006. In addition, the API scores were affected by a general across-the-board slowdown in rate of improvement on the California Standards Test.

“It is important that we look at the achievement progress all groups of students are making,” O’Connell said. “While every one of the subgroups of students has made significant gains, I remain deeply troubled by the lagging achievement of both our English learners and African American students. We can’t afford to allow this gap in achievement to continue. Improving the progress of these students who have fallen behind their peers will be a key focus for me in the years ahead.”

Both API and AYP are based on statewide assessment results, which were released earlier this month. These assessments include the Standardized Testing and Reporting (STAR) program and California High School Exit Examination (CAHSEE).

“API and AYP are simply different ways of looking at the same test results,” O’Connell said. “API looks at how much schools and student subgroups improved from last year, while AYP focuses on whether or not a school and subgroups met minimum objectives in terms of the percentage of students who scored at or above the proficient level. Both systems have led to a much needed focus on improving the achievement of all students. Yet maintaining two distinct accountability systems is clearly confusing and often counterproductive, so I will continue my push toward moving to a single, seamless accountability system that holds all schools accountable for high standards and that also gives schools credit for improvement and moving all students toward proficiency.”

O’Connell, State Education Secretary Alan Bersin, and leaders in the education community are working on a proposal to meld the two systems in an effort to reduce the confusion over school performance that the two simultaneous systems have generated for parents, educators, and the public. Such a melding will require approval by the U.S. Department of Education.

AYP results show that 65 percent of schools met AYP requirements, up from 62 percent last year.

Under the No Child Left Behind (NCLB) Act of 2001, each state defines what it considers a proficient level of performance for students in English-language arts and mathematics. Schools then must meet annual AYP objectives in the two content areas. These objectives increase over time, so that in 2013-14, 100 percent of students at all schools must score at the proficient level or above. California is recognized nationally for setting its standards very high in comparison with most other states.

Schools, school districts, and county offices that receive federal Title I funds and do not make AYP for two consecutive years are subject to identification for PI.

Schools in PI are subject to a range of requirements and local interventions. For instance, a district must offer students in a PI school the choice and paid transportation to attend non-PI schools in the same district. For the school year 2006 to 2007, 639 California schools were newly identified for PI, while 104 exited, for a total of 2,215 schools in PI.

NCLB also requires that states identify local educational agencies (LEAs) for PI. In California, this includes school districts and county offices of education. For the school year 2006-07, 39 California districts and county offices were newly identified for PI. In addition, 26 exited PI for a total number of 167 LEAs in PI.

Schools and LEAs have an opportunity to review their data, identify errors, and make corrections. AYP, API, and PI reports will then be updated in early October and finalized in February 2007. All reports as well as downloadable data files are available through the APR Web site at <http://www.cde.ca.gov/apr>.

#

**2005-06 Accountability Progress Report
Statewide Accountability: Academic Performance Index (API)
2006 Growth Results**

**Table 1*
Percentage of Schools Meeting All API Growth Targets
2002-2006**

Type of School	2001-02	2002-03	2003-04	2004-05	2005-06
Elementary	60%	82%	46%	68%	57%
Middle	38%	69%	55%	67%	43%
High	29%	67%	50%	68%	36%
All Schools	52%	78%	48%	68%	52%

**Table 2*
Percentage of Schools with an Increased Schoolwide API
2002-2006**

Type of School	2001-02	2002-03	2003-04	2004-05	2005-06
Elementary	74%	92%	59%	81%	70%
Middle	62%	88%	76%	85%	72%
High	58%	89%	74%	88%	65%
All Schools	69%	90%	64%	83%	70%

**Table 3*
Percentage of Schools At or Above Performance Target of 800
on API Growth Scores
2002-2006**

Type of School	2002	2003	2004	2005	2006
Elementary	23%	26%	27%	32%	35%
Middle	16%	14%	18%	21%	24%
High	6%	7%	8%	12%	14%
All Schools	20%	21%	23%	27%	30%

**Table 4*
Median Scores on API
2002-2006**

Type of School	2002 Base	2003 Base	2004 Base	2005 Base	2006 Growth
Elementary	699	728	730	751	759
Middle	667	685	697	715	725
High	643	668	660	692	700
All Schools	685	714	717	737	745

Table 5*
Percentage of Schools Meeting API Growth Targets by Subgroup
2005 and 2006

Schoolwide and Subgroups	2005 Number of Schools with Numerically Significant Subgroup	2006 Number of Schools with Numerically Significant Subgroup	2005 Number of Schools Meeting Subgroup Growth Targets	2006 Number of Schools Meeting Subgroup Growth Targets	2005 Percentage of Schools Meeting Subgroup Growth Targets	2006 Percentage of Schools Meeting Subgroup Growth Targets	2006 State API
Schoolwide	7,259	7,376	5,900	5321	81%	72%	720
African American or Black (not of Hispanic origin)	1,125	1,111	767	632	68%	57%	637
American Indian or Alaska Native	17	15	14	11	82%	73%	690
Asian	1,275	1,270	1,202	1,147	94%	90%	845
Filipino	235	248	195	198	83%	80%	809
Hispanic or Latino	5,508	5,691	4,225	3,715	77%	65%	654
Pacific Islander	4	4	2	3	50%	75%	713
White (not of Hispanic origin)	4,635	4,580	4,081	3,806	88%	83%	801
Socioeconomically Disadvantaged	5,972	6,047	4,559	3,833	76%	63%	652
English Learners	n/a	4,015	n/a	2,533	n/a	63%	640
Students with Disabilities	n/a	917	n/a	511	n/a	56%	519

Note: The number of schools with numerically significant subgroups is used in these calculations. For example: 5,691 schools had a numerically significant number of Hispanic or Latino students in 2006. Of those schools 65% (3,715) met the Hispanic or Latino subgroup growth target.

Table 6*
Reasons Why Some Schools Did Not Receive 2006 API Growth Results

Reasons	Subtotal	Number of Schools
Schools Receiving 2006 API Growth and Target Information		7,971
Schools Receiving 2006 API Growth but No Target Information		837
Alternative Schools (ASAM)	571	
No 2005 Base API (New School, No Valid API, or No STAR Program Results)	254	
API Not Comparable (Reported by District) or ASAM in Base	12	
Schools Not Receiving 2006 API Growth Report		621
Excessive Parent Waivers	11	
Testing Irregularities Reported by School Districts in 2006	8	
Very Small Schools (Fewer Than 11 Valid Scores)	551	
Not a Significant Percentage of 2006 STAR Program scores in a Content Area	51	
TOTAL: All Schools, Fall 2005		9,429

***Tables 1-5** exclude schools in the Alternative Schools Accountability Model (ASAM), special education schools, small schools, and other schools with missing API targets. A “small school” is a school with fewer than 100 valid test scores. Table 6 includes all schools.

Federal Accountability: 2006 Adequate Yearly Progress (AYP)

Table 7
Percentage of Schools Meeting
All 2006 Federal AYP Criteria (Making AYP)

School Type	All Schools 2005	All Schools 2006	Title I-Funded Schools Only 2005	Title I-Funded Schools Only 2006
Elementary Schools	67%	73%	57%	65%
Middle Schools	44%	47%	30%	33%
High Schools	59%	56%	55%	52%
All Schools	62%	65%	53%	58%
Total Number of Schools	9,403	9,553	5,915	6,063

Note: For 2006, the number of Title I schools statewide was taken from the 2006-07 Consolidated Application, Part 1, that each Local Educational Agency (LEA) is responsible for completing annually. As of August 8, 2006, 96 percent of the LEAs in California had completed the Consolidated Application.

Table 8
Percentage of Schools Meeting 2006 State
API Growth Targets and/or 2006 Federal AYP Criteria

School Type	Met ALL API Growth Targets AND AYP Criteria	Met ALL API Growth Targets ONLY	Met AYP Criteria ONLY	Did NOT Meet API Growth Targets OR AYP Criteria
Elementary Schools	46%	11%	26%	17%
Middle Schools	27%	16%	17%	40%
High Schools	29%	7%	37%	27%
All Schools	40%	12%	26%	22%
Total Number of Schools	2,986	849	1,913	1,628

Note: Schools in the Alternative Schools Accountability Model (ASAM) and small schools are excluded from this table. A "small school" is a school with fewer than 100 valid test scores. "ALL API Growth Targets" include schoolwide and numerically significant subgroup growth targets.

Table 9
Schools Meeting 2006 State API Growth Targets
with Schoolwide Growth at Least Double the 2006 Target, and
Not Meeting 2006 Federal AYP Criteria

School Type	Number
Elementary Schools	483
Middle Schools	170
High Schools	66
All Schools	719

Note: ASAM schools, small schools, and schools with a 2005 API of at least 800 are not included in this table.

Table 10
Percentage of Local Educational Agencies Meeting
2006 Federal AYP Criteria (Made AYP)

School Type	All LEAs 2005	All LEAs 2006
Elementary School Districts	71%	75%
Unified School Districts	47%	50%
High School Districts	71%	58%
County Offices of Education	22%	13%
All LEAs Making AYP	60%	62%
Total Number of LEAs	1,035	1,029

Note: LEA = Local Educational Agency. An LEA is a school district or county office of education.

2006-07 Program Improvement

Table 11
2006-07 Title I Program Improvement Status
Statewide Summary of Schools

Program Improvement Year	Advanced	Remain	Total	Exit**
Year 1	639*	73	712	48
Year 2	253	91	344	35
Year 3	396	73	469	11
Year 4	308	27	335	10
Year 5	114	241**	355	0
Total	1,710	505	2,215	104

Note: This table excludes 31 schools that received Title I funds in 2005-06 because they have incomplete or missing 2006 AYP data.

*These schools were newly identified for PI in 2006-07.

**The federal NCLB Act does not allow for a PI designation beyond Year 5. The 241 schools remaining in Year 5 have been identified for PI for at least six years.

Table 12
2006-07 Title I Program Improvement Status
Statewide Summary of Local Educational Agencies

Program Improvement Year	Advanced	Remain	Total	Exit**
Year 1	39*	22	61	26
Year 2	101	0	101	0
Total	140	22	162	26

*These LEAs were newly identified for PI in 2006-07.

**The federal NCLB Act does not allow for a PI designation beyond Year 5. The 241 schools remaining in Year 5 have been identified for PI for at least six years.

Table 13
New Local Educational Agencies
Identified for Program Improvement
in 2006-07

LEA	County
Adelanto Elementary	San Bernardino
Antioch Unified	Contra Costa
Barstow Unified	San Bernardino
Bellevue Union Elementary	Sonoma
Bishop Union Elementary	Inyo
Chowchilla Union High	Madera
Coalinga-Huron Joint Unified	Fresno
Corning Union Elementary	Tehama
Cutler-Orosi Joint Unified	Tulare
Dinuba Unified	Tulare
Edison Elementary	Kern
Fontana Unified	San Bernardino
Fort Bragg Unified	Mendocino
Fresno Co. Office of Education	Fresno
Hayward Unified	Alameda
Lamont Elementary	Kern
Los Banos Unified	Merced
Los Nietos Elementary	Los Angeles
Lynwood Unified	Los Angeles
Napa Valley Unified	Napa
Norwalk-La Mirada Unified	Los Angeles
Oceanside Unified	San Diego
Parlier Unified	Fresno
Perris Union High	Riverside
Petaluma City Schools	Sonoma
Porterville Unified	Tulare
Red Bluff Union Elementary	Tehama
Redwood City Elementary	San Mateo
Roseland Elementary	Sonoma
Roseville Joint Union High	Placer
San Francisco Co. Off. of Educ	San Francisco
San Francisco Unified	San Francisco
Santa Paula Union High	Ventura
Santa Rita Union Elementary	Monterey
South Whittier Elementary	Los Angeles
Strathmore Union Elementary	Tulare
Ventura Unified	Ventura
Vista Unified	San Diego
Washington Union High	Fresno



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

SUBJECT	
Standardized Testing and Reporting (STAR) Program: Update including, but not limited to, program update.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

RECOMMENDATION

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE adopted blueprints for the STS in grades two, three, and four in July 2005. Blueprints for grades five, six, and seven were adopted in July 2006.

SUMMARY OF KEY ISSUES

Standards-Based Test in Spanish (STS)

The purpose of the STS is to assess Spanish-speaking English learner students' mastery of the California content standards in mathematics and reading/language arts in their primary language. State law was passed in 2004 requiring the CDE/SBE to develop a standards-based test for English learners in the language spoken by the majority of English learners in California. An STS Assessment Review Panel (ARP) was convened to develop blueprints to recommend to the SBE and to review all test items for alignment to the content standards and for correctness. Members of the ARP are both bilingual and biliterate in Spanish. Additionally, members from the California Standards Tests (CSTs) from mathematics and English-language arts also serve on these panels to ensure that the rigor of the test items and the alignment to the standards are similar to the CSTs.

Grades two, three, and four will be field tested in September 2006 and will become part of STAR testing in spring 2007. Development of field-test questions for grades five, six, and seven has begun. These grades will be field tested in fall 2007 and are anticipated to become part of STAR testing in spring 2008. As each grade level becomes part of STAR, it will replace *Aprenda: La prueba de logros en español, Tercera edición* (Aprenda 3), the current norm-referenced, designated primary language test in Spanish. State law requires English learners, who have been in the United States for less than 12

SUMMARY OF KEY ISSUES (Cont.)

months or who receive instruction in their primary language, be administered a primary language test as designated by the state.

Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3)

In May, the CDE reported to the SBE that there have been some challenges in transitioning between the former test in Spanish and the Aprenda 3. Harcourt Assessment, Inc. has made changes in the staff administering the California project and has subcontracted with a California company to assist in preparing and printing the reports. These changes have been beneficial to the project.

We continue to closely monitor this project and will provide an update to the SBE in November.

California Modified Assessment (CMA)

The CDE held a focus group meeting with several California district testing directors/coordinators and their special education counterparts on August 3. The purpose of the meeting was to seek input and suggestions related to the identification of the population that might be included in the CMA pilot test including who the target student population might be and how to differentiate various groups across disabilities. A second purpose was regarding logistical issues for collecting data, locating pilot schools, and determining ways to recruit districts to participate in the pilot test. The pilot test will assess English-language arts (ELA) and mathematics in grades two, three, and five and science in grade five. Students must have an individualized education program (IEP) to be eligible to take the CMA. They must also be receiving grade level instruction but may not reach grade-level achievement standards in the same time frame as other students. For reference, the July SBE Item # 35 contained more information on the CMA.

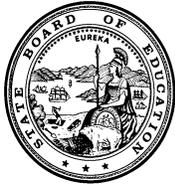
A CMA ARP meeting is scheduled on September 12-13 to review the questions for the pilot test. Results obtained from the pilot test will help to inform the development of the blueprints which will be presented to the SBE in January and finalized in March 2007. The CMA is scheduled to be field tested in fall 2007 for grades two to five in ELA and mathematics, and grades five and eight in science. Federal regulations for the CMA are expected to be finalized in December 2006.

FISCAL ANALYSIS (AS APPROPRIATE)

All costs associated with the STS are included in the current contracts with Harcourt Assessment, Inc., for the Aprenda 3 and Educational Testing Service for the CSTs, STS, California Alternate Performance Assessment, and California Modified Assessment.

ATTACHMENT(S)

None.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

SUBJECT	
California High School Exit Examination (CAHSEE): Including, but not limited to, CAHSEE program update on 2005-06 test administrations and the release of summary test results	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) receive the report of 2005-06 CAHSEE results and take action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

- In July 2003, the SBE approved postponing the consequences of the CAHSEE until the Class of 2006.
- All students, beginning with the Class of 2006, must satisfy the CAHSEE requirement, in addition to meeting all other graduation requirements, to receive a public high school diploma in California.
- The SBE has been provided with preliminary statewide summary results for each of the administrations during the 2005-06 school year.

SUMMARY OF KEY ISSUES

During the 2005-06 school year, the CAHSEE was offered in September, November, February, March, and May. Grade ten students (Class of 2008) took the CAHSEE for the first time in either February, March, or May. Grade eleven and adult students who had not previously passed one or both parts of the exam took the unpassed part(s) up to two times during the 2005-06 school year, and grade twelve students (Class of 2006) took unpassed part(s) up to three times. Throughout the 2005-06 school year, school districts received individual student and district-level results after each administration of the exam in which they participated.

Human Resources Research Organization (HumRRO) provided statewide estimates of the number of students in the Class of 2006 who have fully met the CAHSEE requirement (i.e., passed both parts of the exam). An estimated 90.8 percent of all students in the Class of 2006 have fully met the CAHSEE requirement, with an

SUMMARY OF KEY ISSUES (Cont.)

estimated 93.7 percent having passed the ELA part of the CAHSEE, and an estimated 93.1 percent having passed the mathematics part.

Summary results from the 2005-06 CAHSEE test administrations were publicly released on Tuesday, August 22, 2006, on CDE's DataQuest Web site at: <http://data1.cde.ca.gov/dataquest>. The DataQuest Web site displays:

- Summary results for the September and November 2005 administrations, as well as the February, March, and May 2006 administrations.
- Summary results at the school, school district, county, and state levels.
- Summary results for students by grade, gender, ethnicity, language fluency, socioeconomic status, and special education program participation.

CDE has provided school districts and the media with an assistance packet to help with the interpretation of these summary CAHSEE results. CDE has also provided several resources to assist in understanding the format of the CAHSEE and the types of questions that may be presented for each of the academic content standards assessed on the exam. These resources include Released Test Questions, Study Guides, and Teacher Guides. Each fall, CDE releases a new sample of test questions that have appeared on the CAHSEE and provides CAHSEE Study Guides to school districts for every grade ten student.

FISCAL ANALYSIS (AS APPROPRIATE)

All items presented in this program update are currently funded under contracts with CDE.

ATTACHMENT(S)

Attachment 1: CAHSEE Press Release (12 pages)



CALIFORNIA DEPARTMENT OF EDUCATION

NEWS RELEASE

JACK O'CONNELL
State Superintendent
of Public Instruction

REL#06-93

EMBARGOED until 10 a.m.

August 22, 2006

CONTACT: Pam Slater

PHONE: 916-319-0818

E-MAIL: pslater@cde.ca.gov

**SCHOOLS CHIEF JACK O'CONNELL RELEASES
2005-06 CALIFORNIA HIGH SCHOOL EXIT EXAM RESULTS**
Passing Rates on High School Exit Exam Continue to Rise

SACRAMENTO/SAN DIEGO — State Superintendent of Public Instruction Jack O'Connell today released the results of the 2005-06 California High School Exit Examination (CAHSEE).

Results from the exam, which was administered to last year's sophomores, juniors, and seniors, show steady improvement in the number of students in the classes of 2007 and 2008 who have met the CAHSEE requirement.

Since the class of 2007 initially took the CAHSEE as tenth graders in 2004-05, an estimated 89 percent have passed the English-language arts (ELA) portion of the CAHSEE, while an estimated 88 percent have passed the mathematics portion of the exam.

"I have always known that our students could rise to the challenge of higher expectations," O'Connell said. "I am proud of the ongoing rate of student success on the exit exam. The vast majority of the class of 2007 and the class of 2008 have already passed the exit exam and, at this pace, we are on track toward a passing rate greater than that of the class of 2006."

Passage of the CAHSEE, which assesses student mastery of state content standards in ELA and mathematics, became a California graduation requirement this year for all public school high school students.

The passing rates on each part of the exam for students in the class of 2007 at the end of their junior year have equaled or exceeded the passing rates of students in the class of 2006 at the same point in their education. At the end of their junior year, an

estimated 88 percent of students in the class of 2006 had passed the ELA portion of the test and the estimated 87 percent had passed the math portion of the exam.

The 2005-06 CAHSEE results also reveal good news for the class of 2008. At least three-fourths of participating tenth graders passed each part of the exam on their first attempt: 77 percent in ELA and 75 percent in mathematics. These scores show students in the class of 2008 performing better than their counterparts in the class of 2007 who, as tenth graders, passed at a rate of 76 percent in ELA and 74 percent in mathematics.

The estimated number of incoming seniors that have passed *both* portions of the CAHSEE requirement won't be known until October when an independent evaluator's annual report is due.

The results of the July administration of the CAHSEE will not be released until next month.

When analyzed by ethnic and socioeconomic subgroups, the CAHSEE data show nearly all subgroups of students are making positive gains in meeting the CAHSEE requirement. However, the first-time passing rates for Hispanic/Latino, African American, students with disabilities, and English learner students continue to lag behind the first-time passing rates for other subgroups. Hispanic/Latino, African American, and students with disabilities subgroups have shown improvement across the three classes with the class of 2008 showing higher percentages passing than in 2006 or 2007. But, the first-time passing rate for the English learner subgroup has dropped 4 percentage points on the ELA portion of the exam and 1 percentage point on the mathematics portion.

"The exit exam is designed to ensure that all students graduate with at least the basic level of knowledge and skills needed in the workplace and in life," O'Connell said. "The exam also shines a light on students who are struggling so they can get the targeted assistance they need to succeed. I am pleased that the majority of students are successfully passing the exam, but I remain troubled by the persistence of the achievement gap among several of our subgroups.

"That is why I am pleased we were able to secure significant additional funding in the state budget for the 2006-07 fiscal year that provides more than \$275 million to

focus assistance on middle and high school students. The budget also includes an additional \$178 million for remediation services in grades seven through twelve. I expect all districts to use these funds wisely to help all our students master the skills measured by this exam."

The CAHSEE is only one of the many requirements in California public schools needed for graduation. School districts also impose local requirements that must be met before students are allowed to graduate.

Students are required to take the CAHSEE for the first time in the tenth grade. During the 2005-06 school year, more than 480,000 tenth graders took the CAHSEE. Students who do not pass the CAHSEE as tenth graders are given additional opportunities during high school to pass the exam.

This school year, twelfth grade students in the class of 2007 who have not yet passed will have up to three more opportunities to take the exam during their senior year. Nearly \$70 million has been allocated in the state budget specifically to assist those students in the class of 2007 still struggling to pass the CAHSEE.

The California Department of Education (CDE) has provided every tenth grader with CAHSEE study guides and has released more than 300 questions from past CAHSEE administrations for teachers, students, and parents to review.

School, school district, county, and state level results for the CAHSEE have been posted on the CDE Web site at <http://cahsee.cde.ca.gov/>.

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Attachment

**Table 1
California High School Exit Examination (CAHSEE)
Comparison of Passing Rates for First-Time Test Takers
in the Classes of 2006, 2007 and 2008
ENGLISH-LANGUAGE ARTS**

Demographic Subgroup	Class of 2006			Class of 2007			Class of 2008*		
	Number Tested as 10th Graders	Number Passed as 10th Graders	Percent Passed as 10th Graders	Number Tested as 10th Graders	Number Passed as 10th Graders	Percent Passed as 10th Graders	Number Tested as 10th Graders	Number Passed as 10th Graders	Percent Passed as 10th Graders
All Students	448,005	334,617	75%	460,489	351,971	76%	483,626	372,607	77%
Female	220,499	174,131	79%	226,332	183,650	81%	237,040	193,500	82%
Male	227,999	160,724	70%	234,016	168,255	72%	246,413	179,011	73%
American Indian/Alaskan Native	4,082	2,996	73%	4,162	3,055	73%	4,394	3,386	77%
Asian	42,302	35,811	85%	42,485	36,455	86%	42,940	37,201	87%
Pacific Islander	3,032	2,158	71%	3,220	2,420	75%	3,372	2,545	75%
Filipino	13,256	11,557	87%	13,498	11,888	88%	14,088	12,539	89%
Hispanic/Latino	183,260	113,042	62%	191,434	124,700	65%	208,992	138,726	66%
African American	35,805	22,422	63%	38,105	24,570	64%	39,666	26,013	66%
White	162,818	143,949	88%	163,223	145,644	89%	165,499	148,653	90%
Economically Disadvantaged Students	180,642	108,473	60%	190,899	120,660	63%	207,271	134,615	65%
Non-Economically Disadvantaged Students	200,691	175,092	87%	212,480	187,336	88%	217,532	192,349	88%
Students Receiving Special Education Services	38,494	11,732	30%	39,735	13,037	33%	40,463	13,982	35%
English Only Students	277,584	226,410	82%	283,498	234,043	83%	289,219	240,816	83%
Initially-Fluent English Proficient (I-FEP)	39,822	33,706	85%	40,385	34,927	86%	42,540	37,171	87%
Reclassified-Fluent English Proficient (R-FEP)	48,439	41,993	87%	53,472	47,688	89%	71,149	63,518	89%
English Learner Students	81,027	31,757	39%	82,573	35,014	42%	79,035	30,056	38%

Note: The sum of demographic subgroup data may not equal the number of all students, due to invalid or blank responses received in these fields.

Table 2
California High School Exit Examination (CAHSEE)
Comparison of Passing Rates for First-Time Test Takers
in the Classes of 2006, 2007 and 2008
MATHEMATICS

Demographic Subgroup	Class of 2006			Class of 2007			Class of 2008*		
	Number Tested as 10th Graders	Number Passed as 10th Graders	Percent Passed as 10th Graders	Number Tested as 10th Graders	Number Passed as 10th Graders	Percent Passed as 10th Graders	Number Tested as 10th Graders	Number Passed as 10th Graders	Percent Passed as 10th Graders
All Students	446,264	328,866	74%	458,133	339,132	74%	481,892	363,704	75%
Female	220,162	163,806	74%	225,788	168,543	75%	236,823	180,189	76%
Male	226,569	165,247	73%	232,192	170,524	73%	244,893	183,427	75%
American Indian/Alaskan Native	4,017	2,778	69%	4,113	2,855	69%	4,373	3,182	73%
Asian	42,237	38,529	91%	42,342	38,819	92%	42,778	39,396	92%
Pacific Islander	3,028	2,155	71%	3,195	2,318	73%	3,351	2,461	73%
Filipino	13,248	11,514	87%	13,467	11,684	87%	14,050	12,383	88%
Hispanic/Latino	183,037	111,710	61%	190,746	118,610	62%	208,649	135,766	65%
African American	35,507	19,318	54%	37,822	20,754	55%	39,404	22,428	57%
White	161,699	140,287	87%	162,069	141,079	87%	164,609	144,724	88%
Economically Disadvantaged Students	180,079	109,209	61%	189,870	116,618	61%	206,502	133,037	64%
Non-Economically Disadvantaged Students	199,914	170,090	85%	211,403	180,698	85%	216,642	186,602	86%
Students Receiving Special Education Services	35,167	10,441	30%	37,081	11,227	30%	38,159	12,407	33%
English Only Students	275,823	215,424	78%	281,785	220,409	78%	287,941	228,629	79%
Initially-Fluent English Proficient (I-FEP)	39,760	32,575	82%	40,252	33,318	83%	42,491	35,931	85%
Reclassified-Fluent English Proficient (R-FEP)	48,696	40,338	83%	53,552	45,247	84%	71,390	60,901	85%
English Learner Students	80,909	39,789	49%	81,978	39,897	49%	78,390	37,275	48%

*Subgroup data are estimates; school districts have the opportunity to make demographic data corrections.

Note: The sum of demographic subgroup data may not equal the number of all students, due to invalid or blank responses received in these fields.

Table 3
California High School Exit Examination (CAHSEE)
Estimated Cumulative Passing Rates for the Class of 2007
ENGLISH-LANGUAGE ARTS

Demographic Subgroup	Estimated Enrollment*	Number Passed in Grade 10	Percent Passed in Grade 10	Number Passed in Grade 11 **	Estimated Percent Passed in Grade 11	Estimated Number Passed by End of Grade 11	Estimated Percent Passed by End of Grade 11
All Students	459,424	351,971	77%	57,080	12%	409,051	89%
Female	228,936	183,650	80%	25,567	11%	209,217	91%
Male	230,302	168,255	73%	31,459	14%	199,714	87%
American Indian/Alaskan Native	4,137	3,055	74%	618	15%	3,673	89%
Asian	42,880	36,455	85%	3,774	9%	40,229	94%
Pacific Islander	3,287	2,420	74%	491	15%	2,911	89%
Filipino	13,892	11,888	86%	1,320	10%	13,208	95%
Hispanic/Latino	185,265	124,700	67%	28,443	15%	153,143	83%
African American	37,501	24,570	66%	6,674	18%	31,244	83%
White	167,115	145,644	87%	14,781	9%	160,425	96%
Economically Disadvantaged Students	182,937	120,660	66%	28,336	15%	148,996	81%
Non-Economically Disadvantaged Students	217,789	187,336	86%	20,195	9%	207,531	95%
Students Receiving Special Education Services	34,716	13,037	38%	6,559	19%	19,596	56%
English Only Students	287,519	234,043	81%	32,759	11%	266,802	93%
Initially-Fluent English Proficient (I-FEP)	40,940	34,927	85%	3,894	10%	38,821	95%
Reclassified-Fluent English Proficient (R-FEP)	54,875	47,688	87%	5,000	9%	52,688	96%
English Learner Students	74,979	35,014	47%	14,935	20%	49,949	67%

* Enrollment was estimated by summing (1) the number of grade ten students who passed this portion of the CAHSEE during the 2004-05 school year; (2) the number of grade eleven students who passed this portion during the 2005-06 school year; and (3) the number of grade eleven students who did not pass this portion during a spring 2006 administration.

** Subgroup data are estimates; school districts have the opportunity to make demographic data corrections.

Note: The sum of demographic subgroup data may not equal the number of all students, due to invalid or blank responses received in these fields.

Table 4
California High School Exit Examination (CAHSEE)
Estimated Cumulative Passing Rates for the Class of 2007
MATHEMATICS

Demographic Subgroup	Estimated Enrollment*	Number Passed in Grade 10	Percent Passed in Grade 10	Number Passed in Grade 11 **	Estimated Percent Passed in Grade 11	Estimated Number Passed by End of Grade 11	Estimated Percent Passed by End of Grade 11
All Students	450,838	339,132	75%	58,931	13%	398,063	88%
Female	223,021	168,543	76%	28,543	13%	197,086	88%
Male	227,628	170,524	75%	30,320	13%	200,844	88%
American Indian/Alaskan Native	3,977	2,855	72%	578	15%	3,433	86%
Asian	43,739	38,819	89%	3,440	8%	42,259	97%
Pacific Islander	3,199	2,318	72%	487	15%	2,805	88%
Filipino	13,784	11,684	85%	1,421	10%	13,105	95%
Hispanic/Latino	181,609	118,610	65%	30,227	17%	148,837	82%
African American	35,716	20,754	58%	6,522	18%	27,276	76%
White	164,279	141,079	86%	15,328	9%	156,407	95%
Economically Disadvantaged Students	179,151	116,618	65%	29,113	16%	145,731	81%
Non-Economically Disadvantaged Students	214,185	180,698	84%	20,999	10%	201,697	94%
Students Receiving Special Education Services	30,751	11,227	37%	5,352	17%	16,579	54%
English Only Students	280,497	220,409	79%	33,235	12%	253,644	90%
Initially-Fluent English Proficient (I-FEP)	40,341	33,318	83%	4,164	10%	37,482	93%
Reclassified-Fluent English Proficient (R-FEP)	54,761	45,247	83%	5,938	11%	51,185	93%
English Learner Students	74,204	39,897	54%	15,143	20%	55,040	74%

* Enrollment was estimated by summing (1) the number of grade ten students who passed this portion of the CAHSEE during the 2004-05 school year; (2) the number of grade eleven students who passed this portion during the 2005-06 school year; and (3) the number of grade eleven students who did not pass this portion during a spring 2006 administration.

** Subgroup data are estimates; school districts have the opportunity to make demographic data corrections.

Note: The sum of demographic subgroup data may not equal the number of all students, due to invalid or blank responses received in these fields.

Table 5
California High School Exit Examination (CAHSEE)
Comparison of Estimated Cumulative Passing Rates
for the Classes of 2006 and 2007 by the end of Grade 11
ENGLISH-LANGUAGE ARTS

Demographic Subgroup	Class of 2006			Class of 2007		
	Estimated Enrollment	Number Passed by the end of grade 11	Percent Passed by the end of grade 11	Estimated Enrollment	Number Passed by the end of grade 11	Percent Passed by the end of grade 11
All Students	449,788	396,422	88%	459,424	409,051	89%
Female	223,999	202,721	91%	228,936	209,217	91%
Male	225,947	193,903	86%	230,302	199,714	87%
American Indian/Alaskan Native	4,068	3,600	88%	4,137	3,673	89%
Asian	43,611	40,037	92%	42,880	40,229	94%
Pacific Islander	3,185	2,733	86%	3,287	2,911	89%
Filipino	13,789	13,043	95%	13,892	13,208	95%
Hispanic/Latino	177,822	144,042	81%	185,265	153,143	83%
African American	35,916	29,575	82%	37,501	31,244	83%
White	167,235	159,844	96%	167,115	160,425	96%
Economically Disadvantaged Students	174,034	139,165	80%	182,937	148,996	81%
Non-Economically Disadvantaged Students	208,281	196,731	94%	217,789	207,531	95%
Students Receiving Special Education Services	35,009	18,754	54%	34,716	19,596	56%
English Only Students	283,755	261,623	92%	287,519	266,802	93%
Initially-Fluent English Proficient (I-FEP)	40,647	38,187	94%	40,940	38,821	95%
Reclassified-Fluent English Proficient (R-FEP)	49,280	47,179	96%	54,875	52,688	96%
English Learner Students	75,002	48,481	65%	74,979	49,949	67%

* Enrollment was estimated by summing (1) the number of grade ten students who passed this portion of the CAHSEE during the 2004-05 school year; (2) the number of grade eleven students who passed this portion during the 2005-06 school year; and (3) the number of grade eleven students who did not pass this portion during a spring 2006 administration.

** Subgroup data are estimates; school districts have the opportunity to make demographic data corrections.

Note: The sum of demographic subgroup data may not equal the number of all students, due to invalid or blank responses received in these fields.

Table 6
California High School Exit Examination (CAHSEE)
Comparison of Estimated Cumulative Passing Rates
for the Classes of 2006 and 2007 by the end of Grade 11
MATHEMATICS

Demographic Subgroup	Class of 2006			Class of 2007		
	Estimated Enrollment*	Number Passed by the end of grade 11**	Percent Passed by the end of grade 11	Estimated Enrollment*	Number Passed by the end of grade 11**	Percent Passed by the end of grade 11
All Students	445,932	390,080	87%	450,838	398,063	88%
Female	220,214	193,202	88%	223,021	197,086	88%
Male	225,790	197,007	87%	227,628	200,844	88%
American Indian/Alaskan Native	3,888	3,338	86%	3,977	3,433	86%
Asian	43,899	42,239	96%	43,739	42,259	97%
Pacific Islander	3,121	2,651	85%	3,199	2,805	88%
Filipino	13,801	12,976	94%	13,784	13,105	95%
Hispanic/Latino	177,325	143,296	81%	181,609	148,837	82%
African American	34,606	26,001	75%	35,716	27,276	76%
White	165,110	156,142	95%	164,279	156,407	95%
Economically Disadvantaged Students	173,134	139,217	80%	179,151	145,731	81%
Non-Economically Disadvantaged Students	205,907	191,740	93%	214,185	201,697	94%
Students Receiving Special Education Services	31,583	16,015	51%	30,751	16,579	54%
English Only Students	278,618	249,800	90%	280,497	253,644	90%
Initially-Fluent English Proficient (I-FEP)	40,346	37,127	92%	40,341	37,482	93%
Reclassified-Fluent English Proficient (R-FEP)	49,134	45,872	93%	54,761	51,185	93%
English Learner Students	76,747	56,372	73%	74,204	55,040	74%

* Enrollment was estimated by summing (1) the number of grade ten students who passed this portion of the CAHSEE during the 2004-05 school year; (2) the number of grade eleven students who passed this portion during the 2005-06 school year; and (3) the number of grade eleven students who did not pass this portion during a spring 2006 administration.

** Subgroup data are estimates; school districts have the opportunity to make demographic data corrections.

Note: The sum of demographic subgroup data may not equal the number of all students, due to invalid or blank responses received in these fields.

California High School Exit Examination (CAHSEE)

Summary of 2005-06 Test Results

Background

- State law authorized the development of the California High School Exit Examination (CAHSEE), which students in California public schools would have to pass to earn a high school diploma beginning in the 2005-06 school year (class of 2006).
- The CAHSEE is designed to ensure that all high school graduates have achieved a solid foundation of knowledge and skills in English-language arts and mathematics, based on state-adopted content standards.
- All public high school students must take the CAHSEE for the first time in grade ten. Students who do not pass the CAHSEE in grade ten will have two opportunities in grade eleven and three opportunities in grade 12 to pass the exam.
- Students in the class of 2007 will have up to three opportunities in grade twelve to take the part(s) of the CAHSEE not yet passed.

Summary of State Cumulative Results for Grade Eleven Students (Class of 2007)

- Estimates of the number of students in the class of 2007 who have fully met the CAHSEE requirement (i.e., passed both parts of the exam) will be provided by the independent evaluator for the CAHSEE in its annual report to be delivered in October 2006.
- In the class of 2007, an estimated 89 percent of students have passed the English-language arts (ELA) part of the CAHSEE, which is a one percent higher rate as compared to Grade 11 students in the class of 2006.
- In the class of 2007, an estimated 88 percent of students have passed the mathematics part of the CAHSEE, which is a one percent higher rate as compared to Grade 11 students in the class of 2006.
- On the English-language arts part of the CAHSEE, White students have the highest estimated cumulative passing rate (96 percent), and Hispanic/Latino and African American students have the lowest estimated cumulative passing rate (83 percent) by ethnicity.

- On the mathematics part of the CAHSEE, Asian students have the highest estimated cumulative passing rate (97 percent), and African American students have the lowest estimated cumulative passing rate (76 percent) by ethnicity.

Comparison of State Passing Rates for Grade Eleven students in the Classes of 2006 and 2007

- Overall, the students in the class of 2007 have passed each portion of the exam at a higher rate by the end of grade 11 than students in the class of 2006 at the same point in their academic careers.
- In every demographic subgroup, grade 11 students in the class of 2007 performed as well or better on both parts of the exam than students in the class of 2006.
- The largest percentage gain between grade 11 students in the class of 2007 and grade 11 students in the class of 2006 was made by students receiving special education services (3 percent).

Summary of 2005-06 State Results for Grade Ten Students (Class of 2008)

- Nearly one-half million grade ten students took the CAHSEE (English-language arts and mathematics).
- Statewide, 77 percent of grade ten students passed the English-language arts part of the CAHSEE and 75 percent passed the mathematics part.
- Female students passed the English-language arts part of the CAHSEE at a higher rate than male students (females at 82 percent; males at 73 percent).
- Male and female students passed the mathematics part of the CAHSEE at about the same rate (females at 76 percent; males at 75 percent).
- On both parts of the CAHSEE, the passing rates of Asian, Filipino, and White students were higher than the state passing rate.
- On both parts of the CAHSEE, the passing rates of Hispanic/Latino and African American students were lower than the state passing rate.
- On both parts of the CAHSEE, the passing rates of economically disadvantaged students, students receiving special education services, and English learner students were lower than the state passing rate.

- African American students performed better in English-language arts than in mathematics (66 percent in English-language arts; 57 percent in mathematics).
- Hispanic/Latino students performed slightly higher in English-language arts than in mathematics (66 percent in English-language arts, 65 percent in mathematics).
- Students receiving special education services performed slightly better in English-language arts (35 percent) than in mathematics (33 percent).
- Economically disadvantaged students performed slightly higher in English-language arts (65 percent) than in mathematics (64 percent).

Comparison of State Passing Rates for First-Time Test Takers in the Classes of 2007 and 2008

- Students in the class of 2007 took the CAHSEE for the first time as tenth graders in the 2004-05 school year; students in the class of 2008 took the CAHSEE for the first time as tenth graders in the 2005-06 school year.
- Overall, first-time test takers in the class of 2008 passed the mathematics part of the CAHSEE at a slightly higher rate (75 percent) as first-time test takers in the class of 2007 (74 percent).
- Overall, first-time test takers in the class of 2008 passed the English-language arts part of the CAHSEE at a slightly higher rate than first-time test takers in the class of 2007 (76 percent for the class of 2007; 77 percent for the class of 2008).
- With few exceptions, first-time test takers in the class of 2008 performed as well or better than students in the class of 2007 on both parts of the CAHSEE.
- English Learner students in the class of 2008 passed at a slightly lower rate (48 percent on mathematics and 38 percent on English-language arts) when compared to first-time test takers in the class of 2007 (49 percent on mathematics and 42 percent on English-language arts).
- Some of the most significant improvements between first-time test takers in the classes of 2007 and 2008 occurred on the Math part of the exam for the following demographic subgroups: American Indian/Alaska Native, economically disadvantaged students, and students receiving special education services.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

SUBJECT	
California High School Exit Examination: Review local educational agency failure to grant diplomas for certain students under California <i>Education Code (EC)</i> Section 60852.3	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

RECOMMENDATION

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At the July 2006 meeting of the SBE, CDE presented its review of 39 exemption denials by four LEAs. CDE staff recommended that the SBE affirm the LEAs decision to deny the exemption for all 39 students. The SBE approved the CDE staff recommendations to affirm each of the 39 exemption denials by LEAs.

SUMMARY OF KEY ISSUES

CAHSEE Student with Disabilities Exemption

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

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

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

SUMMARY OF KEY ISSUES (Cont.)

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

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

1. The student has an individualized education program (IEP) or Section 504 plan.
2. According to the IEP or Section 504 plan that is dated on or before July 1, 2005, the student is scheduled to receive a high school diploma with an anticipated graduation from high school in 2006.
3. The school district or state special school certifies that the student has satisfied or will satisfy all other state and local requirements for the receipt of a high school diploma in 2006.
4. The student has attempted to pass the CAHSEE at least twice after grade ten, including at least once during grade twelve, with the accommodations or modifications, if any, specified in his or her IEP or Section 504 plan.
5. Either (A) the student has received remedial or supplemental instruction focused on the CAHSEE either through the school of the student, private tutoring, or other means, or (B) the school district or state special school failed to provide the student with the opportunity to receive that remedial or supplemental instruction.
6. If the student received remedial or supplemental instruction, the student has taken the CAHSEE at least once following the receipt of that remedial or supplemental instruction. This does not apply if, following the receipt of that remedial or supplemental instruction, there is no further administration of the exam on or before December 31, 2006.
7. The student, or the parent or legal guardian of the student if the student is a minor, has acknowledged in writing that the student is entitled to receive free appropriate public education up to and including the academic year during which the student reaches age twenty two, or until the student receives a high school diploma, whichever event occurs first.

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

SUMMARY OF KEY ISSUES (Cont.)

The SBE is required to review any LEA's decision to deny a diploma to a student with disabilities no later than its next regularly scheduled meeting occurring at least 30 days after receiving the documentation. If the Board finds that the student does meet the criteria, it may direct the LEA to issue that student a high school diploma.

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

FISCAL ANALYSIS (AS APPROPRIATE)

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

ATTACHMENT(S)

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

Staff Recommendations Regarding Districts Failure to Grant Diplomas will be presented as a last minute item.

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

Student Identifier: _____

Local Educational Agency: _____

School Name: _____

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

State of California

Department of Education

LAST MINUTE MEMORANDUM

DATE: ~~December 29~~ August 28, 2006 ~~5N~~

TO: MEMBERS, STATE BOARD OF EDUCATION

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

RE: Item No. ~~85-26~~

SUBJECT: California High School Exit Examination: Review local educational agency failure to grant diplomas for certain students under California *Education Code (EC)* Section 60852.3 California High School Exit Examination Alternatives Public Meeting Physical Fitness Test (PFT): Adopt Amendments to Title 5 Regulations

Background

In September 2005, the State Board of Education (SBE) approved the Initial Statement of Reasons, Notice of Proposed Rulemaking, and the proposed amendments to the Title 5 regulations for the PFT and the beginning of the 45-day written comment period.

Additional Proposed Amendments to Regulations

The PFT regulations serve to guide districts and schools in the administration of this assessment. The purposes of the proposed amendments to the current regulations are: 1) to ensure that these regulations conform with the regulations for other California testing programs; 2) to add definitions; 3) clarify requirements of the physical performance test; 4) determine methods of test administration and training; 5) clarify responsibilities of the District PFT Coordinator if one is designated; 6) incorporate required data for analysis of pupil proficiency; 7) clarify the reporting and recording of test scores; 8) clarify testing variations, accommodations, and modifications that may be used on the tests and by which students.

Report on Public Hearing

A public hearing was held on November 2, 2005, as required by the Administrative Procedures Act. The public hearing was called to order at 9:05 a.m. With no one present to comment, the public hearing was recessed at 9:09 a.m., and then reconvened at 9:40 a.m. No one was present to submit verbal comments, so the public hearing was adjourned at 9:41 a.m.

Two written comments were submitted to the Regulations Coordinator during the 45-day public comment period. The first commenter did not address the regulations. The second commenter provided two comments regarding (1) the deletion in subdivision (a) of Section 1041 and (2) the deletion of Section 1045. The Final Statement of Reasons is attached; it summarizes the additional proposed amendments

to the Regulations, the written comments submitted, and the responses to the written comments.

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California Department of Education (CDE) staff in consultation with SBE staff reviewed the regulations and determined that further revisions were needed. The revisions were made to reflect the inclusion of specific testing variations and accommodations allowed for the PFT to bring these regulations into alignment with the format of the other testing programs' regulations. References to the Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (Matrix) have been deleted.

Recommendation

CDE recommends that the SBE approve the revisions with technical changes and direct staff to circulate the proposed regulations for another 15-day public comment period. If no substantive objections to these latest revisions are received during the 15-day comment period, the regulations are adopted and staff is directed to complete the rulemaking package and submit it to the Office of Administrative Law; if substantive objections to the latest revisions are received staff will place the proposed regulations on the SBE's (next meeting) agenda.

Attachment 2: Final Statement of Reasons (2 Pages)

Attachment 3: Amended Physical Fitness Test Regulations (8 Pages)

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FINAL STATEMENT OF REASONS
Physical Fitness Testing

UPDATE OF INITIAL STATEMENT OF REASONS

~~The Physical Fitness Test (PFT) regulations serve to guide school districts and schools in the administration of the physical performance test. The purposes of the proposed changes to the current regulations are: 1) to ensure that these regulations conform with the regulations for other California testing programs; 2) to add definitions; 3) clarify requirements of the physical performance test; 4) determine methods of test administration and training; 5) clarify responsibilities of the District Physical Fitness Test Coordinator; 6) incorporate required data for analysis of pupil proficiency; 7) clarify the reporting and recording of test scores; 8) clarify testing variations, accommodations, and modifications that may be used on the tests and by which students.~~

~~During the 45-day public comment period, three comments were received. The first comment did not pertain to the actual text of the proposed regulations. The other two comments are addressed to regulations that are being deleted due to changes in statute that now include language or context from the previous regulations. Therefore, no changes will be made to the proposed regulations with respect to either comment.~~

~~At the completion of the 45-day public comment period, program staff, who had been responsible for the development of the regulations, determined that additional language needed to be added with regards to accommodations and modifications. The change was considered substantive and, therefore, a 15-day comment period was deemed necessary.~~

SUMMARY AND RESPONSE TO COMMENTS RECEIVED DURING THE INITIAL NOTICE PERIOD OF SEPTEMBER 16, 2005 THROUGH NOVEMBER 2, 2005

~~Comment: Dale Hansen, Superintendent, Cottonwood Union Elementary School District, commented that it is difficult to have the State compare results from physical fitness testing when there is a lack of training for teachers administering the test.~~

~~Response: No response is required because Mr. Hansen's comments do not pertain to the content of the proposed regulations.~~

~~Comment: Sherry Skelly-Griffith, ACSA Governmental Affairs, provided two comments as follows:~~

~~(1) Section 1041. Required Program Page 2 of 7 beginning on line 29:~~

~~This section is deleted in which physically handicapped pupils or each pupil physically unable to take the entire physical fitness test shall be given as much of the test as his condition will permit. The only other reference in the text is for those students with IEPs or Section 504's and a reference that pupils shall be tested in each fitness component unless exempt by an IEP or Section 504 plan. No guidance is given in the proposed regulations to local education agencies (LEAs) if a student has physical condition~~

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~~rendering them unable to take all components of the PFT. Better guidance in these cases would be helpful because not all students will be under an IEP or Section 504 and some physical conditions may not be addressed by just scheduling an alternative test date.~~

~~Response to (1): This portion of Section 1041 (a) was deleted because it was incorporated into statute; see current California *Education Code* Section 60800 (a). Therefore, it is not appropriate to include it in the PFT regulations. Students with temporary physical impairments, such as broken arms, are covered by Section 504 plans. If a student's IEP or Section 504 plan excludes the student from taking any portion of the PFT, then the student would be exempt from the PFT.~~

~~(2) Section 1045 – Responsibility of County Superintendent of Schools — Page 6 of 7 beginning on line 11:~~

~~There needs to be a Statement of Reasons for why this section is deleted. According to the California *Education Code* 60610 which is cited under the deleted section of regulatory language it states: "At the request of the State Board of Education, and in accordance with rules and regulations that the board may adopt, each county superintendent of schools shall cooperate with and assist school districts under his or her jurisdiction in carrying out the testing programs of those districts or other duties imposed on school districts by this chapter." What is the purpose of deleting the role of the county superintendent to assist school districts in administering, recording, and reporting results of, the test and how will this impact school districts fiscally? The regulations package is entirely silent on this matter.~~

~~Response to (2): Since the PFT regulations were previously approved by the State Board of Education, California *Education Code* 60603 has been changed substantially and the current statute is not applicable to the PFT. California *Education Code* 60100 also has changed significantly since 1989 and in its current version (added in 1995) it provides that "each county superintendent of schools shall cooperate with and assist school districts under his or her jurisdiction in carrying out the testing programs of those districts..." Therefore, Section 1045 of the PFT regulations is no longer needed because it is addressed in statute and identifies the role of the county superintendent of schools.~~

COMMENTS RECEIVED DURING THE PERIOD THE 15-DAY NOTICE AND PROPOSED REGULATION TEXT WAS AVAILABLE TO THE PUBLIC

~~The modified text will be made available to the public from November 16, 2005 through November 30, 2005.~~

ALTERNATIVES DETERMINATION

~~The State Board of Education has determined that no alternative would be more effective in carrying out the purpose for which the regulation is proposed or would be as effective and less burdensome to affected private persons than the proposed regulation.~~

LOCAL MANDATE DETERMINATION

~~The proposed regulations do not impose any mandate on local agencies or school districts.~~

TITLE 5. Education
Division 1. California Department of Education
Chapter 2. Pupils
Subchapter 4. Statewide Testing of Pupils and Evaluation Procedures
Article 2. Physical Performance Testing Programs

§ 1040. Definitions of "Pupil".

— For the purpose of the physical performance test required by Education Code section 60800, and also referred to as the Physical Fitness Test (PFT), the following definitions shall apply:

— (a) "Accommodations" means any variation in the assessment environment or process that does not fundamentally alter what the test measures or affect the comparability of scores. Accommodations may include variations in scheduling, setting, aids, equipment, and presentation format as defined in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (Matrix)*, a document incorporated by reference. A copy of the *Matrix* can be found on the California Department of Education's (CDE) Web site at <http://www.cde.ca.gov/ta/tq/sa/documents/matrix5.pdf>.

— (b) "Annual assessment window" begins on February 1 and ends on May 31 of each school year.

— (c) "Block schedule" is a restructuring of the school day whereby pupils attend half as many classes, for twice as long.

— (d) "District Physical Fitness Test Coordinator" is an employee of the school district designated by the superintendent of the district to oversee the administration of the PFT within the district.

— (e) "*FITNESSGRAM*[®]" is the California Physical Fitness Test designated by the State Board of Education (SBE), a document incorporated by reference. A copy of the *FITNESSGRAM*[®] is available on CDE's Web site at <http://www.cde.ca.gov/ta/tq/pf/documents/healthfitzones.pdf>.

— (f) "Grade" for the purpose of the PFT means the grade assigned to the pupil by the school district at the time of testing.

— (g) "Modification" means any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores as defined in the *Matrix*.

— (h) "Pupil" is a person enrolled in a California public school in grade 5, 7 or 9, including those pupils placed in a non-public school through the individualized education program (IEP) process pursuant to Education Code section 56365.

— (i) "School district" includes elementary, high school, and unified school districts, county offices of education, any charter school that for assessment purposes does not elect to be part of the school district or county office of education that granted the charter, and any charter school chartered by the SBE.

— (j) "Test administration manual" is the Third Edition *FITNESSGRAM/ACTIVITYGRAM* or any subsequent edition, a document incorporated by reference. A copy may be obtained from CDE staff in the Standards and Assessment Division.

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~~_____ (k) "Test examiner" is an employee of the school district who administers the PFT.~~

~~_____ (l) "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 the *Matrix*.~~

~~NOTE: Authority cited: Sections 33031, 60601 and 60603, Education Code. Reference: Sections 60603 and 60608, Education Code.~~

~~§ 1041. Required Program:~~

~~_____ (a) During the period annual assessment window of March-May, inclusive, the governing board of each school district maintaining grades 5, 7, and 9-10, or any one or more of such grades, shall administer to each pupil in those grades the physical performance test, *FITNESSGRAM*[®], designated by the SBE. This includes pupils who attend schools that are on a block schedule and whose pupils may not be enrolled in physical education classes during the annual assessment window.~~

~~_____ Each physically handicapped pupil and each pupil who is physically unable to take all of the physical performance test shall be given as much of the test as his condition will permit.~~

~~_____ (b) All pupils in grades 5, 7 and 9 shall only take the test once during the annual assessment window.~~

~~_____ (c) School districts shall test all pupils in alternative education programs conducted off the regular school campus, including, but not limited to continuation schools, independent study, community day schools, and county community schools.~~

~~_____ (d) No test shall be administered in a home or hospital except by a test examiner. No test shall be administered to a pupil by the parent or guardian of that pupil.~~

~~_____ (e) Pupils shall be tested in each fitness component included in the PFT unless exempt by the pupil's IEP or Section 504 plan.~~

~~NOTE: Authority cited: Sections 33031 and 60603, Education Code. Reference: Sections 60602(c), 60603 and 60608 60615 and 60800, Education Code.~~

~~§ 1042. Recommended Program:~~

~~_____ When adequate facilities are available, tests pursuant to this article may be given more often than once yearly.~~

~~NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60605, Education Code.~~

~~§ 1043. Methods of Administration:~~

~~_____ (a) The tests shall be scored by employees of the district or the employees of the county superintendent of schools. The scoring thereof shall be in compliance with the instructions of the publisher or developer for scoring, and the scores shall be submitted to the governing board of the school district on the dates required by, and on forms prescribed or approved by, such governing board.~~

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~~_____ (b) Districts may provide an alternative date for make-ups based on absence or temporary physical restriction or limitations (e.g., recovering from illness or injury).~~

~~NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60800, Education Code.~~

~~§ 1043.2. Test Administration Training:~~

~~_____ (a) For valid results, districts shall use the test administration manual provided for the test designated by the SBE.~~

~~NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60800, Education Code.~~

~~§ 1043.4. District Physical Fitness Test Coordinator:~~

~~_____ (a) On or before November 1 of each school year, the superintendent of each school district, county office of education, and independent charter school may designate from among its employees a District Physical Fitness Test Coordinator. If a District Physical Fitness Test Coordinator is designated, the superintendent shall notify the contractor for the PFT of the identity and contact information of the District Physical Fitness Test Coordinator. The District Physical Fitness Test Coordinator shall be available throughout the year and shall serve as the liaison between the school district and the CDE for all matters related to the PFT.~~

~~_____ (b) The District Physical Fitness Test Coordinator responsibilities include, but are not limited to, the following:~~

~~_____ (1) Responding to correspondence and inquiries from the contractor in a timely manner and as provided in the contractor's instructions.~~

~~_____ (2) Determining school district and individual school test and test material needs.~~

~~_____ (3) Overseeing the administration of the PFT to pupils.~~

~~_____ (4) Overseeing the collection and return of all test data to the contractor.~~

~~_____ (5) Ensuring that all test data are received from school test sites within the school district in sufficient time to satisfy the reporting requirements.~~

~~_____ (6) Ensuring that all test data are sent to the test contractor by June 30 of each year.~~

~~NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60800, Education Code.~~

~~§ 1043.6. Data for Analysis of Pupil Proficiency~~

~~_____ (a) Each school district shall provide the contractor of the PFT the California School Information Services (CSIS) student identification number for each pupil tested for purposes of the analyses and reporting.~~

~~_____ (b) The demographic information required by subdivision (a) is for the purpose of aggregate analyses and reporting only.~~

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

~~NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 49061, 60605 and 60800, Education Code; 20 USC section 1232g.~~

~~§ 1043.8. Reporting Test Scores.~~

~~_____ No aggregate or group scores or reports that are compiled pursuant to Education Code section 60800 shall be reported electronically, in hard copy, or in other media, to any audience other than the school or school district where the pupils were tested, if the aggregate or group scores or reports are composed of ten (10) or fewer individual pupil scores. In each instance in which no score is reported for this reason, the notation shall appear: "The number of pupils in this category is too small for statistical accuracy or privacy protection." In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual pupil.~~

~~NOTE: Authority cited: Sections 33031 and 60605, Education Code. Reference: Sections 49061, 60605 and 60800, Education Code; 20 USC section 1232g; 34 CFR part 99.~~

~~§ 1043.10. Reports of Results~~

~~_____ Results shall be provided to each pupil after completing the test. The results may be provided orally or in writing.~~

~~NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60800, Education Code.~~

~~§ 1044. Recording Test Scores.~~

~~_____ The district superintendent or the county superintendent of schools, as the case may be, shall require that the pupil's scores on each of the tests given him or her in the physical performance testing program be included in the pupil's cumulative record. This requirement may be met by maintaining the regular physical performance testing program card with the cumulative record form.~~

~~NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60800, Education Code.~~

~~§ 1045. Responsibility of County Superintendent of Schools.~~

~~_____ As soon as possible after the State Board of Education, pursuant to subdivision (d) of Education Code Section 60603, has designated the physical performance test to be used during the ensuing school year in any grade, the county superintendent of schools shall secure, and until the close of the school year for which the test was designated, shall keep on file for reference purposes, a specimen set of that test.~~

~~_____ The county superintendent of schools shall provide assistance to school districts in administering, recording, and reporting results of, the test.~~

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NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60610, Education Code.

§ 1046. Use of Reports.

~~_____ The governing board of each school district shall use the reports of test scores submitted as required in this article for identifying physically underdeveloped pupils adapting instruction to individual needs, appraising pupil progress, adapting the physical education program to meet pupil needs and for such other purposes as may be permitted or required by law.~~

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60800, Education Code.

Article 2.5. Testing Variations/Accommodations

§ 1047. Testing Variations and Accommodations Available to Eligible Pupils.

~~_____ (a) Each pupil with an IEP or Section 504 plan shall be given as much of the test as his or her condition will permit.~~

~~_____ (b) School districts may provide all pupils the following test variations or as applicable in the accommodations and modifications as defined in the *Matrix*:~~

~~_____ (1) extra time within a testing day.~~

~~_____ (2) test directions that are simplified or clarified.~~

~~_____ (c) All pupils may have the following testing variations if regularly used in the classroom:~~

~~_____ (1) audio amplification equipment.~~

~~_____ (2) test individual student separately provided that the pupil is directly supervised by the test examiner.~~

~~_____ (3) Manually Coded English or American Sign Language to present directions for test administration.~~

~~_____ (d) School districts may provide pupils with disabilities the following accommodations if specified in the pupil's IEP or Section 504 plan when administering the PFT:~~

~~_____ (1) Administration of the PFT at the most beneficial time of day to the pupil after consultation with the test contractor.~~

~~_____ (2) Administration of the PFT by a test examiner to the pupil at home or in the hospital.~~

~~_____ (3) Any other accommodation specified in the pupil's IEP or Section 504 plan for the PFT.~~

NOTE: Authority cited: Section 30331, Education Code. Reference: 20 USC section 1400, et seq.; 29 USC section 794; and 42 USC section 12132 and 12133.

§ 1048. Testing Variations Available to English Learners.

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~~_____ School districts may provide identified English learner pupils the following additional testing variations if regularly used in the classroom or for assessment as defined in the *Matrix*:~~

~~_____ (1) English learners may have the opportunity to be tested separately with other English learners provided that the pupil is directly supervised by the test examiner.~~

~~_____ (2) English learners may have the opportunity to hear the test directions printed in the test contractor's manual translated into their primary language. English learners may have the opportunity to ask clarifying questions about the test directions in their primary language.~~

~~NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60800, Education Code.~~

The California Department of Education (CDE) recommends that the State Board of Education (SBE), pursuant to *EC 60852.3*, affirm the 22 local educational agencies' (LEAs) decisions to fail to grant high school diplomas to 188 students who did not meet the exemption criteria specified in *EC 60852.3*.

By August 18, 2006, the SBE received 210 submissions from 23 LEAs. Of these submissions, 188 records contained complete information; 14 records required that more information be submitted by the LEAs to document the exemption denial (11 of the 14 were from one LEA that is not included in Attachment 1); and 9 records were retracted by the LEAs. Of the 188 records, 183 indicated that the students had not satisfied or will not satisfy all other state and local requirements for the receipt of a high school diploma. Further, 148 of the 188 did not have an individualized education program (IEP) dated on or before July 1, 2005, indicating the students were scheduled to receive a high school diploma in 2006, and 163 of the 188 had not attempted to pass the California High School Exit Examination (CAHSEE) at least twice after grade ten, including at least once during grade twelve. Attachment 1 contains staff recommendations regarding these 188 submissions from 22 LEAs.

ATTACHMENTS

Attachment 1: Staff Recommendations Regarding Districts Failure to Grant Diplomas (4 Pages)

Staff Recommendations Regarding Districts Failure to Grant Diplomas

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- A. Review of Sacramento County Office of Education's failure to grant a high school diploma or diplomas pursuant to California *Education Code* Section 60852.3
- Recommend AFFIRM Sacramento County Office of Education's denial for students identified as Case Number(s) 179
- B. Review of Riverside School for the Deaf's failure to grant a high school diploma or diplomas pursuant to California *Education Code* Section 60852.3
- Recommend AFFIRM Riverside School for the Deaf's denial for students identified as Case Number(s) 223
- C. Review of Alameda Unified School District's failure to grant a high school diploma or diplomas pursuant to California *Education Code* Section 60852.3
- Recommend AFFIRM Alameda Unified School District's denial for students identified as Case Number(s) 224 through 226, and 254 through 262
- D. Review of Anaheim Union High School District's failure to grant a high school diploma or diplomas pursuant to California *Education Code* Section 60852.3
- Recommend AFFIRM Anaheim Union High School District's denial for students identified as Case Number(s) 263 through 268
- E. Review of New Haven Unified School District's failure to grant a high school diploma or diplomas pursuant to California *Education Code* Section 60852.3
- Recommend AFFIRM New Haven Unified School District's denial for students identified as Case Number(s) 149 through 165, and 320
- F. Review of Glendale Unified School District's failure to grant a high school diploma or diplomas pursuant to California *Education Code* Section 60852.3
- Recommend AFFIRM Glendale Unified School District's denial for students identified as Case Number(s) 217 through 221

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- G. Review of Paramount Unified School District's failure to grant a high school diploma or diplomas pursuant to California *Education Code* Section 60852.3
- Recommend AFFIRM Paramount Unified School District's denial for students identified as Case Number(s) 227 through 231
- H. Review of Ukiah Unified School District's failure to grant a high school diploma or diplomas pursuant to California *Education Code* Section 60852.3
- Recommend AFFIRM Ukiah Unified School District's denial for students identified as Case Number(s) 13
- I. Review of Fullerton Union High School's failure to grant a high school diploma or diplomas pursuant to California *Education Code* Section 60852.3
- Recommend AFFIRM Fullerton Union High School's denial for students identified as Case Number(s) 234 through 237
- J. Review of Irvine Unified School District's failure to grant a high school diploma or diplomas pursuant to California *Education Code* Section 60852.3
- Recommend AFFIRM Irvine Unified School District's denial for students identified as Case Number(s) 180 through 183
- K. Review of Placer Union High School District's failure to grant a high school diploma or diplomas pursuant to California *Education Code* Section 60852.3
- Recommend AFFIRM Placer Union High School District's denial for students identified as Case Number(s) 54 through 66
- L. Review of Hemet Unified School District's failure to grant a high school diploma or diplomas pursuant to California *Education Code* Section 60852.3
- Recommend AFFIRM Hemet Unified School District's denial for students identified as Case Number(s) 78 through 103
- M. Review of Riverside Unified School District's failure to grant a high school diploma or diplomas pursuant to California *Education Code* Section 60852.3
- Recommend AFFIRM Riverside Unified School District's denial for students identified as Case Number(s) 137

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- N. Review of Morongo Unified School District's failure to grant a high school diploma or diplomas pursuant to California *Education Code* Section 60852.3
- Recommend AFFIRM Morongo Unified School District's denial for students identified as Case Number(s) 249 through 253
- O. Review of Sedona Charter Academy's failure to grant a high school diploma or diplomas pursuant to California *Education Code* Section 60852.3
- Recommend AFFIRM Sedona Charter Academy's denial for students identified as Case Number(s) 222
- P. Review of Rialto Unified School District's failure to grant a high school diploma or diplomas pursuant to California *Education Code* Section 60852.3
- Recommend AFFIRM Rialto Unified School District's denial for students identified as Case Number(s) 184 through 216
- Q. Review of Poway Unified School District's failure to grant a high school diploma or diplomas pursuant to California *Education Code* Section 60852.3
- Recommend AFFIRM Poway Unified School District's denial for students identified as Case Number(s) 143 through 148
- R. Review of East Side Unified School District's failure to grant a high school diploma or diplomas pursuant to California *Education Code* Section 60852.3
- Recommend AFFIRM East Side Unified School District's denial for students identified as Case Number(s) 168, 169, and 172 through 178
- S. Review of Modesto City Schools' failure to grant a high school diploma or diplomas pursuant to California *Education Code* Section 60852.3
- Recommend AFFIRM Modesto City Schools' denial for students identified as Case Number(s) 43
- T. Review of Visalia Unified's failure to grant a high school diploma or diplomas pursuant to California *Education Code* Section 60852.3
- Recommend AFFIRM Visalia Unified's denial for students identified as Case Number(s) 69, 104, 138 through 142, and 316 through 319

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U. Review of Hesperia Unified's failure to grant a high school diploma or diplomas pursuant to California *Education Code* Section 60852.3

- Recommend AFFIRM Hesperia Unified's denial for students identified as Case Number(s) 105, 107 through 112, 114 through 117, 120, 122 through 126, 128, 130, 132, 134, and 135

V. Review of Upland Unified School District's failure to grant a high school diploma or diplomas pursuant to California *Education Code* Section 60852.3

- Recommend AFFIRM Upland Unified School District's denial for students identified as Case Number(s) 71 through 73

CAHSEE Alternative Meeting Board Item – 12/28/05

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Summary of Formal Presentations

~~Several interested parties submitted written comments to the CDE in advance of the meeting and made formal presentations to the panel. A brief summary of the comments provided by each of these presenters follows:~~

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Summary of Public Comments

~~There were 30 individuals who came to the podium to comment on alternatives or to make a public statement about the CAHSEE. Each speaker was allotted three minutes, and in general, the speakers did not exceed the time. The individuals who came forward included five students, eight educators, six parents, one grandparent, and 10 representatives of various advocacy groups for students, teachers and school districts. Attachment 2 contains a list of the speakers and their institutional affiliations, if any.~~

~~The comments ranged from very supportive of the current system to calling for a delay of the CAHSEE. Over half the public comments provided were specific to alternatives that were addressed in the formal presentations. Three speakers commented that English learners~~

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should be allowed to test in their primary language while one speaker said that linguistic barriers should be removed. Nearly a third of the public comments were based on personal circumstances and were presented by parents or students.

Attachment 3 contains a summary table form of the various alternatives to CAHSEE that CDE has considered regarding the CAHSEE. The table includes all the proposed alternatives submitted for this public meeting, alternatives and diploma options examined in the SB-964 study report completed by WestEd, specific to students with disabilities, as well as information provided in reports conducted by the Human Resources Research Organization (HumRRO), the independent evaluator of CAHSEE.

Superintendent's Recommendation

Given all the evidence and information that has been received and reviewed by CDE and the SBE, the Superintendent has concluded that there is no practical alternative available which would ensure a student awarded a high school diploma has met the minimal requirements contained in the CAHSEE. After reviewing all the options available, the Superintendent is convinced that the only way to ensure our graduates have the necessary skills to truly compete in today's information-driven global economy is through requiring passage of the CAHSEE.

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Attachments

A videotape of the public meeting is available in the State Board Office for your viewing as well as hard copies of all the written submissions. Also, the written submissions are posted on the CDE Web site at: <http://www.cde.ca.gov/nr/re/et/cahseealtmtg.asp>.

Attachment 2. List of Public Speakers on CAHSEE Alternatives (2 pages)

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Attachment 3. Compendium of Considered Alternative Assessments, Graduation Requirements, and Diplomas (12 pages)

Attachment 4. Superintendent's Recommendation to the SBE (2 pages) Attachment 2. List of

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CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

SUBJECT	
California High School Exit Examination: Adoption of achievement standards for No Child Left Behind reporting purposes.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) adopt achievement standards (i.e., basic, proficient and advanced cut scores) as indicated in Attachment 1 to be in full compliance with the U.S. Department of Education's reporting requirements for No Child Left Behind (NCLB).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In September 2003, Educational Testing Services (ETS) conducted a standard setting based on changes to the test blueprints for the CAHSEE in order to make recommendations to the CDE and SBE for the passing cut score on the CAHSEE. In November 2003, the State Superintendent of Public Instruction recommended and the SBE acted to maintain the current CAHSEE passing scores at 60 percent of the items correct for English-language arts (ELA) and at 55 percent of the items correct for mathematics with a passing scale score of 350 for both. While SBE has received information on the passing, proficient, and advanced cut scores for CAHSEE as part of the accountability workbooks that were submitted for SBE approval, the SBE has never formally approved proficient and advanced cut scores.

SUMMARY OF KEY ISSUES

During the 2006 Peer Review process, the U.S. Department of Education noted that the SBE had not officially approved the achievement standards (i.e., cut scores) for the CAHSEE). In the 2002-03 school year, the U.S. Department of Education required that the tests used for NCLB reporting purposes must have at least three cut points. For the CAHSEE, the first cut point was the passing score of 350 (i.e., basic), which was approved by the SBE in 2001. As a result of the NCLB requirement, two additional cut points were needed (i.e., proficient and advanced).

SUMMARY OF KEY ISSUES (Cont.)

In March 2003, CDE requested that ETS conduct an analysis to identify proficient and advanced cut scores on the CAHSEE. The study by ETS indicated that the advanced cuts for ELA and mathematics would be set at or above the CAHSEE scale scores which include the top twelve and six percent of the test takers, respectively. Similarly, the proficient cuts for ELA and mathematics would be set at or above the CAHSEE scale scores which include the top 33 and 30 percent, respectively.

In November 2003, the SBE adopted revised CAHSEE blueprints as part of the reduction to two rather than three days of CAHSEE testing in July 2003. The use of the revised CAHSEE blueprints beginning in February 2004 required that the cut scores initially identified by ETS in March 2003 be revised. Following the scaling of CAHSEE to the new score scale based on the February 2004 administration ("base form"), the NCLB proficient cut scores was set at 380 for both ELA and mathematics on the base form. The advanced cut scores were set at different places on the ELA and mathematics scales: on the base form, the ELA the advanced cut score is set at 403, and the mathematics advanced cut score is 422. Because the difficulty of items varies across test forms, the raw scores naturally fluctuate. All subsequent scores are equated back to the base form after each CAHSEE administration. Attachment 1 contains the minimum scale score for the basic, proficient, and advanced achievement standards.

FISCAL ANALYSIS (AS APPROPRIATE)

All items presented in this program update are currently funded under contracts with CDE.

ATTACHMENT(S)

Attachment 1: Table 1: Basic, Proficient and Advanced Achievement Standards on the CAHSEE for NCLB Reporting Purposes (1 page)

Table 1: Basic, Proficient and Advanced Achievement Standards on the CAHSEE for
NCLB Reporting Purposes

Achievement Standards	English language arts	Mathematics
Basic	350	350
Proficient	380	380
Advanced	403	422



CALIFORNIA STATE BOARD OF EDUCATION

September 2006 AGENDA

SUBJECT	
California English Language Development Test: including, but not limited to, update on California English Language Development Test and review of possible modifications to Guidelines for Reclassification of English Learners	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the proposed modifications to Guidelines for Reclassification of English Learners.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

California *Education Code* Section 313(b) provides that "The State Department of Education, with the approval of the State Board of Education, shall establish procedures for conducting the assessment required pursuant to subdivision (a) and for the reclassification of a pupil from English learner to proficient in English."

In July 2006, the SBE received Information regarding the proposed modifications to these guidelines. In March 2006, the SBE received a report on a new standard setting for the California English Language Development Test (CELDT) and approved new performance level cut-scores. In September 2002, the SBE reviewed and adopted modified guidelines for reclassification of English learners. The original guidelines were approved by the SBE in October 2001.

SUMMARY OF KEY ISSUES

The performance level standard cut-points for the CELDT that were originally set in 2001, were applied to scores for Listening/Speaking (combined), Reading, and Writing. The 2006 standard setting and updated performance level cut-points for the CELDT were needed to respond to the NCLB requirement to report separate scores for Listening, Speaking, Reading and Writing. Because the new performance level standards were set for the separate Listening and Speaking scores (and not for the combined Listening/Speaking score), it may be desirable to modify the reclassification guidelines to reflect this change. A possible modification is underlined in the attached document.

The new performance level cut-points for the CELDT took effect July 1, 2006. School districts will receive student reports based on the new cut-points six to eight weeks after

SUMMARY OF KEY ISSUES (Cont.)

they are delivered to the contractor for scoring, with the bulk of the reports arriving in December 2006 or January 2007. Many school districts will review the criteria for reclassification of English learners prior to data collection for the annual language census that will occur in March 2007.

FISCAL ANALYSIS (AS APPROPRIATE)

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

ATTACHMENT(S)

Attachment 1: Guidelines for Reclassification of English Learners (3 Pages).

Guidelines for Reclassification of English Learners

**A Report to the
State Board of Education
September 2006**

Guidelines for Reclassification of English Learners

(Changes are underlined)

Assessment of English Language Proficiency

Utilize California English Language Development Test (CELDT) as the primary criterion. Consider for reclassification those students whose overall proficiency level is *Early Advanced or higher* and;

- Listening is Intermediate or higher, and
- Speaking, is Intermediate or higher, and
- Reading is *Intermediate or higher*, and
- Writing is *Intermediate or higher*.

Those students whose overall proficiency level is in the upper end of Intermediate may also be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

- Use most recent available test data.

The above reclassification levels are the same as the initial identification levels specified by the California Department of Education (CDE).

Comparison of Performance in Basic Skills

- Definitions
 1. **“performance in basic skills”** means the score and/or performance level resulting from a recent administration of the English-Language Arts (ELA) section of the California Standards Test (CST).
 2. **“range of performance in basic skills”** means a range of scores on the ELA CST corresponding to a performance level or a range within a performance level.
 3. **“pupils of the same age”** refers to pupils who are enrolled in the same grade as the student who is being considered for reclassification.
- Basic skills criteria:
 1. A pupil’s score on the ELA CST in the range from the beginning of Basic level up to the midpoint of the Basic level suggests that the pupil may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification. Districts may select a cut-score in this range.

2. Pupils with scores above the cut-point selected by the district should be considered for reclassification.
3. For pupils scoring below the cut-point districts should attempt to determine whether factors other than English language proficiency are responsible for low performance on the ELA CST, and whether it is reasonable to reclassify the student.
4. For pupils in grade 12, the eleventh grade ELA CST results should be used, if available.
5. For pupils in grade 1, districts should base a decision to reclassify on CELDT results, teacher evaluation, parent consultation, and other locally available assessment results. Kindergarten students who have been identified as English learners probably should not be reclassified.
6. Districts must monitor pupil performance for two years after reclassification in accordance with existing California regulations and the federal No Child Left Behind legislation.

Teacher Evaluation

- Use student academic performance; and
- Note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.

Parent Opinion and Consultation

- Provide notice to parents and guardians of their right and encourage them to participate in the reclassification process; and
- Provide an opportunity for a face-to-face meeting with parent or guardian.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

SUBJECT	
Update on issues related to California's implementation of No Child Left Behind and other federal programs	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

RECOMMENDATION

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

This standing item allows the California Department of Education (CDE) to brief the State Board of Education (SBE) on timely topics related to NCLB and other federal programs.

SUMMARY OF KEY ISSUES

FISCAL ANALYSIS (AS APPROPRIATE)

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

ATTACHMENT(S)

Information will be provided as a last minute memorandum.

State of California

Department of Education

LAST MINUTE MEMORANDUM

DATE: August 29, 2006

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

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

RE: Item No. 11

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

Peer Review

The No Child Left Behind (NCLB) Act of 2001 reformed federal educational programs to support State efforts to establish challenging standards, to develop aligned assessments, and to build accountability systems for districts and schools. The United States Department of Education (ED) is using a peer review process to determine whether States have met NCLB standards and assessment requirements. The peer review process examines evidence submitted by each state that is intended to show that its assessment system meets NCLB requirements.

The Standards and Assessment Division, California Department of Education (CDE), assembled the required evidence and submitted it for a peer review that took place May 10-12, 2006. ED notified CDE and State Board of Education (SBE) staff of the results in late June. According to ED, additional evidence is necessary for California to meet the statutory and regulatory requirements. The current status of the California Standards and Assessment System is "Approval Pending" – a mandatory oversight status. As of July 1, 10 states received "Full Approval" or "Full Approval with Recommendations." Of the remaining states, 36 are in "Approval Pending" and two are "Non-Approved."

ED identified outstanding concerns with the alignment of the California Standards Tests (CSTs) and the California Alternate Performance Assessment (CAPA) to grade level academic content and achievement standards, and with the lack of performance level descriptors for mathematics, English-language arts, and science for the CSTs and the California High School Exit Examination. The specific concerns are indicated on page 3 of Attachment 1.

In response, CDE and SBE supplied ED with additional evidence to reconsider California's status as well as a plan and timeline to address the issues identified in the peer review.

Special Condition on Title I Grant Award

As a condition of California's Title I grant, ED required the CDE to collect information and documentation from selected school districts regarding their plans to implement public school choice (Choice) and supplemental educational services (SES) for the 2006-07 school year. On August 15, 2006, the School and District Accountability Division sent the required information (letter from State Superintendent of Public Instruction, narrative report, and a zip file containing SES/Choice documents from 16 of the 20 LEAs) to Assistant Secretary Henry L. Johnson). The letter from Superintendent O'Connell and the narrative report are attached.

Attachments

Attachment 1: June 28, 2006 letter from the U.S. Department of Education (3 Pages)

Attachment 2: August 2, 2006 letter from the California Department of Education and the State Board of Education (3 Pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.)

Attachment 3: August 15, 2006 letter from Superintendent Jack O'Connell (2 Pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.)

Attachment 4: Response from the California Department of Education to Attachment T of July 1, 2006, Grant Award Notification, Title I Grants to Local Educational Agencies, PR/Award Number: S010A060005 Conditions Governing Title I, Part A-Improving Basic Programs Operated by Local Educational Agencies (4 Pages)

California Assessment Letter

June 28, 2006

The Honorable Glee Johnson
President
California State Board of Education
1430 N Street, Suite 5111
Sacramento, California 95814

The Honorable Jack O'Connell
Superintendent of Public Instruction
California Department of Education
1430 N Street, Suite 5602
Sacramento, CA 95814

Dear President Johnson and Superintendent O'Connell:

Thank you for your participation in the U.S. Department of Education's (Department) standards and assessment peer review process under Title I of the *Elementary and Secondary Education Act of 1965*(ESEA), as amended by the *No Child Left Behind Act of 2001* (NCLB). I appreciate the efforts required to prepare for the peer review. As you know, with the implementation of NCLB's accountability provisions, each school, district, and State is held accountable for making adequate yearly progress (AYP) towards having all students proficient by 2013–14. An assessment system that produces valid and reliable results is fundamental to a State's accountability system.

I am writing to follow up on the peer review of California's standards and assessments, which occurred May 10-12, 2006. The results of this peer review process indicated that additional evidence was necessary for California to meet the statutory and regulatory requirements of Section 1111(b)(1) and (3) of the ESEA. At this time, the need for that evidence remains.

As you will recall, the Department laid out new approval categories in the letter to the Chief State School Officers on April 24, 2006. These categories better reflect where States collectively are in the process of meeting the statutory standards and assessment requirements and where each State individually stands. Based on these new categories, the current status of the California standards and assessment system is *Approval Pending*. This status indicates that California's standards and assessment system administered in the 2005–06 school year has at least two fundamental components that are missing or that do not meet the statutory and regulatory requirements, in addition to other outstanding issues that can be addressed more immediately. These deficiencies must be resolved in a timely manner so that the standards and assessment system administered next year meets all requirements. The

Department believes that California can address the outstanding issues by the next administration of its assessment system, that is, by the end of the 2006–07 school year.

California's system has at least two fundamental components that warrant the designation of *Approval Pending*. Specifically, the Department cannot approve California's standards and assessment system due to outstanding concerns with the alignment of the California Standards Tests (CSTs) and the California Alternate Performance Assessment (CAPA) to grade level academic content and achievement standards and the lack of performance level descriptors that differentiate between three levels of proficiency for mathematics, English language arts and science. Please refer to the enclosure for a detailed list of the evidence California must submit to meet the requirements for an approved standards and assessment system.

Accordingly, California is placed under *Mandatory Oversight*, pursuant to 34 C.F.R. §80.12. Under this status, there will be specific conditions placed on California's fiscal year 2006 Title I, Part A grant award. California must provide, not later than 25 business days from receipt of this letter, a plan and detailed timeline for how it will meet the remaining requirements to come into full compliance by the end of the 2006–07 school year. Beginning in September 2006, California must also provide bi-monthly reports on its progress implementing the plan. If, at any time, California does not meet the timeline set forth in its plan, the Department will initiate proceedings, pursuant to Section 1111(g)(2) of the ESEA, to withhold 15 percent of California's fiscal year 2006 Title I, Part A administrative funds, which will then revert to local educational agencies in California.

I know you are anxious to receive full approval of your standards and assessment system and we are committed to helping you get there. Toward that end, let me reiterate my earlier offer of technical assistance. We remain available to assist you however necessary to ensure you administer a fully approved standards and assessment system. We will schedule an additional peer review when you have evidence available to further evaluate your system. If you have any questions or would like to request reconsideration of the conditions, please do not hesitate to call Carlos Martínez (202-260-2493) or Catherine Freeman (202-401-3058) of my staff.

Sincerely,
Henry L. Johnson

Enclosure

cc: Governor Arnold Schwarzenegger
Bill Padia

SUMMARY OF ADDITIONAL EVIDENCE THAT CALIFORNIA MUST SUBMIT TO MEET ESEA REQUIREMENTS FOR THE CALIFORNIA ASSESSMENT SYSTEM

2.0 – ACADEMIC ACHIEVEMENT STANDARDS

1. Performance level descriptors that differentiate among three levels of proficiency for mathematics, English language arts and science.
2. Official State Board of Education adoption of achievement standards for the CAHSEE.

5.0 - ALIGNMENT

1. An external, impartial alignment study of the CST and the CAPA to academic content and achievement standards.
 2. A plan that addresses the gaps identified by the alignment study (including the External Evaluation of the CAHSEE).
 3. Procedure to review and maintain alignment of the assessment system
-

Response from the California Department of Education to Attachment T of July 1, 2006, Grant Award Notification, Title I Grants to Local Educational Agencies, PR/Award Number: S010A060005 Conditions Governing Title I, Part A-Improving Basic Programs Operated by Local Educational Agencies

Condition: By August 15, 2006, California shall provide a report to the Department based on its monitoring of public school choice and SES for the upcoming school year. The report will include the following:

1. A summary of the actions taken by each of the 20 largest California local districts (by enrollment) to implement public school choice and SES for the next school year

The California Department of Education (CDE) has worked extensively with the 20 largest California local educational agencies (LEAs) to ensure compliance with the choice/SES requirements. After CDE's review of materials submitted, feedback was provided concerning the sufficiency of the LEA's actions. That resulted in 16 LEAs submitting final information about how they will be implementing public school choice and supplemental educational services (SES) in the 2006-07 school year. CDE continues to work with the remaining four LEAs to ensure they are taking appropriate corrective action and to secure final information about their activities.

To obtain a summary of actions taken by each LEA, CDE produced two checklists identifying each step of implementation for the choice and SES programs. Each LEA has provided timelines that include dates for all required activities identified on the checklists to implement public school choice and SES in their schools identified for Program Improvement (PI). Please see the attached timelines from the 16 LEAs for both choice and SES implementation.

2. The State's assessment of whether the actions taken are adequate in the case of each district to ensure appropriate opportunity for participation by parents and students in high-quality programs

CDE has conducted an extensive review and analysis of the LEAs' implementation timelines and their parent notification letters after providing overall guidance and individualized technical assistance (TA). (See item 3 for details.)

Based on analysis of initial LEA responses, CDE staff provided TA in a variety of areas, such as:

- LEA activities needing to occur either before or early in the school year
- Dates for each pertinent LEA activity to reflect such implementation
- Parent notifications to include all mandated requirements

- Reasonable parent response time to select choice and SES

Based on CDE's review of the LEAs' follow-up responses to CDE's requested corrective actions, CDE has concluded that the actions of 16 of the 20 LEAs are now adequate to meet pertinent legislative requirements. We are still working with the other four LEAs to provide technical assistance and ensure compliance.

In addition, to ensure high quality SES providers, the CDE has developed and implemented state SES regulations. CDE embeds the applicant quality requirements into the yearly SES Request for Applications and its accompanying scoring rubric. CDE has a thorough application review process, based on the rubric and with at least triple reads of each application. Further, approved SES providers must submit an annual end-of-fiscal-year report with information about services provided, student achievement, expenditure detail, and any changes in provider qualifications.

3. In those cases in which the actions taken are not considered by the State to be adequate, the steps the State has taken to ensure that the districts are implementing timely corrective actions

To gather information for this report, CDE undertook the following steps with all 20 LEAs:

1. Sent an e-mail memo outlining the nature of the report requested by ED and the materials CDE needed from the LEAs
2. Conducted a conference call to discuss the memo further and to answer LEA questions
3. Prepared choice and SES timeline checklists and sample letters for Years 1-5, all of which were e-mailed to LEAs
4. Conducted a preliminary review of the initial LEA responses
5. Summarized characteristics of initial LEA responses and e-mailed summary to LEAs
6. Conducted a second conference call using the summary and answered additional LEA questions
7. Provided individualized TA to LEAs with implementation timelines and/or letters not initially timely and/or adequate
8. Thoroughly reviewed and analyzed the LEA follow-up responses

For the five LEAs in which the actions taken thus far are not yet considered to be adequate, assigned dedicated staff will continue to provide technical assistance to insure that these LEAs come into compliance promptly.

CDE staff will also be informing other LEAs about the topic of choice and SES implementation by making presentations at various meetings of LEA categorical program directors throughout the 2006-07 school year. CDE staff are prepared to offer other LEAs individualized TA as needed. CDE will also post the timeline checklists and sample letters on the CDE Web site.

4. Copies of the letters or other documents implementing public school choice and SES from the districts included under item (1) above

Attached electronically are copies of the LEAs' master parent notification letters implementing choice and SES for 2006-07. The LEAs' PI schools will send individualized copies of these letters to parents per the LEAs' timelines after CDE releases its lists of schools making adequate yearly progress and of those identified for PI. It is expected that CDE will provide this information to districts no later than August 31, 2006.

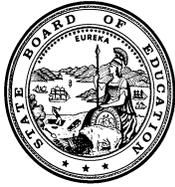
A number of the LEAs included in the current 20 have had their parental notification letters previously reviewed and approved by the ED as part of the Title I monitoring process. CDE has included one copy each of a 2004-05 PI Year 1 parent notification letter from Los Angeles Unified School District (USD), Sacramento USD, and Oakland USD. These letters were approved by ED as part of the resolution of findings from the 2004 ED Title I monitoring visit to CDE. Although previously approved by ED, CDE has assisted the LEAs in fine tuning the content of their parent notification letters about choice and SES as part of the current effort.

5. The State's plan for the monitoring of public school choice and SES statewide for the next year to ensure that proper programs of public school choice and SES are implemented by the districts

CDE has a comprehensive categorical program monitoring (CPM) system that it implements each year throughout the state. Title I and the PI requirements about choice and SES are integral to the review instruments. As part of the process, CDE conducts extensive training and TA workshops in the fall of each year for the LEAs selected for review. Workshops inform LEAs about all elements and components of the CPM review. Five of the 20 LEAs to be monitored are scheduled to be reviewed in the CPM cycle for 2006-07. As such, these districts will be monitored for their implementation of the provisions for choice and SES.

CDE will follow-up with the 15 remaining LEAs from this group of the 20 largest LEAs in the following ways.

- a.) CDE will verify by September 30, 2006 that the PI schools in each district sent out the appropriate required parent notification letters.
- b.) The LEAs will submit a mid-year report by February 16, 2007 verifying the implementation of the timelines for choice and SES implementation submitted to CDE in August 2006.
- c.) Throughout the 2006-07 school year, CDE will conduct a series of technical assistance conference calls with small groups of three to five of the districts to discuss any impediments to implementation and how they were addressed, what implementation practices worked best, and which did not.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

SUBJECT	
No Child Left Behind Act of 2001, Title II, Part A: California's Response to the U.S. Department of Education's Peer Review of the State Plan for Implementing the Highly Qualified Teacher Requirements	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) direct the Title II, Part A State Coordinator and CDE staff to revise the submitted State Plan of Activities to address the U.S. Department of Education's (ED) concerns and, delegate authority to a subcommittee of SBE members to approve the revised plan of activities in order to meet the September 29, 2006, deadline.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The No Child Left Behind (NCLB) Act of 2001 reauthorizes the Elementary and Secondary Education Act (ESEA) of 1965 and expands on major reforms, particularly in the areas of state academic standards, assessment, accountability, and school improvement. The largest single program in NCLB is Title I, Part A, which provides LEAs, or school districts and charter schools, with additional resources to help improve instruction in high-poverty schools and ensure that poor and minority children have the same opportunity as other children to meet challenging State academic standards.

Information regarding NCLB Teacher Requirements was announced in December 2002, with the ED releasing its first non-regulatory guidance in January 2003. Between February and June 2003, CDE staff held meetings and discussions regarding the Highly Qualified Teacher (HQT) definition and requirements.

Between July 2003 and February 2004, CDE and SBE staff, in collaboration with various stakeholder groups including the California Commission on Teacher Credentialing, the Association of California School Administrators, the California Teachers Association, and the California School Boards Association, developed a definition of HQTs and of the high objective uniform state standard of evaluation (HOUSSE). Regulations defining HQT and the HOUSSE were approved by the SBE at its November 2003 meeting. Another outcome of these meetings was development of the *California NCLB Teacher Requirements Resource Guide (Guide)*.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION . . . (Cont.)

In March and April 2004, regional briefings were held on implementation of the NCLB teacher requirements in 14 county office of education regions; at the same time the Guide was posted on the CDE Web site.

On July 6, 2005, the Professional Development and Curriculum Support Division reported on a very successful federal NCLB implementation monitoring visit. The CDE received commendations for the Guide. A federal monitoring report was received September 29, 2005, which included 26 items, with 6 "findings". A response was approved by the SBE and submitted to the ED in November 2005.

In response to the HQT and Improving Teacher Quality State Grants Monitoring Report of June 14-16, 2005, the SBE approved a monitoring process, the NCLB Compliance Monitoring, Interventions and Sanctions (CMIS) program, with implementation beginning in June 2006.

On June 5, 2006, the ED requested that states develop and submit Revised State Plans detailing actions the CDE and local educational agencies (LEAs) would take to reach the HQT Goal by 2006-07 and beyond. In response, the CDE developed, and the SBE approved a plan of activities at its July 2006 meeting. The approved State Plan of Activities details specific new short term and long term actions to assist LEAs in reaching the HQT requirements goal in the 2006-07 school year.

SUMMARY OF KEY ISSUES

Timeline of HQT Progress

October 21, 2005 — Secretary Spellings issued a letter informing each chief state school officer that, despite the substantial progress being made, states were in danger of not meeting the 2005-06 goal for HQT.

March 8, 2006 — States submitted their HQT data for the 2004-05 school year to the ED.

March 21, 2006 — The ED informed states that they would be evaluated against four "good-faith" criteria:

1. The state's definition of HQT must be consistent with federal law and universally applied.
2. States and districts must provide parents and the public with accurate and complete reports on the number and percentage of classes in core academic subjects taught by highly qualified teachers.
3. Reporting of HQT data to the ED must be complete and accurate.

SUMMARY OF KEY ISSUES (Cont.)

4. States must take action to ensure that inexperienced, unqualified, or out-of-field teachers do not teach poor and minority students at disproportionately higher rates than their peers.

March 8 to May 12, 2006 — The ED assessed HQT data for 2004-05 and previous years, making determinations about whether the states were on track to meet NCLB's HQT requirements as well as the four "good-faith" elements.

May 5, 2006 — The ED notified states in writing of the results of the assessment of their HQT progress and requested them to submit Revised State Plans.

July 7, 2006 — Revised State Plans were due to the ED.

On August 15, 2006, the CDE and the SBE were notified by the ED that California's State Plan of Activities had been reviewed by a panel of 31 respected teacher quality experts and administrators who measured the plans against the Six-Point Protocol for a Successful Plan. The ED has provided states with results of the peer review; the states were grouped into three categories, 9 states had acceptable plans, 39 states partially met the requirements, and 4 states did not sufficiently meet any of the criteria as outlined by the peers. Although California was commended for the recent and ongoing efforts in teacher quality and education reform, it was among the 39 states which must revise their plans according to the peer notes (Attachment 2). For a complete summary of the ED's results of the peer review and the Six-Point Protocol for a Successful Plan, please see Attachment 3. California was informed that its State Plan partially met three of the indicators but did not meet the other three indicators. A revised State Plan, including "equitable distribution plan", correcting the identified deficiencies must be submitted to the ED electronically by Friday, September 29. Once our State Plan has been approved, the ED will monitor its implementation.

The ED, with input from the panel of experts, determined that:

- Nine states — Kansas, Louisiana, Maryland, New Jersey, New Mexico, Nevada, Ohio, South Carolina, and South Dakota — had plans that were accepted by the peers. All sufficiently addressed the six criteria the peers used in the review; in addition, they received recommendations that need to be incorporated into their plans.
- Thirty-nine states partially met the requirements according to the peers. All must revise their plans according to the peer notes, using the nine accepted states as models when appropriate.

SUMMARY OF KEY ISSUES (Cont.)

- Four states—Hawaii, Missouri, Utah, and Wisconsin — did not sufficiently meet any of the criteria outlined by the peers. All will have to submit new plans and must undergo auditing and monitoring of their teacher quality data. (Total number of states, 52, includes Puerto Rico and District of Columbia)
- The vast majority of states made a serious effort to develop comprehensive, future-oriented plans. Some states, such as Ohio and New Jersey, made great strides in meeting certain goals, such as finding new ways to attract good teachers to serve in low-performing schools. The four states that did not adequately address the six-point protocol, however, will now be subject to strict scrutiny by the ED.

FISCAL ANALYSIS (AS APPROPRIATE)

In 2005-06 the CDE received Title II, Part A, Improving Teacher Quality federal funds:

- \$2,213,559 for State Educational Agency (SEA) Administration
 - NCLB Legal Office Cost Allocation/FF \$ 50,654
 - NCLB Legal Office Cost Allocation/FF \$ 12,103
 - Title II – Teacher Quality/FF \$ 88,926
 - School & District Accountability \$ 179,844
 - School & District Accountability \$ 80,693
 - Title II – Teacher Quality/FF \$ 1,801,339
- \$5,904,000 for SEA State Activities
 - \$4.35 million for University of California Office of the President (UCOP) Subject Matter Project contracts
 - \$1.554 million Principal Training program
- \$322,427,000 for LEA grants

One potential consequence to California for failure to reach HQT goals by the end of the 2006-2007 year is withholding of certain federal funds.

ATTACHMENT(S)

Attachment 1: U.S. Department of Education letter from Henry Johnson, Assistant Secretary (2 Pages)

Attachment 2: Peer Review Panel's Consensus Determination (11 Pages)

Attachment 3: U.S. Department of Education Highly Qualified Teachers for Every Child. (2 Pages) (This attachment is available via the World Wide Web at <http://www.ed.gov/nclb/methods/teachers/stateplanfacts.html>. A copy of the Highly Qualified Teachers For Every Child is also available for viewing at the State Board office.)



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

cib-pdd-sep06item07
Attachment 1
Page 1 of 2

THE ASSISTANT SECRETARY

August 15, 2006

The Honorable Glee Johnson
President
California State Board of Education
1430 N Street, Suite 5111
Sacramento, CA 95814

Mr. Jack T. O'Connell
Superintendent of Public Instruction
California Department of Education
1430 N Street, Suite 5602
Sacramento, CA 95814

Dear Board President Johnson and Superintendent O'Connell:

To meet the No Child Left Behind (NCLB) Act requirement of having every student on grade level in reading and mathematics by 2014, we must continue working together to ensure that every student has access to a highly qualified, effective teacher.

On May 12, 2006, the U.S. Department of Education requested that your State submit a revised highly qualified teachers (HQT) plan detailing the actions that your agency and the State's local educational agencies will take to ensure that, during the 2006-07 school year and beyond, all teachers of core academic subjects are highly qualified, and that poor and minority children are taught at the same rates as other children by highly qualified and experienced teachers. Similar requests were made to all States because the Department had determined that, although most States have made significant progress over the past four years, none was likely to meet the NCLB requirement of having all classes in core academic subjects taught by a highly qualified teacher by the end of the 2005-06 school year.

Thank you for submitting your revised State HQT plan in early July, as we requested. All the State plans were peer reviewed in late July by panels of readers with expertise in teacher quality and education reform. Enclosed with this letter is a copy of the peer review panel's comments and recommendations for your State.

As you can see, the peer reviewers concluded that your plan had a number of serious deficiencies, including but not limited to the lack of a plan with specific steps adequate to ensure that poor and minority children are taught at the same rates as other children by highly qualified and experienced teachers, as required by Section 1111(b)(8)(C) of the Elementary and Secondary Education Act, as amended by NCLB. The Department concurs with this assessment. We recognize the substantial challenge it has been for each of the States to prepare this plan, and while we are encouraged that some States were able to submit complete and comprehensive plans, we also recognize the other States will need additional time and technical assistance to complete their work in this area.

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Our mission is to ensure equal access to education and to promote educational excellence throughout the nation.

Your plan as submitted was not sufficient for us to conclude that the strategies you have proposed would be sufficient to ensure that your State will reach the goal of having all classes in core academic subjects taught by highly qualified teachers by the end of the 2006-07 school year, and that poor and minority children will be taught at the same rates as other children by highly qualified and experienced teachers. Therefore, we are requesting that you do one of the following:

- Your agency can provide data, which the Department will audit for accuracy, confirming that all core academic subject classes are currently being taught by teachers who are highly qualified to teach them, including supporting data showing that poor and minority children are taught by teachers with similar qualifications and experience as other children; **or**
- Your agency can re-submit a revised State plan, including the “equitable distribution plan,” that fully addresses all of the plan’s required components and corrects the deficiencies that the peer reviewers identified.

I must also remind you that the Department is taking this issue quite seriously. Whichever option your agency chooses, we will need to receive your full response no later than Friday, September 29, 2006. Please submit all materials **electronically** to HQTplans@ed.gov. If, by September 29, your agency has neither provided evidence that it is in full compliance with these NCLB requirements nor successfully addressed the deficiencies in its revised plan for having all teachers highly qualified, the Department may consider other available remedies to secure the State’s compliance. Should your plan be approved, the Department will monitor its implementation.

In the event you decide to strengthen your State plan in a way that can ensure compliance with the NCLB requirements, we are prepared to provide you with any assistance you may require. For instance, we would be pleased to share with you some of the other States’ strategies that the peer reviewers found to be particularly promising. For your information, all of the State plans are available through the Department’s Web site at www.ed.gov/programs/teacherqual/hqtplans/index.html. We will post the peer reviewer comments on the same page.

If you have any additional questions, please do not hesitate to contact Robert Stonehill (202-260-9737, or robert.stonehill@ed.gov), or Libby Witt (202-260-5585, or elizabeth.witt@ed.gov). Thank you for your further attention to this matter.

Sincerely,

/s/

Henry L. Johnson

Enclosure

Reviewing Revised State Plans

Meeting the Highly Qualified Teacher (HQT) Goal

State: CALIFORNIA

Date: July 27, 2006

Peer Review Panel's Consensus Determination:

The plan is acceptable.

The plan has the deficiencies described below.

Comments to support determination:

California is to be commended for recent and ongoing efforts to improve its data systems to enable more accurate and useful data to be gathered and analyzed. They have had many challenges in developing such a system, but they appear to have prevailed, even though some of the data will not be available for two or three years. Exactly what data is currently available is the source of considerable confusion, however, since the state's current programs and policies seem in many instances to be informed by existing data, while at the same time, the state indicates that it lacks data to perform many types of analyses. There appear to be many inconsistencies in the report with respect to the availability of various types of data and how it is currently being used to identify and target assistance to schools and districts based on their specific needs. Furthermore, there appear to be direct contradictions in some parts of the report about the availability and uses of data. It would be very helpful if the state provided a chart or table showing which data is currently available and which data will be available at some future point.

Because data was not provided in many instances, it is not possible to evaluate all parts of the plan with assurance. For example, the state describes specific actions that will be taken for schools at different levels of compliance with respect to HQ teachers. Yet the state does not provide data which would show how many LEAs fall into these three categories or whether they can identify the schools at all. Thus, it is crucial for the state to develop some interim data collection methods that will allow them to at least gather preliminary data in order to be able to fulfill these requirements. Until this is accomplished, it is difficult to evaluate many aspects of the plan, since the state will be unable to appropriately identify schools and districts that should be targeted for specific types of assistance, monitoring, and interventions.

The state partially met requirements for indicators 2, 4, and 5. For indicators 1, 3, and 6, the state did not meet the requirements. Recommendations are offered which should assist the state in developing appropriate responses to the reviewers' concerns.

Requirement 1: The revised plan must provide a detailed analysis of the core academic subject classes in the State that are currently *not* being taught by highly qualified teachers. The analysis must, in particular, address schools that are not making adequate yearly progress and whether or not these schools have more acute needs than do other schools in attracting highly qualified teachers. The analysis must also identify the districts and schools around the State where significant numbers of teachers do not meet HQT standards, and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified teachers.

Y/N/U/NA	Evidence
Yes. Additional information needed.	Does the revised plan include an analysis of classes taught by teachers who are not highly qualified? Is the analysis based on accurate classroom level data?
No.	Does the analysis focus on the staffing needs of school that are not making AYP? Do these schools have high percentages of classes taught by teachers who are not highly qualified?
No.	Does the analysis identify particular groups of teachers to which the State’s plan must pay particular attention, such as special education teachers, mathematics or science teachers, or multi-subject teachers in rural schools?
No.	Does the analysis identify districts and schools around the State where significant numbers of teachers do not meet HQT standards?
No.	Does the analysis identify particular courses that are often taught by non-highly qualified teachers?

Y=Yes; N=No; U=Undecided; NA=Not applicable

Finding:

- Requirement 1 has been met
 - Requirement 1 has been partially met
 - Requirement 1 has not been met
 - Additional information needed to make determination
- _____ Date Requested _____ Submission Deadline

Supporting Narrative:

The plan includes an analysis of classes taught by teachers who are not HQ. However, the data is collected and analyzed by the state’s CMIS staff, and it is not clear how accurate the data is. The state also indicates that they have had problems with data accuracy around HQT status, and these problems are not necessarily resolved. The state is to be commended for its efforts to collect accurate longitudinal student data which will allow them to track mobility of students (CALPADS), and for the development of a teacher identifier system (CALTIDES). However, the current analysis does not bring any data evidence to bear on the staffing needs of schools that are not meeting AYP. Because the state appears to currently lack an accurate data system, it is not yet possible for them to determine staffing needs in particular subject areas or to determine which courses are often taught by HQ teachers. Thus, it appears to be impossible for the state to appropriately evaluate the needs of schools not making AYP.

Requirement 2: The revised plan must provide information on HQT status in each LEA and the steps the SEA will take to ensure that each LEA has plans in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible.

Y/N/U	Evidence
No.	Does the plan identify LEAs that have not met annual measurable objectives for HQT?
Yes.	Does the plan include specific steps that will be taken by LEAs that have not met annual measurable objectives?
Yes.	Does the plan delineate specific steps the SEA will take to ensure that all LEAs have plans in place to assist all non-HQ teachers to become HQ as quickly as possible?

Y=Yes; N=No; U=Undecided

Finding:

- Requirement 2 has been met
 - Requirement 2 has been partially met
 - Requirement 2 has not been met
 - Additional information needed to make determination
- _____ Date Requested _____ Submission Deadline

Supporting Narrative:

The state does not present current data that identifies LEAs that have not met annual measurable objectives for HQT. On page 7, they identify specific actions that will be taken for schools or LEAs that are at varying levels of compliance. The plan provides detailed descriptions of what the SEAs are going to do (via CMIS staff) to ensure that LEAs have specific plans for addressing the issues that have prevented them from meeting their annual measurable objectives.

In order to meet the requirements for this indicator, the state will need to document that it currently has and is able to utilize data that will allow it to identify LEAs that have not met their HQT objectives. While they indicate that they are building a data system that will permit that, we wonder whether the current data system in California might be able to provide some preliminary information that can be used for this purpose.

Requirement 3: The revised plan must include information on the technical assistance, programs, and services that the SEA will offer to assist LEAs in successfully completing their HQT plans, particularly where large groups of teachers are not highly qualified, and the resources the LEAs will use to meet their HQT goals.

Y/N/U	Evidence
Undecided.	Does the plan include a description of the technical assistance the SEA will provide to assist LEAs in successfully carrying out their HQT plans?
Undecided	Does the plan indicate that the staffing and professional development needs of schools that are not making AYP will be given high priority?
Undecided.	Does the plan include a description of programs and services the SEA will provide to assist teachers and LEAs in successfully meeting HQT goals?
No.	Does the plan specifically address the needs of any subgroups of teachers identified in Requirement 1?
No.	Does the plan include a description of how the State will use its available funds (e.g., Title I, Part A; Title II, Part A, including the portion that goes to the State agency for higher education; other Federal and State funds, as appropriate) to address the needs of teachers who are not highly qualified?
No.	Does the plan for the use of available funds indicate that priority will be given to the staffing and professional development needs of schools that are not making AYP?

Y=Yes; N=No; U=Undecided

Finding:

- Requirement 3 has been met
 - Requirement 3 has been partially met
 - Requirement 3 has not been met
 - Additional information needed to make determination
- _____ Date Requested _____ Submission Deadline

Supporting Narrative:

The state outlines how they will communicate with the LEAs that are not meeting their goals, but provides little detail about what types of technical assistance will be delivered beyond phone and email consultation. The state plan indicates on page 7 that they will target schools for assistance based on “significant deficiencies,” including AYP. However, they do not provide a clear statement about whether they will target professional development to schools specifically based on AYP. The plan provides a description of general programs and services the SEA provides, but they are not targeted or aligned to address specific LEA needs. In addition, these are nearly all programs that are already in place and have been in place for a number of years, yet there are still existing problems with ensuring 100% HQT.

While the plan discusses policy problems related to different categories of teachers such as special education teachers, it does not identify statewide trends or geographic areas that present challenges. Further, it does not address how they will enable these teachers to become highly qualified. The plan also indicates that the state will conduct a one-time data collection on teachers who are secondary multiple subject teachers. However, it is not clear how this information will be used to further the goal of ensuring 100 HQ teacher status. Moreover, a one-time data collection seems problematic, given teacher mobility, new teachers entering the profession, etc. Furthermore, data needs to be collected at the class level, i.e., which courses are being taught by teachers that are highly qualified to teach that particular course each year.

On page 7, the state indicates that the LEAs will be required to submit plans that include how they are making use of Title II and Title I funds. However, the state plan does not address how the state will use federal resources to increase the number of HQ teachers. There is no indication of how the state will use federal funds for addressing staffing and professional development needs of schools that fail to make AYP.

Requirement 4: The revised plan must describe how the SEA will work with LEAs that fail to reach the 100 percent HQT goal by the end of the 2006-07 school year.

Y/N/U	Evidence
Yes.	Does the plan indicate how the SEA will monitor LEA compliance with the LEAs' HQT plans described in Requirement 2 and hold LEAs accountable for fulfilling their plans?
Undecided.	Does the plan show how technical assistance from the SEA to help LEAs meet the 100 percent HQT goal will be targeted toward LEAs and schools that are not making AYP?
Undecided.	Does the plan describe how the SEA will monitor whether LEAs attain 100 percent HQT in each LEA and school: <ul style="list-style-type: none"> • in the percentage of highly qualified teachers at each LEA and school; and • in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers?
Undecided.	Consistent with ESEA §2141, does the plan include technical assistance or corrective actions that the SEA will apply if LEAs fail to meet HQT and AYP goals?

Y=Yes; N=No; U=Undecided

Finding:

- Requirement 4 has been met
 Requirement 4 has been partially met
 Requirement 4 has not been met
 Additional information needed to make determination
 _____ Date Requested _____ Submission Deadline

Supporting Narrative:

The state created CMIS (Compliance Monitoring, Intervention, and Sanctions program) to assist LEAs with reporting accurate data and development of HQT compliance plans. However, there is little information on how the state will hold LEAs accountable for fulfilling their plans.

The plan does not address AYP per se, but does include it as part of a “picture” of the schools within the state. They indicate that AYP is one of the variables that will be considered in targeting schools for assistance. However, the state previously indicated that data does not exist to ascertain which schools are in need.

The state describes how they will monitor LEAs in three categories of percent HQTs. This is based on available HQT data. It would be helpful if the state could identify sources of data and how the data will be monitored for accuracy. The state does not address how they will currently monitor whether LEAs attain 100% HQT. They do, however, indicate that there will be data available in summer 2007 that will permit greater accuracy in determining HQT needs and thus providing appropriate corrective action, including professional development.

The state has indicated how it will monitor LEA plans (see above), but there is no indication of what will happen if the LEAs do not meet the goals outlined in their plans. It would be useful to know what will trigger the state to provide specific technical assistance, what types of technical assistance may be provided, and how the states will determine whether the assistance is enabling the LEAs to progress towards meeting the goals outlined in their plans.

Requirement 5: The revised plan must explain how and when the SEA will complete the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005-06 school year, and how the SEA will limit the use of HOUSSE procedures for teachers hired after the end of the 2005-06 school year to multi-subject secondary teachers in rural schools eligible for additional flexibility, and multi-subject special education who are highly qualified in language arts, mathematics, or science at the time of hire.

Y/N/U	Evidence
Yes.	Does the plan describe how and when the SEA will complete the HOUSSE process for all teachers not new to the profession who were hired before the end of the 2005-06 school year?
Undecided.	Does the plan describe how the State will limit the use of HOUSSE after the end of the 2005-06 school year to the following situations: <ul style="list-style-type: none"> o Multi-subject secondary teachers in rural schools who, if HQ in one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years of the date of hire; or o Multi-subject special education teachers who are new to the profession, if HQ in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years of the date of hire.

Y=Yes; N=No; U=Undecided

Finding:

- Requirement 5 has been met
 - Requirement 5 has been partially met
 - Requirement 5 has not been met
 - Additional information needed to make determination
- _____ Date Requested _____ Submission Deadline

Supporting Narrative:

The state does provide a description of how HOUSSE will be phased out.

For clarification, the state should describe how the process described on the last paragraph of page 8 differs from HOUSSE. The plan describes a “new verification process for secondary teachers of multiple subjects” to be implemented in March 2007. To be clear that this is not a new HOUSSE procedure, provide a detailed explanation of the purpose of this process and appropriate justification for its use.

While the state provides information about how HOUSSE will be phased out, clarification is still needed on the “new verification process for secondary teachers of multiple subjects.”

Requirement 6: The revised plan must include a copy of the State’s written “equity plan” for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

Y/N/U	Evidence
No.	Does the revised plan include a written equity plan?
No.	Does the plan identify where inequities in teacher assignment exist?
No.	Does the plan delineate specific strategies for addressing inequities in teacher assignment?
No.	Does the plan provide evidence for the probable success of the strategies it includes?
No.	Does the plan indicate that the SEA will examine the issue of equitable teacher assignment when it monitors LEAs, and how this will be done?

Y=Yes; N=No; U=Undecided

Finding:

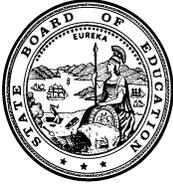
- Requirement 6 has been met
 - Requirement 6 has been partially met
 - Requirement 6 has not been met
 - Additional information needed to make determination
- _____ Date Requested _____ Submission Deadline

Supporting Narrative:

In their plan, the state writes, “California does not have a significant problem with the equitable distribution of HQTs within districts, but instead, there is an imbalance between districts” (page 9). However, they do not provide any data to document this assertion. In addition, they describe their data source as “NCLB HQT” data, but it is unclear what this data is. Further, indicating that there is not a significant problem implies statistical significance, yet no statistics are presented that would permit us to verify the state’s assessment of the equitable distribution of teachers. Baseline data should be provided that shows the current distribution of teachers by HQ status and by experience with respect to high poverty and high minority schools and districts. Tests of significant differences in percentages of HQ and experienced teachers should also be performed in order to establish the current distribution and provide the state with sufficient information to allow it to set reasonable targets for progress in achieving equitable distribution.

The state indicates that they are working towards meeting the goal of ensuring the equitable distribution of HQ teachers in 2014. There are two issues with this statement. First, the equitable distribution of teachers includes experienced teachers, not just those who meet the definition of highly qualified. Second, a plan for the equitable distribution of teachers is currently due and deliverable. The 2014 deadline applies to student achievement, not to teacher qualifications and distribution.

While the state includes several pages under a heading indicating that they are addressing the equitable teacher distribution issue, there is no apparent plan. They have not described the current distribution of teacher qualifications and characteristics, thus, they cannot accurately identify categories or locations of inequities. This results in an approach to the issue that is general and generic, rather than needs-based. While they provide descriptions of a number of efforts designed to bring more teachers into the field, these efforts are not targeted towards helping specific schools and regions, and there is no theory of action that would suggest that they will help rectify inequities in teacher distribution. The state provides no evidence for the probable success of any of the programs that they describe, nor do they suggest which schools and/or LEAs could benefit from these programs or how they might benefit from them. While they provide information on a number of recruiting programs, they do not address equitable teacher assignment. Furthermore, simply recruiting more teachers in high-needs areas will not address the need for equitable distribution of experienced teachers. Finally, the state plan does not address how schools and LEAs will be monitored to document improvements in the equitable distribution of teachers.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

SUBJECT	
Consolidated Applications 2006-07: Approval	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the 2006-07 Consolidated Applications (ConApps) submitted by local educational agencies (LEAs) in Attachment 1.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Each year the CDE, in compliance with California *Code of Regulations* Title 5, Section 3920, recommends that the SBE approve applications for funding Consolidated Categorical Aid Programs submitted by LEAs.

Approximately \$3.2 billion of state and federal funding is distributed annually through the ConApp process. There are 13 state and federal programs that LEAs may apply for in the ConApp. The state funding sources include: Cal-SAFE; Economic Impact Aid (which is used for State Compensatory Education and/or English learners); Peer Assistance and Review; School Safety and Violence Prevention (AB 1113); and Tobacco Use Prevention Education. The federal funding sources include Title I, Part A Basic Grant (Low Income); Title I, Part A (Neglected); Title I, Part D (Delinquent); Title II, Part A (Teacher Quality); Title III, Part A (Limited English Proficient (LEP) Students); Title IV, Part A (Safe and Drug-Free Schools and Communities); Title V, Part A (Innovative); and Title VI, Part B (Rural, Low-Income).

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION . . (Cont.)

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

SUMMARY OF KEY ISSUES

The CDE recommends regular approval of the ConApp for 1,206 LEAs (see Attachment 1 for the list of LEAs).

FISCAL ANALYSIS (AS APPROPRIATE)

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

ATTACHMENT(S)

Attachment 1: ConApp List, (2006-07) Regular Approvals (27 Pages)

**Recommended for
Regular Approval**

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

CD Code	School Code	Local Educational Agency Name	2006-06 ConApp Entitlement	2005-06 Entitlement Per Student	2005-06 Title I Entitlement
3768338	0107821	A. Phillip Randolph Leadership Academy	0	0.00	0
1964212	0000000	ABC Unified	5,893,552	268.57	2,938,704
1964733	0109926	Academia Avance Charter	69,617	497.26	62,279
1964733	6119929	Academia Semillas Del Pueblo	164,827	518.32	135,664
3675077	3631207	Academy For Academic Excellence	16,817	17.76	0
0761630	0000000	Acalanes Union High	180,932	31.13	0
1964733	6112536	Accelerated	275,024	416.70	258,056
2365615	2330454	Accelerated Achievement Academy	69,650	438.05	61,933
1964733	0100743	Accelerated Elementary Charter	27,082	459.02	23,594
3166761	0000000	Ackerman Elementary	85,957	193.16	54,059
1975309	0000000	Acton-Agua Dulce Unified	265,488	136.57	140,660
3667587	0000000	Adelanto Elementary	2,366,454	302.00	1,218,249
0161119	0000000	Alameda City Unified	2,933,042	286.07	1,463,197
0161127	0000000	Albany City Unified	401,102	117.18	157,461
3768338	6120935	Albert Einstein Academy Charter	31,832	168.42	26,691
3768338	0111898	Albert Einstein Academy Charter Middle	0	0.00	0
4970599	0000000	Alexander Valley Union Elementary	18,502	166.68	0
1975713	0000000	Alhambra Unified	10,620,632	539.86	6,145,573
2765961	0000000	Alisal Union Elementary	5,777,922	758.16	2,959,934
3775614	6119275	All Tribes American Indian Charter	45,710	601.45	39,814
5471803	0000000	Alpaugh Unified	326,182	1,072.97	226,156
0210025	0000000	Alpine County Office Of Education	2,732	910.67	0
0261333	0000000	Alpine County Unified	116,354	837.08	70,602
3767967	0000000	Alpine Union Elementary	432,350	185.96	272,043
3667595	0000000	Alta Loma Elementary	914,897	128.59	495,253
5471811	0000000	Alta Vista Elementary	813,891	1,388.89	550,855
4369369	0000000	Alum Rock Union Elementary	8,795,291	672.47	4,142,088
2065177	0000000	Alview-Dairyland Union Elementary	251,222	715.73	163,886
1061994	0000000	Alvina Elementary	103,550	510.10	74,964
3366977	0000000	Alvord Unified	8,182,174	409.85	3,976,005
0373981	0000000	Amador County Unified	1,005,588	220.57	658,852
1062000	0000000	American Union Elementary	226,145	628.18	152,049
3066423	0000000	Anaheim City	15,168,529	713.04	8,023,426
3066431	0000000	Anaheim Union High	11,477,465	348.47	6,050,870
4569856	0000000	Anderson Union High	562,584	235.88	355,557
2365540	0000000	Anderson Valley Unified	298,947	511.90	139,847
1975671	1996586	Animo Inglewood Charter High	250,306	476.77	231,513
1964709	1996313	Animo Leadership High	335,174	649.56	300,819
1964733	0102434	Animo South Los Angeles Charter	89,393	329.86	82,578
1964733	0106831	Animo Venice Charter High	0	0.00	0
5271472	0000000	Antelope Elementary	222,811	400.74	146,148
1964246	0000000	Antelope Valley Union High	6,102,920	268.15	3,799,227
0761648	0000000	Antioch Unified	4,216,062	195.97	2,273,843
1964733	0109660	Antonio Maria Lugo Academy	118,151	738.44	109,121
1964261	0000000	Arcadia Unified	1,612,179	159.27	804,120

**Recommended for
Regular Approval**

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

CD Code	School Code	Local Educational Agency Name	2006-06 ConApp Entitlement	2005-06 Entitlement Per Student	2005-06 Title I Entitlement
1262679	0000000	Arcata Elementary	465,908	546.20	306,372
3467280	0000000	Arcohe Union Elementary	52,576	96.65	9,553
2365557	0000000	Arena Union Elementary	155,016	695.14	94,278
1663875	0000000	Armona Union Elementary	650,197	641.22	388,491
3575259	0000000	Aromas/San Juan Unified	477,811	378.61	285,499
3768023	6116859	Arroyo Vista Charter	44,971	55.52	22,172
1563313	0000000	Arvin Union Elementary	2,335,880	786.49	1,294,107
4068700	0000000	Atascadero Unified	1,070,691	200.88	649,140
2465631	0000000	Atwater Elementary	2,735,011	583.03	1,564,193
3166787	0000000	Auburn Union Elementary	633,004	246.50	347,577
3768338	3731395	Audeo Charter	59,082	307.72	53,086
1964279	0000000	Azusa Unified	6,103,326	509.08	3,340,849
3673858	0000000	Baker Valley Unified	91,274	458.66	52,873
1563321	0000000	Bakersfield City	26,569,866	941.06	16,386,374
1964287	0000000	Baldwin Park Unified	8,738,912	502.09	4,752,182
4269104	0000000	Ballard Elementary	15,027	114.71	0
2465649	0000000	Ballico-Cressey Elementary	235,290	732.99	141,837
0461382	0000000	Bangor Union Elementary	93,696	674.07	63,518
3366985	0000000	Banning Unified	3,329,728	656.62	2,134,141
3968486	0000000	Banta Elementary	84,236	297.65	45,957
3667611	0000000	Barstow Unified	3,342,369	458.74	2,053,321
2065185	0000000	Bass Lake Joint Elementary	383,503	306.31	266,647
1964295	0000000	Bassett Unified	2,709,205	455.86	1,461,531
0161259	0106906	Bay Area Technology	38,578	203.04	33,916
4168858	0000000	Bayshore Elementary	110,563	261.38	57,980
3667637	0000000	Bear Valley Unified	1,049,583	317.38	682,826
1563339	0000000	Beardsley Elementary	1,413,733	736.70	903,681
3366993	0000000	Beaumont Unified	2,009,507	339.85	1,313,974
4569872	0000000	Bella Vista Elementary	177,273	427.16	121,573
5572306	0000000	Bellevue Elementary	80,178	409.07	49,424
4970615	0000000	Bellevue Union Elementary	1,139,252	684.65	557,388
1964303	0000000	Bellflower Unified	5,789,404	373.53	3,655,423
4168866	0000000	Belmont-Redwood Shores Elementary	242,898	99.14	98,719
1563347	0000000	Belridge Elementary	30,389	1,381.32	16,915
5271480	0000000	Bend Elementary	33,265	396.01	19,394
4870524	0000000	Benicia Unified	576,852	112.49	286,733
3968585	0101956	Benjamin Holt College Preparatory Academy	66,826	165.00	58,466
4970623	0000000	Bennett Valley Union Elementary	135,894	142.15	73,031
0161143	0000000	Berkeley Unified	2,350,469	263.98	1,235,228
0161259	0109819	Berkley Maynard Academy	127,141	635.71	117,968
4369377	0000000	Berryessa Union Elementary	2,121,941	252.31	676,699
1964733	0106872	Bert Corona Charter	68,498	347.71	61,512
1964311	0000000	Beverly Hills Unified	854,882	165.77	519,637
1062026	0000000	Big Creek Elementary	28,573	816.37	12,109
1262695	0000000	Big Lagoon Union Elementary	47,438	180.37	30,930

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CD Code	School Code	Local Educational Agency Name	2006-06 ConApp Entitlement	2005-06 Entitlement Per Student	2005-06 Title I Entitlement
5575184	0000000	Big Oak Flat-Groveland Unified	148,445	277.47	93,484
1463248	0000000	Big Pine Unified	83,301	387.45	49,773
4770185	0000000	Big Springs Union Elementary	68,812	550.50	45,739
1864089	0000000	Big Valley Joint Unified	181,352	616.84	129,530
0461408	0000000	Biggs Unified	271,527	303.38	131,706
1463263	0000000	Bishop Joint Union High	111,131	135.86	63,375
1463255	0000000	Bishop Union Elementary	518,447	390.40	337,865
3567454	0000000	Bitterwater-Tully Union Elementary	59,676	2,387.04	50,204
4569880	0000000	Black Butte Union Elementary	183,297	504.95	109,785
0973783	0000000	Black Oak Mine Unified	425,799	219.15	272,091
1563354	0000000	Blake Elementary	7,934	793.40	0
4269112	0000000	Blochman Union Elementary	36,327	443.01	19,652
1262703	0000000	Blue Lake Union Elementary	72,852	398.10	44,257
4770193	0000000	Bogus Elementary	10,055	1,256.88	1,020
2165300	0000000	Bolinas-Stinson Union	44,143	361.83	25,605
1964329	0000000	Bonita Unified	1,196,344	117.76	668,196
4469732	0000000	Bonny Doon Union Elementary	65,804	427.30	44,135
3767975	0000000	Bonsall Union Elementary	581,853	308.18	347,558
3767983	0000000	Borrego Springs Unified	214,186	435.34	98,977
2765979	0000000	Bradley Union Elementary	183,853	5,745.41	160,689
1363073	0000000	Brawley Elementary	3,606,733	950.39	2,294,315
1363081	0000000	Brawley Union High	1,091,178	564.50	685,053
3066449	0000000	Brea-Olinda Unified	897,783	144.50	439,572
0761655	0000000	Brentwood Union Elementary	813,454	114.01	282,437
0561556	0000000	Bret Harte Union High	146,081	146.52	79,710
1262729	0000000	Bridgeville Elementary	61,625	1,027.08	32,671
5672447	0000000	Briggs Elementary	105,253	238.13	67,882
4168874	0000000	Brisbane Elementary	87,508	143.69	32,072
5171357	0000000	Brittan Elementary	184,677	291.75	120,599
5171365	0000000	Browns Elementary	51,455	357.33	33,683
0961838	0000000	Buckeye Union Elementary	253,923	56.02	99,364
4269138	0000000	Buellton Union Elementary	271,554	449.59	155,648
3066456	0000000	Buena Park Elementary	3,217,341	513.46	1,613,629
5471829	0000000	Buena Vista Elementary	75,588	419.93	50,467
1964337	0000000	Burbank Unified	4,492,910	294.40	2,475,344
4168882	0000000	Burlingame Elementary	406,961	171.86	174,548
5371662	0000000	Burnt Ranch Elementary	44,157	501.78	26,048
1062042	0000000	Burrel Union Elementary	141,856	1,125.84	89,606
5471837	0000000	Burton Elementary	1,209,756	391.00	771,826
0410041	0000000	Butte County Office Of Education	392,741	497.14	348,280
4773684	0000000	Butte Valley Unified	277,474	856.40	183,996
1563370	0000000	Buttonwillow Union Elementary	311,601	773.20	185,882
0761663	0000000	Byron Union Elementary	168,134	114.07	91,536
1964733	0109553	Ca Academy For Liberal Studies Early College	126,974	554.47	117,968
4168890	0000000	Cabrillo Unified	737,873	207.68	262,349

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CD Code	School Code	Local Educational Agency Name	2006-06 ConApp Entitlement	2005-06 Entitlement Per Student	2005-06 Title I Entitlement
3767991	0000000	Cajon Valley Union Elementary	8,268,627	476.63	5,185,728
0510058	0000000	Calaveras County Office Of Education	205,935	400.65	189,206
0561564	0000000	Calaveras Unified	994,069	269.18	630,725
1363099	0000000	Calexico Unified	6,778,423	731.14	3,352,407
1563388	0000000	Caliente Union Elementary	56,324	450.59	37,094
1964733	6118194	California Academy For Liberal Studies	222,313	567.13	203,495
0161259	0108852	California College Preparatory Academy	57,746	962.43	50,840
1363107	0000000	Calipatria Unified	945,555	749.85	552,957
4369385	0000000	Cambrian Elementary	262,943	90.76	120,549
1964733	0106435	Camino Nuevo High School Charter	86,910	384.56	78,154
0961846	0000000	Camino Union Elementary	104,839	206.78	54,351
4369393	0000000	Campbell Union Elementary	2,318,266	316.06	1,038,698
5872728	6115935	Camptonville Academy	138,620	179.33	122,016
5872728	0000000	Camptonville Elementary	53,793	978.05	30,153
0761671	0000000	Canyon Elementary	12,093	188.95	0
1162554	0000000	Capay Joint Union Elementary	30,941	247.53	12,958
3066464	0106765	Capistrano Connections Academy Charter School	3,655	12.18	0
3066464	0000000	Capistrano Unified	7,627,788	151.64	3,544,828
3467439	0102343	Capitol Heights Academy	87,322	519.77	79,629
3773551	0000000	Carlsbad Unified	1,484,910	142.62	738,092
2765987	0000000	Carmel Unified	219,079	100.63	88,049
4269146	0000000	Carpinteria Unified	866,199	306.51	339,827
1062166	1030840	Carter G. Woodson Public Charter	218,519	627.93	199,072
1075598	0000000	Caruthers Unified	816,643	557.44	490,107
4569914	0000000	Cascade Union Elementary	1,540,295	963.89	1,035,226
4269153	0000000	Casmalia Elementary	10,034	334.47	0
1964345	0000000	Castaic Union Elementary	319,792	89.40	125,204
4569922	0000000	Castle Rock Union Elementary	27,810	339.15	14,453
0161150	0000000	Castro Valley Unified	632,236	74.01	170,703
4068726	0000000	Cayucos Elementary	47,184	225.76	24,835
1964733	0108910	Celerity Nascent Charter	201,375	610.23	188,749
1062117	1030782	Center For Advanced Research And Technology	3,566	0.00	0
3473973	0000000	Center Joint Unified	1,029,198	160.86	494,246
1964352	0000000	Centinela Valley Union High	3,764,104	502.55	2,249,724
1964733	0100800	Central City Value	70,370	481.99	66,814
1073965	0000000	Central Unified	3,715,342	300.23	2,124,722
1663883	0000000	Central Union Elementary	501,105	262.22	301,295
1363115	0000000	Central Union High	1,829,483	463.51	977,037
3066472	0000000	Centralia Elementary	1,626,664	321.73	712,723
1964709	0107508	Century Community Charter	45,814	545.40	39,814
5071043	0000000	Ceres Unified	3,631,560	334.21	1,965,693
3667652	0000000	Chaffey Joint Union High	4,698,510	195.80	2,506,710
3768338	6113211	Chancellor William McGill School Of Success	100,647	666.54	91,425
1964733	0108878	Charter High School Of Arts-Multimedia & Perf	41,213	164.85	31,203
1964378	0000000	Charter Oak Unified	1,111,972	156.26	567,975

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CD Code	School Code	Local Educational Agency Name	2006-06 ConApp Entitlement	2005-06 Entitlement Per Student	2005-06 Title I Entitlement
4369583	6118541	Charter School Of Morgan Hill	15,137	40.26	7,610
3768338	3730959	Charter School Of San Diego	426,659	290.84	362,753
5071050	0000000	Chatom Union Elementary	368,213	505.79	192,228
2075606	0000000	Chawanakee Unified	327,164	457.57	220,195
2966316	0000000	Chicago Park Elementary	20,617	137.45	3,853
0461424	0000000	Chico Unified	4,553,456	343.66	2,533,266
3768338	0108969	Children's Conservation Academy	32,951	187.22	30,032
1964733	6119531	Chime Charter	2,772	0.00	0
1964733	0101634	Chime Middle Charter	2,996	0.00	0
5572330	0000000	Chinese Camp Elementary	23,745	879.44	12,716
3667678	0000000	Chino Valley Unified	5,608,855	167.20	2,985,374
2065193	0000000	Chowchilla Elementary	1,140,621	610.94	699,971
4510454	0111674	Chrysalis Charter	0	0.00	0
2765995	0000000	Chualar Union Elementary	288,369	860.80	140,074
3768023	0000000	Chula Vista Elementary	7,734,266	361.09	3,745,565
3768023	6115778	Chula Vista Learning Community Charter	250,970	452.20	206,445
4970649	0000000	Cinnabar Elementary	57,052	246.98	23,829
3768338	0110619	City Arts Academy	0	0.00	0
3868478	0107300	City Arts And Tech High	0	0.00	0
1964733	0102756	Citylife Downtown Charter School	46,080	576.00	41,289
1062109	0000000	Clay Joint Elementary	86,004	396.33	63,112
3768023	6109771	Clear View Charter Elementary	75,572	143.40	52,111
4970656	0000000	Cloverdale Unified	429,944	273.68	218,106
1062117	0000000	Clovis Unified	7,471,221	210.91	4,300,170
3373676	0000000	Coachella Valley Unified	12,881,062	832.65	7,549,607
1062125	0000000	Coalinga-Huron Joint Unified	2,891,537	662.13	1,769,896
4075465	0000000	Coast Unified	222,175	247.41	100,603
5371670	0000000	Coffee Creek Elementary	11,261	866.23	1,256
4269161	0000000	Cold Spring Elementary	29,444	151.77	13,787
3166795	0000000	Colfax Elementary	125,013	245.61	78,575
4269179	0000000	College Elementary	170,007	524.71	113,759
1964733	0106864	College Ready Academy High	126,670	383.85	117,968
1964733	0111500	College Ready Academy High #4	0	0.00	0
1964733	0111641	College Ready Academy High #6	0	0.00	0
1964733	0111658	College Ready Math And Science (Mass)	0	0.00	0
1964733	0108902	College-Ready Middle Academy	70,875	567.00	63,550
3667686	0000000	Colton Joint Unified	10,403,553	420.45	6,388,979
4569948	0000000	Columbia Elementary	133,138	129.64	71,230
5572348	0000000	Columbia Union Elementary	316,202	586.65	225,255
5471852	0000000	Columbine Elementary	83,996	398.09	59,255
0610066	0000000	Colusa County Office Of Education	198,225	1,119.92	187,076
0661598	0000000	Colusa Unified	792,593	555.04	447,206
1964733	0109876	Community Charter Early College High	121,934	583.42	113,545
1964733	6116750	Community Charter Middle	231,636	609.57	191,699
1973437	0000000	Compton Unified	33,304,039	1,058.99	18,742,729

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5673759	0000000	Conejo Valley Unified	2,272,472	102.68	811,157
1964725	6113146	Constellation Community Charter Middle	113,039	706.49	91,425
0710074	0000000	Contra Costa County Office Of Education	587,127	595.46	556,145
1663891	0000000	Corcoran Joint Unified	2,767,673	827.16	1,711,273
1964733	0100297	Cornerstone Prep Charter	73,902	419.90	65,169
5271498	0000000	Corning Union Elementary	1,216,077	644.45	773,756
5271506	0000000	Corning Union High	319,217	307.53	205,984
3367033	0000000	Corona-Norco Unified	9,290,845	203.60	4,614,499
3768031	0000000	Coronado Unified	195,183	69.58	87,674
3768338	3731320	Cortez Hill Academy	37,251	215.32	31,775
4973882	0000000	Cotati-Rohnert Park Unified	1,315,945	181.26	572,634
4569955	0000000	Cottonwood Union Elementary	444,336	363.61	293,127
1964436	0000000	Covina-Valley Unified	3,692,719	244.13	2,108,345
5371688	0000000	Cox Bar Elementary	14,736	701.71	2,414
1062364	0107623	Crescent View Charter High School	37,373	73.28	32,441
1075127	0109991	Crescent View West Charter	131,228	437.43	122,392
3667694	0000000	Cucamonga Elementary	1,367,984	483.73	866,045
1262737	0000000	Cuddeback Union Elementary	20,717	175.57	2,890
1964733	0100768	Culture And Language Academy Of Success	87,114	483.97	78,154
1964444	0000000	Culver City Unified	1,351,277	200.19	629,027
4369419	0000000	Cupertino Union	2,368,429	145.65	983,898
5572355	0000000	Curtis Creek Elementary	293,747	398.03	199,968
5471860	0000000	Cutler-Orosi Joint Unified	3,655,150	907.89	2,249,060
4275010	0000000	Cuyama Joint Unified	237,229	716.70	149,871
3066480	0000000	Cypress Elementary	844,715	190.29	379,106
3768338	6039457	Darnall E-Campus Charter	372,583	733.43	311,142
5772678	0000000	Davis Joint Unified	1,426,430	167.09	723,956
1463271	0000000	Death Valley Unified	36,709	399.01	19,677
3768049	0000000	Dehesa Elementary	29,290	153.35	13,408
0810082	0000000	Del Norte County Office Of Education	452,201	391.18	412,080
0861820	0000000	Del Norte County Unified	2,501,719	629.36	1,506,154
3467306	0000000	Del Paso Heights Elementary	2,638,258	1,353.65	1,454,686
1563412	0000000	Delano Joint Union High	2,382,081	577.47	1,345,191
1563404	0000000	Delano Union Elementary	5,995,155	806.02	3,499,019
2475366	0000000	Delhi Unified	1,349,327	534.81	659,623
4770227	0000000	Delphic Elementary	10,581	195.94	0
1663909	0000000	Delta View Joint Union Elementary	46,395	459.36	27,324
5071068	0000000	Denair Unified	445,791	369.03	281,530
3367041	0000000	Desert Center Unified	47,790	1,405.59	26,759
1964246	1996537	Desert Sands Charter	5,091	0.00	0
3367058	0000000	Desert Sands Unified	11,203,571	442.43	6,427,038
1563420	0000000	Di Giorgio Elementary	119,757	516.19	80,148
5475531	0000000	Dinuba Unified	3,701,355	642.93	2,290,435
3768023	6111322	Discovery Charter	117,653	150.07	72,986
3975499	6118665	Discovery Charter	5,215	17.38	0

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CD Code	School Code	Local Educational Agency Name	2006-06 ConApp Entitlement	2005-06 Entitlement Per Student	2005-06 Title I Entitlement
2165318	0000000	Dixie Elementary	156,901	88.85	63,058
4870532	0000000	Dixon Unified	787,340	196.34	335,917
5371696	0000000	Douglas City Elementary	60,896	495.09	38,751
1964451	0000000	Downey Unified	6,860,198	304.07	3,602,972
4369666	4330585	Downtown College Preparatory	0	0.00	0
1964733	6119903	Downtown Value	163,737	654.95	151,884
3166803	0000000	Dry Creek Joint Elementary	653,965	89.94	195,368
1964469	0000000	Duarte Unified	1,465,310	328.32	788,989
0175093	0000000	Dublin Unified	394,631	84.47	116,125
5471894	0000000	Ducor Union Elementary	179,536	986.46	121,917
4970672	0000000	Dunham Elementary	15,674	86.60	0
4770243	0000000	Dunsmuir Elementary	206,024	1,040.53	137,208
4770250	0000000	Dunsmuir Joint Union High	39,546	335.14	21,074
0461432	0000000	Durham Unified	255,695	205.38	152,825
3768171	3731254	Eagles Peak Charter	374,536	130.36	310,125
3310330	0110833	Eagles Peak Charter School Inland Empire	0	0.00	0
0161259	0130518	East Bay Conservation Corps Charter	85,968	452.46	76,679
5171373	0000000	East Nicolaus Joint Union High	38,151	123.87	19,381
4168999	6114953	East Palo Alto Charter	261,360	629.78	215,292
4369427	0000000	East Side Union High	7,026,726	285.25	3,529,795
1964485	0000000	East Whittier City Elementary	2,043,145	223.76	900,617
2673668	0000000	Eastern Sierra Unified	219,696	448.36	138,329
1964477	0000000	Eastside Union Elementary	1,103,154	384.11	601,243
3875648	6040935	Edison Charter Academy	280,484	697.72	221,191
1563438	0000000	Edison Elementary	311,117	287.01	120,898
1010108	6085112	Edison-Bethune Charter Academy	456,517	677.32	414,364
0161259	6001788	Education For Change At Cox Elementary	336,551	496.39	314,091
0161259	0109983	Education For Change East Oakland Community C	254,632	420.18	238,886
3066670	0101626	Edward B. Cole Academy	105,165	571.55	95,849
2365607	2330272	Eel River Charter	37,126	727.96	32,441
3767991	0108563	Eje Elementary Academy Charter	100,371	912.46	92,900
1363123	0000000	El Centro Elementary	4,998,823	808.22	2,942,480
0910090	0000000	El Dorado County Office Of Education	778,639	869.02	713,379
0961853	0000000	El Dorado Union High	677,328	93.45	400,562
1964501	0000000	El Monte City Elementary	8,296,627	736.10	4,770,401
1964519	0000000	El Monte Union High	5,047,304	483.18	2,812,510
2465680	0000000	El Nido Elementary	158,733	766.83	79,129
1964527	0000000	El Rancho Unified	4,500,329	374.22	2,158,069
1964535	0000000	El Segundo Unified	188,096	57.89	56,990
1575168	0000000	El Tejon Unified	293,290	215.97	188,077
3467314	0000000	Elk Grove Unified	16,921,577	291.90	9,498,533
1563446	0000000	Elk Hills Elementary	17,536	230.74	1,753
5271514	0000000	Elkins Elementary	12,458	830.53	1,620
3467322	0000000	Elverta Joint Elementary	76,749	247.58	38,562
5071076	0000000	Empire Union Elementary	1,549,388	406.98	785,939

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CD Code	School Code	Local Educational Agency Name	2006-06 ConApp Entitlement	2005-06 Entitlement Per Student	2005-06 Title I Entitlement
3768080	0000000	Encinitas Union Elementary	1,009,160	178.39	484,156
4569971	0000000	Enterprise Elementary	2,090,955	593.18	1,326,276
1964691	1996438	Environmental Charter High	171,904	565.47	123,867
3968502	0000000	Escalon Unified	916,055	288.34	507,368
3768098	0000000	Escondido Union Elementary	9,328,273	499.37	4,721,775
3768106	0000000	Escondido Union High	1,839,606	230.85	894,508
4369427	4330726	Escuela Popular Accelerated Family Learning	73,280	305.33	0
5772686	0000000	Esparto Unified	280,003	302.71	154,378
3667702	0000000	Etiwanda Elementary	631,749	53.74	226,433
4770268	0000000	Etna Union Elementary	128,769	523.45	90,450
4770276	0000000	Etna Union High	113,950	336.14	73,607
1275515	0000000	Eureka City Unified	2,565,911	528.40	1,509,473
3166829	0000000	Eureka Union	273,807	65.16	120,120
4369435	0000000	Evergreen Elementary	2,980,300	213.76	950,949
5271522	0000000	Evergreen Union	278,669	301.59	184,374
5471910	0000000	Exeter Union Elementary	924,632	462.32	581,029
5471928	0000000	Exeter Union High	332,793	291.67	197,418
3768338	6117683	Explorer Elementary Charter	5,010	18.42	0
2065243	0107938	Ezequiel Tafoya Alvarado Academy	116,088	595.32	107,646
1563461	0000000	Fairfax Elementary	1,162,653	668.19	697,255
4870540	0000000	Fairfield-Suisun Unified	5,956,051	255.54	3,338,058
4569989	0000000	Fall River Joint Unified	477,929	346.33	300,233
3768114	0000000	Fallbrook Union Elementary	2,383,857	397.57	1,387,757
3768122	0000000	Fallbrook Union High	662,295	208.53	319,088
0110017	0109835	Fame Public Charter	0	0.00	0
3768338	0109579	Fanno Academy Charter	87,709	1,512.22	81,103
5475325	0000000	Farmersville Unified	2,126,967	903.94	1,326,569
3768023	6037956	Feaster-Edison Charter	665,449	586.30	561,824
0461440	0000000	Feather Falls Union Elementary	46,530	1,292.50	29,093
1964733	6017016	Fenton Avenue Charter	1,022,489	666.55	815,456
1275374	0000000	Ferndale Unified	83,665	176.51	46,557
1262794	0000000	Fieldbrook Elementary	20,355	199.56	4,094
1073809	0000000	Firebaugh-Las Deltas Joint Unified	1,493,358	604.60	873,581
5271530	0000000	Flournoy Union Elementary	53,945	1,254.53	38,658
3467330	0000000	Folsom-Cordova Unified	4,879,612	268.48	2,778,139
3166837	0000000	Foresthill Union Elementary	168,110	278.79	109,883
4970680	0000000	Forestville Union Elementary	184,725	303.33	118,203
4770292	0000000	Forks Of Salmon Elementary	17,012	1,215.14	2,761
2365565	0000000	Fort Bragg Unified	812,996	410.81	448,613
4770300	0000000	Fort Jones Union Elementary	64,397	550.40	41,153
4970698	0000000	Fort Ross Elementary	31,341	712.30	18,976
1875036	0000000	Fort Sage Unified	124,055	569.06	87,055
1262802	0000000	Fortuna Union Elementary	409,894	552.42	299,282
1262810	0000000	Fortuna Union High	292,373	235.59	194,421
3066498	0000000	Fountain Valley Elementary	631,010	100.96	214,924

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1062158	0000000	Fowler Unified	962,876	441.89	575,588
5171381	0000000	Franklin Elementary	118,180	273.56	73,459
4369450	0000000	Franklin-Mckinley Elementary	6,253,598	647.44	3,180,168
0161176	0000000	Fremont Unified	5,119,881	159.82	1,927,297
4369468	0000000	Fremont Union High	1,138,976	116.53	474,969
4569997	0000000	French Gulch-Whiskeytown Elementary	23,646	788.20	2,954
1262828	0000000	Freshwater Elementary	147,370	492.88	113,776
1010108	0000000	Fresno County Office Of Education	1,736,808	2,309.59	1,609,971
1062166	0000000	Fresno Unified	73,254,339	920.67	44,748,998
1563479	0000000	Fruitvale Elementary	292,770	89.89	155,293
3066506	0000000	Fullerton Elementary	4,765,838	343.11	2,377,614
3066514	0000000	Fullerton Joint Union High	3,888,160	238.17	1,497,891
1964733	0108886	Gabriella Charter	62,830	628.30	57,510
3467348	0000000	Galt Joint Union Elementary	1,247,379	284.53	575,754
3467355	0000000	Galt Joint Union High	468,394	214.47	236,588
3066522	0000000	Garden Grove Unified	28,069,756	561.59	14,671,665
1262836	0000000	Garfield Elementary	13,700	279.59	1,525
4169005	6044473	Garfield Elementary Charter	495,816	699.32	374,550
1964550	0000000	Garvey Elementary	5,899,305	955.51	3,402,454
3868478	3830437	Gateway High	51,686	118.00	44,485
4575267	0000000	Gateway Unified	1,910,401	603.98	1,140,356
4770318	0000000	Gazelle Union Elementary	37,185	652.37	24,433
5271548	0000000	Gerber Union Elementary	393,323	838.64	260,453
4970706	0000000	Geyserville Unified	104,013	403.15	48,993
4369484	0000000	Gilroy Unified	3,399,773	361.37	1,607,202
1964733	0109967	Giraffe Charter	16,158	403.95	11,416
1964568	0000000	Glendale Unified	15,676,161	544.01	9,080,289
1964576	0000000	Glendora Unified	849,195	108.59	433,011
1110116	0000000	Glenn County Office Of Education	42,626	120.75	26,486
0961887	0000000	Gold Trail Union Elementary	50,616	91.53	20,423
4770466	0106393	Golden Eagle Charter	0	0.00	0
0461457	0000000	Golden Feather Union Elementary	224,313	1,485.52	144,481
1075234	0000000	Golden Plains Unified	1,391,280	727.28	739,270
2075580	0000000	Golden Valley Unified	258,772	133.32	159,552
4269195	0000000	Goleta Union Elementary	995,199	264.68	371,570
3768338	0109025	Gompers Charter Middle	404,168	425.44	380,448
2775473	0000000	Gonzales Unified	1,680,822	725.74	928,776
1964584	0000000	Gorman Elementary	11,382	189.70	880
1964584	1996305	Gorman Learning Center	473,856	251.92	424,686
1964733	1933746	Granada Hills Charter High	613,323	161.95	522,383
4570003	0000000	Grant Elementary	55,616	97.92	27,574
3467363	0000000	Grant Joint Union High	8,365,128	612.92	4,957,888
2966332	0000000	Grass Valley Elementary	903,295	595.06	642,586
5071084	0000000	Gratton Elementary	45,014	428.70	27,669
4970714	0000000	Gravenstein Union Elementary	45,284	89.14	15,924

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2766027	0000000	Graves Elementary	11,358	270.43	0
1262851	0000000	Green Point Elementary	11,763	1,307.00	1,518
1563503	0000000	Greenfield Union Elementary	3,422,680	427.57	1,834,154
3768130	0000000	Grossmont Union High	3,917,444	178.98	2,194,387
4269203	0000000	Guadalupe Union Elementary	878,017	725.03	473,025
4970722	0000000	Guerneville Elementary	261,307	764.06	161,342
2473619	0000000	Gustine Unified	903,639	451.37	471,727
1973445	0000000	Hacienda La Puente Unified	8,088,933	344.47	4,153,025
1162570	0000000	Hamilton Union Elementary	251,063	618.38	148,218
1162588	0000000	Hamilton Union High	84,251	236.66	49,529
1663917	0000000	Hanford Elementary	3,419,944	622.26	2,031,077
1663925	0000000	Hanford Joint Union High	1,225,625	327.53	767,737
4770334	0000000	Happy Camp Union Elementary	133,155	912.02	80,195
4469757	0000000	Happy Valley Elementary	258,093	1,804.85	222,431
4570011	0000000	Happy Valley Union Elementary	252,851	428.56	146,910
4970730	0000000	Harmony Union Elementary	112,149	389.41	74,680
3768338	6040018	Harriet Tubman Village Charter	138,120	484.63	113,545
5071092	0000000	Hart-Ransom Union Elementary	124,683	124.56	65,821
1964592	0000000	Hawthorne	7,200,807	746.97	4,378,094
1363131	0000000	Heber Elementary	501,596	688.06	222,422
3667736	0000000	Helendale Elementary	110,992	172.35	62,473
3768130	3732732	Helix High	732,873	299.25	632,605
3367082	0000000	Hemet Unified	7,931,735	372.80	5,220,495
1964733	0108894	Heritage College-Ready High	105,044	517.46	97,324
1964600	0000000	Hermosa Beach City Elementary	157,930	149.55	89,785
3675044	0000000	Hesperia Unified	5,690,411	309.51	3,312,684
5071100	0000000	Hickman Community Charter	111,345	106.86	71,239
3768338	3731247	High Tech High	42,024	80.05	30,504
4110413	0110015	High Tech High Bayshore	37,068	123.56	31,775
3768338	0106732	High Tech High International	26,009	142.91	21,607
3768338	0108787	High Tech High Media Arts	16,576	96.37	11,416
3768338	0101204	High Tech Middle	17,090	44.05	10,655
3768338	0107573	High Tech Middle Media Arts	13,834	42.57	9,133
4168908	0000000	Hillsborough City Elementary	55,617	39.81	0
2465698	0000000	Hilmar Unified	912,251	380.10	507,269
3968536	0000000	Holt Union Elementary	76,030	510.27	16,689
1363149	0000000	Holtville Unified	1,132,614	620.61	619,779
4269211	0000000	Hope Elementary	238,107	167.68	116,779
5471944	0000000	Hope Elementary	59,675	448.68	36,691
4970763	0000000	Horicon Elementary	15,250	188.27	0
4770359	0000000	Hornbrook Elementary	37,297	678.13	17,692
5471951	0000000	Hot Springs Elementary	18,371	1,148.19	1,353
2866258	0000000	Howell Mountain Elementary	56,856	778.85	31,335
5672462	0000000	Hueneme Elementary	4,566,790	552.01	2,429,220
1964626	0000000	Hughes-Elizabeth Lakes Union Elementary	85,242	202.96	50,729

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5075549	0000000	Hughson Unified	681,216	319.97	370,162
1210124	0000000	Humboldt County Office Of Education	139,263	452.15	121,732
1010108	0111682	Hume Lake Charter	0	0.00	0
3066530	0000000	Huntington Beach City Elementary	985,641	150.73	512,677
3066548	0000000	Huntington Beach Union High	2,609,989	170.78	1,251,213
1964733	0108936	Huntington Park College-Ready Academy	105,044	555.79	97,324
1262885	0000000	Hydesville Elementary	51,026	335.70	32,126
4570029	0000000	Igo, Ono, Platina Union Elementary	98,211	818.43	64,165
1310132	0000000	Imperial County Office Of Education	126,223	230.33	70,188
1363164	0000000	Imperial Unified	865,105	294.05	451,786
0961895	0000000	Indian Diggings Elementary	8,960	218.54	0
4570037	0000000	Indian Springs Elementary	39,617	1,414.89	26,958
1964634	0000000	Inglewood Unified	14,062,970	827.53	8,917,643
2766092	6118962	International School Of Monterey	3,654	12.02	0
1410140	0000000	Inyo County Office Of Education	5,992	65.13	0
3073650	0000000	Irvine Unified	3,519,975	141.27	1,538,828
1663933	0000000	Island Union Elementary	261,197	1,102.10	199,465
1262893	0000000	Jacoby Creek Elementary	57,874	142.20	32,560
5572363	0000000	Jamestown Elementary	204,978	365.38	146,333
3768155	0000000	Jamul-Dulzura Union Elementary	158,708	133.37	46,497
1864105	0000000	Janesville Union Elementary	74,561	161.04	45,381
1964733	0106880	Jardin De La Infancia	17,648	464.42	14,746
3567488	0000000	Jefferson Elementary	8,469	368.22	0
3968544	0000000	Jefferson Elementary	167,612	78.91	29,492
4168916	0000000	Jefferson Elementary	2,127,172	355.24	1,027,010
4168924	0000000	Jefferson Union High	703,406	128.17	343,675
0761697	0000000	John Swett Unified	413,826	224.42	197,653
1864113	0000000	Johnstonville Elementary	97,445	401.01	59,019
3768338	0109165	Jola Community	5,871	0.00	0
3066464	6117758	Journey	0	0.00	0
3768163	0000000	Julian Union Elementary	181,424	447.96	123,053
3768171	0000000	Julian Union High	41,422	163.08	20,197
5371738	0000000	Junction City Elementary	20,183	342.08	3,211
4570045	0000000	Junction Elementary	64,143	151.64	31,027
4770367	0000000	Junction Elementary	11,620	363.13	1,334
3367090	0000000	Jurupa Unified	9,957,015	469.18	6,110,684
4970888	0000000	Kashia Elementary	8,604	717.00	0
3768338	6039812	Keiller Leadership Academy	0	0.00	0
1764014	0000000	Kelseyville Unified	645,148	332.55	363,891
2165334	0000000	Kentfield Elementary	113,303	114.22	70,435
4970789	0000000	Kenwood Elementary	30,332	204.95	12,739
1964642	0000000	Keppel Union Elementary	1,410,345	461.65	844,903
1073999	0000000	Kerman Unified	2,182,714	574.70	1,331,437
1510157	0000000	Kern County Office Of Education	1,638,898	563.20	1,491,553
1563545	0000000	Kernville Union Elementary	604,675	611.40	400,144

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5071134	0000000	Keyes Union	455,994	393.10	240,581
4970912	6116958	Kid Street Learning Center Charter	22,461	774.52	19,170
2766068	0000000	King City Joint Union High	804,399	377.65	529,945
2766050	0000000	King City Union Elementary	1,592,649	641.42	869,594
3768338	0109033	King/Chavez Arts Academy	86,300	495.98	79,629
3768338	0109041	King/Chavez Athletics Academy Charter	86,300	564.05	79,629
3768338	6119598	King/Chavez Charter	202,077	673.59	184,326
3768338	0111906	King/Chavez Preparatory Academy	0	0.00	0
3768338	6040190	King/Chavez Primary Academy	0	0.00	0
1062265	0000000	Kings Canyon Joint Unified	6,071,484	662.39	3,603,251
1610165	0000000	Kings County Office Of Education	175,269	315.23	115,214
5471969	0000000	Kings River Union Elementary	808,891	1,627.55	517,120
1663941	0000000	Kings River-Hardwick Union Elementary	98,479	152.68	61,428
1062240	0000000	Kingsburg Elementary Charter	717,535	358.77	487,983
1062257	0000000	Kingsburg Joint Union High	233,871	208.07	142,979
1964733	0101444	Kipp Academy Of Opportunity	104,979	444.83	94,375
3768338	0101345	Kipp Adelante Preparatory Academy	119,960	444.30	94,375
3868478	0101337	Kipp Bayview Academy	85,677	389.44	76,679
4369369	0106633	Kipp Heartwood Academy	40,875	257.08	35,391
1964733	0100867	Kipp Los Angeles College Preparatory	100,095	413.62	89,951
3868478	0101352	Kipp San Francisco Bay Academy	51,611	282.03	45,713
0175705	0101212	Kipp Summit Academy	64,001	266.67	57,510
5271555	0000000	Kirkwood Elementary	24,859	801.90	14,210
1663958	0000000	Kit Carson Union Elementary	81,681	182.73	33,430
0810082	0109777	Klamath River Early College Of Redwoods	28,526	1,097.15	25,068
4770375	0000000	Klamath River Union Elementary	39,374	1,514.38	26,254
1262901	0000000	Klamath-Trinity Joint Unified	1,031,522	958.66	609,772
1262919	0000000	Kneeland Elementary	12,560	348.89	0
5071142	0000000	Knights Ferry Elementary	17,092	117.88	2,569
0761705	0000000	Knightsen Elementary	61,557	132.95	24,302
1764022	0000000	Konocti Unified	2,199,526	668.55	1,304,789
1964659	0000000	La Canada Unified	170,187	0.00	0
5071159	0000000	La Grange Elementary	8,851	184.40	0
3066563	0000000	La Habra City Elementary	3,499,863	550.99	1,910,523
4168940	0000000	La Honda-Pescadero Unified	119,348	319.11	35,533
3768197	0000000	La Mesa-Spring Valley	4,206,531	300.62	2,221,924
3066555	0000000	Laguna Beach Unified	256,604	92.64	118,705
2165342	0000000	Laguna Joint Elementary	9,246	330.21	0
2766076	0000000	Lagunita Elementary	13,082	159.54	0
2165359	0000000	Lagunitas Elementary	58,873	191.15	35,883
1764055	0108340	Lake County International Charter	18,644	190.24	15,252
1710173	0000000	Lake County Office Of Education	126,358	336.06	117,404
1162596	0000000	Lake Elementary	40,572	298.32	22,505
3375176	0000000	Lake Elsinore Unified	5,686,120	281.52	3,362,463
0961903	0000000	Lake Tahoe Unified	1,433,219	300.40	691,481

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1764030	0000000	Lakeport Unified	715,800	405.55	483,759
4369492	0000000	Lakeside Joint School District	57,308	596.96	36,689
1563552	0000000	Lakeside Union	216,713	156.36	110,315
1663966	0000000	Lakeside Union Elementary	568,860	1,223.35	365,835
3768189	0000000	Lakeside Union Elementary	900,091	206.30	458,623
1964733	0102442	Lakeview Charter Academy	70,945	563.06	64,883
3968551	0000000	Lammersville Elementary	54,576	80.97	26,723
1563560	0000000	Lamont Elementary	2,355,353	817.55	1,232,662
1964667	0000000	Lancaster Elementary	7,465,957	467.88	4,794,760
2165367	0000000	Larkspur Elementary	71,580	69.97	24,852
4168957	0000000	Las Lomas Elementary	77,674	74.61	18,639
1964683	0000000	Las Virgenes Unified	877,967	72.49	323,735
1810181	0000000	Lassen County Office Of Education	52,306	250.27	44,120
1864139	0000000	Lassen Union High	205,674	181.53	137,277
5271563	0000000	Lassen View Union Elementary	233,878	832.31	172,306
4369427	4330668	Latino College Preparatory Academy	199,853	569.38	163,681
1062281	0000000	Laton Joint Unified	520,652	653.26	280,495
0961911	0000000	Latrobe	14,937	69.47	0
1964691	0000000	Lawndale Elementary	3,495,335	561.95	1,883,828
2373916	0000000	Laytonville Unified	262,424	541.08	168,746
2465730	0000000	Le Grand Union High	343,771	597.86	226,177
3868478	3830411	Leadership High	103,752	298.14	88,476
4310439	0111567	Leadership Public Schools - Campbell	0	0.00	0
4310439	0102905	Leadership Public Schools - East San Jose	45,550	284.69	39,814
0176380	0108670	Leadership Public Schools - Hayward	31,999	333.32	28,017
0761796	0101477	Leadership Public Schools: Richmond	102,400	296.81	92,900
3768338	0106799	Learning Choice Academy	0	0.00	0
2375218	0000000	Leggett Valley Unified	103,638	520.79	75,568
3768205	0000000	Lemon Grove Elementary	1,447,226	337.98	761,031
1663974	0000000	Lemoore Union Elementary	1,326,639	409.20	758,594
1663982	0000000	Lemoore Union High	579,499	264.97	399,874
1964709	0000000	Lennox Elementary	5,802,197	812.97	3,141,701
5371746	0000000	Lewiston Elementary	116,746	941.50	78,760
4970797	0000000	Liberty Elementary	16,458	80.28	0
5471985	0000000	Liberty Elementary	84,653	371.29	57,420
0761721	0000000	Liberty Union High	409,938	76.93	123,569
1964584	1996677	Lifeline Education Charter	165,546	578.83	150,410
0161259	0130633	Lighthouse Community Charter	160,197	435.32	137,138
2165375	0000000	Lincoln Elementary	8,562	951.33	0
3968569	0000000	Lincoln Unified	3,623,446	410.17	2,004,539
3968577	0000000	Linden Unified	611,469	243.03	257,342
5471993	0000000	Lindsay Unified	3,339,339	907.18	2,113,748
1563586	0000000	Linns Valley-Poso Flat Union	29,887	747.18	18,330
0161259	0130666	Lionel Wilson College Preparatory Academy (Ch	216,783	492.69	181,376
3710371	6119119	Literacy First Charter	117,626	208.19	102,951

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1964717	0000000	Little Lake City Elementary	1,427,246	288.51	598,293
4469765	0000000	Live Oak Elementary	759,627	348.45	388,289
5171399	0000000	Live Oak Unified	1,366,876	740.05	963,229
0161200	0000000	Livermore Valley Joint Unified	2,060,823	147.26	902,595
2465748	0000000	Livingston Union Elementary	1,670,203	682.55	798,661
3968585	0000000	Lodi Unified	14,447,453	498.45	8,046,308
1262927	0000000	Loleta Union Elementary	117,405	670.89	46,356
4369500	0000000	Loma Prieta Joint Union Elementary	83,793	164.95	48,383
4269229	0000000	Lompoc Unified	4,572,503	406.95	2,684,743
1463289	0000000	Lone Pine Unified	197,259	489.48	139,880
1964725	0000000	Long Beach Unified	66,945,564	697.48	44,044,747
1875036	6010763	Long Valley Charter	45,372	201.65	34,286
3166845	0000000	Loomis Union Elementary	252,094	116.66	154,506
3073924	0000000	Los Alamitos Unified	550,873	60.56	209,439
4269237	0000000	Los Alamos Elementary	114,473	467.24	80,079
4369518	0000000	Los Altos Elementary	334,442	82.91	129,653
1964733	0110304	Los Angeles Academy Of Arts & Enterprise Char	2,317	56.51	0
1910199	0000000	Los Angeles County Office Of Education	11,631,588	1,205.35	10,813,312
1964733	0109942	Los Angeles International	53,630	470.44	47,027
1964733	1996610	Los Angeles Leadership Academy	159,642	514.97	145,986
1964733	0000000	Los Angeles Unified	616,918,882	864.80	400,439,088
2465755	0000000	Los Banos Unified	2,549,005	298.20	1,145,528
4369526	0000000	Los Gatos Union Elementary	265,997	104.52	153,032
4369534	0000000	Los Gatos-Saratoga Joint Union High	163,569	54.11	82,151
5271571	0000000	Los Molinos Unified	289,170	490.95	178,218
4269245	0000000	Los Olivos Elementary	57,741	204.03	30,898
1563594	0000000	Lost Hills Union Elementary	430,784	767.89	196,730
1964766	0000000	Lowell Joint	619,498	188.41	330,850
0161259	0101469	Lps - Oakland	44,452	449.01	39,814
1764048	0000000	Lucerne Elementary	151,917	501.38	81,890
3675051	0000000	Lucerne Valley Unified	586,615	578.52	388,547
4068759	0000000	Lucia Mar Unified	2,973,145	273.24	1,642,460
4369542	0000000	Luther Burbank	214,922	465.20	70,278
1964774	0000000	Lynwood Unified	12,268,060	735.58	6,429,506
4369427	4330601	Macsa Academia Calmecac	5,146	28.59	0
4369484	4330619	Macsa El Portal Leadership Academy	118,735	866.68	109,121
2010207	0000000	Madera County Office Of Education	128,593	227.20	82,107
2065243	0000000	Madera Unified	12,451,637	702.01	7,580,127
3066589	0000000	Magnolia Elementary	4,313,345	637.03	2,293,303
1964733	6119945	Magnolia Science Academy	179,575	453.47	163,681
1363172	0000000	Magnolia Union Elementary	17,410	137.09	2,088
2673692	0000000	Mammoth Unified	400,717	336.45	220,865
2365573	0000000	Manchester Union Elementary	76,612	1,049.48	52,684
1975333	0000000	Manhattan Beach Unified	294,322	46.73	97,248
3968593	0000000	Manteca Unified	4,584,289	196.76	2,059,346

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5271589	0000000	Manton Joint Union Elementary	40,098	1,055.21	23,583
0461499	0000000	Manzanita Elementary	72,147	289.75	44,176
1262935	0000000	Maple Creek Elementary	8,682	868.20	0
1563610	0000000	Maple Elementary	56,500	212.41	30,737
5171407	0000000	Marcum-Illinois Union Elementary	72,464	510.31	49,112
1563628	0000000	Maricopa Unified	118,111	329.00	77,273
2110215	0000000	Marin County Office Of Education	305,055	668.98	251,608
2210223	0000000	Mariposa County Office Of Education	6,439	279.96	1,324
2265532	0000000	Mariposa County Unified	871,677	341.57	598,490
0561572	0000000	Mark Twain Union Elementary	299,048	396.09	204,662
4970805	0105890	Mark West Charter	3,434	27.25	0
4970805	0000000	Mark West Union Elementary	275,330	188.45	171,435
0761739	0000000	Martinez Unified	480,694	117.21	209,394
4970862	6051932	Mary Collins School At Cherry Valley	32,090	98.13	25,420
5872736	0000000	Marysville Joint Unified	7,215,541	749.59	4,134,214
1275382	0000000	Mattole Unified	68,929	71.21	40,422
0661606	0000000	Maxwell Unified	191,711	413.17	124,304
1363180	0000000	Mccabe Union Elementary	62,659	104.96	31,006
1573908	0000000	Mcfarland Unified	2,332,192	739.21	1,495,413
1262950	0000000	Mckinleyville Union Elementary	565,214	424.65	367,130
1563651	0000000	Mckittrick Elementary	31,164	519.40	16,355
2465763	0000000	Mcswain Union Elementary	236,076	298.45	142,835
1363198	0000000	Meadows Union Elementary	279,227	547.50	131,356
1964352	0101642	Media Art Academy At Centinela	119,303	1,612.20	110,595
3768338	6061956	Memorial Academy Of Learning & Technology	1,005,219	648.53	952,594
2310231	0000000	Mendocino County Office Of Education	322,834	1,271.00	300,338
2365581	0000000	Mendocino Unified	283,319	407.65	187,584
1075127	0000000	Mendota Unified	2,121,999	890.47	1,171,514
3367116	0000000	Menifee Union Elementary	1,017,769	155.84	456,442
4168965	0000000	Menlo Park City Elementary	179,878	86.11	60,750
2465771	0000000	Merced City Elementary	10,525,691	932.22	6,341,717
2410249	0000000	Merced County Office Of Education	371,320	190.42	305,036
2473726	0000000	Merced River Union Elementary	82,747	405.62	46,411
2465789	0000000	Merced Union High	4,906,777	479.69	2,927,423
5171415	0000000	Meridian Elementary	49,339	594.45	29,969
5672470	0000000	Mesa Union Elementary	68,986	125.66	25,748
3868478	0109769	Metropolitan Arts & Technology High	4,386	41.77	0
1563669	0000000	Midway Elementary	47,372	532.27	28,094
1964733	0102426	Milagro Charter	53,244	641.49	47,187
2165391	0000000	Mill Valley Elementary	187,563	83.96	82,804
4168973	0000000	Millbrae Elementary	367,415	176.13	93,269
3975499	0102392	Millennium Charter	2,618	39.67	0
0161259	0108803	Millsmont Academy	135,738	563.23	126,816
4570052	0000000	Millville Elementary	74,158	335.56	48,230
4373387	0000000	Milpitas Unified	1,896,914	197.55	615,133

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5271605	0000000	Mineral Elementary	9,852	193.18	963
2766084	0000000	Mission Union Elementary	14,340	143.40	1,525
5071167	0000000	Modesto City Elementary	15,067,663	828.67	9,981,843
5071175	0000000	Modesto City High	3,063,657	201.52	922,472
2573585	2530129	Modoc Charter	112,772	273.06	100,273
2510256	0000000	Modoc County Office Of Education	185,508	2,318.85	156,803
2573585	0000000	Modoc Joint Unified	463,430	479.74	315,226
1563677	0000000	Mojave Unified	1,520,524	536.53	995,444
3768338	0109157	Momentum Middle	45,993	567.81	41,289
0161259	6117568	Monarch Academy	362,039	1,031.45	303,768
2610264	0000000	Mono County Office Of Education	41,220	479.30	33,916
1062323	0000000	Monroe Elementary	161,429	754.34	101,422
1964790	0000000	Monrovia Unified	2,687,657	416.63	1,631,191
5472009	0000000	Monson-Sultana Joint Union Elementary	279,075	635.71	155,677
4770417	0000000	Montague Elementary	182,906	909.98	118,800
1964733	6018204	Montague Street Elementary	771,804	650.21	656,199
4970813	0000000	Monte Rio Union Elementary	67,710	626.94	44,301
4369567	0000000	Montebello Elementary	12,721	374.15	0
1964808	0000000	Montebello Unified	23,452,957	632.21	13,558,561
4269252	0000000	Montecito Union Elementary	75,057	183.51	36,702
2710272	0000000	Monterey County Office Of Education	308,538	251.66	256,914
2766092	0000000	Monterey Peninsula Unified	4,474,249	390.56	2,310,984
4970821	0000000	Montgomery Elementary	12,415	203.52	0
5673940	0000000	Moorpark Unified	1,557,321	203.04	713,049
0761747	0000000	Moraga Elementary	122,255	69.23	53,157
4369575	0000000	Moreland Elementary	1,013,316	234.67	425,512
3367124	0000000	Moreno Valley Unified	14,914,343	404.65	8,524,707
4369583	0000000	Morgan Hill Unified	1,760,175	202.90	744,754
3667777	0000000	Morongo Unified	4,558,011	476.63	2,956,263
0961929	0000000	Mother Lode Union Elementary	340,737	216.48	203,828
4469773	0000000	Mountain Elementary	42,330	247.54	22,677
3768213	0000000	Mountain Empire Unified	813,257	512.13	523,202
0161218	0000000	Mountain House Elementary	8,836	200.82	0
4573700	0000000	Mountain Union Elementary	86,068	1,062.57	54,564
5375028	0000000	Mountain Valley Unified	442,347	1,078.90	302,602
1964816	0000000	Mountain View Elementary	8,829,637	895.41	5,090,070
4369609	0000000	Mountain View-Los Altos Union High	391,643	109.12	179,250
4369591	0000000	Mountain View-Whisman	1,323,078	306.48	430,956
3667793	0000000	Mt. Baldy Joint Elementary	14,168	162.85	1,605
0761754	0000000	Mt. Diablo Unified	7,710,446	214.05	3,485,668
4369617	0000000	Mt. Pleasant Elementary	1,058,411	357.69	298,772
4770425	0000000	Mt. Shasta Union Elementary	292,182	395.91	208,586
1363206	0000000	Mulberry Elementary	32,290	389.04	16,525
1964733	6119044	Multicultural Learning Center	128,592	576.65	103,222
5672504	0000000	Mupu Elementary	32,580	248.70	13,898

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1563685	0000000	Muroc Joint Unified	330,088	138.52	180,658
3375200	0000000	Murrieta Valley Unified	1,075,521	57.69	417,840
3768338	6115570	Museum	4,572	60.16	0
2810280	0000000	Napa County Office Of Education	73,562	342.15	66,215
2866266	0000000	Napa Valley Unified	4,061,498	151.95	1,949,289
3768221	0000000	National Elementary	4,874,084	764.20	2,642,734
3475283	0000000	Natomas Unified	1,256,191	130.22	506,031
3667801	0000000	Needles Unified	971,107	816.74	659,305
2966340	0000000	Nevada City Elementary	234,128	170.27	142,678
2966357	0000000	Nevada Joint Union High	676,481	160.08	452,407
1964733	0102483	New Academy Canoga Park	260,478	808.94	244,784
1964725	6118269	New City	83,313	484.38	70,781
1964733	0102541	New Designs Charter	55,810	404.42	52,496
1964733	0100289	New Economics For Women (New) Academy Of Scie	76,676	482.24	70,781
1964733	0111211	New Heights Charter	0	0.00	0
3968619	0000000	New Hope Elementary	231,411	1,028.49	140,822
3968627	0000000	New Jerusalem Elementary	31,632	55.99	8,974
1062166	1030667	New Millenium Charter	55,665	203.16	38,400
1964733	0111484	New Village Charter High	0	0.00	0
1975663	6120158	New West Charter Middle	3,681	12.27	0
0161234	0000000	Newark Unified	1,211,187	163.17	277,963
3166852	0000000	Newcastle Elementary	51,979	168.76	29,629
1964832	0000000	Newhall Elementary	1,406,683	205.39	639,382
5073601	0000000	Newman-Crows Landing Unified	886,855	360.66	440,829
3066597	0000000	Newport-Mesa Unified	6,909,868	309.39	3,457,668
2165409	0000000	Nicasio Elementary	11,213	172.51	0
0461424	0110551	Nord Country	22,387	315.31	19,170
1563693	0000000	Norris Elementary	119,181	48.72	52,035
3567504	0000000	North County Joint Union Elementary	208,694	388.63	132,897
4570078	0000000	North Cow Creek Elementary	37,274	131.71	18,351
2773825	0000000	North Monterey County Unified	1,890,687	388.71	898,480
3467397	0000000	North Sacramento Elementary	5,915,729	1,158.13	3,465,420
1262687	0000000	Northern Humboldt Union High	324,694	168.24	192,317
1964840	0000000	Norwalk-La Mirada Unified	6,912,982	290.84	3,678,473
2165417	0000000	Novato Unified	1,152,610	150.67	492,302
3768338	6114961	Nubia Leadership Academy	160,705	436.70	134,189
5171423	0000000	Nuestro Elementary	14,355	113.03	1,530
3367157	0000000	Nuview Union Elementary	492,981	282.19	249,793
4369625	0000000	Oak Grove Elementary	3,152,090	269.09	1,208,014
4970839	0000000	Oak Grove Union Elementary	114,208	174.90	64,606
4570086	0000000	Oak Run Elementary	43,083	897.56	27,625
5472017	0000000	Oak Valley Union Elementary	179,455	418.31	110,968
3968635	0000000	Oak View Union Elementary	105,540	298.98	56,565
5075564	0000000	Oakdale Joint Unified	1,101,222	214.33	614,835
0161259	0111823	Oakland Aviation High	0	0.00	0

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0161259	0130617	Oakland Military Institute, College Preparato	165,118	393.14	150,410
0161259	0000000	Oakland Unified	42,114,194	1,120.12	25,191,651
0761762	0000000	Oakley Union Elementary	620,567	137.78	269,254
2765961	6119663	Oasis Charter Public	0	0.00	0
0161259	0107169	Oasis High	42,118	386.40	36,865
1964733	0102335	Ocean Charter School	3,405	14.87	0
3066613	0000000	Ocean View	2,858,038	285.46	1,428,611
5672512	0000000	Ocean View Elementary	1,534,162	596.02	826,135
3773569	0000000	Oceanside Unified	9,129,705	430.71	5,377,134
1910199	6116883	Odyssey Charter	67,393	302.21	53,086
5672520	0000000	Ojai Unified	1,010,275	281.18	590,819
4970847	0000000	Old Adobe Union Elementary	401,770	209.26	152,078
3667819	0000000	Ontario-Montclair Elementary	17,039,686	648.07	9,326,531
3166860	0000000	Ophir Elementary	14,139	72.14	0
1964733	0109918	Opportunities Unlimited Charter High	59,716	452.39	53,382
1062331	0000000	Orange Center Elementary	467,754	1,347.99	293,492
3010306	0000000	Orange County Department Of Education	3,665,819	551.00	3,305,221
3066670	0109066	Orange County Educational Arts Academy	105,155	210.31	95,325
3066670	3030723	Orange County High School Of The Arts	45,449	37.50	24,353
3066621	0000000	Orange Unified	8,653,851	286.52	4,274,644
4369633	0000000	Orchard Elementary	227,441	296.92	97,101
4269260	0000000	Orcutt Union Elementary	560,298	119.77	253,360
1262968	0000000	Orick Elementary	65,202	1,253.88	37,301
0761770	0000000	Orinda Union Elementary	74,895	30.59	0
1175481	0000000	Orland Joint Unified	1,082,325	479.12	692,663
3667827	0000000	Oro Grande Elementary	136,476	880.49	87,965
0461507	0000000	Oroville City Elementary	2,327,626	674.87	1,329,710
0461515	0000000	Oroville Union High	1,501,956	498.82	950,478
1964733	0101675	Oscar De La Hoya Animo Charter High	0	0.00	0
5472025	0000000	Outside Creek Elementary	59,252	466.55	21,317
1463297	0000000	Owens Valley Unified	29,788	307.09	15,321
5672538	0000000	Oxnard Elementary	8,790,469	531.44	4,450,682
5672546	0000000	Oxnard Union High	4,123,551	268.15	2,072,641
4570094	0000000	Pacheco Union Elementary	191,141	278.63	118,320
4469781	0000000	Pacific Elementary	156,361	1,628.76	130,159
2766134	0000000	Pacific Grove Unified	282,550	156.62	148,276
2775150	0000000	Pacific Unified	22,781	1,035.50	10,980
1062356	0000000	Pacific Union Elementary	305,388	711.86	171,080
1262976	0000000	Pacific Union Elementary	187,719	410.76	127,398
1262927	1230150	Pacific View Charter	106,396	492.57	95,849
4168932	0000000	Pacifica	215,198	69.49	0
1964733	6119895	Pacifica Community Charter	32,889	254.95	28,017
1964733	6018642	Pacoima Charter Elementary	853,463	561.49	685,773
4469799	0000000	Pajaro Valley Unified	10,200,191	517.96	5,582,064
0461523	0000000	Palermo Union Elementary	967,612	717.81	619,150

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3367173	0000000	Palm Springs Unified	11,310,770	477.47	6,489,510
1964857	0000000	Palmdale Elementary	10,346,143	450.85	6,364,565
4369641	0000000	Palo Alto Unified	1,169,366	110.90	523,498
3367181	0000000	Palo Verde Unified	2,265,787	616.21	1,491,987
5472033	0000000	Palo Verde Union Elementary	382,889	706.44	255,677
1964865	0000000	Palos Verdes Peninsula Unified	800,493	68.91	218,149
1563362	0000000	Panama-Buena Vista Union	3,642,280	246.93	2,327,416
3567520	0000000	Panoche Elementary	8,266	1,033.25	0
1964733	6120489	Para Los Ninos Charter	131,507	657.54	120,918
5071209	0000000	Paradise Elementary	76,087	532.08	50,879
0461531	0000000	Paradise Unified	1,546,441	294.11	965,013
1964873	0000000	Paramount Unified	10,720,174	654.67	6,062,706
1062364	0000000	Parlier Unified	2,865,864	846.14	1,620,528
4075457	0000000	Paso Robles Joint Unified	2,358,496	348.58	1,425,821
5071217	0000000	Patterson Joint Unified	1,843,873	363.90	884,476
4269278	6045918	Peabody Charter	212,420	296.68	175,478
1262984	0000000	Peninsula Union	47,614	732.52	27,988
3367199	0000000	Perris Elementary	3,495,185	639.56	1,954,593
3367207	0000000	Perris Union High	2,800,921	348.37	1,839,950
4970854	0000000	Petaluma City Elementary	532,683	272.61	236,718
4970862	0000000	Petaluma Joint Union High	717,579	129.57	304,904
0161275	0000000	Piedmont City Unified	144,074	54.47	49,015
0661614	0000000	Pierce Joint Unified	484,823	379.06	232,866
1062372	0000000	Pine Ridge Elementary	17,367	206.75	1,469
4970870	0000000	Piner-Olivet Union Elementary	221,442	158.17	42,764
0473379	0000000	Pioneer Union Elementary	156,132	1,419.38	90,005
0961945	0000000	Pioneer Union Elementary	147,612	305.61	92,276
1663990	0000000	Pioneer Union Elementary	128,907	95.56	88,792
0761788	0000000	Pittsburg Unified	3,420,405	360.95	1,619,886
5472041	0000000	Pixley Union Elementary	806,745	830.84	449,632
3066647	0000000	Placentia-Yorba Linda Unified	5,393,981	201.83	2,558,183
3166886	0000000	Placer Hills Union Elementary	172,546	131.01	97,324
3166894	0000000	Placer Union High	342,639	72.24	156,053
0961952	0000000	Placerville Union Elementary	429,516	332.96	274,278
2465813	0000000	Plainsburg Union Elementary	49,192	534.70	29,388
2465821	0000000	Planada Elementary	1,063,429	1,301.63	638,630
1162638	0000000	Plaza Elementary	43,115	303.63	24,355
5171431	0000000	Pleasant Grove Joint Union	74,995	414.34	49,506
2966373	0000000	Pleasant Ridge Union Elementary	265,902	131.12	141,242
5672553	0000000	Pleasant Valley	1,031,681	145.78	488,205
2966381	0000000	Pleasant Valley Elementary	31,760	43.93	0
4068791	0000000	Pleasant Valley Joint Union Elementary	21,161	149.02	3,291
5472058	0000000	Pleasant View Elementary	293,665	535.89	171,184
0175101	0000000	Pleasanton Unified	837,035	59.27	207,104
5271613	0000000	Plum Valley Elementary	63,210	1,915.45	43,097

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3210322	0000000	Plumas County Office Of Education	54,565	1,705.16	49,995
5872744	0000000	Plumas Lake Elementary	39,352	88.83	18,143
3266969	0000000	Plumas Unified	914,101	316.41	572,715
2365599	0000000	Point Arena Joint Union High	96,264	493.66	56,740
0961960	0000000	Pollock Pines Elementary	210,401	263.33	131,315
1964907	0000000	Pomona Unified	22,127,407	664.61	12,602,324
1563719	0000000	Pond Union Elementary	278,189	1,193.94	230,388
2866282	0000000	Pope Valley Union Elementary	36,793	645.49	20,464
1964733	0107755	Port Of Los Angeles High	42,039	210.20	31,964
5475523	0000000	Porterville Unified	8,801,424	651.33	5,421,758
4168981	0000000	Portola Valley Elementary	58,377	86.74	24,331
2373866	0000000	Potter Valley Community Unified	159,828	530.99	103,394
3768296	0000000	Poway Unified	2,810,181	85.38	931,277
3768338	3731189	Preuss School Ucsd	541,556	702.41	473,348
3975499	0102384	Primary Charter	2,498	41.63	0
1162646	0000000	Princeton Joint Unified	120,807	759.79	73,145
3768338	6120943	Promise Charter	67,850	353.39	60,459
1964733	6120471	Puente Charter	48,694	423.43	42,764
3768437	0101220	Rainbow Advanced Institute For Learning	0	0.00	0
1062380	0000000	Raisin City Elementary	321,870	981.31	203,897
3768304	0000000	Ramona City Unified	1,404,996	200.11	722,276
3768312	0000000	Rancho Santa Fe Elementary	32,669	38.57	0
1864162	0000000	Ravendale-Termo Elementary	16,536	1,102.40	1,274
4168999	0000000	Ravenswood City Elementary	3,176,497	754.69	1,613,600
2065276	0000000	Raymond-Knowles Union Elementary	79,637	788.49	54,484
2966399	0000000	Ready Springs Union Elementary	140,670	349.93	101,789
5271639	0000000	Red Bluff Joint Union High	558,485	275.66	356,963
5271621	0000000	Red Bluff Union Elementary	1,126,421	505.80	716,037
4570110	0000000	Redding Elementary	1,748,577	465.29	1,124,873
4570136	6116990	Redding School Of The Arts	0	0.00	0
3667843	0000000	Redlands Unified	6,117,559	291.62	3,741,589
1975341	0000000	Redondo Beach Unified	1,203,496	152.96	538,135
2365615	2330413	Redwood Academy Of Ukiah	39,908	321.84	30,231
4169005	0000000	Redwood City Elementary	3,139,821	386.01	1,213,825
5271647	0000000	Reeds Creek Elementary	58,411	405.63	39,623
1673932	0000000	Reef-Sunset Unified	2,146,616	841.48	1,190,567
3367215	6119788	Rehoboth Charter Academy	92,104	375.93	84,052
1964733	0101683	Renaissance Arts Academy	0	0.00	0
0961978	0000000	Rescue Union Elementary	430,104	112.86	259,399
3667850	0000000	Rialto Unified	14,224,481	461.82	8,630,311
5271654	0000000	Richfield Elementary	116,881	531.28	70,310
5472082	0000000	Richgrove Elementary	781,952	1,099.79	493,800
1864170	0000000	Richmond Elementary	14,769	72.75	0
1575630	1530500	Ridgecrest Charter	49,083	194.77	40,672
3667868	0000000	Rim Of The World Unified	1,163,691	203.73	722,573

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4970896	0102525	Rincon Valley Charter	3,227	42.46	0
4970896	0000000	Rincon Valley Union Elementary	531,908	196.13	298,607
1263008	0000000	Rio Dell Elementary	297,153	1,024.67	197,769
5672561	0000000	Rio Elementary	1,671,404	409.36	769,293
3467405	0000000	Rio Linda Union Elementary	5,708,924	639.87	3,585,595
3968585	6118921	River Oaks Charter	89,690	256.26	78,154
5075556	0000000	Riverbank Unified	1,346,942	443.95	645,012
3310330	0000000	Riverside County Office Of Education	1,592,559	469.37	1,418,921
3367215	0000000	Riverside Unified	16,276,479	382.18	10,358,822
3768023	6037980	Robert L. Mueller Charter Elementary	484,864	530.49	406,991
5071233	0000000	Roberts Ferry Union Elementary	19,579	193.85	2,649
3467421	0000000	Robla Elementary	1,575,195	724.89	948,798
5472090	0000000	Rockford Elementary	198,344	517.87	139,017
3175085	6118392	Rocklin Academy	4,147	22.18	0
3175085	0000000	Rocklin Unified	645,750	66.61	259,876
1263016	0000000	Rohnerville Elementary	162,169	251.82	98,907
3367231	0000000	Romoland Elementary	884,879	405.72	496,205
3968676	0108647	Rosa Parks Academy	93,257	529.87	85,527
1563750	0000000	Rosedale Union Elementary	329,225	73.32	143,314
4970904	0101923	Roseland Charter	135,786	512.40	123,867
4970904	0000000	Roseland Elementary	868,526	650.09	418,928
1964931	0000000	Rosemead Elementary	1,931,916	584.54	1,124,510
3166910	0000000	Roseville City Elementary	1,180,295	145.91	561,257
3166928	0000000	Roseville Joint Union High	605,288	75.44	283,986
2165433	0000000	Ross Elementary	38,283	99.18	15,247
2175002	0000000	Ross Valley Elementary	360,043	204.92	222,132
1463305	0000000	Round Valley Joint Elementary	18,026	141.94	2,970
2365607	0000000	Round Valley Unified	417,278	1,092.35	253,871
1973452	0000000	Rowland Unified	8,188,571	455.40	4,670,806
3467439	0102038	Sacramento Charter High	459,477	326.10	396,669
3467439	0000000	Sacramento City Unified	39,579,264	834.57	24,437,945
3410348	0000000	Sacramento County Office Of Education	1,159,366	1,102.06	1,105,904
3073635	0000000	Saddleback Valley Unified	3,281,228	94.12	1,167,375
5071266	0000000	Salida Union Elementary	671,442	198.42	303,140
2766142	0000000	Salinas City Elementary	5,022,303	631.42	2,640,803
2766159	0000000	Salinas Union High	6,374,482	462.09	3,418,816
2766167	0000000	San Antonio Union Elementary	102,275	524.49	75,092
2766175	0000000	San Ardo Union Elementary	500,321	3,908.76	412,968
3510355	0000000	San Benito County Office Of Education	46,918	469.18	27,810
3567538	0000000	San Benito High	396,904	131.73	198,587
3667876	0000000	San Bernardino City Unified	43,066,107	735.87	28,452,627
3610363	0000000	San Bernardino County Office Of Education	1,755,389	531.61	1,589,250
4169013	0000000	San Bruno Park Elementary	426,809	159.20	131,278
4169021	0000000	San Carlos Elementary	164,127	68.61	66,964
3768338	6119168	San Diego Cooperative Charter	38,562	120.51	31,775

**Recommended for
Regular Approval**

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CD Code	School Code	Local Educational Agency Name	2006-06 ConApp Entitlement	2005-06 Entitlement Per Student	2005-06 Title I Entitlement
3710371	0000000	San Diego County Office Of Education	3,737,459	1,225.80	3,487,360
3768346	0000000	San Dieguito Union High	1,034,609	87.72	497,311
3810389	0000000	San Francisco County Office Of Education	29,784	25.26	0
3868478	0000000	San Francisco Unified	28,921,191	519.34	16,759,621
1975291	0000000	San Gabriel Unified	2,604,828	461.03	1,351,213
3367249	0000000	San Jacinto Unified	3,400,521	424.48	1,926,234
3910397	0000000	San Joaquin County Office Of Education	1,159,157	872.86	1,031,375
4369666	0000000	San Jose Unified	12,022,088	385.46	6,529,899
3467447	0000000	San Juan Unified	14,389,260	298.33	9,142,525
0161291	0000000	San Leandro Unified	1,844,773	209.04	630,471
0161309	0000000	San Lorenzo Unified	3,090,074	291.93	1,367,744
4469807	0000000	San Lorenzo Valley Unified	476,074	137.20	279,170
2766183	0000000	San Lucas Union Elementary	452,708	3,621.66	383,598
4068809	0000000	San Luis Coastal Unified	1,469,981	197.10	790,060
4010405	0000000	San Luis Obispo County Office Of Education	605,668	850.66	518,701
3773791	0000000	San Marcos Unified	4,065,360	266.79	1,894,369
1964964	0000000	San Marino Unified	177,918	0.00	0
4110413	0000000	San Mateo County Office Of Education	506,380	556.46	459,085
4169047	0000000	San Mateo Union High	866,216	101.88	213,317
4169039	0000000	San Mateo-Foster City Elementary	2,243,076	224.02	901,800
3768353	0000000	San Pasqual Union Elementary	93,166	165.78	28,957
1363214	0000000	San Pasqual Valley Unified	957,722	1,201.66	597,699
2165458	0000000	San Rafael City Elementary	1,409,626	403.10	663,111
2165466	0000000	San Rafael City High	419,301	201.39	229,149
0761804	0000000	San Ramon Valley Unified	679,322	29.72	0
3768379	0000000	San Ysidro Elementary	3,872,713	747.77	2,007,762
1062414	0000000	Sanger Unified	3,794,850	425.72	2,117,148
3066670	0000000	Santa Ana Unified	39,437,471	664.68	20,241,355
4210421	0000000	Santa Barbara County Office Of Education	683,558	1,358.96	600,733
4269278	0000000	Santa Barbara Elementary	3,002,390	584.12	1,613,216
4269286	0000000	Santa Barbara High	2,279,783	217.99	1,043,181
5672579	0000000	Santa Clara Elementary	11,857	219.57	2,476
4410447	0000000	Santa Cruz County Office Of Education	231,555	661.59	208,143
4269310	0000000	Santa Maria Joint Union High	2,529,134	373.30	1,478,987
4269120	0000000	Santa Maria-Bonita Elementary	8,450,118	662.34	4,758,872
1964733	6019079	Santa Monica Boulevard Community Charter	866,887	634.15	712,234
1964980	0000000	Santa Monica-Malibu Unified	2,297,150	183.11	1,090,398
5672587	0000000	Santa Paula Elementary	2,258,140	570.67	1,111,225
2766191	0000000	Santa Rita Union Elementary	766,477	245.98	228,535
4970912	6113278	Santa Rosa Charter	37,521	219.42	30,504
4970912	0000000	Santa Rosa Elementary	2,476,676	558.82	1,269,272
4970920	0000000	Santa Rosa High	2,395,650	189.65	1,031,625
4269328	0000000	Santa Ynez Valley Union High	146,782	129.55	80,802
3768361	0000000	Santee Elementary	1,094,125	161.02	549,643
3066621	6085328	Santiago Middle	0	0.00	0

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4369682	0000000	Saratoga Union Elementary	146,101	60.47	58,390
5472108	0000000	Saucelito Elementary	18,947	161.94	2,478
1964998	0000000	Saugus Union Elementary	902,923	83.77	464,983
2165474	0000000	Sausalito Marin City	197,506	750.97	108,016
3066696	0000000	Savanna Elementary	1,048,130	418.08	527,307
1062166	1030642	School Of Unlimited Learning	118,469	405.72	103,222
1263024	0000000	Scotia Union Elementary	62,661	272.44	37,888
4475432	0000000	Scotts Valley Unified	218,738	76.30	102,730
4970938	0000000	Sebastopol Union Elementary	243,054	238.05	147,700
1363222	0000000	Seeley Union Elementary	346,594	596.55	182,856
4770458	0000000	Seiad Elementary	10,343	272.18	0
1010108	0110387	Selma Learning Academy	0	0.00	0
1062430	0000000	Selma Unified	3,650,575	579.09	2,154,277
5472116	0000000	Sequoia Union Elementary	113,153	382.27	70,295
4169062	0000000	Sequoia Union High	1,816,738	242.36	709,680
1864188	0000000	Shaffer Union Elementary	116,389	300.75	68,732
4068833	0000000	Shandon Joint Unified	198,453	585.41	125,387
4510454	0000000	Shasta County Office Of Education	503,148	904.94	466,968
4570128	0000000	Shasta Union Elementary	104,149	680.71	64,898
4570136	0000000	Shasta Union High	1,444,240	241.31	972,423
2065243	0100016	Sherman Thomas Charter	78,800	477.58	70,781
5071274	0000000	Shiloh Elementary	61,498	436.16	33,597
2173361	0000000	Shoreline Unified	210,399	318.79	87,503
2673668	2630085	Sierra Charter	217,914	491.91	188,749
4610462	0000000	Sierra County Office Of Education	4,118	228.78	0
1573742	0000000	Sierra Sands Unified	1,859,823	324.86	1,158,500
1075275	0000000	Sierra Unified	542,316	223.27	360,015
4670177	0000000	Sierra-Plumas Joint Unified	168,867	285.73	108,369
0961986	0000000	Silver Fork Elementary	10,193	599.59	1,456
3673890	0000000	Silver Valley Unified	647,908	255.59	415,042
5672603	0000000	Simi Valley Unified	3,050,670	141.59	1,583,208
4770466	0000000	Siskiyou Union High	206,716	253.64	130,274
2465839	0000000	Snelling-Merced Falls Union Elementary	54,110	614.89	32,697
3673957	0000000	Snowline Joint Unified	1,402,042	173.13	773,471
3467439	0101295	Sol Aureus College Preparatory	43,702	336.17	38,340
3768387	0000000	Solana Beach Elementary	300,667	112.53	113,907
4810488	0000000	Solano County Office Of Education	186,391	517.75	165,766
2775440	0000000	Soledad Unified	2,191,624	546.81	1,021,699
4269336	0000000	Solvang Elementary	152,140	232.99	54,416
5672611	0000000	Somis Union	225,736	486.50	149,716
4970953	6111678	Sonoma Charter	7,180	32.34	0
4910496	0000000	Sonoma County Office Of Education	477,126	973.73	348,909
4970953	0000000	Sonoma Valley Unified	1,309,678	288.41	583,334
5572371	0000000	Sonora Elementary	393,340	475.05	263,470
5572389	0000000	Sonora Union High	476,778	275.91	364,079

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4469849	0000000	Soquel Union Elementary	611,878	328.61	365,407
5572397	0000000	Soulsbyville Elementary	199,341	325.19	141,306
1263032	0000000	South Bay Union Elementary	293,578	732.11	194,275
3768395	0000000	South Bay Union Elementary	5,000,437	562.99	2,649,288
1563784	0000000	South Fork Union Elementary	210,946	565.54	132,110
1965029	0000000	South Pasadena Unified	460,074	108.58	220,299
4169070	0000000	South San Francisco Unified	1,745,651	187.72	610,383
1965037	0000000	South Whittier Elementary	2,010,037	453.53	1,165,289
1263040	0000000	Southern Humboldt Joint Unified	732,718	760.08	494,152
1563776	0000000	Southern Kern Unified	936,430	274.37	544,259
5373833	0000000	Southern Trinity Joint Unified	105,026	600.15	67,448
3567553	0000000	Southside Elementary	21,786	84.12	2,890
3768403	0000000	Spencer Valley Elementary	17,011	500.32	1,696
2766225	0000000	Spreckels Union Elementary	70,666	74.62	24,841
5472132	0000000	Springville Union Elementary	199,276	440.88	152,800
3467439	0101048	St. Hope Public School 7 (Ps7)	101,491	441.27	91,425
1563792	0000000	Standard Elementary	1,138,164	395.88	716,655
4168999	0109561	Stanford New School	133,092	454.24	123,867
5010504	0000000	Stanislaus County Office Of Education	253,912	209.84	206,372
5071282	0000000	Stanislaus Union Elementary	1,738,702	524.65	1,080,327
1964733	0100669	Stella Middle Charter Academy	115,357	623.55	104,697
3968676	0000000	Stockton Unified	32,032,825	822.66	18,116,348
5472140	0000000	Stone Corral Elementary	261,534	1,791.33	166,894
1162653	0000000	Stony Creek Joint Unified	71,969	609.91	46,904
5472157	0000000	Strathmore Union Elementary	667,977	847.69	386,128
1965045	0000000	Sulphur Springs Union Elementary	907,696	157.81	423,782
5572405	0000000	Summerville Elementary	183,455	454.10	115,217
5572413	0000000	Summerville Union High	103,870	154.57	65,845
5071134	6119705	Summit Charter Academy	100,321	289.95	89,951
5572413	0100222	Summit Preparatory High	3,019	10.94	0
5472173	0000000	Sundale Union Elementary	265,615	427.03	167,037
5472181	0000000	Sunnyside Union Elementary	469,506	1,086.82	298,006
4369690	0000000	Sunnyvale Elementary	1,508,667	253.64	513,129
0175119	0000000	Sunol Glen Unified	28,187	136.17	9,325
2565896	0000000	Surprise Valley Joint Unified	121,251	628.24	80,578
1864196	0000000	Susanville Elementary	553,650	435.94	357,597
5110512	0000000	Sutter County Office Of Education	37,367	95.08	25,420
5171449	0000000	Sutter Union High	92,071	112.56	58,452
3768411	0000000	Sweetwater Union High	12,502,821	327.46	6,321,401
5071290	0000000	Sylvan Union Elementary	1,978,863	246.50	1,171,116
1964733	0106427	Synergy Charter Academy	72,335	516.68	64,883
1563818	0000000	Taft Union High	350,773	338.26	246,181
3166944	0000000	Tahoe-Truckee Joint Unified	831,904	181.44	336,924
2165482	0000000	Tamalpais Union High	331,318	84.71	151,562
1563826	0000000	Tehachapi Unified	1,136,346	239.43	667,469

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5210520	0000000	Tehama County Office Of Education	114,847	941.37	76,297
3375192	3330917	Temecula Preparatory	5,149	0.00	0
3375192	0000000	Temecula Valley Unified	2,319,182	92.85	1,128,040
1965052	0000000	Temple City Unified	1,116,977	197.21	540,658
4068841	0000000	Templeton Unified	537,086	201.01	387,912
5472199	0000000	Terra Bella Union Elementary	1,068,246	1,198.93	717,081
3467439	0106898	The Language Academy Of Sacramento	126,977	484.65	115,019
1975697	1996693	The School Of Arts And Enterprise	48,901	190.28	41,943
0461549	0000000	Thermalito Union Elementary	2,724,409	1,881.50	1,803,010
5472207	0000000	Three Rivers Union Elementary	90,882	486.00	60,865
5472215	0000000	Tipton Elementary	315,954	586.19	164,275
1910199	0102020	Today's Fresh Start Charter	7,715	0.00	0
1965060	0000000	Torrance Unified	3,831,845	151.97	1,723,828
3975499	0000000	Tracy Joint Unified	2,495,336	150.47	871,487
5472223	0000000	Traver Joint Elementary	246,688	1,063.31	153,535
4870565	0000000	Travis Unified	529,176	99.43	308,133
3567561	0000000	Tres Pinos Union Elementary	15,706	123.67	0
1263057	0000000	Trinidad Union Elementary	111,910	902.50	69,296
5371761	0000000	Trinity Center Elementary	10,505	300.14	0
5310538	0000000	Trinity County Office Of Education	10,778	2,694.50	6,621
5371779	0000000	Trinity Union High	144,873	301.82	99,373
3667892	0000000	Trona Joint Unified	301,952	867.68	215,182
5472231	0000000	Tulare City Elementary	5,145,726	614.78	3,104,867
5472249	0000000	Tulare Joint Union High	1,978,213	434.68	1,273,327
2573593	0000000	Tulelake Basin Joint Unified	489,049	864.04	345,885
5510553	0000000	Tuolumne County Office Of Education	5,539	76.93	0
5075739	0000000	Turlock Unified	4,681,278	324.91	2,657,970
3073643	0000000	Tustin Unified	4,742,583	240.73	2,019,586
5572421	0000000	Twain Harte-Long Barn Union Elementary	204,758	403.07	137,282
4970961	0000000	Twin Hills Union Elementary	73,630	72.61	23,472
2966415	0000000	Twin Ridges Elementary	242,370	120.58	152,603
5171464	0107318	Twin Rivers Charter	26,360	138.01	21,607
4970979	0000000	Two Rock Union Elementary	60,826	400.17	35,091
2365615	0000000	Ukiah Unified	3,104,647	491.01	1,941,734
4369708	0000000	Union Elementary	472,670	106.31	181,561
2966407	0000000	Union Hill Elementary	91,988	116.44	53,183
2165516	0000000	Union Joint Elementary	8,592	537.00	0
5071134	6118178	University Charter	13,553	60.78	7,610
5672553	6120620	University Preparation School At Csu Channel	128,916	323.10	116,494
0161259	0130591	University Preparatory Charter Academy	0	0.00	0
3968585	6116594	University Public	48,139	136.76	36,859
3675069	0000000	Upland Unified	3,246,828	266.75	1,913,041
1764063	0000000	Upper Lake Union Elementary	353,549	567.49	215,597
4870573	0000000	Vacaville Unified	2,890,679	219.22	1,496,044
3375242	0000000	Val Verde Unified	5,041,800	290.16	2,717,925

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1965078	0000000	Valle Lindo Elementary	362,370	269.02	179,189
0561580	0000000	Vallecito Union	333,640	354.94	224,067
3768437	0000000	Vallecitos Elementary	134,994	517.22	82,333
4870581	0000000	Vallejo City Unified	6,577,594	368.18	3,548,178
3775614	0000000	Valley Center-Pauma Unified	1,174,936	251.00	594,488
5071324	0000000	Valley Home Joint Elementary	86,606	548.14	57,014
5610561	0000000	Ventura County Office Of Education	562,388	809.19	492,052
5672652	0000000	Ventura Unified	4,922,231	278.53	2,768,765
3667918	0000000	Victor Elementary	4,500,995	441.88	2,970,405
3667934	0000000	Victor Valley Union High	3,503,188	385.94	2,409,403
1964733	6117048	View Park Preparatory Accelerated Charter	44,930	149.77	38,130
1964733	6121081	View Park Preparatory Accelerated Charter Mid	30,917	121.24	25,420
1964733	0101196	View Park Preparatory Accelerated High	30,361	114.57	25,420
1563834	0000000	Vineland Elementary	930,107	1,012.09	569,553
5472256	0000000	Visalia Unified	13,520,504	514.89	8,660,121
4269344	0000000	Vista Del Mar Union	39,866	486.17	24,408
5610561	0109900	Vista Real Charter High	131,490	438.30	122,392
3768452	0000000	Vista Unified	8,525,087	357.12	4,591,067
1062174	1030774	W.E.B. Dubois Public Charter	151,490	746.26	120,918
1964733	0100750	Wallis Annenberg High	326,936	1,421.46	308,192
0761812	0000000	Walnut Creek Elementary	295,402	89.43	91,816
1973460	0000000	Walnut Valley Unified	1,852,225	119.75	968,858
3775416	0000000	Warner Unified	89,019	326.08	63,282
1563842	0000000	Wasco Union Elementary	2,294,672	740.22	1,372,663
1563859	0000000	Wasco Union High	666,851	441.04	416,713
1062513	0000000	Washington Colony Elementary	322,539	680.46	155,164
5772694	0000000	Washington Unified	4,669,536	657.59	2,699,545
2766233	0000000	Washington Union Elementary	53,835	53.73	19,117
1062521	0000000	Washington Union High	1,103,851	1,043.34	669,811
1964733	6114912	Watts Learning Center	134,951	597.13	120,918
4970995	0000000	Waugh Elementary	78,975	89.64	21,979
5472264	0000000	Waukena Joint Union Elementary	134,576	735.39	82,593
2465862	0000000	Weaver Union	1,318,833	653.21	749,654
5371787	0000000	Weaverville Elementary	141,167	306.22	94,406
4770482	0000000	Weed Union Elementary	325,845	833.36	213,735
0761796	0000000	West Contra Costa Unified	16,119,378	497.43	9,239,883
1965094	0000000	West Covina Unified	2,189,236	209.96	1,163,039
1062174	0000000	West Fresno Elementary	1,805,183	2,072.54	1,116,920
1062539	6112387	West Park Charter Academy	109,361	463.39	87,002
1062539	0000000	West Park Elementary	289,803	908.47	138,490
4971001	0000000	West Side Union Elementary	37,325	245.56	17,767
4970607	0000000	West Sonoma County Union High	313,650	124.07	178,387
3166951	0000000	Western Placer Unified	1,073,626	221.00	645,809
3066746	0000000	Westminster Elementary	6,217,371	621.74	3,452,035
1363230	0000000	Westmorland Union Elementary	460,655	1,193.41	305,855

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1062547	0000000	Westside Elementary	156,656	536.49	85,923
1965102	0000000	Westside Union Elementary	1,127,183	143.83	702,999
1864204	1830132	Westwood Charter	237,047	284.57	212,343
1864204	0000000	Westwood Unified	264,956	652.60	169,513
5872751	0000000	Wheatland Elementary	385,807	231.86	244,957
5872769	0000000	Wheatland Union High	158,282	222.93	118,016
4570169	0000000	Whitmore Union Elementary	42,426	1,010.14	26,801
1965110	0000000	Whittier City Elementary	3,151,462	586.43	1,857,580
1965128	0000000	Whittier Union High	2,429,545	204.99	1,128,399
1964634	0101667	Wilder's Preparatory Academy Charter	133,660	282.58	120,918
1965136	0000000	William S. Hart Union High	1,879,597	91.80	821,891
0661622	0000000	Williams Unified	665,246	587.15	318,283
2365623	0000000	Willits Unified	992,958	492.29	616,539
2165474	6118491	Willow Creek Academy	0	0.00	0
4770490	0000000	Willow Creek Elementary	14,342	265.59	1,352
3567579	0000000	Willow Grove Union Elementary	10,488	361.66	0
1162661	0000000	Willows Unified	1,189,542	651.09	762,131
4971019	0000000	Wilmar Union Elementary	56,787	262.90	30,189
4975358	0000000	Windsor Unified	691,835	141.05	284,375
5171456	0000000	Winship-Robbins	9,932	76.40	0
2465870	0000000	Winton Elementary	1,652,546	881.36	978,996
1965169	0000000	Wiseburn Elementary	196,130	93.31	52,717
5472272	0000000	Woodlake Union Elementary	1,491,608	925.32	985,942
5472280	0000000	Woodlake Union High	482,989	591.17	327,722
5772710	0000000	Woodland Joint Unified	3,566,282	345.40	1,667,941
4169088	0000000	Woodside Elementary	35,913	79.28	12,739
5472298	0000000	Woodville Union Elementary	852,812	1,379.95	521,920
4971035	0000000	Wright Elementary	388,678	262.27	139,227
5710579	0000000	Yolo County Office Of Education	42,842	556.39	35,074
2076414	0000000	Yosemite Joint Unified	0	0.00	0
4770508	0000000	Yreka Union Elementary	592,698	583.94	420,293
4770516	0000000	Yreka Union High	366,741	441.32	271,780
5171464	5130125	Yuba City Charter	134,652	327.62	116,494
5171464	0109215	Yuba City Charter High	50,614	609.81	45,713
5810587	0000000	Yuba County Office Of Education	126,166	222.12	84,755
3667959	0000000	Yucaipa-Calimesa Joint Unified	2,015,215	202.98	1,255,289

1,206 Total number of LEAs in the report
\$2,649,820,119 Total ConApp entitlement for districts receiving regular approval



CALIFORNIA STATE BOARD OF EDUCATION

September 2006 AGENDA

SUBJECT	
Request For Proposals (RFP) for the Evaluation of the School Assistance and Intervention Team (SAIT) Process	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the research questions for the SAIT process RFP.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At the May 2006 meeting, the SBE approved a new policy for all future RFPs. The Board decided to review and approve only the research questions for the RFP. The approval of the RFP itself would be contingent on the final authorization by the SBE Executive Director in consultation with two board liaisons. The SAIT process research questions were provided to the Board as an information item in August 2006.

SUMMARY OF KEY ISSUES

The 2006 Budget Bill (AB 1801, Chapter 47, item 6110-001-0890) appropriated \$500,000 to evaluate the effectiveness of the SAIT process. The legislation requires that the State Superintendent of Public Instruction develop, and the State Board of Education (SBE) approve, an RFP for an independent evaluation of the process by September 30, 2006. The results of the evaluation shall be disseminated to the Legislature, the Governor, and other interested parties no later than June 30, 2008, and shall include recommendations for necessary or desirable modifications to the program. Below are the recommended research questions to be addressed by the evaluation.

Questions to be Addressed

1. **What is the impact of the SAIT process on the improvement of student achievement in state-monitored schools?**
 - a. To what extent has student achievement changed overall for the school since the inception of the SAIT process compared to student achievement levels for the four years prior to the SAIT process? To what extent has student achievement changed for numerically significant student groups (e.g. English Learners, etc.) within the same time period?

SUMMARY OF KEY ISSUES (Cont.)

- b. Are there some SAIT areas of expertise, practices or approaches that appear to be particularly effective in moving schools forward more rapidly or comprehensively?
- c. Determine the extent to which schools are able to sustain the implementation of the nine Essential Program Components (EPCs) once they have exited the SAIT process and funding is discontinued.
- d. To the extent possible, identify any differentiating characteristics between schools that exited the SAIT process and schools that were not able to exit the SAIT process within three years. Are there specific barriers to achieving program goals in the schools who have not exited, when compared to those that have?
- e. Identify, if possible, what the necessary pre-conditions and/or on-going conditions are for the SAIT process to successfully assist schools in improving their students' academic achievement. Are there critical features or benchmarks that are associated with successful implementation of the SAIT process.

2. How effective are the nine EPCs in assisting school staff to improve classroom instruction and improve the academic achievement of students?

- a. Which, if any, of the nine EPCs appear to be particularly critical to improving classroom instruction and/or student achievement?
- b. Which, if any, of the nine EPCs appear to be less effective in improving classroom instruction and/or student achievement?
- c. Are there any significant elements that are necessary to improving student achievement or classroom instruction that are not adequately addressed by the nine EPCs?
- d. Identify which, if any, of the nine EPCs need specific criteria developed to more effectively indicate when the components have been fully implemented.
- e. Analyze and identify which of the nine EPCs, if any, are especially difficult to implement for English Learners and students with disabilities. What factors are impeding successful implementation of the nine EPCs for these student groups?
- f. Determine, to the extent possible, whether the expectations for state-monitored schools' implementation of the EPCs and SAIT recommendations are feasible and reasonable, given the resources, time, and organizational capacity available.

SUMMARY OF KEY ISSUES (Cont.)

3. To what extent did SAIT providers' activities impact schools' capacities to implement the nine EPCs?

- a. Analyze and identify SAIT provider characteristics, activities, practices, and strategies that assisted the state-monitored schools to effectively implement each of the nine EPCs.
- b. Analyze and identify any practices or characteristics of the SAIT providers that impeded or were ineffective in assisting the state-monitored schools to effectively implement each of the nine EPCs.
- c. Identify any gaps or deficiencies in services and support available to state-monitored schools.
- d. Identify the level of consistency, to the extent possible, among SAIT providers in their determination of the level of implementation of each of the nine EPCs. Are there consistent and clear expectations about what evidence and activities constitute "full" or "substantial" implementation?
- e. Identify which, if any, of the nine EPCs need specific criteria developed to more effectively indicate when the components have been fully implemented.

4. How effectively did the state-monitored schools implement the nine EPCs?

- a. Analyze and identify which of the nine EPCs are being implemented by schools at a "full" or "substantial" level by the end of Year 1, end of Year 2, and end of Year 3, as defined in the Academic Program Survey and reported in the monitoring of the Report of Findings and Corrective Actions. What factors contributed to their successful implementation?
- b. Analyze and identify which of the nine EPCs are being implemented by schools at a "partial" or "minimal" level by the end of Year 1, end of Year 2, and end of Year 3, as defined in the Academic Program Survey and reported in the monitoring of the Report of Findings and Corrective Actions. What factors prevented their successful implementation?
- c. Identify any barriers to accurately assessing classroom practices and/or implementation of the EPCs at the classroom level.
- d. Identify any barriers to the SAITs' access to necessary information and/or data that is needed to inform their recommendations or monitoring activities.

SUMMARY OF KEY ISSUES (Cont.)

- 5. To what extent did district support impact the school's ability to effectively implement each of the nine EPCs?**
- a. Determine the extent of the district involvement in the SAIT process, including, but not limited to, their participation on the District and School Leadership Team (DSLTL). What impact did the level of district involvement have on the schools' abilities to effectively implement the nine EPCs?
 - b. Identify district activities, practices, and strategies that assisted the state-monitored schools to implement each of the nine EPCs at the "full" or "substantial" level. Which, if any, of the nine EPCs are districts effectively supporting?
 - c. Analyze and identify district barriers that impeded the successful implementation of one or more of the nine EPCs. Which, if any, of the nine EPCs are districts having difficulty supporting?
 - d. Identify, where possible, the most effective strategies employed by SAIT providers in facilitating and/or stimulating district involvement in the SAIT process.
 - e. Identify any necessary modifications to the selection of SAITs to ensure an appropriate school-SAIT match (e.g., state chooses SAIT team, guidelines that require districts to select local SAIT providers, etc.).
- 6. What, if any, unintended consequences have resulted from the implementation of the SAIT process?**

FISCAL ANALYSIS (AS APPROPRIATE)

The RFP will limit the contract amount so as not to exceed the appropriated funding.

ATTACHMENT(S)

None



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

SUBJECT Legislative update, including, but not limited to information on legislation from the 2005-06 session.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing
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RECOMMENDATION

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The July 2006 legislative update provided to the SBE included a summary and status of legislative measures from the 2005-2006 legislative session.

SUMMARY OF KEY ISSUES

The legislative measures presented include bills that fall under the seven principles adopted by the SBE at the September 2004 Board meeting, as well as legislation that may be of interest to the SBE, including an overview of the 2006-07 state budget.

June 30, 2006, was the last day for policy committees to meet and report bills. August 18, 2006, is the last day for fiscal committees to meet and report bills to the floor, and August 31, 2006, is the last day for each house to pass bills, with final recess beginning at the end of that day's session.

FISCAL ANALYSIS (AS APPROPRIATE)

The fiscal impact will be noted as appropriate in the legislative summary of each measure.

ATTACHMENT(S)

Attachment 1: Legislative update (7 pages).

A last minute memorandum will be submitted with an update on the status of legislative measures.

Legislative Update

Bills Related to State Board (SBE) of Education Principles

1. Safeguard the State Board of Education adopted academic content standards as the foundation of California's K-12 educational system; the same standards for all children.

AB 1246 (Wolk)

This bill would authorize the Superintendent of Public Instruction to develop preschool learning standards and develop curriculum guides in preliteracy, prenumeracy, history/social science, science, and social, emotional, and physical development. This bill is sponsored by the Superintendent of Public Instruction. **This measure is waiting to be heard in the Senate Appropriations Committee.**

AB 2115 (Goldberg)

This bill contains the recommendations of the Assembly Education Committee workgroup on Standards, Accountability, and Instruction for which there was bi-partisan agreement. These include:

The establishment of a Career Technical Education Coordinating Council to identify state and federal career education programs in kindergarten and grades 1-12 schools and to recommend to the Governor and the Legislature ways to coordinate programs and funding streams in order to enhance the effectiveness and economy of those programs. It requires the council to identify barriers to the articulation of K-12 programs with the programs of various state institutions of higher education, and to link K-12 programs with community college certificate and degree programs. It requires the council to make recommendations regarding the credential requirements and instruction for various CTE programs. **This measure is waiting to be heard in the Senate Appropriations Committee.**

2. Insure that curriculum is rigorous, standards-aligned, and research-based utilizing State Board adopted materials or standards-aligned textbooks in grades 9 to 12, to prepare children for college or the workforce.

AB 607 (Goldberg)

The January 4, 2006, version of this bill dealt with term limits of members of the Curriculum Development and Supplemental Materials Commission. The bill was amended June 22, 2006, to replace its contents with revisions to the method for funding under the School Facilities Emergency Repair Program that was enacted as part of the settlement in *Williams v. California* so that funds may be granted in advance rather than in reimbursement. **This bill is awaiting a hearing in the Senate Appropriations Committee.**

AB 2722 (Canciamilla)

This bill would prohibit the State Board from adopting basic instructional materials in language arts or mathematics for the same grade level in successive years. The bill would require the State Board of Education to allow the continued use of certain instructional materials for at least 2 years following the 6th year after those instructional materials are adopted if specified conditions are met. **This measure is waiting to be heard in the Senate Appropriations Committee.**

SB 696 (Escutia)

This bill, as amended on June 22, 2006, would authorize a school district to expend for kindergarten and grades 1 to 8, inclusive, not more than 30% of the district's allowance to purchase standards-aligned instructional materials selected by the school district, upon compliance with certain requirements. At the May 2006 meeting, the SBE voted to oppose this bill. However, the bill has been substantially amended since the last meeting. **This measure is waiting to be heard in the Assembly Appropriations Committee.**

SB 1769 (Escutia)

This bill would require the 2008 Reading/Language Arts/English Language Development Curriculum Frameworks and Criteria adopted by the State Board on April 17, 2006, to include the accelerated English program, as defined, established under the bill. This bill also would provide an appropriation to the California Department of Education for support of the State Board. **This bill is awaiting a hearing in the Assembly Appropriations Committee.**

3. Insure the availability of State Board of Education adopted instructional materials for Kindergarten and grades 1 to 8 and locally adopted standards-aligned instructional materials in grades 9 to 12.

AB 1548 (Pavley)

This bill would, as a pilot program and until January 1, 2016, require the California Department of Education (CDE) to authorize 12 schools to either (1) purchase electronic equipment bundled with standards-based, state-adopted instructional materials, from moneys received from the State Instructional Materials Fund or (2) request a publisher that makes basic instructional materials available to a school district in a hard copy format to make instructional materials available in an electronic multi-media format upon adoption of instructional materials after January 1, 2000, by the State Board or by the governing board of a selected school district that maintains a high school.

The bill also would require the CDE, by December 31, 2011, to evaluate the effectiveness of the pilot program and report on the results of the evaluation to the appropriate committees of the Legislature and the Governor. **This bill is awaiting a hearing in the Senate Appropriations Committee.**

4. Support professional development for teachers on the adopted instructional materials that are used in the classroom.

SB 362 (Torlakson)

This bill would establish the Physical Education Professional Development Program, administered by the Superintendent of Public Instruction. Adds components to the categorical monitoring process (CMP) as it relates to Physical Education. Clarifies that a secondary school physical education class is one in which each student is required to actively participate. Deletes the authority for a student to be excused from physical education classes to attend driver's training, and closes a loophole that allows a student who is at least 16 years old and in 11th grade or repeating 10th grade to be permanently excused from physical education courses. **This measure is awaiting a hearing in the Assembly Appropriations Committee.**

SB 472 (Alquist)

This bill is similar to SB 414 (Alquist) from last year. The Governor vetoed SB 414 due to "drafting errors." This bill would extend the Mathematics and Reading Professional Development Program for teachers from July 1, 2006 to July 1, 2012. This bill is sponsored by the Superintendent of Public Instruction. **This bill passed the Assembly Education Committee 6-2 on May 3, 2006, and is awaiting a hearing in the Assembly Appropriations Committee.**

SB 1190 (Alquist)

This bill would expand the Mathematics and Reading Professional Development Program by adding science to the existing teacher professional development program. This bill is sponsored by the Superintendent of Public Instruction. **This bill is awaiting a hearing in the Assembly Appropriations Committee.**

AB 2248 (Coto)

This bill would extend Reading First grants for years five and six to local education agencies that have received continuous funding and can demonstrate significant progress, as defined in the bill. This bill is sponsored by the Superintendent of Public Instruction. **AB 2248 is awaiting a hearing in the Senate Appropriations Committee.**

5. Maintain the assessment and accountability system (including STAR, EAP, CAHSEE, and CELDT).

SB 267 (Romero)

This bill intends to extend the exemption provided by SB 517 (Chapter 3, Statutes of 2006) to students with disabilities in the Class of 2007.

AB 1483 (Arambula)

Requires the development and administration of an English language development assessment in early literacy skills for English learners in kindergarten and grade 1. The bill would require the State Department of Education, in the development of the test for

pupils in kindergarten and grade 1, to minimize any additional testing time and to ensure that the test is age and developmentally appropriate. In the Senate Education Committee, this bill was amended to include a sunset (2012) and a report to the Legislature on the results and administrative process. This bill is sponsored by the Superintendent of Public Instruction and would bring California into alignment with federal requirements. **This measure is awaiting a hearing in the Senate Appropriations Committee.**

AB 2117 (Coto)

This bill requires the California Department of Education (CDE) to administer a three-year competitive grant pilot project, beginning on September 1, 2007, with the goal of identifying and implementing the most effective practices to instruct English language learners (ELLs). It also requires the SPI to convene an advisory committee to provide regular recommendations on implementation of this project and a consortium consisting of the CDE, the University of California (UC), the California State University (CSU), and various county offices of education (COEs) to develop a plan for a training program for certificated and classified staff teaching ELL. **This bill is the vehicle for legislation discussed by the Assembly Education Committee workgroup on English Language Learners. AB 2117 is awaiting a hearing in the Senate Appropriations Committee.**

AB 2937 (Pavley)

Requires the California Department of Education (CDE) to conduct a study to determine which of the California Standards Tests (CSTs), or which combination of those tests, is equivalent to the English language arts and mathematics portion of the California High School Exit Examination (CAHSEE). This bill also requires CDE to determine the performance level on the test or tests that is equivalent to a passing score on the pertinent portion of the CAHSEE, and to report its findings to the Legislature as to whether any of these tests is equivalent to the CAHSEE and whether a student who achieves an equivalent passing score on the identified CST should be deemed to have passed that portion of the CAHSEE. **This bill is awaiting a hearing in the Senate Appropriations Committee.**

AB 2975 (Hancock)

This bill makes Legislative declarations that action is needed to align the state and federal assessment and accountability programs and requires the SBE to change the definition of "proficient" for purposes of adequate yearly progress (AYP) for the federal No Child Left Behind Act of 2001 (NCLB) to be set at the level needed to pass the California High School Exit Examination. This bill requires that, by March 31, 2007, the SBE shall report to the education and budget committees of the Legislature on its plan for implementing these changes. At the May 2006 meeting, the SBE voted to oppose this bill. **This bill is awaiting a hearing in the Senate Appropriations Committee.**

SB 1592 (Romero)

As amended, this bill would require that the Superintendent of Public Instruction make available the results of the California High School Exit Exam and student demographic information as soon as test scores and information are available. **This bill is awaiting a**

hearing in the Assembly Appropriations Committee.

SB 1580 (Ducheny)

Requires, commencing in the 2007-08 fiscal year, an English language learner (ELL) who is literate in his or her primary language or who receives instruction in his or her primary language to take standards aligned assessments in the student's primary language, as soon as such tests are available, and requires the State Department of Education (SDE) to develop modified assessments including a modified California High School Exit Exam (CAHSEE), that remove necessary linguistic complexity for English learner students. In addition, SB 1580 Requires the results of the primary language and modified achievement tests be used to determine adequate yearly progress (AYP) per the No Child Left Behind (NCLB) Act and for purposes of the Academic Performance Index (API). **This bill is awaiting a hearing in the Assembly Appropriations Committee.**

6. Insure that the California Commission on Teacher Credentialing (CTC) and all teacher training institutes use State Board adopted standards as the basis for determining the subject matter competency of teacher candidates.

SB 428 (Scott)

This bill would repeal the CBEST and would charge the California Commission on Teacher Credentialing with establishing standards and procedures for the issuance and renewal of teaching credentials in California. **This measure, which is a two-year bill, is awaiting a hearing in the Assembly Appropriations Committee.**

SB 1209 (Scott)

This bill, as amended, eliminates duplicate preliminary credential requirements for new teachers who have completed state-adopted credentialing requirements in another state, consolidates testing requirements for teacher credential candidates, provides incentives to strengthen the preparation of teacher interns and induce experienced teachers to teach and mentor new teachers in high priority schools, among other revisions of teacher credentialing law. **This bill is awaiting a hearing in the Assembly Appropriations Committee.**

7. Strengthen coordination between K-12 and higher education.

SB 1563 (Escutia)

This bill establishes the Community College Early Assessment Pilot program, under which up to 25 community colleges (CCCs) would be authorized to participate to provide students at their feeder high schools with an indicator of their readiness for college-level English and math. The program would be administered by the California Partnership for Achieving Student Success (Cal-Pass) which the bill also establishes. This bill is proposed to be amended to add the collaboration with the California Department of Education on all Community College Early Assessment Activities. **This bill is awaiting a hearing in the Assembly Appropriations Committee.**

Other Bills of Interest to the State Board

AB 172 (Chan)

This bill requires, to the extent funding is provided in the Budget Act, the Superintendent of Public Instruction (SPI) to convene a committee for the purpose of developing a plan to "coordinate the capacity and efficiency" of the state's institutions of higher education to prepare and train preschool staff. This bill may carry the details of the Governor's voluntary preschool program proposed in the 2006-2007 Budget. **This measure is awaiting a hearing in the Senate Appropriations Committee.**

AB 1988 (Coto)

This bill implements several recommendations of the Assembly Education Committee's English learner working group. This bill requires the Commission on Teacher Credentialing (CTC) to develop a ten hour English language learner (EL) professional development module to be incorporated into the Beginning Teacher Support and Assessment (BTSA) Program. This bill also requires the Department of Education (CDE) in consultation with CTC to require each school district to report to CDE teacher proficiency in EL teaching knowledge and skills. This bill makes several changes and revisions surrounding the California English Language Development Test, EL Proficiency, data collection on EL students and the Advancement Via Individual Determination (AVID) Program. **This bill was held under submission in the Assembly Appropriations Committee**

AB 2254 (Umberg)

This bill, sponsored by the Superintendent of Public Instruction, consolidates language and clarifies program requirements and timelines for interventions and sanctions for schools in the High Priority Schools Grant Program (HPSGP). This bill was recently amended in the Senate Education Committee to remove the proposed pilot HPSGP for Alternative Schools. **This measure is awaiting a hearing in the Senate Appropriations Committee.**

AB 2594 (Nunez and Chu)

This bill, sponsored by the Superintendent of Public Instruction, seeks to create more coherence between the state and federal accountability systems in dealing with school interventions through improved coordination of their accountability features for all schools. **This bill is waiting to be heard in the Senate Appropriations Committee.**

SB 1284 (Scott)

This bill updates and makes technical correcting amendments to statutes that establish the Academic Performance Index (API) by:

- Striking mention of the applied academic skills matrix test from the list of test results that provide the basis for calculation of the API.
- Repealing the requirement for the API advisory committee to recommend specified matters by July 1, 2005 and recasts the authorization for the committee with technical corrections.

This bill is awaiting a hearing in the Assembly Appropriations Committee.

SB 1510 (Alquist)

This bill, sponsored by the Superintendent of Public Instruction, removes seven reporting requirements from the School Accountability Report Card (SARC) that are duplicative or outdated in an effort to make the SARC a more readable and useful tool for parents. **This bill passed the Assembly Education Committee on June 29, 2006.**

AB 2448 (Hancock)

This bill refocuses the ROC/P mission and provides Career Technical Education (CTE) to secondary students while limiting the number of adults served in the ROC/P delivery system. The bill also allows shifting of adult ADA to secondary ADA over a six year time period giving ROC/Ps sufficient time to meet the new limitation on adult students and provides for sequencing of courses. **This bill is waiting to be heard in the Senate Appropriations Committee.**

AB 1801 (Laird)

This is the Budget Act of 2006.

AB 1811 (Laird)

Companion to the Budget Act.

AB 1802 (Laird)

Education Trailer Bill.

AB 1808 (Laird)

Child Care and Foster Youth Services Trailer Bill.



~~CALIFORNIA STATE BOARD OF EDUCATION~~

~~SEPTEMBER 2006 AGENDA~~

SUBJECT

~~Legislative update, including, but not limited to information on legislation from the 2005-06 session.~~

- Action
- Information
- Public Hearing

RECOMMENDATION

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

~~The July 2006 legislative update provided to the SBE included a summary and status of legislative measures from the 2005-2006 legislative session.~~

SUMMARY OF KEY ISSUES

~~The legislative measures presented include bills that fall under the seven principles adopted by the SBE at the September 2004 Board meeting, as well as legislation that may be of interest to the SBE, including an overview of the 2006-07 state budget.~~

~~June 30, 2006, was the last day for policy committees to meet and report bills. August 18, 2006, is the last day for fiscal committees to meet and report bills to the floor, and August 31, 2006, is the last day for each house to pass bills, with final recess beginning at the end of that day's session.~~

— FISCAL ANALYSIS (AS APPROPRIATE)

~~The fiscal impact will be noted as appropriate in the legislative summary of each measure.~~

ATTACHMENT(S)

LAST MINUTE MEMORANDUM

DATE: September 1, 2006

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

FROM: Andrea Ball, Director
Government Affairs

RE: Item No. 15

SUBJECT: Legislative Update: Including, but not limited to, Information on Legislation from the 2005-06 Legislative Session.

The legislative measures presented include bills that fall under the seven principles adopted by the SBE at the September 2004 Board meeting, as well as legislation that may be of interest to the SBE.

The Legislature is on final recess. August 31, 2006, was the last day for each house to pass bills off the floor and to the Governor. September 30, 2006, will be the last day for the Governor to sign or veto bills passed by the Legislature before September 1, 2006, and in his possession on or after September 1, 2006.

Attachment 1: Legislative Update (8 pages)

Attachment 1: Legislative update (7 pages).

A last minute memorandum will be submitted with an update on the status of legislative measures.

Legislative Update

Bills Related to State Board (SBE) of Education Principles

1. Safeguard the State Board of Education adopted academic content standards as the foundation of California's K-12 educational system; the same standards for all children.

AB 1246 (Wolk)

This bill would authorize the Superintendent of Public Instruction to develop preschool learning standards and develop curriculum guides in ~~preliteracy~~early literacy, ~~prenumeracy~~early numeracy, history/social science, science, and social, emotional, and physical development. This bill is sponsored by the Superintendent of Public Instruction. **This measure ~~was held is waiting to be heard~~ in the Senate Appropriations Committee on 08/17/06.**

AB 2115 (Goldberg)

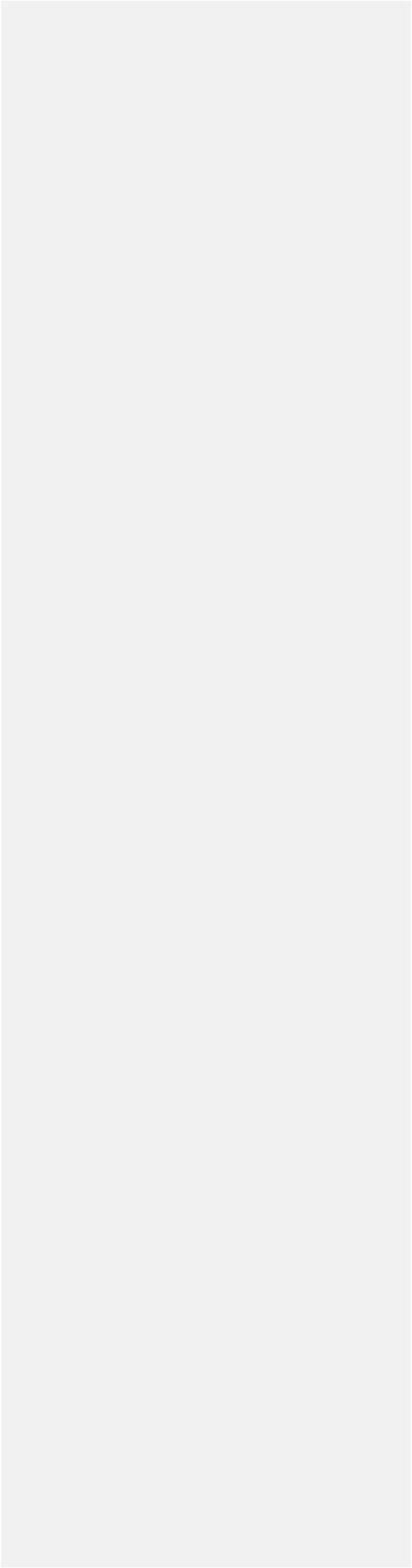
This bill contains the recommendations of the Assembly Education Committee workgroup on Standards, Accountability, and Instruction for which there was bi-partisan agreement. These include:
_The establishment of a Career Technical Education Coordinating Council to identify state and federal career education programs in kindergarten and grades 1-12 schools and to recommend to the Governor and the Legislature ways to coordinate programs and funding streams in order to enhance the effectiveness and economy of those programs. It requires the council to identify barriers to the articulation of K-12 programs with the programs of various state institutions of higher education, and to link K-12 programs with community college certificate and degree programs. It requires the council to make recommendations regarding the credential requirements and instruction for various CTE programs. ~~T-This measure is o enrollment waiting to be heard in the Senate Appropriations Committee~~08/29/06.

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2. Insure that curriculum is rigorous, standards-aligned, and research-based utilizing State Board adopted materials or standards-aligned textbooks in grades 9 to 12, to prepare children for college or the workforce.

AB 607 (Goldberg)

~~A prior~~The January 4, 2006, version of this bill dealt with term limits of members of the Curriculum Development and Supplemental Materials Commission. The bill, ~~was~~ amended ~~August~~June 28, 2006, ~~make to replace its contents with~~ revisions to the method for funding under the School Facilities Emergency Repair Program that was enacted as part of the settlement in *Williams v. California* so that funds may be granted in advance rather than ~~through~~reimbursement. This bill also makes changes to the procedures related to the county superintendents' annual review of schools. ~~This bill is awaiting a hearing in the Senate Appropriations Committee.~~To enrollment 8/31/06.



AB 2722 (Canciamilla)

This bill would prohibit the State Board from adopting basic instructional materials in language arts or mathematics for the same grade level in successive years. ~~The bill would require the State Board of Education to allow the continued use of certain instructional materials for at least 2 years following the 6th year after those instructional materials are adopted if specified conditions are met. This bill has been double-joined to SB 1769 (Escutia). This measure is waiting to be heard in the Senate Appropriations Committee. o enrollment 8/31/06.~~

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SB 696 (Escutia)

This bill, as amended on June 22, 2006, would authorize a school district to expend for kindergarten and grades 1 to 8, inclusive, not more than 30% of the district's allowance to purchase standards-aligned instructional materials selected by the school district, upon compliance with certain requirements. ~~At the May 2006 meeting, the SBE voted to oppose this bill. However, the bill has been substantially amended since the last meeting. This measure is waiting to be heard in the Assembly Appropriations Committee enrollment 8/30/06.~~

SB 1769 (Escutia)

This bill would require the 2008 Reading/Language Arts/English Language Development Curriculum Frameworks and Criteria adopted by the State Board on April 17, 2006, to include the accelerated English program, as defined, established under the bill. This bill also would provide an appropriation to the California Department of Education for support of the State Board. ~~This bill has been double-joined to AB 2722 (Cancimilla) regarding use and adoption of instructional materials. To enrollment 8/31/06. This bill is awaiting a hearing in the Assembly Appropriations Committee.~~

3. Insure the availability of State Board of Education adopted instructional materials for Kindergarten and grades 1 to 8 and locally adopted standards-aligned instructional materials in grades 9 to 12.

AB 1548 (Pavley)

~~This bill, as a pilot program and until January 1, 2016, would require the California Department of Education to authorize 12 schools to purchase and use electronic format instructional materials with state funding allocated for instructional materials. This bill would, as a pilot program and until January 1, 2016, require the California Department of Education (CDE) to authorize 12 schools to either (1) purchase electronic equipment bundled with standards-based, state-adopted instructional materials, from moneys received from the State Instructional Materials Fund or (2) request a publisher that makes basic instructional materials available to a school district in a hard copy format to make instructional materials available in an electronic multi-media format upon adoption of instructional materials after January 1, 2000, by the State Board or by the governing board of a selected school district that maintains a high school.~~

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The bill also would require the CDE, by December 31, 2011, to evaluate the effectiveness of the pilot program and report on the results of the evaluation to the appropriate committees of the Legislature and the Governor. ~~This bill is awaiting a hearing in the Senate Appropriations Committee enrollment 08/29/06.~~

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4. Support professional development for teachers on the adopted instructional materials that are used in the classroom.

SB 362 (Torlakson)

This bill would establish the Physical Education Professional Development Program, administered by the Superintendent of Public Instruction, ~~and~~ ~~a~~ Adds components to the categorical monitoring process (CMP) as it relates to Physical Education. Clarifies that a secondary school physical education class is one in which each student is required to actively participate. Deletes the authority for a student to be excused from physical education classes to attend driver's training, and closes a loophole that allows a student who is at least 16 years old and in 11th grade or repeating 10th grade to be permanently excused from physical education courses. ~~This measure is awaiting a hearing was held under submission in the Assembly Appropriations Committee.~~

SB 472 (Alquist)

This bill is similar to SB 414 (Alquist) from last year. The Governor vetoed SB 414 due to "drafting errors." This bill would extend the Mathematics and Reading Professional Development Program for teachers from July 1, 2006 to July 1, 2012, ~~and also establishes professional development training for teachers of English learners.~~ This bill is sponsored by the Superintendent of Public Instruction. ~~To enrollment 8/31/06, his bill passed the Assembly Education Committee 6-2 on May 3, 2006, and is awaiting a hearing in the Assembly Appropriations Committee.~~

SB 114290 (Alquist)

This bill, ~~formerly SB 1190 (Alquist),~~ would expand the Mathematics and Reading Professional Development Program by adding science to the existing teacher professional development program. This bill is sponsored by the Superintendent of Public Instruction. ~~This bill is awaiting a hearing in the Assembly Appropriations Committee enrollment 8/31/06.~~

AB 2248 (Coto)

This bill would extend Reading First grants for years five and six to local education agencies that have received continuous funding and can demonstrate significant progress ~~pursuant to regulations approved by the State Board, as defined in the bill.~~ This bill is sponsored by the Superintendent of Public Instruction. ~~AB 2248 To enrollment 8/31/06, is awaiting a hearing in the Senate Appropriations Committee.~~

5. Maintain the assessment and accountability system (including STAR, EAP, CAHSEE, and CELDT).

SB 267 (Romero)

This bill ~~would intend to~~ extend the exemption provided by SB 517 (Chapter 3, Statutes of 2006) on the California High School Exit Exam to students with disabilities in the Class of 2007. To enrollment 8/31/06.

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AB 1483 (Arambula)

Requires the development and administration of an English language development assessment in early literacy skills for English learners in kindergarten and grade 1. The bill would require the ~~California State~~ Department of Education, in the development of the test for pupils in kindergarten and grade 1, to minimize any additional testing time and to ensure that the test is age and developmentally appropriate. In the Senate Education Committee, this bill was amended to include a sunset (2012) and a report to the Legislature on the results and administrative process. This bill is sponsored by the Superintendent of Public Instruction and would bring California into alignment with federal requirements. ~~This measure was held in the is awaiting a hearing in the Senate Appropriations Committee~~ on 08/17/06.

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AB 2117 (Coto)

~~This bill contains the recommendations of the Assembly Education Committee workgroup on English Language Learners (ELLs). This bill requires the California Department of Education (CDE) to administer a three-year competitive grant pilot project, beginning on September 1, 2007, with the goal of identifying existing best practices regarding curriculum, instruction, and staff development for ELL instruction. ~~with the goal of identifying and implementing the most effective practices to instruct English language learners (ELLs). It also requires the SPI to convene an advisory committee to provide regular recommendations on implementation of this project and a consortium consisting of the CDE, the University of California (UC), the California State University (CSU), and various county offices of education (COEs) to develop a plan for a training program for certificated and classified staff teaching ELL. To enrollment 8/31/06. This bill is the vehicle for legislation discussed by the Assembly Education Committee workgroup on English Language Learners. AB 2117 is awaiting a hearing in the Senate Appropriations Committee.~~~~

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AB 2937 (Pavley)

Requires the California Department of Education (CDE) to conduct a study to determine which of the California Standards Tests (CSTs), or which combination of those tests, is equivalent to the English language arts and mathematics portion of the California High School Exit Examination (CAHSEE). This bill also requires CDE to determine the performance level on the test or tests that is equivalent to a passing score on the pertinent portion of the CAHSEE, and to report its findings to the Legislature as to whether any of these tests is equivalent to the CAHSEE and whether a student who achieves an equivalent passing score on the identified CST should be deemed to have passed that portion of the CAHSEE. ~~This bill is awaiting a hearing in the Senate Appropriations Committee~~ enrollment 8/31/06.

AB 2975 (Hancock)

This bill makes Legislative declarations that action is needed to align the state and federal assessment and accountability programs and ~~would~~ requires the SBE to change the definition of "proficient" for purposes of adequate yearly progress (AYP) for the federal No Child Left Behind Act of 2001 (NCLB) to be set at the level needed to pass the California High School Exit Examination. This bill ~~also would~~ requires that, by March 31, 2007, the SBE shall report to the education and budget committees of the Legislature on its plan for implementing these changes. At the May 2006 meeting, the SBE voted to oppose this bill. **This bill is awaiting a hearing in the Senate Appropriations Committee was enrolled to the Governor on 8/22/06.**

SB 1592 (Romero)

~~As amended, this~~ This bill requires the Superintendent of Public Instruction to report to the Legislature and the Governor by June 30, 2007, the number and percentage of pupils who failed to receive a high school diploma in 2006 because they failed part or all of the California High School Exit Examination (CAHSEE). Specifically, this bill requires the report to be aggregated according to ethnicity, English learner status, and any of there information deemed necessary to understanding the meaning and consequences of failure to pass. ~~bill would require that the Superintendent of Public Instruction make available the results of the California High School Exit Exam and student demographic information as soon as test scores and information are available.~~ **This bill is awaiting a hearing in the Assembly Appropriations Committee was enrolled to the Governor on 8/30/06.**

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SB 1580 (Ducheny)

This bill, commencing in fiscal year 2007-08, exempts a student identified as English Language Learner (ELL) for three years from taking the STAR program achievement tests and instead requires an ELL who either is literate in his/her primary language or receives instruction in his/her primary language to take an achievement test in his/her primary language. Authorizes a school district to administer an achievement test in the pupil's primary language for an additional two years, if the district finds that it is likely that a primary language test would yield an assessment that is more accurate and reliable. In addition, SB 1580 requires the results of the primary language tests be used to determine adequate yearly progress per the NCLB Act and for purposes of the Academic Performance Index. Requires, commencing in the 2007-08 fiscal year, an English language learner (ELL) who is literate in his or her primary language or who receives instruction in his or her primary language to take standards aligned assessments in the student's primary language, as soon as such tests are available, and requires the State Department of Education (SDE) to develop modified assessments including a modified California High School Exit Exam (CAHSEE), that remove necessary linguistic complexity for English learner students. In addition, SB 1580 Requires the results of the primary language and modified achievement tests be used to determine adequate yearly progress (AYP) per the No Child Left Behind (NCLB) Act and for purposes of the Academic Performance Index (API). **To enrollment 8/31/06. This bill is awaiting a hearing in the Assembly Appropriations Committee.**

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6. Insure that the California Commission on Teacher Credentialing (CTC) and all teacher training institutes use State Board adopted standards as the basis for determining the subject matter competency of teacher candidates.

SB 428 (Scott)

This bill would repeal the CBEST and would charge the California Commission on Teacher Credentialing with establishing standards and procedures for the issuance and renewal of teaching credentials in California. **This measure, which is a two-year bill, is awaiting a hearing in the was held in the Assembly Appropriations Committee.**

SB 1209 (Scott)

This bill streamlines duplicate preliminary credential requirements for new teachers who have completed state-adopted credentialing requirements in another state, consolidates testing requirements for teacher credential candidates, provides incentives to strengthen the preparation of teacher interns and encourages experienced teachers to teach and mentor new teachers in high priority schools, among other revisions of teacher credentialing law. ~~This bill, as amended, eliminates duplicate preliminary credential requirements for new teachers who have completed state-adopted credentialing requirements in another state, consolidates testing requirements for teacher credential candidates, provides incentives to strengthen the preparation of teacher interns and induce experienced teachers to teach and mentor new teachers in high priority schools, among other revisions of teacher credentialing law. This bill o enrollment 08/29/06, is awaiting a hearing in the Assembly Appropriations Committee.~~

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7. Strengthen coordination between K-12 and higher education.

SB 1563 (Escutia)

This bill establishes, for five years, the Community College Early Assessment Pilot Program under the oversight of the California Community Colleges (CCC) Board of Governors, in coordination with the State Board of Education, to provide grade 11 pupils with guidance on readiness for transfer-level English and mathematics coursework. Specifically, this bill allows for the CST exam to be used for diagnostic advice for prospective CCC students, requiring use of the CST as augmented by the California State University, and allowing modification of scoring to measure "degree-applicable" standards of the CCC. This bill establishes the Community College Early Assessment Pilot program, under which up to 25 community colleges (CCCs) would be authorized to participate to provide students at their feeder high schools with an indicator of their readiness for college-level English and math. The program would be administered by the California Partnership for Achieving Student Success (Cal-Pass) which the bill also establishes. This bill is proposed to be amended to add the collaboration with the California Department of Education on all Community College Early Assessment

~~Activities. This bill is awaiting a hearing in the Assembly Appropriations Committee. o enrollment 08/30/06.~~

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Other Bills of Interest to the State Board

AB 172 (Chan)

~~This bill. This bill appropriates \$50 million identified in the current year Budget Act and \$5 million of unexpended funds from the 2005-2006 Budget Act to be appropriated for preschool programs. \$45 million to reimburse programs at the same rate currently used for state preschool that are located in the attendance area of elementary schools in deciles 1-3, serve children who would attend kindergarten in the subsequent academic year and fill no more than 20 percent of contracted slots with children in families above the current income eligibility threshold, and do so only if the number of slots exceed the number of eligible children. \$5 million, at a rate of \$2,500 to each classroom per school year for compensation and support costs for program coordinators, for staff development, in family literacy services, and for instructional materials, including consumables. requires, to the extent funding is provided in the Budget Act, the Superintendent of Public Instruction (SPI) to convene a committee for the purpose of developing a plan to "coordinate the capacity and efficiency" of the state's institutions of higher education to prepare and train preschool staff. This bill may carry the details of the Governor's voluntary preschool program proposed in the 2006-2007 Budget. This measure o enrollment 08/30/06 is awaiting a hearing in the Senate Appropriations Committee.~~

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AB 1988 (Coto)

This bill implements several recommendations of the Assembly Education Committee's English learner working group. This bill requires the Commission on Teacher Credentialing (CTC) to develop a ten hour English language learner (EL) professional development module to be incorporated into the Beginning Teacher Support and Assessment (BTSA) Program. This bill also requires the Department of Education (CDE) in consultation with CTC to require each school district to report to CDE teacher proficiency in EL teaching knowledge and skills. This bill makes several changes and revisions surrounding the California English Language Development Test, EL Proficiency, data collection on EL students and the Advancement Via Individual Determination (AVID) Program. **This bill was held under submission in the Assembly Appropriations Committee**

AB 2254 (Umberg, Goldberg)

This bill, sponsored by the Superintendent of Public Instruction, consolidates language and clarifies program requirements and timelines for interventions and sanctions for schools in the High Priority Schools Grant Program ~~(HPSGP)~~. ~~This bill was recently amended in the Senate Education Committee to remove the proposed pilot HPSGP for Alternative Schools. This measure is awaiting a hearing in the Senate Appropriations Committee To enrollment 8/29/06.~~

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AB 2594 (Nunez and Chu)

This bill, sponsored by the Superintendent of Public Instruction, seeks to create more coherence between the state and federal accountability systems in dealing with school interventions through improved coordination of their accountability features for all schools. **This bill was held under submission is waiting to be heard in the Senate Appropriations Committee.**

SB 1284 (Scott)

This bill updates and makes technical correcting amendments to statutes that establish the Academic Performance Index ~~(API)~~ by:

~~□ Striking mention of the applied academic skills matrix test from the list of test results that provide the basis for calculation of the API.~~

~~□ Repealing the requirement for the API advisory committee to recommend specified matters by July 1, 2005 and recasts the authorization for the committee with technical corrections.~~

This bill was held under submission is awaiting a hearing in the Assembly Appropriations Committee.

SB 1510 (Alquist)

This bill, sponsored by the Superintendent of Public Instruction, removes several reporting requirements from the School Accountability Report Card (SARC) that are duplicative or outdated in an effort to make the SARC a more readable and useful tool for parents. **To enrollment 8/29/06 his bill passed the Assembly Education Committee on June 29, 2006.**

AB 2448 (Hancock)

This bill refocuses the ROC/P mission and provides Career Technical Education (CTE) to secondary students while limiting the number of adults served in the ROC/P delivery system. The bill also allows shifting of adult ADA to secondary ADA over a six year time period giving ROC/Ps sufficient time to meet the new limitation on adult students and provides for sequencing of courses. **To enrollment 8/31/06. This bill**

SB 1133 (Torlakson)

This bill establishes the Quality Education Investment Act (QEIA) for purposes of implementing the terms of the State Superintendent of Public Instruction and CTA, et al v. Schwarzenegger, et al. settlement and discharges the outstanding Proposition 98 maintenance factor balance (\$2.9 billion) resulting from the suspension of the Proposition 98 minimum funding guarantee for the 2004-05 and 2005-06 fiscal years.

- Provides fiscal support to the lowest performing schools (between \$500 to \$1000 per pupil for seven years).*
- An estimated 500 to 600 schools from deciles 1 and 2 from the 2005 Base API will be able to benefit from the resources provided over the next seven years.*

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- Program components include class-size reduction, improved high school student-to-counselor ratios, experienced teacher distribution, and teacher and administrator professional development.
- Accountability provisions build on the existing High Priority Schools Grant Program in improving academic achievement.

To enrollment 8/30/06.

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AB 1381 (Nunez)

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This bill establishes the Gloria Romero Educational Reform Act of 2006. Specifically, AB 1381 revises the governance and operation of the Los Angeles Unified School District (LAUSD) in three major areas: 1) broadens the LAUSD Superintendent's authority; 2) limits the authority and responsibilities of the LAUSD governing board; and 3) establishes a council of mayors with specified roles and responsibilities. This measure also establishes the Los Angeles Mayor's Community Partnership for School Excellence to administer a demonstration project to improve pupil performance among the lowest performing schools. This bill authorizes each school site, with the participation of its principal, its classroom teachers, and parents of its pupils, to develop a plan for implementing curriculum that meets the individual needs of its pupils. Additionally, this bill contains a provision allowing a waiver on all or parts of the Education Code or regulation approved by the State Board, submitted by the LAUSD Superintendent, to be deemed approved for two years if the State Board does not approve or deny that waiver by the completion of the second regular meeting of the State Board or within 60 days of receiving that request. **To enrollment 8/29/06.**

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SB 1655 (Scott)

This bill prohibits the voluntary transfer of a teacher to a school ranked in deciles 1 through 3 on the Academic Performance Index if the principal of the receiving school refuses to accept the transfer and prohibits a school district from giving priority to a teacher who requests to be transferred over other qualified applicants, as specified. **This measure was enrolled to the Governor on 8/29/06.**

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is waiting to be heard in the Senate Appropriations Committee.

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AB 1801 (Laird)

This is the Budget Act of 2006.

AB 1811 (Laird)

Companion to the Budget Act.

AB 1802 (Laird)

Education Trailer Bill.

AB 1808 (Laird)

Child Care and Foster Youth Services Trailer Bill.

SB 1131 (Committee on Budget and Fiscal Review)

This bill corrects technical errors and makes clarifying changes to the Education Trailer Bill (AB 1802).



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

SUBJECT	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing
State Board of Education-Approved Charter Schools: Update	

RECOMMENDATION

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Since January 1999, the SBE has approved 12 charter school petitions that had been initially denied (or denied at renewal) at the local level. Of these, eight are currently operating under CDE oversight; two now operate under the authorization of local educational agencies; one was revoked by the SBE; and one was voluntarily surrendered.

Charter School Name	Approval Date	Opening Date	Renewal Date
Oakland Military Institute ¹	Dec 2000	Sep 2001	N/A
Ridgecrest Charter School (Kern County)	Dec 2000	Sep 2001	Mar 2009
Edison Charter Academy (San Francisco) ²	Jul 2001	Aug 2001	Jun 2011
New West Charter Middle School (Los Angeles) ³	Dec 2001	Sep 2003	Jun 2007
Animo Inglewood Charter High School	Dec 2001	Sep 2002	Jun 2010
School of Arts and Enterprise (Pomona)	Sep 2002	Sep 2003	Jun 2011
Knowledge is Power Program (San Lorenzo) ⁴	Feb 2003	Aug 2003	N/A
Academy of Culture and Technology (Pomona) ⁵	Nov 2003	Sep 2005	N/A
Leadership Public Schools-San Rafael ⁶	Nov 2003	N/A	N/A
Livermore Valley Charter School	Nov 2004	Sep 2005	Jun 2008
Leadership Public Schools-Hayward	Mar 2005	Sep 2005	Mar 2008
High Tech High-Bayshore ⁷	Jan 2006	Sep 2005	Jun 2011

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION (Cont.)

- ¹ Approved by the SBE, but renewed by the Oakland Unified School District.
- ² Approved by the San Francisco Unified School District, but the SBE became the authorizer at the time of first renewal.
- ³ Initially scheduled to open in September 2002, but granted two one-year extensions.
- ⁴ Approved by SBE, but renewed by the San Lorenzo Unified School District.
- ⁵ Charter revoked by the SBE effective June 30, 2006.
- ⁶ Charter surrendered in June 2005.
- ⁷ Approved by San Mateo County Office of Education for one year only. The SBE renewed the charter and assumed oversight effective July 1, 2006.

Since January 1994, the SBE and the State Superintendent of Public Instruction have jointly approved eight all-charter districts that include a total of 15 schools. All-charter districts became operative in the year approved.

District Name (County)	Approval Date	Renewal Date
Pioneer Union Elementary School District (Kings)	Jan 1994	May 2009
Kingsburg Union Elementary School District (Fresno)	May 1996	Jun 2011
Delta View Joint Union Elementary School District (Kings)	Jun 1999	May 2009
Hickman Community Charter District (Stanislaus)	Jul 1994	Jan 2010
Alvina Elementary Charter School District (Fresno)	Jul 2000	May 2010
Island Union Elementary School District (Kings)	Oct 2000	May 2010
Kings River-Hardwick School District (Kings)	May 2001	May 2009
Jacoby Creek Charter School District (Humboldt)	Jun 2002	Jan 2009

In January 2006, the SBE approved the first statewide benefit charter school which plans to begin operating two schools in 2007 and may include as many as ten schools by 2012.

Statewide Benefit Charter School Name	Approval Date	Opening Date	Renewal Date
High Tech High	Jan 2006	Sep 2007	Jun 2012

SUMMARY OF KEY ISSUES

Pursuant to *Education Code (EC)* Section 47605(j), as of January 1, 1999, a charter school petition that had been denied approval by a local educational agency (LEA) could be presented directly to the SBE on appeal. As of January 1, 2003, a charter school petition (in most cases) must first be denied by both a local school district and a county office of education before it may be presented to the SBE on appeal.

EC Section 47605.8 allows a charter school petitioner to submit a petition directly to the SBE for the operation of a statewide benefit charter school that may operate at multiple sites throughout the state. The SBE may not approve the petition for a statewide benefit charter school unless it finds that the charter school will provide instructional services of statewide benefit that cannot be provided by a charter school operating in only one school district or only one county.

SUMMARY OF KEY ISSUES (Cont.)

As the charter authorizer, the SBE has monitoring responsibilities for its charter schools. The CDE Charter Schools Division staff monitors the charter schools on the SBE's behalf and provides periodic reports on the charter schools. As a result of the passage of Assembly Bill (AB) 1137 (Chapter 892, Statutes of 2003), the oversight responsibilities of authorizing entities, including the SBE, have been more clearly defined (*EC* Section 47604.32). All authorizing entities are required to identify a contact person, visit the charter school annually, ensure compliance with all reporting requirements, monitor the fiscal condition, and provide notification regarding renewal, revocation, or ceasing of operations. AB 1137 also amended *EC* Section 47607 pertaining to the renewal or revocation of charters including the addition of performance criteria to be met prior to receiving a charter renewal. The law provides that the cost of performing these duties shall be funded with supervisory oversight fees collected pursuant to *EC* Section 47613 (an amount not to exceed one percent of the school's general purpose and categorical program revenue in most cases).

There are currently two staff in the Charter Schools Division assigned to oversee the eight SBE-approved charter schools currently operating, the eight all-charter districts, and the one statewide benefit charter. Assigned staff make periodic site visits to the SBE-authorized charter schools and all-charter districts.

For charter schools authorized by the SBE on appeal, *EC* Section 47605(k)(1) currently provides that the SBE may, by mutual agreement, designate its supervisory and oversight responsibilities to any local educational agency in the county in which the charter school is located or to the governing board of the school district that first denied the petition (although this has never been done). Similarly, for statewide benefit charters, *EC* Section 47605.8(c) provides, as a condition of approval, that the SBE may enter into an agreement with a third party, at the expense of the charter school, to oversee, monitor, and report on the operations of the charter school.

With regard to all-charter districts (which are established by joint approval of the SBE and the State Superintendent of Public Instruction), county offices of education currently provide a significant amount of assistance and oversight under AB 1200 (Chapter 1213, Statutes of 1991). Unlike the two types of SBE-approved charters, there is no specific provision for contracting or designating by agreement the oversight responsibility for all-charter districts.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no specific action requested under this item, so no fiscal impact can be identified.

ATTACHMENT(S)

None



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

SUBJECT	
High Tech High Bayshore: Material Revision of Charter	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends the State Board of Education (SBE) approve two material revisions of the High Tech High (HTH) Bayshore charter in response to concerns raised by the San Mateo County Superintendent of Schools.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In March 2006, the SBE approved (on appeal) the renewal of the HTH Bayshore charter for the five-year period required by law. The charter was originally approved by the San Mateo County Board of Education, but for one year only (2005-06). The SBE became the charter authorizing entity effective July 1, 2006.

SUMMARY OF KEY ISSUES

In May 2006, the San Mateo County Superintendent of Schools, Jean K. Holbrook, wrote the SBE to relay certain concerns regarding the manner in which HTH Bayshore responds to students whose academic performance is below expectations. Subsequently, Joe Feldman, Director of HTH Bayshore, responded, indicating how school operations would be modified. In addition, HTH Bayshore proposed two material revisions to its charter addressing these issues.

The first revision addresses some inconsistencies pertaining to the consequences of students' failure to meet the school's academic benchmarks. HTH Bayshore proposes incorporating the following paragraph in the charter:

Minimum Grade Requirements for Core Courses

HTH requires that students receive a C- or higher in all core academic courses. Students not receiving a C- or better in all core courses have the option of attending summer school or repeating the grade in order to achieve the minimum grade requirement for core courses.

SUMMARY OF KEY ISSUES (Cont)

The second revision addresses greater specificity within the charter's Plan for English Learners (ELs), incorporating a discussion of tutoring and other supports. HTH Bayshore proposes incorporating in the following paragraph:

Plans for Tutoring

EL students receive support both inside and outside their core academic classes. Within the class, lessons and assessments are differentiated and incorporate Specially Designed Academic Instruction in English strategies. EL students scoring at intermediate proficiency or below attend a separate pull-out English Language Development class. EL students are also provided a system of supplemental academic assistance including study support classes (to receive assistance with homework and class assignments), and teacher-hosted tutoring after school. Additionally, we also have a Spanish-Speaking Parent Organization that meets monthly to discuss school issues and to plan ways to support students.

In addition to the foregoing, HTH (as an organization) has pledged to maintain direct responsibility for all translated documents in its headquarters to ensure that the work is performed by certified translators and is accurate.

The CDE recommends that the SBE approve the material revisions explained above to be incorporated in the HTH Bayshore charter along with the substantive and technical charter changes approved by the SBE at the time it granted the renewal.

FISCAL ANALYSIS (AS APPROPRIATE)

There would be no state cost associated with approval of the proposed material revisions of the HTH Bayshore charter.

ATTACHMENT(S)

None



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

SUBJECT	
Edison Charter Academy: Material Revision of Charter	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends the State Board of Education (SBE) approve a material revision to the charter of the Edison Charter Academy (ECA) reflecting that the school has been granted membership in the El Dorado County Charter Consortium Special Education Local Plan Area (SELPA) for purposes of the provision of special education programs and services.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

ECA was originally granted a charter by the San Francisco Unified School District (SFUSD) in 1998. In 2001, the SFUSD governing board denied the renewal petition submitted by the school. ECA appealed to the SBE and was granted a renewal in July 2001. In March 2006, the SBE granted ECA a subsequent renewal with numerous conditions, chief of which that ECA maintain a current written agreement with the SFUSD SELPA or another SELPA for the provision of special education services.

There are a total of eight charter schools approved by the SBE that are currently operating in the state.

SUMMARY OF KEY ISSUES

The SBE approved ECA's request for renewal at its meeting on March 8, 2006, subject to a number of conditions. Two of the conditions directed ECA to (1) maintain a current written agreement with the SFUSD SELPA or another SELPA for the provision of special education services, and (2) modify language in the charter to state ECA will enter into a contract with SFUSD to delineate respective roles and responsibilities with respect to the provision of special education services and add language that allows ECA to explore other SELPA possibilities. These conditions were placed on ECA because it appeared that there were numerous points of disagreement between ECA and SFUSD regarding the amount of encroachment ECA should pay and how special education services were to be provided.

SUMMARY OF KEY ISSUES (Cont)

ECA and SFUSD were ultimately not able to work out a mutually agreeable arrangement for the continued provision of special education services; therefore, ECA sought membership in the El Dorado County Charter Consortium SELPA. In late June, ECA and the SELPA were able to reach agreement for participation. The El Dorado County Charter Consortium SELPA director has provided CDE written verification that it is willing to accept ECA into the SELPA as a local education agency (LEA) and that the SELPA is further satisfied that the SFUSD SELPA has no problem with terminating its services to ECA.

The written and signed agreement between ECA and the El Dorado County Charter Consortium SELPA provide that the SELPA will distribute special education funding to ECA, which in turn will be responsible for providing special education support and services to its students. ECA is to be responsible for providing the full range of services as required under law, including:

- Hiring and supervision of special education teachers
- Organizing and administering IEP Teams
- Maintaining the Resource Specialist Program
- Arranging for transportation, as necessary
- Documentation and reporting of assessment procedures used for the placement of students

- Conducting the review of individual placements requested by parents
- Preparation and submission of all required reports to the SELPA
- Provision of representation on the various SELPA steering and advisory committees

This arrangement treats ECA as a full LEA with responsibility for the entire range of activities required under special education law. This is a departure from ECA's previous arrangement with SFUSD, in which the district provided the employees and conducted the programs for the school. The El Dorado County Consortium SELPA will, according to the terms of the agreement, take an active role in the oversight of ECA's activities, be responsible for overall program coordination and training, and will expect the school to comply with all required reporting. CDE staff believes this arrangement is a workable and mutually beneficial one for both parties. Since this SELPA arrangement is new for ECA, and a few other charter schools, we will monitor it closely over the next year. A copy of the agreement is attached.

SUMMARY OF KEY ISSUES (Cont)

Finally, ECA has amended its charter to reflect this new arrangement and to remove references to special education services being provided through SFUSD. CDE staff believes the changes to the charter are consistent with the new arrangement with the El Dorado County Consortium SELPA, and as such, we recommend the revision to the charter be approved.

FISCAL ANALYSIS (AS APPROPRIATE)

The material changes to the ECA charter would have essentially no impact on state funding overall. ECA's participation in the El Dorado County Charter Consortium SELPA instead of the SFUSD SELPA will result in some shifting of funds between these two entities.

ATTACHMENT(S)

Attachment 1: Agreement for Participation: El Dorado County Charter Consortium Local Plan for Special Education (12 Pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the SBE Office)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

SUBJECT	
Assignment of Numbers for Charter School Petitions	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

RECOMMENDATION

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

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

Since the charter school law was enacted in 1992, the SBE has assigned numbers to 833 charter schools, including some approved by the SBE after denial by the local educational agencies, and eight all-charter districts. Of the 833 schools numbered, approximately 633 are expected to be operating in the 2006-07 school year.

SUMMARY OF KEY ISSUES

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

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

FISCAL ANALYSIS (AS APPROPRIATE)

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

ATTACHMENT(S)

Attachment 1: Assignment of Numbers for Charter School Petitions (2 pages)

Additional information will be provided in a last minute memorandum.

SEPTEMBER 2006 STATE BOARD OF EDUCATION MEETING
Assignment of Numbers for Charter School Petitions

Number	Charter Name	County	Authorizing Entity	Charter School Contact
834	UC Online Academy, Mendocino	Mendocino	Mendocino County Office of Education	Lynda M. Rogers UCCP Hdqtrs. 3004 Mission St., Ste. 200 Santa Cruz, CA 95060 831-459-7168
835	Summit Preparatory Charter High School	San Mateo	Sequoia Union High School District	Diane Tavenner 260 James Ave. Redwood City, CA 94062 650-683-0455
836	Arts & Technology High School of Hayward	Alameda	Hayward Unified School District	Jen Davis 3750 Scott St., #204 San Francisco, CA 94123 415-922-1904
837	ARISE High School	Alameda	Oakland Unified School District	Romeo Garcia 5000 MacArthur Blvd. Oakland, CA 94613 510-430-3320
838	California Virtual Academy @ Los Angeles	Los Angeles	West Covina Unified School District	James Konantz 2360 Shasta Way, Unit B Simi Valley, Ca 93065 805-581-0202
839	Wisdom Academy For Young Scientists	Los Angeles	Los Angeles Unified School District	Kendra & Godfrey Okonkwo 706 East Manchester Ave. Los Angeles, CA 90001 323-589-8946

Number	Charter Name	County	Authorizing Entity	Charter School Contact
840	California Virtual Academy @ Kings	Los Angeles	Armona School District	James Konantz 2360 Shasta Way, Unit B Simi Valley, CA 93065 805-581-0202

Note: To date, the State Board of Education has issued 833 charter numbers. Approximately 633 charter schools are expected to be operating in the 2006-07 school year, in addition to the eight all-charter districts. The difference between charter numbers issued and charter schools actually operating reflects:

- Schools that have closed (i.e., because of non-renewal, revocation, or voluntary closure);
- Schools that never opened and no longer appear active; and
- Schools that are actively being prepared for opening but are not yet in operation.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

SUBJECT	
Charter Schools: Approval of a Determination of Funding for 2005-06 (retroactive), 2006-07, and 2007-08 for Summit Charter School (Charter #301, CDS Code 26-10264-2630119)	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve a determination of funding for Summit Charter School (Charter #301, CDS Code 26-10264-2630119) at the 100 percent level for three years, 2005-06 (retroactive), 2006-07, and 2007-08, pursuant to *Education Code (EC)* sections 47612.5 and 47634.2, and *California Code of Regulations (CCR)*, Title 5, sections 11963 to 11963.6, inclusive, as recommended by the Advisory Commission on Charter Schools (ACCS).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

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

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

SUMMARY OF KEY ISSUES

At its meeting on July 24, 2006, the ACCS recommended that the SBE approve a funding determination for Summit Charter School at the 100 percent level for three years, 2005-06 (retroactive), 2006-07, and 2007-08. The lateness of the submission

SUMMARY OF KEY ISSUES (Cont)

in this case resulted from the untimely death of the district's business manager, who had historically filed funding determination requests on the school's behalf.

The ACCS recommendation reflects revised *CCR*, Title 5 regulations that became operative on December 6, 2005. The regulations specify the criteria that nonclassroom-based charter schools must meet to receive recommendations for various determination of funding levels. To receive a recommendation for a determination of funding at the 100 percent level, the criteria state that at least 40 percent of the school's public revenues must be spent on certificated employee salaries and benefits, at least 80 percent of all revenues must be spent on instruction and related services, and the student-to-teacher ratio must not exceed 25 to 1 or the student-to-teacher ratio of the largest unified school district in the county or counties in which the charter school operates.

Pursuant to *EC* Section 47634.2(a)(4), the reasons justifying a level higher than 70 percent for Summit Charter School in 2005-06, 2006-07, and 2007-08 are that (1) the school met the minimum criteria specified in regulation for the 100 percent level, and (2) the school presented sufficient evidence (taking the totality of the request into account along with any other credible information that may have been available) that the 100 percent funding determination level is necessary for the school to maintain nonclassroom-based instruction that is conducted for the instructional benefit of the student and is substantially dedicated to that function, consistent with *CCR*, Title 5, Section 11963.4(a)(3).

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of a 100 percent funding determination for Summit Charter School for 2005-06 (retroactive), 2006-07, and 2007-08 would have essentially no impact on state expenditures overall. It could have a very minor impact on the distribution of state funds among local educational agencies.

ATTACHMENT(S)

None



CALIFORNIA STATE BOARD OF EDUCATION

September 2006 AGENDA

SUBJECT	
Chief Business Officer Training Program – Approve Training Candidates	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve candidates nominated by their local educational agencies (LEAs) for the Chief Business Officer (CBO) Training Program (Attachment 1).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

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

SUMMARY OF KEY ISSUES

Following the SBE's approval of training providers at its May 2006 meeting, LEAs were informed they could apply for funding on behalf of their CBO candidates. A total of 209 candidates have already been approved by the SBE. Following the SBE's approval of training candidates currently being recommended for approval, we will have exhausted all available funding for fiscal year 2006-07. Subsequent recommendations for approval will commence when additional funding is provided, not sooner than fiscal year 2007-08.

An LEA recommended for approval has given its signed assurance that:

- The nominated training candidate has committed to provide no less than two years of continuous service to a state public school following completion of the training;
- It understands the CDE will withhold the amount of funds received from its next principal apportionment if the nominated candidate does not participate in or complete the training; and

SUMMARY OF KEY ISSUES (CONT.)

- It will provide information about its fiscal certification status, the candidate's employment and retention status, and any other data requests made by the CDE to fulfill reporting requirements.

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

FISCAL ANALYSIS (AS APPROPRIATE)

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

ATTACHMENT(S)

Attachment 1: CBO Training Candidates Recommended for Approval (5 Pages)

CBO Training Candidates Recommended for Approval

County	Local Educational Agency	Candidates Nominated	Selected Training Provider	Troubled District
Alameda	Alameda County Office of Education	1	CASBO	
Alameda	Piedmont Unified School District	1	CASBO	Y
Alameda	San Lorenzo Unified School District	1	CASBO	
Colusa	Pierce Joint Unified School District	1	CASBO	
Colusa	Williams Unified School District	1	CASBO	
Contra Costa	Contra Costa SELPA	1	CASBO	
Contra Costa	Acalanes Union High School District	1	CASBO	
Contra Costa	Orinda Union School District	1	USC, Rossier	
Contra Costa	West Contra Costa Unified School District	1	CASBO	Y
Fresno	Fresno County Office of Education	2	CASBO	
Fresno	American Union School District	1	CASBO	
Fresno	School of Unlimited Learning	1	CASBO	
Fresno	Fresno Preparatory Academy	1	CASBO	
Fresno	Kingsburg Joint Union School District	1	CASBO	
Fresno	Laton Joint Unified School District	1	CASBO	
Fresno	Crescent View Charter High School	1	CASBO	
Fresno	Raisin City School District	1	CASBO	
Fresno	Central Unified School District	1	CASBO	
Fresno	Kerman Unified School District	1	CASBO	Y
Glenn	Hamilton Union Elementary School District	1	USC, Rossier	
Glenn	Princeton Joint Unified School District	1	CASBO	
Humboldt	Humboldt County Office of Education	3	CASBO	
Humboldt	Fortuna Union High School District	1	CASBO	
Humboldt	Ferndale Unified School District	1	CASBO	Y
Imperial	San Pasqual Valley Unified School District	1	CASBO	
Kern	Kern County Office of Education	3	CSU, Bakersfield	

County	Local Educational Agency	Candidates Nominated	Selected Training Provider	Troubled District
Kern	Arvin Union School District	2	CSU, Bakersfield	
Kern	Bakersfield City School District	3	CSU, Bakersfield	
Kern	Beardsley Elementary School District	2	CSU, Bakersfield	
Kern	Delano Joint Union High School District	1	CSU, Bakersfield	
Kern	Di Giorgio School District	2	CSU, Bakersfield	
Kern	Fairfax School District	2	CSU, Bakersfield	
Kern	Fairfax School District	1	USC, Rossier	
Kern	General Shafter School District	1	CSU, Bakersfield	
Kern	Kern High School District	4	CSU, Bakersfield	
Kern	Richland School District	1	USC, Rossier	
Kern	Lost Hills Union School District	1	USC, Rossier	Y
Kern	Pond Union School District	1	* CSU, Bakersfield	Y
Kern	Rosedale Union Elementary School District	1	CSU, Bakersfield	
Kern	Standard School District	1	CSU, Bakersfield	
Kern	Wasco Union School District	1	CSU, Bakersfield	
Kings	Kings County Office of Education	1	CASBO	
Kings	Lamont School District	2	CSU, Bakersfield	
Kings	Armona Union Elementary School District	3	CASBO	
Kings	Kings River-Hardwick Unified School District	1	CASBO	Y
Kings	Lakeside Union Elementary School District	1	CASBO	Y
Lake	Lucerne Elementary School District	1	CASBO	
Lassen	Shaffer Elementary School District	1	CASBO	Y
Los Angeles	Castaic Union School District	1	USC, Rossier	
Los Angeles	El Segundo Unified School District	1	USC, Rossier	
Los Angeles	Keppel Union School District	1	CSU, Bakersfield	
Los Angeles	Los Angeles Unified School District	12	USC, Rossier	Y
Los Angeles	Lynwood Unified School District	1	CASBO	
Los Angeles	Palos Verdes Peninsula Unified School District	1	CASBO	

County	Local Educational Agency	Candidates Nominated	Selected Training Provider	Troubled District
Los Angeles	Pomona Unified School District	1	CASBO	Y
Los Angeles	Rowland Unified School District	1	USC, Rossier	
Madera	Madera County Office of Education	2	CASBO	
Madera	Chawanakee Unified School District	1	CASBO	
Marin	Marin County Office of Education	2	USC, Rossier	
Marin	Ross Valley Elementary School District	1	USC, Rossier	
Mariposa	Mariposa County Unified School District	1	CASBO	
Mendocino	Mendocino County Office of Education	1	CASBO	
Merced	Merced County Office of Education	1	CASBO	
Merced	Merced Union High School District	1	CASBO	
Monterey	King City Union School District	1	USC, Rossier	
Monterey	Monterey Peninsula Unified School District	1	CASBO	
Monterey	Salinas City Elementary School District	1	CASBO	Y
Monterey	San Antonion Union Elementary School District	1	USC, Rossier	
Monterey	Santa Rita Union School District	1	CASBO	Y
Monterey	Spreckels Union School District	1	CASBO	Y
Monterey	North Monterey County Unified School District	1	CASBO	Y
Nevada	Nevada Joint Union High School District	1	USC, Rossier	
Orange	Orange County Office of Education	1	CASBO	
Orange	Fullerton Elementary School District	1	USC, Rossier	Y
Orange	Fullerton Joint Union High School District	1	USC, Rossier	
Orange	Santa Ana Unified School District	1	CASBO	Y
Placer	Newcastle Elementary School District	1	CASBO	
Placer	Placer Union High School District	1	CASBO	
Plumas	Plumas Unified School District	1	USC, Rossier	
Riverside	Hemet Unified School District	1	UC, Riverside	
Sacramento	Grant Joint Union High School District	2	CASBO	
Sacramento	Sacramento City Unified School District	1	CASBO	

County	Local Educational Agency	Candidates Nominated	Selected Training Provider	Troubled District
San Benito	San Benito County Office of Education	1	USC, Rossier	
San Bernardino	ASA Charter School	1	CSDC	
San Bernardino	Victor Valley Union High School District	1	UC, Riverside	
San Bernardino	Baker Valley Unified School District	1	USC, Rossier	Y
San Bernardino	Fontana Unified School District	1	USC, Rossier	
San Diego	San Diego County Office of Education	1	CASBO	
San Diego	Chula Vista Elementary School District	1	USC, Rossier	
San Diego	Escondido Union High School District	1	CASBO	
San Diego	Fallbrook Union High School District	1	CASBO	
San Diego	Grossmont Union High School District	1	CASBO	
San Diego	Jamul-Dulzura Union School District	1	CASBO	
San Diego	National School District	1	CASBO	
San Diego	Valley Center-Pauma Unified School District	1	CASBO	
San Joaquin	New Hope School District	1	CASBO	Y
San Joaquin	Stockton Unified School District	1	CASBO	
San Luis Obispo	San Luis Obispo County Office of Education	1	CASBO	
Santa Barbara	Santa Maria Joint Union High School District	1	CASBO	
Santa Clara	East Side Union High School District	2	CASBO	Y
Santa Clara	Downtown College Prep	1	CSDC	
Santa Clara	Union Elementary School District	1	CASBO	
Sonoma	Santa Rosa City Schools	1	USC, Rossier	
Sutter	Sutter County Office of Education	1	CASBO	
Sutter	East Nicolaus Joint Union High School District	1	CASBO	
Tehama	Corning Union High School District	1	USC, Rossier	
Trinity	Trinity County Office of Education	1	CASBO	
Tulare	Exeter Union High School District	1	CASBO	
Tulare	Hot Springs School District	1	* CSU, Bakersfield	
Tulare	Liberty Elementary School District	1	CASBO	

County	Local Educational Agency	Candidates Nominated	Selected Training Provider	Troubled District
Tuolumne	Jamestown School District	1	CASBO	
Yolo	Yolo County Office of Education	1	CASBO	
Yuba	Yuba County Office of Education	2	CASBO	
	Total Training Candidates	146		

* Previously SBE approved; change in training provider requested.



CALIFORNIA STATE BOARD OF EDUCATION

September 2006 AGENDA

SUBJECT Chief Business Officer Training Program – Approve Training Provider	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing
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RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve Total School Solutions as a state-qualified training provider for the Chief Business Officer (CBO) Training Program.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In May 2006, the SBE approved five state-qualified training providers for the CBO Training Program (Senate Bill 352, Chapter 356, Statutes of 2005). A sixth provider was approved in July 2006. This program, administered by the State Superintendent of Public Instruction with the approval of the SBE, provides incentive funding for school districts, county offices of education, and charter schools to send candidates to CBO training by these approved providers.

SUMMARY OF KEY ISSUES

Prospective training providers must submit an online application to be state-qualified providers of the CBO Training Program. The SBE has approved six providers to date; a seventh application was received since the last SBE meeting and is recommended for approval.

The seventh applicant, Total School Solutions, was evaluated to ensure that the curriculum offered is consistent with the SBE-approved curriculum, including the minimum number of hours for each category; that the training setting and mode of delivery is appropriate; that the entity has background and experience in providing professional school business training, or demonstrated its potential for providing such training; and that all necessary assurances were signed.

FISCAL ANALYSIS (AS APPROPRIATE)

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

ATTACHMENT(S)

None



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

SUBJECT	
No Child Left Behind Act of 2001: Approve Local Educational Agency Plans, Title 1, Section 1112	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

RECOMMENDATION

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

As of the July 2006 meeting, the SBE has approved a total of 1,284 LEA Plans.

SUMMARY OF KEY ISSUES

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

FISCAL ANALYSIS (AS APPROPRIATE)

There is no fiscal impact to state operations.

ATTACHMENT(S)

A last minute memorandum will be provided with a list of Local Educational Agency Plans for Direct-Funded Charter Schools Recommended for Full State Board of Education Approval, September 2006.

State of California

Department of Education

LAST MINUTE MEMORANDUM

DATE: August 29, 2006

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

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

RE: Item No. 23

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

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

With the SBE's approval of these Plans, a total of 1290 LEAs will have fully approved Plans.

The following LEAs needs approval:

CoDistCode	SchCode	Direct-Funded Charter School
1563628	6121024	California Virtual Academy @ Kern
3767991	0108563	Excellence and Justice in Education Elementary Academy
3768403	6120893	California Virtual Academy @ San Diego
4168882	0107565	California Virtual Academy @ San Mateo
4970797	0107284	California Virtual Academy @ Sonoma
5572363	0100099	California Virtual Academy @ Jamestown



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

SUBJECT	
Mathematics and Reading Professional Development Program, Assembly Bill 466 (Chapter 737, Statutes of 2001): Approve Reimbursement Requests from Local Educational Agencies	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

RECOMMENDATION

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

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

SUMMARY OF KEY ISSUES

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

The specific amount for each LEA is determined by the number of teachers trained as specified on their submitted Request for Reimbursement Form. CDE staff, in accordance with the law and regulation of the program, verify the amount requested.

FISCAL ANALYSIS (AS APPROPRIATE)

The legislature appropriated \$31.7 million (General Fund) for the AB 466 program for 2005-06. To date the CDE has received \$31,750,000 in 2005-06 claims and has issued \$9,253,750 in 2005-06 payments. LEAs on Attachment 1 will be reimbursed from the appropriation for 2005-06. Although the CDE has received a few claims for 2006-07, processing is not yet complete so they do not appear in this agenda item.

ATTACHMENT(S)

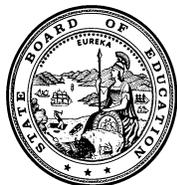
Attachment 1: List of LEAs submitting certification of assurance via a signed **Request for Reimbursement Form**: Fiscal Years Prior to 2006-07 (September 2006) (4 Pages)

List of LEAs submitting certification of assurance via a signed Request for Reimbursement Form: Fiscal Years Prior to 2006-07 (September 2006)							
COUNTY	LEA NAME	NUMBER OF TEACHERS				PROVIDER	MATERIALS
		Reading 40 Hours	Reading 80 Hours	Mathematics 40 Hours	Mathematics 80 Hours		
Butte	Biggs Unified			1		Sacramento COE	McDougal Littell, <i>Concepts and Skills, Algebra</i>
Butte	Pioneer Union Elementary	2				RIC, Butte COE	Houghton Mifflin, <i>A Legacy of Literacy</i>
Colusa	Colusa Unified	9				RIC, Butte COE	Houghton Mifflin, <i>A Legacy of Literacy</i>
Contra Costa	John Swett Unified	2				Sopris West	Sopris West, <i>LANGUAGE!</i>
Fresno	Golden Plains Unified			20		Fresno COE	Harcourt School Publishers, <i>Harcourt Math</i>
Fresno	Kerman Unified	6				RIC, San Joaquin COE	Houghton Mifflin, <i>A Legacy of Literacy</i>
Kern	Lamont Elementary	6				Center for Applied Research	SRA/McGraw-Hill, <i>REACH</i>
Kern	Rosedale Union Elementary		5			District	Houghton Mifflin, <i>A Legacy of Literacy</i>
Kern	Wasco Union Elementary	5				Sacramento COE	Prentice Hall, <i>Timeless Voices, Timeless Themes</i>

COUNTY	LEA NAME	NUMBER OF TEACHERS				PROVIDER	MATERIALS
		Reading 40 Hours	Reading 80 Hours	Mathematics 40 Hours	Mathematics 80 Hours		
Kings	Hanford Joint Union High	18				Sacramento COE	McDougal Littell, <i>Reading and Language Arts</i>
Los Angeles	Lancaster Elementary	2				RIC, Los Angeles COE	Houghton Mifflin, <i>A Legacy of Literacy</i>
Los Angeles	Montebello Unified	30				Sacramento COE	Hampton Brown, <i>High Point</i>
Merced	Gustine Unified	4				Sacramento COE	SRA/McGraw -Hill, <i>REACH</i>
Merced	Merced City Elementary			72		Merced COE	Harcourt School Publishers, <i>Harcourt Math</i>
Merced	Merced Union High				10	Prentice Hall	Prentice Hall, <i>Algebra I, California Edition</i>
Merced	Plainsburg Union Elementary	2				RIC, San Joaquin COE	Houghton Mifflin, <i>A Legacy of Literacy</i>
Placer	Roseville City Elementary	19				RIC, Sacramento COE	SRA/McGraw -Hill, <i>Open Court 2002</i>
Sacramento	Natomas Unified			1		Sacramento COE	McDougal Littell, <i>Concepts and Skills, Course 2</i>
Sacramento	Sacramento County Office of Education	12				Sacramento COE	SRA/McGraw -Hill, <i>REACH</i>

COUNTY	LEA NAME	NUMBER OF TEACHERS				PROVIDER	MATERIALS
		Reading 40 Hours	Reading 80 Hours	Mathematics 40 Hours	Mathematics 80 Hours		
San Bernardino	San Bernardino City Unified	10				Sacramento COE	Prentice Hall, <i>Timeless Voices, Timeless Themes</i>
San Diego	Alpine Union Elementary	8				Sacramento COE	McDougal Littell, <i>Reading and Language Arts</i>
San Mateo	Belmont-Redwood Shores Elementary		2			Santa Clara COE	McDougal Littell, <i>Reading and Language Arts</i>
Santa Clara	San Jose Unified	54				RIC, Alameda COE	Houghton Mifflin, <i>A Legacy of Literacy</i>
Sutter	Brittan Elementary		2			Sutter COE	Houghton Mifflin, <i>A Legacy of Literacy</i>
Sutter	Live Oak Unified			10		Sacramento COE	Saxon Publishers, <i>Math 65</i>
Sutter	Sutter County Office of Education	9				Sacramento COE	Hampton Brown, <i>High Point</i>
Tehama	Evergreen Union	5				RIC, Butte COE	Houghton Mifflin, <i>A Legacy of Literacy</i>
Tulare	Cloverdale Unified	31				SRA/McGraw-Hill	SRA/McGraw-Hill, <i>Open Court 2002</i>

COUNTY	LEA NAME	NUMBER OF TEACHERS				PROVIDER	MATERIALS
		Reading 40 Hours	Reading 80 Hours	Mathematics 40 Hours	Mathematics 80 Hours		
Tulare	Porterville Unified			40		Sacramento COE	Prentice Hall, <i>Pre-Algebra, Algebra, California Edition</i>
Ventura	Ojai Unified			5		Sacramento COE	McDougal Littell, <i>Concepts and Skills, Algebra</i>
Ventura	Rio Elementary			73		Fresno COE	Harcourt School Publishers, <i>Harcourt Math</i>
TOTAL		224	19	222	0		



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

SUBJECT	
Mathematics and Reading Professional Development Program, Assembly Bill 466 (Chapter 737, Statutes of 2001): Approval of Training Providers and Training Curricula	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the providers and training curricula listed on Attachment 1 for the professional development under the provisions of the Mathematics and Reading Professional Development Program, Assembly Bill (AB) 466 (Chapter 737, Statutes of 2001).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At the February 2002 meeting, the SBE approved criteria for the approval of training providers and training curricula. The SBE has since approved AB 466 training providers and training curricula. The list of current SBE-approved AB 466 providers is available on the CDE Web site at <http://www.cde.ca.gov/pd/ca/ma/mard03sbetrngprvdr.asp>.

SUMMARY OF KEY ISSUES

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 SBE-approved criteria and have been approved by the SBE, local educational agencies (LEAs) may contact the approved providers for AB 466 professional development.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of additional AB 466 providers allows more choices for LEAs in selecting training providers, for which \$31.7 million was allocated for fiscal year 2005-06. Approval of additional providers does not affect the total dollars available.

ATTACHMENT(S)

Attachment 1: Providers and Training Curricula Recommended for Board Approval
(1 page)

Providers and Training Curricula Recommended for Board Approval

Mathematics and Reading Professional Development Program (Assembly Bill 466) review panel recommends approval of the following providers and training curricula:

Provider: Action Learning Systems

Curriculum: Hampton Brown, *High Point*

Grade Levels: Four through eight

Provider: Action Learning Systems

Curriculum: McDougal Littell, Inc., *Reading & Language Arts Program*

Grade Level: Seven and nine

Provider: Action Learning Systems

Curriculum: Holt, Rinehart and Winston, *Literature and Language Arts*

Grade Level: Six and eight

Provider: CTB McGraw Hill

Curriculum: Harcourt School Publishers, *Harcourt Math*

Grade Level: Kindergarten, one through three, and five

Provider: CTB McGraw Hill

Curriculum: Scott Foresman, *Scott Foresman CA Mathematics*

Grade Level: Kindergarten, one through three, and five



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

SUBJECT	
The Principal Training Program, Assembly Bill 75 (Chapter 697, Statutes of 2001): Approval of Applications for Funding from Local Educational Agencies and Consortia	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the attached lists of local educational agencies (LEAs) and consortia that have submitted applications for funding under The Principal Training Program (PTP), Assembly Bill (AB) 75 (Chapter 697, Statutes of 2001).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE approved criteria and requirements for PTP applications at the February 2002 meeting.

With the passage of AB 430, CDE staff convened a focus group of a cross-section of various stakeholders throughout the state to amend the criteria and guidelines. In January 2006, the SBE approved the new statutory language added to the existing criteria and guidelines.

SUMMARY OF KEY ISSUES

Effective July 1, 2006, the current PTP will be reauthorized as the Administrator Training Program (AB 430 [Chapter 364, Statutes of 2005]). Previously approved training providers have submitted amended training curriculum that have been reviewed and accepted by CDE staff to ensure that all new requirements are included.

The PTP requires the SBE to approve all LEA applicants for funding by name only. Initial funding is dispersed once the LEA enters the participant name into the Management System for Principal Training (MSPT). Subsequent payments are dispersed once the training provider records the completed hours into the MSPT.

FISCAL ANALYSIS (AS APPROPRIATE)

Actual LEA reimbursements are dependent upon further information to be provided by LEAs and training providers, such as names of administrator participants and number of hours in actual training. LEAs receive a payment of \$1,200 per participant, once the participant name is entered into the MSPT. A second payment of \$900 is disbursed once the first 80 hours of training is recorded into the MSPT. A final payment of \$900 is disbursed once the participant completes 160 hours of training. It is feasible that initial award requests will be amended throughout the funding period. Estimated State expenditures resulting from this action: \$96,000.

ATTACHMENT(S)

Attachment 1: Principal Training Program, Local Educational Agencies Recommended for State Board of Education Approval September 2006 (1 Page)

Attachment 2: Principal Training Program, Program Summary September 2006 (1 Page)

PRINCIPAL TRAINING PROGRAM
Local Educational Agencies Recommended
For State Board of Education Approval
September 2006

Applications received during the month of June 2006

LOCAL EDUCATIONAL AGENCIES	Total Number of Site Administrators	Total Amount of State Funding Requested
FRESNO Kerman Unified	5	\$15,000
TULARE Burton Elementary School District Terra Bella Union Elementary Tulare City Elementary	6 3 18	\$18,000 \$9,000 \$54,000
TOTAL	32	\$96,000 (32 x \$3,000)

**PRINCIPAL TRAINING PROGRAM
Program Summary
September 2006**

CURRENT REQUEST SUMMARY

Applications received in June 2006

Total number of LEAs recommended for September Approval.....	4
Total number of administrators.....	32
Total state funds requested by Single LEAs for September approval: (32 x \$3,000).....	\$96,000
Total number of new Consortia recommended for September approval.....	None
(New participants added: 0) (0 x \$3,000).....	\$0
Total State Funds Requested.....	\$96,000
(32 LEAs and 0 new Consortium participant(s) x \$3,000)	

SUMMARY TO DATE

Total number of participating LEAs (438 Single LEAs plus 272 LEAs included in 20 SBE-approved Consortia.....	710
Total number of administrators anticipated for program participation	11,216

Note: The numbers in the SUMMARY TO DATE have changed due to LEAs withdrawing from the program.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

SUBJECT	
Gifted and Talented Education: Approval of Applications for Funding from Local Educational Agencies	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve 222 local educational agencies (LEAs) for fiscal year (FY) 2006-07 Gifted and Talented Education (GATE) program funding. The list of LEAs recommended for approval is provided in Attachments 1-4. The number of LEAs recommended for one-, two-, three-, and five-year approval are as follows:

- One-year approval – 64 LEAs
- Two-year approval – 79 LEAs
- Three-year approval – 70 LEAs
- Five-year approval – 9 LEAs

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE annually approves LEA applications for GATE program funding in accordance with *Education Code (EC)* Section 52212. In addition to the 222 LEA applications being recommended for funding, there are 546 LEAs with continuing applications that were approved by the SBE in prior years. It is anticipated that the CDE will recommend an additional 32 LEAs at the November SBE meeting for a total of 800 LEAs approved for FY 2006-07 funding. Please see Attachments 1-4.

SUMMARY OF KEY ISSUES

EC Section 52212 authorizes the SBE to approve LEA GATE applications for one, two, and three years based on the quality of the LEA GATE plans in accordance with the criteria in the SBE-approved *Recommended Standards for Programs for Gifted and Talented Students* (see Attachment 5). An application may be approved for a period of five years based on a site validation of the application by the CDE. The LEAs not validated for five-year approval through a site validation receive three-year approval.

FISCAL ANALYSIS (AS APPROPRIATE)

The LEA GATE funding, based on the average daily attendance (a.d.a.) for all students in the LEA, is used to provide program services for identified GATE students. The 2006-07 funding is approximately \$9 per student.

The FY 2006-07 state budget appropriation for the GATE program is \$49,186,000. An additional \$4,294,000 has been deferred to FY 2006-07. Of the funds appropriated, \$2,989,000 is for the purpose of providing a cost-of-living adjustment at a rate of 5.92 percent.

Per *EC* Section 52211, LEA GATE apportionments are calculated through a funding formula that divides the total funding available for gifted and talented education by the statewide total units of a.d.a. in kindergarten through grade twelve reported at the second principal apportionment by all LEAs participating in the program in the current year. An additional deficit factor may be applied in order to align the GATE funding calculations with the available state funding.

ATTACHMENT(S)

Attachment 1: GATE 2006-07 1-Year Approval (3 Pages)

Attachment 2: GATE 2006-07 2-Year Approval (4 Pages)

Attachment 3: GATE 2006-07 3-Year Approval (3 Pages)

Attachment 4: GATE 2006-07 5-Year Approval (1 Page)

Attachment 5: *Recommended Standards for Programs for Gifted and Talented Students*
(9 Pages)

GATE 2006-07 1-Year Approval
64 LEAs

County	District	District Identified GATE Students	Proposed Funding for FY 2006-07
<i>Alpine</i>	Alpine County Unified School District	21	\$2,445
<i>Calaveras</i>	Bret Harte Union High School District	50	\$17,734
<i>Colusa</i>	Colusa Unified School District	88	\$14,335
	Pierce Joint Unified School District	20	\$10,364
<i>Fresno</i>	Fowler Unified School District	62	\$16,872
	Laton Unified School District	120	\$11,882
	Sierra Unified School District	316	\$16,834
<i>Glenn</i>	Hamilton Union Elementary School District	32	\$10,460
<i>Humboldt</i>	Green Point Elementary School District	4	\$2,445
	Mattole Unified School District	10	\$3,670
<i>Inyo</i>	Owens Valley Unified School District	5	\$4,602
<i>Kern</i>	Edison Elementary School District	44	\$16,847
	El Tejon Unified School District	70	\$16,669
	Mojave Unified School District	120	\$20,366
	Wasco Union High School District	101	\$17,734
<i>Lake</i>	Konocti Unified School District	141	\$24,928
	Upper Lake Union School District	24	\$13,116
<i>Lassen</i>	Richmond Elementary School District	35	\$9,665
<i>Los Angeles</i>	Wiseburn Elementary School District	99	\$15,390
<i>Madera</i>	Alview-Dairyland Elementary School District	24	\$10,640
<i>Marin</i>	Dixie Elementary School District	160	\$14,781
<i>Mariposa</i>	Mariposa County Unified School District	177	\$19,806

County	District	District Identified GATE Students	Proposed Funding for FY 2006-07
Mendocino			
	Arena Union Elementary School District	35	\$10,640
Merced			
	Delhi Unified School District	33	\$17,622
Placer			
	Eureka Union Elementary School District	165	\$34,013
Riverside			
	Palo Verde Unified School District	300	\$28,551
Sacramento			
	North Sacramento Elementary School District	112	\$43,376
San Benito			
	San Benito High School District	326	\$23,098
San Diego			
	Dehesa Elementary School District	35	\$12,049
	Fallbrook Union High School District	450	\$23,491
	Julian Union Elementary School District	34	\$11,350
	Valley Center-Pauma Union School District	160	\$33,329
San Joaquin			
	Banta Elementary School District	19	\$8,158
	Jefferson Elementary School District	187	\$12,485
	New Hope Elementary School District	25	\$14,897
	Oak View Union Elementary School District	27	\$9,755
San Mateo			
	Belmont-Redwood Shores School District	174	\$20,009
	Cabrillo Unified School District	272	\$28,776
	La Honda-Pescadero School District	49	\$17,734
	Pacifica School District	442	\$25,273
Santa Barbara			
	Hope School District	50	\$17,734
	Orcutt Union Elementary School District	225	\$110,103
Santa Clara			
	Sunnyvale Elementary School District	635	\$47,522
Santa Cruz			
	Pacific Elementary School District	9	\$2,747
	Soquel Union Elementary School District	150	\$16,797

<i>County</i>	<i>District</i>	<i>District Identified GATE Students</i>	<i>Proposed Funding for FY 2006-07</i>
<i>Siskiyou</i>			
	Butte Valley Unified School District	42	\$9,623
	Delphic Elementary School District	6	\$2,445
	Dunsmuir Elementary School District	38	\$13,833
	Junction Elementary School District	1	\$2,445
	McCloud Union Elementary School District	6	\$5,439
	Weed Union Elementary School District	31	\$10,460
<i>Sonoma</i>			
	Twin Hills Union Elementary School District	44	\$17,734
	West Sonoma County Unified School District	184	\$20,117
<i>Tehama</i>			
	Mineral Elementary School District	3	\$2,445
<i>Tulare</i>			
	Cutler-Orosi Joint School District	174	\$31,441
	Exeter Union Elementary School District	123	\$13,880
	Exeter Union High School District	46	\$11,704
	Farmersville Unified School District	50	\$16,719
	Monson-Sultana Joint Union Elementary School District	49	\$11,110
<i>Tuolumne</i>			
	Big Oak Flat-Groveland School District	93	\$17,025
	Sonora Union High School District	50	\$14,244
	Summerville Union High School District	60	\$9,931
<i>Ventura</i>			
	Briggs Elementary School District	16	\$9,222
<i>Yuba</i>			
	Camptonville Elementary School District	5	\$11,350

GATE 2006-07 2-Year Approval
79 LEAs

County	District	District Identified GATE Students	Proposed Funding for FY 2006-07
<i>Alameda</i>			
	San Leandro Unified School District	1,111	\$67,971
<i>Butte</i>			
	Paradise Unified School District	187	\$36,868
<i>Calaveras</i>			
	Vallecito Union Elementary School District	50	\$17,734
<i>Colusa</i>			
	Maxwell Unified School District	53	\$12,952
<i>Contra Costa</i>			
	Canyon Elementary School District	22	\$9,623
	John Swett Elementary School District	127	\$13,818
<i>El Dorado</i>			
	Camino Union School District	55	\$3,977
<i>Fresno</i>			
	Parlier Unified School District	116	\$26,055
	Sanger Unified School District	314	\$56,137
	Washington Union High School District	53	\$11,103
	Westside Elementary School District	25	\$8,368
<i>Humboldt</i>			
	Bridgeville Elementary School District	16	\$3,670
	Cuddeback Union Elementary School District	9	\$6,276
	South Bay Union Elementary School District	14	\$17,734
<i>Inyo</i>			
	Big Pine Unified School District	20	\$10,460
	Lone Pine Unified School District	50	\$17,734
<i>Kern</i>			
	Buttonwillow Union School District	31	\$6,695
	Fruitvale School District	146	\$24,387
	Southern Kern Unified School District	28	\$24,707
	Tehachapi Unified School District	323	\$35,116
<i>Kings</i>			
	Armona Union Elementary School District	14	\$17,734
	Kings River-Hardwick Union Elementary School District	50	\$17,734
<i>Lake</i>			
	Middletown Unified School District	180	\$15,488

County	District	District Identified GATE Students	Proposed Funding for FY 2006-07
<i>Lassen</i>	Westwood Unified School District	49	\$13,124
<i>Los Angeles</i>	Antelope Valley Union High School District	3,489	\$151,677
	Palos Verdes Peninsula School District	886	\$89,667
<i>Madera</i>	Chawanakee Unified School District	84	\$17,734
	Madera Unified School District	955	\$130,580
<i>Marin</i>	Larkspur Elementary School District	54	\$17,734
<i>Merced</i>	Hilmar Unified School District	39	\$18,799
<i>Monterey</i>	King City Joint Union High School District	50	\$16,784
<i>Nevada</i>	Pleasant Ridge Union Elementary School District	71	\$14,931
<i>Orange</i>	Laguna Beach Unified School District	332	\$21,303
<i>Placer</i>	Colfax Elementary School District	48	\$17,025
	Foresthill Union Elementary School District	50	\$17,734
<i>Riverside</i>	Lake Elsinore Unified School District	1,375	\$147,037
	Murrieta Valley Unified School District	1,262	\$123,267
<i>San Bernardino</i>	Colton Joint Unified School District	1,296	\$183,321
	Victor Elementary School District	286	\$70,277
<i>San Diego</i>	Borrego Springs Unified School District	40	\$11,704
	Vallecitos Elementary School District	20	\$5,229
<i>San Joaquin</i>	Ripon Unified School District	141	\$21,854
<i>San Mateo</i>	Menlo Park City Elementary School District	110	\$14,562
	Millbrae Elementary School District	146	\$17,144
	Redwood City School District	412	\$63,421
	San Bruno Park Elementary School District	171	\$22,149

County	District	District Identified GATE Students	Proposed Funding for FY 2006-07
Santa Barbara			
	Cold Spring School District	29	\$13,739
	College School District	50	\$17,734
	Santa Ynez Valley Union High School District	360	\$13,913
	Solvang Elementary School District	21	\$15,605
Santa Clara			
	Los Gatos-Saratoga Joint Union School	1,397	\$23,046
	Oak Grove Elementary School District	1,425	\$92,414
Santa Cruz			
	Bonny Doon Union Elementary School District	20	\$8,368
Shasta			
	Enterprise Elementary School District	171	\$29,098
	Happy Valley Union School District	50	\$13,124
	Mountain Union Elementary School District	8	\$9,206
	Redding School District	145	\$28,461
Siskiyou			
	Butteville Union Elementary School District	19	\$3,085
	Etna Union High School District	50	\$16,316
Sonoma			
	Alexander Valley Elementary School District	16	\$4,602
	Cloverdale Unified School District	101	\$14,195
	Guerneville Elementary School District	33	\$15,962
	Mark West Union Elementary School District	120	\$17,734
	Montgomery Elementary School District	8	\$17,734
	Roseland Elementary School District	59	\$15,454
Stanislaus			
	Ceres Unified School District	376	\$76,371
	Hickman Elementary School District	77	\$7,994
	Keyes Union Elementary School District	37	\$6,930
	Newman-Crows Landing School District	105	\$17,473
Sutter			
	Live Oak Unified School District	85	\$13,749
	Winship-Robbins Elementary School District	15	\$2,445
Tehama			
	Red Bluff High School District	235	\$15,374

County	District	District Identified GATE Students	Proposed Funding for FY 2006-07
<i>Tulare</i>	Burton Elementary School District	256	\$20,988
	Tipton Elementary School District	35	\$4,602
	Tulare City Elementary School District	305	\$62,242
	Tulare Joint Union High School District	749	\$31,391
	Woodlake Union Elementary School District	68	\$12,616
<i>Ventura</i>	Somis Union School District	30	\$9,166
<i>Yuba</i>	Wheatland Elementary School District	107	\$12,548

**GATE 2006-07 3-Year Approval
70 LEAs**

County	District	District Identified GATE Students	Proposed Funding for FY 2006-07
Alameda			
	Castro Valley Unified School District	1,103	\$64,890
Amador			
	Amador County Unified School District	473	\$36,129
Butte			
	Thermalito Elementary School District	49	\$11,162
Humboldt			
	Fortuna Union Elementary School District	52	\$17,734
	Klamath-Trinity Joint Unified School District	50	\$7,546
Imperial			
	Calipatria Unified School District	74	\$17,734
Kern			
	Lamont Elementary School District	155	\$21,534
	McFarland Unified School District	159	\$21,910
	Sierra Sands Unified School District	359	\$44,188
	Standard Elementary School District	105	\$19,939
Kings			
	Corcoran Joint Unified School District	90	\$24,694
Lake			
	Lakeport Unified School District	118	\$15,094
Lassen			
	Janesville Union Elementary School District	55	\$9,664
Los Angeles			
	Compton Unified School District	617	\$247,756
	Culver City Unified School District	605	\$52,388
	Hacienda La Puente Unified School District	1,261	\$190,109
	Inglewood Unified School District	947	\$140,780
	Monrovia Unified School District	596	\$51,780
	Temple City Unified School District	329	\$45,508
Madera			
	Chowchilla Union High School District	180	\$17,734
Marin			
	San Rafael City High School District	252	\$16,610
Mendocino			
	Fort Bragg Unified School District	49	\$15,515
	Willits Unified School District	125	\$16,101
Merced			
	Winton Elementary School District	145	\$15,559

County	District	District Identified GATE Students	Proposed Funding for FY 2006-07
<i>Modoc</i>	Modoc Joint Unified School District	43	\$17,734
<i>Monterey</i>	Gonzales Unified School District	223	\$18,565
	Pacific Unified School District	13	\$4,587
	Washington Union School District	50	\$17,734
<i>Nevada</i>	Chicago Park Elementary School District	37	\$7,112
<i>Orange</i>	Fullerton Joint Union High School District	4,778	\$113,103
	La Habra City Elementary School District	316	\$51,432
<i>Placer</i>	Tahoe-Truckee Joint Unified School District	332	\$34,790
<i>Riverside</i>	Palm Springs Unified School District	942	\$171,246
<i>Sacramento</i>	Galt Joint Union High School District	99	\$15,927
<i>San Bernardino</i>	Adelanto School District	318	\$43,560
	Baker Valley Unified School District	10	\$4,457
	Bear Valley Unified School District	315	\$26,237
	Morongo Unified School District	575	\$72,094
	Rim of the World Unified School District	436	\$44,286
	Silver Valley Unified School District	66	\$13,861
	Trona Joint Unified School District	11	\$4,513
	Upland Unified School District	1,075	\$96,730
	Victor Valley Union High School District	603	\$60,163
<i>San Diego</i>	Del Mar Union Elementary School District	230	\$26,657
	Julian Union High School District	28	\$17,734
	La Mesa-Spring Valley School District	1,531	\$115,223
	National School District	421	\$51,903
<i>San Joaquin</i>	Lodi Unified School District	1,547	\$210,418
<i>San Mateo</i>	San Mateo Union High School District	1,387	\$64,396
	South San Francisco School District	1,064	\$75,145
<i>Santa Barbara</i>	Guadalupe Union Elementary School District	93	\$16,669
	Lompoc Unified School District	388	\$90,056

<i>County</i>	<i>District</i>	<i>District Identified GATE Students</i>	<i>Proposed Funding for FY 2006-07</i>
<i>Santa Clara</i>			
	Alum Rock Union Elementary School District	650	\$113,610
	Campbell Union Elementary School District	805	\$55,650
	Loma Prieta Joint Union Elementary School District	91	\$17,734
	Mountain View-Los Altos Union High School District	201	\$25,468
	Orchard School District	47	\$14,188
<i>Shasta</i>			
	Castle Rock Union Elementary School District	17	\$9,158
	Igo-Ono-Platina Union School District	5	\$5,439
	Shasta Union Elementary School District	26	\$13,300
<i>Siskiyou</i>			
	Dunsmuir Joint Union High School District	31	\$12,414
<i>Sonoma</i>			
	Wilmar Union School District	23	\$10,041
<i>Stanislaus</i>			
	Riverbank Elementary School District	98	\$24,411
	Salida Union Elementary School District	117	\$24,868
<i>Sutter</i>			
	Marcum-Illinois Union Elementary School District	40	\$17,144
<i>Tehama</i>			
	Corning Union Elementary School District	105	\$15,399
<i>Tulare</i>			
	Buena Vista Elementary School District	19	\$6,276
	Lindsay Unified School District	329	\$27,831
	Terra Bella Union Elementary School District	50	\$17,734
<i>Ventura</i>			
	Mesa Union Elementary School District	64	\$13,845

GATE 2006-07 5-Year Approval (with site validation)
9 LEAs

County	District	District Identified GATE Students	Proposed Funding for FY 2006-07
<i>Orange</i>	Anaheim City School District	1,407	\$176,885
<i>Riverside</i>	Corona-Norco Unified School District	2,731	\$327,974
	Hemet Unified School District	1,479	\$146,274
<i>Sacramento</i>	Elk Grove Unified School District	3,328	\$409,742
	Folsom-Cordova Unified School District	1,432	\$137,016
<i>San Diego</i>	Alpine Union Elementary School District	182	\$19,004
<i>Santa Clara</i>	Mt. Pleasant School District	225	\$22,724
<i>Ventura</i>	Oak Park Unified School District	504	\$27,692
	Santa Paula Union High School District	100	\$13,219

California State Board of Education

Recommended Standards for Programs for Gifted and Talented Students

**Approved October 2001
Revised July 2005**

Recommended Standards for Programs for Gifted and Talented Students

For a one-year approval, standards in the first column should be in place. For a two-year approval, standards in both column one and column two should be in place. When standards in all three columns are in place, districts may expect a three-year approval. Each level should show increasing quality.

Section 1: Program Design Districts provide a comprehensive continuum of services and program options responsive to the needs, interests, and abilities of gifted students and based on philosophical, theoretical, and empirical support. **(EC 52205[d] and 52206[a])**

1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.		
Minimum Standards: One-year approval <ul style="list-style-type: none"> a. The plan includes an intellectual component with objectives that meet or exceed state academic content standards. b. The plan incorporates expert knowledge, is approved by the local Board of Education and is available. c. The plan aligns with the available resources of the schools, staff, parents and community. d. A GATE advisory committee representing educators, community members and parents is formed to support the needs of the program. 	Commendable Standards: Two-year approval <ul style="list-style-type: none"> a. The district plan is disseminated and easily accessible to parents and the community in pamphlet, website, or other forms. b. Participation in the program is not limited by other problems of logistics. c. A district GATE advisory committee representing all constituents meets on a regular basis to assist in program planning and assessment. 	Exemplary Standards: Three-year approval <ul style="list-style-type: none"> a. The district plan includes identification and program options in one or more of the categories of creative ability, leadership, and visual and performing arts.
1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.		
Minimum Standards: One-year approval <ul style="list-style-type: none"> a. Administrative groupings and structures appropriate for gifted education may include cluster grouping, part-time grouping, special day classes, and special schools. b. The program provides services that are an integral part of the school day. c. The program provides for continuous progress and intellectual peer interaction. d. The program provides for flexible grouping in the classroom to meet student needs and abilities. e. Children in grades K-2 are served even if not formally identified. 	Commendable Standards: Two-year approval <ul style="list-style-type: none"> a. A range of appropriate administrative grouping options and structure is available. At the secondary level such groupings and structures are not limited to a single type at any grade level. 	Exemplary Standards: Three-year approval <ul style="list-style-type: none"> a. The program structure and delivery of services provide a balance between cognitive and affective learning.
1:3 The program is articulated with the general education programs.		
Minimum Standards: One-year approval <ul style="list-style-type: none"> a. The program provides continuity within the gifted program and with the general education program. b. A coordinator is designated and responsible for all aspects of the program. c. The program involves the home and community. 	Commendable Standards: Two-year approval <ul style="list-style-type: none"> a. The program is planned and organized to provide articulated learning experiences across subjects and grade levels. 	Exemplary Standards: Three-year approval <ul style="list-style-type: none"> a. The program is comprehensive, structured, and sequenced between, within, and across grade levels, K-12. b. The program provides support services including counselors and consultants.

Section 2: Identification The district’s identification procedures are equitable, comprehensive, and ongoing. They reflect the district’s definition of giftedness and its relationship to current state criteria. **(EC 52202: Title 5 Regulations, Section 3822)**

<p>2:1 The nomination/referral process is ongoing and includes students K-12.</p>		
<p>Minimum Standards: One-year approval</p> <ul style="list-style-type: none"> a. All children are eligible for the nomination process regardless of socioeconomic, linguistic or cultural background, and/or disabilities. b. The district establishes and implements both traditional and nontraditional instruments and procedures for searching for gifted students. All data is used to ensure equal access to program services. c. Referrals are sought from classroom teachers and parents. District actively searches for referrals among underrepresented populations. d. Students may be nominated for participation more than once. e. All staff receive training and information about the nomination process, including the characteristics of gifted learners and have access to nomination forms. 	<p>Commendable Standards: Two-year approval</p> <ul style="list-style-type: none"> a. Training in the identification process is provided that is specifically appropriate for administrators, teachers and support personnel. b. The district maintains data on nominees and includes these data in reassessing students who are referred more than once. 	<p>Exemplary Standards: Three-year approval</p> <p>No recommended standards for three-year approval.</p>
<p>2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.</p>		
<p>Minimum Standards: One-year approval</p> <ul style="list-style-type: none"> a. A committee, including the GATE coordinator and certificated personnel, make final determinations on individual student eligibility for the program. b. Evidence from multiple sources is used to determine eligibility and a data record or file is established for each nominee. c. Parents and teachers are notified of a student’s eligibility for program placement and are informed of the appeal process. d. Transfer students are considered for identification and placement in a timely manner. 	<p>Commendable Standards: Two-year approval</p> <ul style="list-style-type: none"> a. The identification tools used are reflective of the district’s population. b. The district makes timely changes in identification tools and procedures based on the most current research. 	<p>Exemplary Standards: Three-year approval</p> <ul style="list-style-type: none"> a. Personnel trained in gifted education meet at regular intervals to determine eligibility of individual candidates. b. The diversity of the district’s student population is increasingly reflected in the district GATE population.
<p>2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.</p>		
<p>Minimum Standards: One-year approval</p> <ul style="list-style-type: none"> a. Students and parents are provided information and orientation regarding student placement and participation options. Signed parent permission for participation is on file. b. Upon parent request the district provides identification information the parent may take to a new school or district. c. Participation in the program is based on the criteria of identification and is not dependent on the perception of a single individual. Once identified, a student remains identified as a gifted student in the district, though services to individuals may vary from year to year. 	<p>Commendable Standards: Two-year approval</p> <ul style="list-style-type: none"> a. Before any student is considered for withdrawal from the program, interventions are implemented and a meeting is held with the parents and student. 	<p>Exemplary Standards: Three-year approval</p> <p>No recommended standards for three-year approval.</p>

Section 3: Curriculum and Instruction Districts develop differentiated curriculum, instructional models and strategies that are aligned with and extend the state academic content standards and curriculum frameworks. The differentiated curriculum is related to theories, models, and practices from the recognized literature in the field. **(EC 52206[a] and 52206[b])**

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.		
<p>Minimum Standards: One-year approval</p> <ul style="list-style-type: none"> a. The differentiated curriculum facilitates gifted students in their ability to meet or exceed state core curriculum and standards. b. The differentiated curriculum provides for the balanced development of critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products. c. The differentiated curriculum focuses primarily on depth and complexity of content, advanced or accelerated pacing of content and novelty (unique and original expressions of student understanding). d. The differentiated curriculum facilitates development of ethical standards, positive self-concepts, sensitivity and responsibility to others, and contributions to society. 	<p>Commendable Standards: Two-year approval</p> <ul style="list-style-type: none"> a. The core curriculum is compacted for gifted students so that learning experiences are developmentally appropriate (not redundant) to their needs, interests, and abilities. b. There is alignment of the differentiated curriculum with instructional strategies that promote inquiry, self-directed learning, discussion, debate, metacognition, and other appropriate modes of learning. c. The differentiated curriculum includes learning theories that reinforce the needs, interests, and abilities of gifted students including abstract thinking and big ideas of the content area. 	<p>Exemplary Standards: Three-year approval</p> <ul style="list-style-type: none"> a. A scope and sequence for the gifted program articulates the significant learning in content, skills, and products within and among grade levels K-12.
3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.		
<p>Minimum Standards: One-year approval</p> <ul style="list-style-type: none"> a. The differentiated curriculum is scheduled on a regular basis and is integral to the school day. b. The differentiated curriculum is taught with appropriate instructional models. c. The differentiated curriculum is supported by appropriate materials and technology. 	<p>Commendable Standards: Two-year approval</p> <ul style="list-style-type: none"> a. The structure differentiated curriculum allows for continuity and comprehensiveness of learning experiences in units and courses of study. b. The differentiated curriculum utilizes a variety of teaching and learning patterns: large and small group instruction, homogeneous and heterogeneous grouping, teacher and student directed learning, and opportunities for independent study. c. An extensive range of resources (including out of grade level print and non print materials) is available to augment differentiated curriculum and to supplement independent study opportunities for individual students. 	<p>Exemplary Standards: Three-year approval</p> <ul style="list-style-type: none"> a. The differentiated curriculum is planned both for groups of gifted learners within a grade level or class and for individual gifted learners.

Section 4: Social and Emotional Development Districts establish and implement plans to support the social and emotional development of gifted learners to increase responsibility, self-awareness, and other issues of affective development. **(EC 52212[a][1])**

4:1 Actions to meet the affective needs of gifted students are ongoing.		
<p>Minimum Standards: One-year approval</p> <ul style="list-style-type: none"> a. Teachers, parents, administrators, and counselors are provided with information and training regarding the characteristics of gifted learners and their related social and emotional development. b. Gifted students are provided awareness opportunities of career and college options and guidance consistent with their unique strengths. At the secondary level this includes mentoring and pre college opportunities. 	<p>Commendable Standards: Two-year approval</p> <ul style="list-style-type: none"> a. Teachers are trained and knowledgeable regarding social and emotional development of gifted students, and incorporate techniques to support affective learning in their classrooms. b. Guidance and counseling services appropriate to the social and emotional needs of gifted students are provided by trained personnel. Referral services to community resources are made when appropriate. 	<p>Exemplary Standards: Three-year approval</p> <ul style="list-style-type: none"> a. Ongoing counseling services by teachers, principals, and counselors are provided and documented as appropriate. b. Teachers and guidance personnel are trained to collaborate in implementing intervention strategies for at-risk gifted students. Intervention options can take place in school, at home or in the community.
4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).		
<p>Minimum Standards: One-year approval</p> <ul style="list-style-type: none"> a. Teachers are trained to recognize symptoms of at-risk behavior in gifted and talented students and to refer them to appropriate school personnel. b. Counselors and administrators are trained to make appropriate referrals to internal and external agencies when needed. c. Gifted students considered at-risk receive counseling and support services and are not dropped from gifted programs because of related problems. d. Information and support are made available to parents regarding at-risk gifted students. 	<p>Commendable Standards: Two-year approval</p> <ul style="list-style-type: none"> a. The district develops a plan for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies. 	<p>Exemplary Standards: Three-year approval</p> <ul style="list-style-type: none"> a. At risk gifted students are provided with specific guidance and counseling services that address the related issues and problems, and include development of an intervention plan.

Section 5: Professional Development Districts provide professional development opportunities related to gifted education to administrators, teachers, and staff to support and improve educational opportunities for gifted students. **(EC 52212[a][1])**

<p>5:1 The district provides professional development opportunities related to gifted learners on a regular basis.</p>		
<p>Minimum Standards: One-year approval</p> <ul style="list-style-type: none"> a. The professional development opportunities are correlated with defined competencies for teachers of the gifted and the standards for GATE programs. The focus each year is based on a yearly assessment of the needs of teachers and of the GATE program. b. An evaluation of outcomes obtained from professional development is conducted to determine effectiveness. Results are used to make improvements and for future planning. c. Individuals selected to conduct inservice for teachers of gifted learners have knowledge and expertise in the area of gifted education. 	<p>Commendable Standards: Two-year approval</p> <ul style="list-style-type: none"> a. The district encourages teachers to focus on gifted education as one of the areas of professional growth hours for credential renewal. b. A district process to qualify teachers to teach gifted students is in place. 	<p>Exemplary Standards: Three-year approval</p> <ul style="list-style-type: none"> a. A district professional development plan to accommodate different levels of teacher competency is in place.
<p>5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.</p>		
<p>Minimum Standards: One-year approval</p> <ul style="list-style-type: none"> a. Teachers in the program have education and/or experience in teaching gifted students or are ensured opportunities to gain or continue such knowledge and experience. b. A coordinator is in place with experience and knowledge of gifted education or is ensured the opportunity to gain such knowledge. c. Administrators, counselors, and support staff participate in professional development offerings related specifically to their roles and responsibilities in the GATE program. d. Administrators, counselors, and support staff are encouraged to participate with teachers in the ongoing professional development program related to gifted students. 	<p>Commendable Standards: Two-year approval</p> <ul style="list-style-type: none"> a. The district promotes the concept of teacher-to-teacher professional development in addition to contracting experts to conduct an inservice. 	<p>Exemplary Standards: Three-year approval</p> <ul style="list-style-type: none"> a. All teachers assigned to teach gifted students are certified through a variety of formal and informal certificate programs. b. The coordinator of the program is a specialist in gifted education with demonstrated experience and knowledge in the field. c. Follow-up classroom support for application of activities and strategies presented during inservice or professional development are planned. d. The district identifies support personnel both inside and outside the district with expertise in meeting the needs of gifted learners.

Section 6: Parent & Community Involvement Districts provide procedures to ensure consistent participation of parents and community members in the planning and evaluation of programs for gifted students. **(EC 52205[2][f])**

<p>6:1 Open communication with parents and the community is maintained.</p>		
<p>Minimum Standards: One-year approval</p> <ul style="list-style-type: none"> a. Parents are informed of the district's criteria and procedures for identifying gifted and talented students as well as the program options and learning opportunities available. Translations are provided. b. The district's state application is available to parents and the community. c. GATE parents are involved in the ongoing planning and evaluation of the GATE program. 	<p>Commendable Standards: Two-year approval</p> <ul style="list-style-type: none"> a. The district and/or school provides parents of students identified as gifted and talented with orientation and regular updates regarding the program and its implementation. b. The products and achievements of gifted students are shared with parents in a variety of ways. 	<p>Exemplary Standards: Three-year approval</p> <ul style="list-style-type: none"> a. Parents are involved in the development of the application and/or school site plans related to GATE programs. b. The talents of GATE parents and other community resources supplement the core and the differentiated curriculum. c. Partnerships between the GATE program and business and community organizations are established.
<p>6:2 An active GATE advisory committee with parent involvement is supported by the district.</p>		
<p>Minimum Standards: One-year approval</p> <ul style="list-style-type: none"> a. Parents participate in the district/site advisory committees. It is recommended that the committee meet at least three times a year. b. The district Gate coordinator collaborates with the GATE advisory committee to provide parent education opportunities related to gifted education. c. Efforts are made to ensure that representation of GATE parents on the GATE advisory committee reflect the demographics of the student population. 	<p>Commendable Standards: Two-year approval</p> <ul style="list-style-type: none"> a. A parent member of the GATE advisory committee cosigns the district's state application. b. Parents participate in the GATE advisory committee which meets on a regular basis. c. GATE advisory committees and/or School Site Councils are regularly informed of current research and literature in gifted education. d. The district GATE coordinator collaborates with the district GATE advisory committee to offer professional development opportunities to staff, parents, and community members related to gifted education. e. The district GATE coordinator and the district GATE advisory committee solicit community support. 	<p>Exemplary Standards: Three-year approval</p> <ul style="list-style-type: none"> a. The parents of special needs students, such as gifted English language learners and gifted disabled students, participate in the district's GATE advisory committee. This may include special provisions such as changing meeting sites and times and providing transportation.

Section 7: Program Assessment Districts establish formal and informal evaluation methods and instruments that assess the gifted program and the performance of gifted students (which meets or exceeds state content standards). Results of data collected, including state standardized tests, are used to study the value and impact of the services provided and to improve gifted programs and gifted student performance.
(EC 52212[a][1])

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.		
<p>Minimum Standards: One-year approval</p> <ul style="list-style-type: none"> a. All components of the program are periodically reviewed by individuals knowledgeable about gifted learners and who have competence in the evaluation process. The results are used for continuing program development. b. The program assessment process is structured to measure the goals and standards of the program; instruments used are valid and reliable for their intended purpose. c. The district uses multiple, traditional and nontraditional strategies to assess student performance. These include standardized and criterion referenced achievement tests, questionnaires, and performance-based measures. 	<p>Commendable Standards: Two-year approval</p> <ul style="list-style-type: none"> a. Individuals planning and conducting the assessment activities have expertise in gifted education program evaluation. b. The program contains a clear description of performance expectations of gifted students defined at each grade level. c. Criteria for levels of performance or rubrics are used as part of the assessment process. d. The assessment process includes strategies that parallel the instruction as a means to collect information about student knowledge and capability. Strategies include student inquiry, collaboration, and reflection. e. The results of the program assessment are presented to the local Board of Education and accessible to all constituencies of the program. f. Districts provide sufficient resources to fund program assessment. 	<p>Exemplary Standards: Three-year approval</p> <ul style="list-style-type: none"> a. Criteria for levels of performance or rubrics are used for each assessment product, course, and/or grade level. b. The assessment report for all educational services involving gifted students includes both strengths and weaknesses of the program and is accompanied by a plan with implications for improvement and renewal over time. c. Districts allocate time, financial support, and personnel to conduct regular and systematic formative and summative program assessment.

Section 8: Budgets District budgets for gifted programs support and provide for all the components of the district’s GATE program and meet the related standards. **(EC 52209, 52212[a][1], [2], [3])**

8:1 The district GATE budget is directly related to the GATE program objectives with appropriate allocations.		
<p>Minimum Standards: One-year approval</p> <p>a. Gate funds and/or funding sources are used to address:</p> <ul style="list-style-type: none"> • professional development • direct student services • district level coordination • GATE student identification process <p>b. Expenditures of state GATE funds supplement, not supplant, district funds spent on gifted learners.</p> <p>c. There is a budget allocation for district GATE coordination by a single individual on a full or part time basis. When appropriate site coordinators should be included in the budget.</p> <p>d. Carry-over monies are minimal and maintained within the district GATE accounts.</p> <p>e. Indirect costs do not exceed state limitations.</p>	<p>Commendable Standards: Two-year approval</p> <p>a. Allocation for the GATE coordinator, regardless of funding source, reflects the scope and complexities of the district’s size and GATE plan.</p>	<p>Exemplary Standards: Three-year approval</p> <p>a. The district encourages fiscal collaboration between categorical programs in order to make it possible for gifted students to benefit from more than one categorical program.</p>



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

SUBJECT	
State Instructional Materials Fund – Approve Tentative Encumbrances and Allocations for Fiscal Year 2006-07	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the State Instructional Materials Fund Tentative Encumbrances and Allocations for fiscal year 2006-07, as identified on the SBE Resolution (Attachment 2).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

This agenda item is annually submitted to and approved by the SBE.

SUMMARY OF KEY ISSUES

In accordance with California *Education Code* Section 60242, the SBE must encumber funds from the State Instructional Materials Fund which is administered by the CDE. The information attached describes the allocation formulas and requirements and recommends a resolution for the tentative determination of encumbrances and allocations from the State Instructional Materials Fund for fiscal year 2006-07.

FISCAL ANALYSIS (AS APPROPRIATE)

SBE approval of the 2006-07 State Instructional Materials Fund encumbrances and allocations authorizes the apportionment of \$403,519,000 of which \$550,000 would be available for accessible instructional materials and \$402,969,000 would be allocated to local educational agencies (LEAs) for their regular instructional material needs beginning in September 2006. The latter amount is sufficient to provide the LEAs approximately \$63 per pupil, an increase from \$58.66 per pupil in 2005-06.

ATTACHMENT(S)

Attachment 1: Tentative Determination of Encumbrances and Allocations of the State Instructional Materials Fund for Fiscal Year 2006-07 (2 pages)

Attachment 2: State Board of Education Resolution for Fiscal Year 2006-07 (1 page)

Tentative Determination of Encumbrances and Allocations of the State Instructional Materials Fund for Fiscal Year 2006-07

Annual state funding for the acquisition of instructional materials is provided by an appropriation to the State Instructional Materials Fund. For fiscal year 2006-07, the Budget Act provides \$403,519,000 to be apportioned, in part, based on a per pupil rate of approximately \$63 using the October 2005 California Basic Educational Data System enrollment.

To allocate the instructional materials funds, the following is presented to the State Board of Education (SBE) for consideration and approval:

I. Accessible Instructional Materials – California *Education Code* Section 60240(c)(1)

The SBE shall set aside part of the State Instructional Materials Fund to pay for the cost of accessible instructional materials (such as braille and large print) to accommodate pupils who are visually impaired or have other disabilities pursuant to California *Education Code* sections 60312 and 60313. For fiscal year 2006-07, the estimated cost is \$550,000.

II. Reserve to Pay Cost to Replace Materials Lost in Disasters – California *Education Code* Section 60240(c)(2)

The SBE may set aside part of the State Instructional Materials Fund, in an amount up to \$200,000 each year to pay for the cost of replacing instructional materials that are lost or destroyed by reason of fire, theft, natural disaster, or vandalism. The SBE's current policy is to keep a reserve of \$50,000 in the disaster fund, and limit each school district's claim to a maximum of \$5,000 or a district's insurance deductible amount, whichever is less.

Since there were no claims filed for disaster in fiscal year 2005-06 to draw down on the \$50,000, an augmentation to this fund is not required for fiscal year 2006-07.

III. Warehousing and Transporting Instructional Materials – California *Education Code* Section 60240(c)(3)

The SBE may set aside part of the State Instructional Materials Fund for the costs of warehousing and transporting instructional materials it has acquired. A separate appropriation (Item 6110-015-0001 of the Budget Act of 2006, Chapter 47, Statutes of 2006) is provided in the 2006-07 fiscal year for this purpose, therefore, no allocation is needed under this section.

IV. Instructional Materials Loans – California *Education Code* Section 60242(c)(4)

The CDE may expend up to \$5 million from the State Instructional Materials Fund, upon request of a county superintendent and approved by the SBE, to acquire materials for school districts that were found by their county superintendents to have insufficient textbooks or instructional materials.

No set-aside is required in 2006-07 because \$5 million remains available for this purpose from the appropriation made in Section 23(a)(1) of Senate Bill 550, Chapter 900, Statutes of 2004.

V. Establishing a Per Pupil Allowance – California *Education Code* Section 60242(a)

The SBE shall encumber the funds for the purpose of establishing an allowance for each school district, county office of education, state special school, and all-charter school district that is funded through the revenue limit to purchase instructional materials pursuant to California *Education Code* sections 60420-60424, the State Instructional Materials Funding Realignment Program. The allowance will be apportioned in September 2006 and March 2007 and will represent 90 percent and 10 percent, respectively, of the total entitlement for each local educational agency.

**State Board of Education Resolution
for Fiscal Year 2006-07**

**Tentative Determination of Encumbrances and Allocations
Of the State Instructional Materials Fund**

WHEREAS, California *Education Code* sections 60240 and 60242 require the State Board of Education (SBE) to encumber parts of the State Instructional Materials Fund for use in acquiring and distributing instructional materials, therefore, be it

RESOLVED, the SBE hereby tentatively encumbers the following amounts of the State Instructional Materials Fund for fiscal year 2006-07:

California <i>Education Code</i> Section 60240(c)(1)	To pay for the cost of accessible instructional materials	\$550,000
California <i>Education Code</i> Section 60242(a)	To establish a base allowance per enrolled pupil of \$63.00 for public schools and state special schools	\$402,969,000
	TOTAL	\$403,519,000



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Federal Waiver

SUBJECT Request by River Delta Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-2-2006	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Consent
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RECOMMENDATION

Approval Approval with conditions Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) adopted guidelines in February 2001 to assist the California Department of Education (CDE) staff in reviewing this type of waiver (Waiver Policy #2001-02). The SBE has approved a number of these waivers over the years.

SUMMARY OF KEY ISSUES

Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) requires local educational agencies (LEAs) whose allocations are less than \$15,000 to enter into a consortium with other LEAs for the purpose of meeting the \$15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- In a rural, sparsely populated area or is a public charter school operating secondary vocational and technical education programs; and
- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the River Delta Unified School District and verified that the LEA received its first consortium waiver in the 1991-92 program year and that the LEA continues to meet the waiver criteria. The LEA requests a renewal of the consortium waiver in order to receive its allocated funds for the 2005-06 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2005, through June 30, 2006

Local board approval date(s): December 13, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the River Delta Unified School District to receive its Perkins funds for the 2005-06 program year (estimated to be \$13,399) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds, statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Federal Waiver

SUBJECT Request by Sierra Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-3-2006	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Consent
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RECOMMENDATION

Approval Approval with conditions Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) adopted guidelines in February 2001 to assist the California Department of Education (CDE) staff in reviewing this type of waiver (Waiver Policy #2001-02). The SBE has approved a number of these waivers over the years.

SUMMARY OF KEY ISSUES

Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) requires local educational agencies (LEAs) whose allocations are less than \$15,000 to enter into a consortium with other LEAs for the purpose of meeting the \$15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- In a rural, sparsely populated area or is a public charter school operating secondary vocational and technical education programs; and
- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the Sierra Unified School District and verified that the LEA received its first consortium waiver in the 2004-05 program year and that the LEA continues to meet the waiver criteria. The LEA requests a renewal of the consortium waiver in order to receive its allocated funds for the 2006-07 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2006, through June 30, 2007

Local board approval date(s): July 13, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the Sierra Unified School District to receive its Perkins funds for the 2006-07 program year (estimated to be \$14,644) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds, statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Federal Waiver

SUBJECT Request by John Swett Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-4-2006	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Consent
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RECOMMENDATION

Approval Approval with conditions Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) adopted guidelines in February 2001 to assist the California Department of Education (CDE) staff in reviewing this type of waiver (Waiver Policy #2001-02). The SBE has approved a number of these waivers over the years.

SUMMARY OF KEY ISSUES

Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) requires local educational agencies (LEAs) whose allocations are less than \$15,000 to enter into a consortium with other LEAs for the purpose of meeting the \$15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- In a rural, sparsely populated area or is a public charter school operating secondary vocational and technical education programs; and
- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the John Swett Unified School District and verified that the LEA received its first consortium waiver in the 1991-92 program year and that the LEA continues to meet the waiver criteria. The LEA requests a renewal of the consortium waiver in order to receive its allocated funds for the 2006-07 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2006, through June 30, 2007

Local board approval date(s): June 7, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the John Swett Unified School District to receive its Perkins funds for the 2006-07 program year (estimated to be \$11,165) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds, statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Federal Waiver

SUBJECT Request by Butte Valley Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-5-2006	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Consent
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RECOMMENDATION

Approval Approval with conditions Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) adopted guidelines in February 2001 to assist the California Department of Education (CDE) staff in reviewing this type of waiver (Waiver Policy #2001-02). The SBE has approved a number of these waivers over the years.

SUMMARY OF KEY ISSUES

Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) requires local educational agencies (LEAs) whose allocations are less than \$15,000 to enter into a consortium with other LEAs for the purpose of meeting the \$15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- In a rural, sparsely populated area or is a public charter school operating secondary vocational and technical education programs; and
- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the Butte Valley Unified School District and verified that the LEA received its first consortium waiver in the 1996-97 program year and that the LEA continues to meet the waiver criteria. The LEA requests a renewal of the consortium waiver in order to receive its allocated funds for the 2006-07 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2006, through June 30, 2007

Local board approval date(s): June 21, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the Butte Valley Unified School District to receive its Perkins funds for the 2006-07 program year (estimated to be \$3,347) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds, statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Federal Waiver

SUBJECT Request by Coast Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-6-2006	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Consent
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RECOMMENDATION

Approval Approval with conditions Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) adopted guidelines in February 2001 to assist the California Department of Education (CDE) staff in reviewing this type of waiver (Waiver Policy #2001-02). The SBE has approved a number of these waivers over the years.

SUMMARY OF KEY ISSUES

Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) requires local educational agencies (LEAs) whose allocations are less than \$15,000 to enter into a consortium with other LEAs for the purpose of meeting the \$15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- In a rural, sparsely populated area or is a public charter school operating secondary vocational and technical education programs; and
- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the Coast Unified School District and verified that the LEA received its first consortium waiver in the 1994-95 program year and that the LEA continues to meet the waiver criteria. The LEA requests a renewal of the consortium waiver in order to receive its allocated funds for the 2006-07 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2006, through June 30, 2007

Local board approval date(s): June 22, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the Coast Unified School District to receive its Perkins funds for the 2006-07 program year (estimated to be \$6,296) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Federal Waiver

SUBJECT Request by Shandon Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-7-2006	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Consent
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RECOMMENDATION

Approval Approval with conditions Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) adopted guidelines in February 2001 to assist the California Department of Education (CDE) staff in reviewing this type of waiver (Waiver Policy #2001-02). The SBE has approved a number of these waivers over the years.

SUMMARY OF KEY ISSUES

Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) requires local educational agencies (LEAs) whose allocations are less than \$15,000 to enter into a consortium with other LEAs for the purpose of meeting the \$15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- In a rural, sparsely populated area or is a public charter school operating secondary vocational and technical education programs; and
- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the **Shandon Unified School District** and verified that the LEA received its first consortium waiver in the 1997-98 program year and that the LEA continues to meet the waiver criteria. The LEA requests a renewal of the consortium waiver in order to receive its allocated funds for the 2006-07 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2006, through June 30, 2007

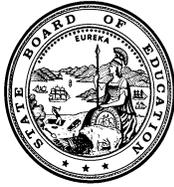
Local board approval date(s): June 27, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the **Shandon Unified School District** to receive its Perkins funds for the 2006-07 program year (estimated to be \$3,426) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Federal Waiver

SUBJECT Request by Southern Humboldt Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-8-2006	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Consent
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RECOMMENDATION

Approval Approval with conditions Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) adopted guidelines in February 2001 to assist California Department of Education (CDE) staff in reviewing this type of waiver (Waiver Policy #2001-02). The SBE has approved a number of these waivers over the years.

SUMMARY OF KEY ISSUES

Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) requires local educational agencies (LEAs) whose allocations are less than \$15,000 to enter into a consortium with other LEAs for the purpose of meeting the \$15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- In a rural, sparsely populated area, or is a public charter school operating secondary vocational and technical education programs; and
- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the **Southern Humboldt Unified School District** and verified that the LEA received its first consortium waiver in the 2003-04 program year, and that the LEA continues to meet the waiver criteria. The LEA requests a renewal of the consortium waiver in order to receive its allocated funds for the 2006-07 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2006, through June 30, 2007

Local board approval date(s): August 10, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the **Southern Humboldt Unified School District** to receive its Perkins funds for the 2006-07 program year (estimated to be \$10,230) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds, statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Federal Waiver

SUBJECT Request by Golden Valley Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-9-2006	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Consent
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RECOMMENDATION

Approval Approval with conditions Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) adopted guidelines in February 2001 to assist the California Department of Education (CDE) staff in reviewing this type of waiver (Waiver Policy #2001-02). The SBE has approved a number of these waivers over the years.

SUMMARY OF KEY ISSUES

Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) requires local educational agencies (LEAs) whose allocations are less than \$15,000 to enter into a consortium with other LEAs for the purpose of meeting the \$15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- In a rural, sparsely populated area or is a public charter school operating secondary vocational and technical education programs; and
- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the **Golden Valley Unified School District** and verified that the LEA received its first consortium waiver in the 2005-06 program year and that the LEA continues to meet the waiver criteria. The LEA requests a waiver of the consortium requirement in order to receive its allocated funds for the 2006-07 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d) (2)

Period of request: July 1, 2006, through June 30, 2007

Local board approval date(s): June 27, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the **Golden Valley Unified School District** to receive its Perkins funds for the 2006-07 program year (estimated to be \$4,173) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds, statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Federal Waiver

SUBJECT Request by San Luis Obispo County Office of Education for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-10-2006	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Consent
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RECOMMENDATION

Approval Approval with conditions Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) adopted guidelines in February 2001 to assist the California Department of Education (CDE) staff in reviewing this type of waiver (Waiver Policy #2001-02). The SBE has approved a number of these waivers over the years.

SUMMARY OF KEY ISSUES

Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) requires local educational agencies (LEAs) whose allocations are less than \$15,000 to enter into a consortium with other LEAs for the purpose of meeting the \$15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- In a rural, sparsely populated area or is a public charter school operating secondary vocational and technical education programs; and
- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the **San Luis Obispo County Office of Education** and verified that the LEA received its first consortium waiver in the 1994-95 program year and that the LEA continues to meet the waiver criteria. The LEA requests a renewal of the consortium waiver in order to receive its allocated funds for the 2006-07 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2006, through June 30, 2007

Local board approval date(s): August 3, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the **San Luis Obispo County Office of Education** to receive its Perkins funds for the 2006-07 program year (estimated to be \$9,034) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds, statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Federal Waiver

SUBJECT Request by Durham Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-11-2006	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Consent
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RECOMMENDATION

Approval Approval with conditions Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) adopted guidelines in February 2001 to assist the California Department of Education (CDE) staff in reviewing this type of waiver (Waiver Policy #2001-02). The SBE has approved a number of these waivers over the years.

SUMMARY OF KEY ISSUES

Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) requires local educational agencies (LEAs) whose allocations are less than \$15,000 to enter into a consortium with other LEAs for the purpose of meeting the \$15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- In a rural, sparsely populated area or is a public charter school operating secondary vocational and technical education programs; and
- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the **Durham Unified School District** and verified that the LEA received its first consortium waiver in the 2005-06 program year and that the LEA continues to meet the waiver criteria. The LEA requests a renewal of the consortium waiver in order to receive its allocated funds for the 2006-07 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d) (2)

Period of request: July 1, 2006, through June 30, 2007

Local board approval date(s): June 21, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the Durham Unified School District to receive its Perkins funds for the 2006-07 program year (estimated to be \$6,296) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds, statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Federal Waiver

SUBJECT Request by El Tejon Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-12-2006	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Consent
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RECOMMENDATION

Approval Approval with conditions Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) adopted guidelines in February 2001 to assist the California Department of Education (CDE) staff in reviewing this type of waiver (Waiver Policy #2001-02). The SBE has approved a number of these waivers over the years.

SUMMARY OF KEY ISSUES

Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) requires local educational agencies (LEAs) whose allocations are less than \$15,000 to enter into a consortium with other LEAs for the purpose of meeting the \$15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- In a rural, sparsely populated area or is a public charter school operating secondary vocational and technical education programs; and
- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the **El Tejon Unified School District** and verified that the LEA received its first consortium waiver in the 2004-05 program year and that the LEA continues to meet the waiver criteria. The LEA requests a renewal of the consortium waiver in order to receive its allocated funds for the 2006-07 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2006, through June 30, 2007

Local board approval date(s): July 12, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the **El Tejon Unified School District** to receive its Perkins funds for the 2006-07 program year (estimated to be \$8,756) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds, statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Federal Waiver

SUBJECT Request by Templeton Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-25-2006	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Consent
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RECOMMENDATION

Approval Approval with conditions Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) adopted guidelines in February 2001 to assist the California Department of Education (CDE) staff in reviewing this type of waiver (Waiver Policy #2001-02). The SBE has approved a number of these waivers over the years.

SUMMARY OF KEY ISSUES

Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) requires local educational agencies (LEAs) whose allocations are less than \$15,000 to enter into a consortium with other LEAs for the purpose of meeting the \$15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- In a rural, sparsely populated area or is a public charter school operating secondary vocational and technical education programs; and
- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the Templeton Unified School District and verified that the LEA received its first consortium waiver in the 1991-92 program year and that the LEA continues to meet the waiver criteria. The LEA requests a renewal of the consortium waiver in order to receive its allocated funds for the 2006-07 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2006, through June 30, 2007

Local board approval date(s): June 22, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the Templeton Unified School District to receive its Perkins funds for the 2006-07 program year (estimated to be \$13,537) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds, statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Federal Waiver

SUBJECT Request by Cuyama Joint Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-18-2006	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Consent
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RECOMMENDATION

Approval Approval with conditions Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) adopted guidelines in February 2001 to assist the California Department of Education (CDE) staff in reviewing this type of waiver (Waiver Policy #2001-02). The SBE has approved a number of these waivers over the years.

SUMMARY OF KEY ISSUES

Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) requires local educational agencies (LEAs) whose allocations are less than \$15,000 to enter into a consortium with other LEAs for the purpose of meeting the \$15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- In a rural, sparsely populated area or is a public charter school operating secondary vocational and technical education programs; and
- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the Cuyama Unified School District and verified that the LEA received its first consortium waiver in the 1991-92 program year and that the LEA continues to meet the waiver criteria. The LEA requests a renewal of the consortium waiver in order to receive its allocated funds for the 2006-07 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2006, through June 30, 2007

Local board approval date(s): June 15, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the Cuyama Unified School District to receive its Perkins funds for the 2006-07 program year (estimated to be \$ 3,467) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds, statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Federal Waiver

SUBJECT Request by Silver Valley Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-14-2006	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Consent
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RECOMMENDATION

Approval Approval with conditions Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) adopted guidelines in February 2001 to assist the California Department of Education (CDE) staff in reviewing this type of waiver (Waiver Policy #2001-02). The SBE has approved a number of these waivers over the years.

SUMMARY OF KEY ISSUES

Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) requires local educational agencies (LEAs) whose allocations are less than \$15,000 to enter into a consortium with other LEAs for the purpose of meeting the \$15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- In a rural, sparsely populated area or is a public charter school operating secondary vocational and technical education programs; and
- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the **Silver Valley Unified School District** and verified that the LEA received its first consortium waiver in the 2003-04 program year and that the LEA continues to meet the waiver criteria. The LEA requests a renewal of the consortium waiver in order to receive its allocated funds for the 2006-07 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2006, through June 30, 2007

Local board approval date(s): July 10, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the Silver Valley Unified School District to receive its Perkins funds for the 2006-07 program year (estimated to be \$14,411) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds, statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Specific Waiver

<p>SUBJECT</p> <p>Request by Oxnard Elementary School District to waive <i>Education Code (EC) Section 56362(c)</i>; allowing the caseload of the resource specialist to exceed the maximum caseload of 28 students by no more than 4 students (32 maximum). Rebecca Caron and Shawna Wagstaff assigned at McAuliffe School.</p> <p>Waiver Numbers: 4-6-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval Approval with conditions Denial

That the district ensure each resource teacher will have an instructional aide available for at least five hours per day.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

EC section 56101 and *California Code of Regulation (CCR)*, Title 5, Section 3100, allows the State Board of Education (SBE) to approve waivers of resource specialists to exceed the maximum caseload of 28 students by no more than 4 students. However, there are specific requirements in these regulations, which must be met for approval, and if these requirements are not met, the waiver must be denied.

A resource specialist is a credentialed teacher who provides instruction and services to children with individualized education programs that are with regular education teachers for the majority of the school day. The resource specialists coordinate special education services with the regular school programs for their students. Statute limits caseload for resource specialists to no more than 28 pupils unless the SBE grants a waiver.

SUMMARY OF KEY ISSUES

CCR, Title 5, Section 3100 states: The waiver stipulates that an affected resource specialist will have the assistance of an instructional aide at least five hours daily wherever that resource specialist's caseload exceeds that statutory minimum during the waiver's effective period. The following affected resource specialists will have an increase in their caseloads from 28 students to 32 students.

California Department of Education staff confirmed that Rebecca Caron and Shawna Wagstaff at McAuliffe School in the Oxnard Elementary School District have agreed to the increase in their caseloads. They will not have had a caseload exceeding 28 students for two consecutive years.

Additionally, the district will provide an additional three hours from the original five hours that were originally approved to help monitor Individualized Education Program

implementation. The resource specialists bargaining unit participated in the waiver development and stated that they were supportive.

Authority for the Waiver: CCR, Title 5, Section 3100.

Period of request: April 1, 2006 to July 26, 2006.

Local board approval date(s): May 9, 2006

Bargaining unit(s) consulted on date(s): March 3, 2006

Name of bargaining unit(s)/representative(s): James McCandish, Oxnard Educators Association

Position of bargaining unit(s) (choose only one):

Neutral Support Oppose

Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

If this waiver is denied, the Oxnard Elementary School District will need to employ additional qualified staff or persons with emergency qualifications to provide services to the special education students placing a financial hardship on the district.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Specific Waiver

SUBJECT	
Request by Upper Lake Union Elementary School District under the authority of <i>Education Code (EC)</i> Section 53863 for a renewal waiver of <i>EC</i> Section 52852, relating to the establishment of a school site council as required for each school participating in the School Based Program Coordination Act (one council for two small rural schools, Upper Lake Elementary and Upper Lake Middle).	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Consent
Waiver Number: 37-6-2006	

RECOMMENDATION

Approval Approval with conditions Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education approved an identical waiver request for this district on September 9, 2004, and this type of waiver is limited to two years, so this is a renewal request.

SUMMARY OF KEY ISSUES

Upper Lake Union Elementary School District located in Lake County, operates two small schools located across the street from each other. The elementary school Upper Lake Elementary is projected to have an enrollment of 380 students and the middle school Upper Lake Middle is projected to have 212 students for the 2006-07 school year.

The two schools operate under a common administration, have joint planning meetings and (through a recently expired waiver) one school site council in a fairly rural area of the state.

The Department recommends approval of this waiver.

Authority for the Waiver: *EC* Section 52863

Period of request: August 23, 2006 through June 30, 2008

Local board approval date(s): June 21, 2006

Bargaining unit(s) consulted on date(s): May 22, 2006

Name of bargaining unit(s)/representative(s): Tony Loumena, NSTA President

Position of bargaining unit(s) (choose only one):

Neutral Support Oppose

Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of this request will not result in additional costs to the district or to the state.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Specific Waiver

SUBJECT Request by Tulelake Basin Joint Unified School District under the authority of <i>Education Code (EC)</i> Section 53862 for a renewal waiver of <i>EC</i> Section 52852, allowing one joint school site council to function for three small rural schools, Newell Elementary, Tulelake Elementary, and Tulelake High, participating in the School Based Coordinated Program. Waiver Number: 3-5-2006	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Consent
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RECOMMENDATION

Approval Approval with conditions Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education has approved many waivers of this type. A different waiver for this school district also requesting a change in the student composition of the school site council, was withdrawn from the July 2006 SBE meeting. This waiver replaces that request.

SUMMARY OF KEY ISSUES

The district, located in Modoc County, operates three schools within a 10 mile radius. The combined enrollment is 360 students with Newell Elementary School 115 students in kindergarten through second, in Tulelake Elementary School 170 students in third through sixth, and in Tulelake High School 75 students for grades seventh through twelfth.

The schools currently operate with a common administration, one parent club, and one school site council. This waiver will allow the district to continue to operate with one school site council for all three schools.

Authority for the Waiver: *EC* Section 52862

Period of request: July 1, 2006 through June 30, 2008

Local board approval date(s): August 10, 2006

Bargaining unit(s) consulted on date(s): April 14, 2006

Name of bargaining unit(s)/representative(s): CSEA, Amanda Mahan; Tulelake Basin Teacher's Association, Tom Loustalet

Position of bargaining unit(s) (choose only one):

Neutral Support Oppose

FISCAL ANALYSIS (AS APPROPRIATE)

This request will not result in additional costs to the district or to the state.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Federal Waiver

SUBJECT Request by Antioch Unified School District to waive No Child Left Behind Act (NCLB); Title IV, Part A, Section 4115(a)(1)(c) to use Safe and Drug Free Schools and Communities funds to support the cost of <i>Character Counts</i> – a Comprehensive Health, Substance Abuse, Violence Prevention Program. Waiver Number: Fed-17-2006	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Consent
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RECOMMENDATION

Approval Approval with conditions Denial

That the Antioch Unified School District must submit a report to the Safe and Healthy Kids Program Office (SHKPO) no later than August 2007 that describes the progress made by the University of Akron in evaluating the *Character Counts* program. In addition, the district must submit a report to the SHKPO no later than August 2008 that describes the progress made by the National Center for Character Counts in submitting the results of the evaluation to (1) the National Registry of Evidence-based Programs and Practices, (2) the University of Colorado's Center for the Study and Prevention of Violence, or (3) the California Healthy Kids Resource Center (CHKRC), for possible designation as a Model, Blueprint, or Validated Program. The district must be willing to take part in a formal evaluation, if requested. The district must also evaluate its own comprehensive prevention program implemented in accordance with the district's approved Local Educational Agency (LEA) Plan.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

State Board of Education (SBE) Policy 03-01 contains guidelines for approval of applications for waiver of the NCLB requirements that Title IV funds be used for "science-based" prevention programs. The SBE has previously approved waivers allowing the use of the *Character Counts* program by the Buena Vista Elementary School District (Fed-13-2003), Empire Union School District (FED-6-2005), Mojave Unified School District (Fed-05-2005), and Lassen County Office of Education Consortium (Fed-19-2005).

SUMMARY OF KEY ISSUES

A waiver is requested so that the LEA may use the "promising" prevention program, *Character Counts*. In accordance with SBE Policy 03-01, the following three conditions must be satisfied before use of a "promising" prevention program may be approved:

1. Is the program innovative?

This condition is satisfied because the program uses an innovative youth development approach to character education in order build positive strengths, assets, and character in students.

2. Does the program demonstrate substantial likelihood of success?

The program was previously the subject of an evaluation that was not completed. Researchers at South Dakota State University conducted a five-year study of *Character Counts* using an extensive questionnaire covering demographics, attitudes, and behavior from a large student sample that comprised as many as 8,419 respondents. Preliminary results indicated that the program cut crime and drug use sharply. Students who said they had drunk alcoholic beverages dropped 31 percent and those that had taken illegal drugs dropped 32 percent. However, this study was not completed in part because researchers did not believe they could continue withholding the program from the students in the control group.

3. Is there a plan and timeline for submitting the program for review?

The University of Akron is in the midst of a comprehensive study of *Character Counts* as implemented throughout a school district in Alliance, Ohio. This study is designed in line with the federal requirements for "scientifically-based research." Final results were available in June 2006. The staff at the National Center for Character Counts will submit the results of the evaluation to one or all of (1) the National Registry of Evidence-based Programs, (2) the University of Colorado's Center for the Study and Prevention of Violence, and (3) the CHKRC, no later than August 2006. The LEA has committed to participating in the data collection process for that study if requested. The district has provided supplemental information attached to the original waiver application stating the above. Following through on these commitments are therefore a condition for approval of the waiver. The supplemental information also confirms the district's desire to request a period of waiver for two years commencing with the date the SBE takes action.

The California Department of Education recommends that this waiver request be approved as it meets each of the three criteria identified in SBE Policy 03-01.

Authority for Waiver: NCLB, Title IV, Part A, Section 4115(a) (3)

Period of request: August 2006-August 2008

Local board approval date(s): June 21, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Waiver approval will allow the district to use Title IV, Safe and Drug Free Schools and Communities funds for this program.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by Lake Tahoe Unified School District to waive portions of <i>Education Code (EC)</i> Section 51222(a), related to the statutory minimum of 400 minutes of physical education required each ten days for grades nine through twelve in order to implement a block schedule at South Tahoe High School.</p> <p>Waiver Number: 24-7-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval Approval with conditions Denial

This waiver meets five of the seven criteria cited in State Board of Education (SBE) Policy #99-03, Revised 2006 and the California Department of Education (CDE) recommends approval with the following conditions:

- Criteria # 1: By June 15, 2007, the district develops and implements standards-based physical education courses that provide each high school student with required course content in the following areas: (1) the effects of physical activity upon dynamic health; (2) mechanics of body movement; (3) aquatics;(4) gymnastics and tumbling; (5) individual and dual sports; (6) rhythms/dance; (7) team sports; (8) combatives (may include self defense). The necessary evidence to demonstrate the physical education program is in compliance with the *California Code of Regulations (CCR)*, Title 5, Section 10060, will include quarterly progress reports on the development of physical education courses. Progress reports shall be due to CDE no later than: September 15, 2006, December 15, 2006, March 15, 2007, and June 15, 2007.
- Criteria # 4: By October 15, 2006, the district provides a program to monitor students' maintenance of a personal physical activity program during the weeks the student is not participating in a physical education course.
- Students receive physical education instruction a minimum of 18 weeks in 70 to 90 minute daily periods during the regular school year.
- Granted for the 2006-07 school year only, to review physical education program before renewal.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

SBE Policy #99-03 Revised 2006 establishes criteria for granting of waivers related to physical education instructional minutes for the purpose of implementing a block schedule.

In July 2006 the SBE approved a revised waiver policy which strengthened the criteria for approval, this waiver meets the new policy guidelines.

SUMMARY OF KEY ISSUES

EC Section 51222 establishes requirements for minimum instructional minutes of physical education, 400 minutes every ten school days for grades seven through twelve.

South Tahoe High School has implemented a block schedule that does not provide each student with physical education instruction for 400 minutes every 10 school days. Students are enrolled in physical education courses for only eighteen weeks of the school year.

The district has provided evidence that it meets five of the seven criteria outlined in SBE Policy # 99-03 Revised 2006 for granting a waiver for block scheduling. The two remaining criteria (# 1 - improvement of content of physical education coursework and # 4 - the program for monitoring physical activity for students off track) are listed in the conditions of approval, and the district has been given timelines by which they are expected to complete the process.

The CDE recommends approval of this waiver with conditions as listed, for the 2006-07 school year, to review physical education program before renewal. CDE will provide technical assistance as needed.

Authority for Waiver: EC Section 33050

Period of request: September 1, 2006 to August 30, 2007

Local board approval date(s): July 11, 2006

Public hearing held on date(s): July 11, 2006

Bargaining unit(s) consulted on date(s): June 19, 2006

Name of bargaining unit/representative(s) consulted: South Tahoe Educators Association

Position of bargaining unit(s) (choose only one):

Neutral Support Oppose

Public hearing advertised by (choose one or more):

posting in a newspaper posting at each school other (specify)

Advisory committee(s) consulted: School Site Council

Objections raised (choose one): None Objections are as follows:

Date(s) consulted: May 17, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of this waiver will have no fiscal impact.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by El Dorado Union High School District to waive portions of <i>Education Code (EC)</i> Section 51222(a), related to the statutory minimum of 400 minutes of physical education required each ten days for grades nine through twelve in order to implement a block schedule at Union Mine High School.</p> <p>Waiver Number: 31-4-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval Approval with conditions Denial

This waiver meets five of the seven criteria cited in State Board of Education (SBE) Policy #99-03, and the California Department of Education (CDE) recommends approval with the following conditions:

- Criteria #1: By June 15, 2007, the district develops and implements standards-based physical education courses that provide each high school student with required course content in the following areas: (1) the effects of physical activity upon dynamic health; (2) mechanics of body movement; (3) aquatics; (4) gymnastics and tumbling; (5) individual and dual sports; (6) rhythms/dance; (7) team sports; (8) combatives (may include self defense). The necessary evidence to demonstrate the physical education program is in compliance with the *California Code of Regulations (CCR)*, Title 5, Section 10060, will include quarterly progress reports on the development of physical education courses. Progress reports shall be due to CDE no later than: September 15, 2006, December 15, 2006, March 15, 2007, and June 15, 2007.
- Criteria # 4: By October 1, 2006, the district develops and provides a program to monitor students' maintenance of a personal physical activity program during the weeks the student is not participating in a physical education course.
- Students receive physical education instruction a minimum of 18 weeks in 70 to 90 minute daily periods during the regular school year.
- Granted for the 2006-07 school year only, to review physical education program before renewal

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

SBE Policy #99-03, establishes criteria for granting of waivers related to physical education instructional minutes for the purpose of implementing a block schedule.

The SBE has approved many such waivers.

SUMMARY OF KEY ISSUES

EC Section 51222 establishes requirements for minimum instructional minutes of physical education, 400 minutes every ten school days for grades seven through twelve.

Union Mine High School has implemented a block schedule that does not provide each student with physical education instruction for 400 minutes every 10 school days. Students are enrolled in physical education courses for only eighteen weeks of the school year.

The district has provided evidence that it meets five of the seven criteria outlined in SBE Policy # 99-03 for granting a waiver for block scheduling. The two remaining criteria (Criteria # 1 - improvement of content of physical education coursework and Criteria # 4 - the program for monitoring students of track) are listed in the conditions of approval, and the district has been given timelines by which they are expected to complete the process.

The CDE recommends approval of this waiver with conditions as listed, for the 2006-07 school year, to review physical education program before renewal. CDE will provide technical assistance as needed.

Authority for Waiver: EC Section 33050

Period of request: August 1, 2006 to July 31, 2007

Local board approval date(s): March 7, 2006

Public hearing held on date(s): March 7, 2006

Bargaining unit(s) consulted on date(s): February 8, 2006

Name of bargaining unit/representative(s) consulted: El Dorado Union High School District Faculty Association

Position of bargaining unit(s) (choose only one):

Neutral Support Oppose

"...we can find no fault and have no disagreement with the district's rational for the request for the waiver."

Public hearing advertised by (choose one or more):

posting in a newspaper posting at each school other (specify)

Advisory committee(s) consulted: Union Mine High School Site Council

Objections raised (choose one): None Objections are as follows:

Date(s) consulted: February 10, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of this waiver will have no fiscal impact.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by Santa Maria Joint Union School District to waive portions of <i>Education Code (EC)</i> Section 51222(a), related to the statutory minimum of 400 minutes of physical education required each ten days for grades nine through twelve in order to implement a block schedule at Santa Maria High School and Pioneer Valley High School.</p> <p>Waiver Number: 12-7-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval Approval with conditions Denial

This waiver meets six of the seven criteria cited in State Board of Education (SBE) Policy #99-03, and the California Department of Education (CDE) recommends approval with the following conditions:

- Criteria #1: By June 15, 2007, the district meet criteria number five by developing and implementing physical education courses that provide each high school student with required course content in the following areas: (1) the effects of physical activity upon dynamic health; (2) mechanics of body movement; (3) aquatics;(4) gymnastics and tumbling; (5) individual and dual sports; (6) rhythms/dance; (7) team sports; (8) combatives (may include self defense). The necessary evidence to demonstrate the physical education program is in compliance with the *California Code of Regulations (CCR)*, Title 5, Section 10060, will include quarterly progress reports on the development of physical education courses. Progress reports shall be due to CDE no later than: September 15, 2006, December 15, 2006, March 15, 2007, and June 15, 2007.
- Students receive physical education instruction a minimum of 18 weeks in 70 to 90 minute daily periods during the regular school year.
- Granted for the 2006-07 school year only, to review physical education program before renewal.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

SBE Policy #99-03 establishes criteria for granting of waivers related to physical education instructional minutes for the purpose of implementing a block schedule.

The SBE has approved many such waivers.

SUMMARY OF KEY ISSUES

EC Section 51222 establishes requirements for minimum instructional minutes of physical education, 400 minutes every ten school days for grades seven through twelve.

Santa Maria High School and Pioneer Valley High School have implemented block schedules that do not provide each student with physical education instruction for 400 minutes every 10 school days. Students are enrolled in physical education courses for only eighteen weeks of the school year.

The district has provided evidence that it meets six of the seven criteria outlined in SBE Policy #99-03 for granting a waiver for block scheduling.

The unmet Criteria #1 can be successfully met with additional time for school staff to develop and design physical education courses that meet the course content requirements outlined in *CCR, Title 5, Section 10060*.

The CDE recommends approval of this waiver with conditions as listed, for the 2006-07 school year, to review physical education program before renewal. CDE will provide technical assistance as needed.

Authority for Waiver: EC Section 33050

Period of request: August 1, 2006 to July 31, 2007

Local board approval date(s): June 14, 2006

Public hearing held on date(s): June 14, 2006

Bargaining unit(s) consulted on date(s): Ongoing throughout the waiver process.

Name of bargaining unit/representative(s) consulted: Santa Maria Joint Union High School District Faculty Association

Position of bargaining unit(s) (choose only one):

Neutral Support Oppose

Public hearing advertised by (choose one or more):

posting in a newspaper posting at each school other (posted at the district office and the Santa Maria Public Library)

Advisory committee(s) consulted: Santa Maria High School Site Council (SMHS), Pioneer Valley High School Site Council (PVHS).

Objections raised (choose one): None Objections are as follows:

Date(s) consulted: SMHS June 6, 2006, PVHS May 22, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of this waiver will have no fiscal impact.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Specific Waiver

<p>SUBJECT</p> <p>Request by Paso Robles Joint Unified to waive <i>Education Code</i> Section 51224.5(b), the requirement that all students be required to complete a course in Algebra I (equivalent) to be given a diploma of graduation for three special education student(s) based on <i>Education Code</i> Section 56101, the special education waiver authority.</p> <p>Waiver Number: 33-6-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval Approval with conditions Denial

This waiver removes only the requirement that these three students successfully complete a course in Algebra I (or its equivalent) through December 31, 2006. These students must meet other course requirements stipulated by the governing board of the school district of enrollment and by Education Code (EC) Section 51225.3 in order to receive a high school diploma. In the event a student granted this waiver does not graduate by December 31, 2006, this waiver does not relieve the student of responsibility to attempt to successfully complete a course in Algebra I (or its equivalent) in future years as required by Section 51224.5(b).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In 2000, legislation was enacted to require students to complete Algebra I as a condition of receiving a high school diploma. The Algebra I requirement applies beginning with students graduating in 2003-04. A number of student specific waivers have been granted by the Board in past years using the waiver authority of EC Section 56101.

SUMMARY OF KEY ISSUES

For the review of this waiver request, the district was required to provide the following documentation:

- For each student included in the waiver request, attach a valid, current Individualized Education Program (IEP) for whom you are requesting a waiver. Highlight the areas of mathematics deficiencies and how the student's needs in mathematics were addressed.
- Information from IEPs for high school years to prove that the student was on the diploma track consistently and evidence that the IEP was written to support the student's participation in diploma track math courses, particularly algebra.
- Indicate the specific assistance the district provided to the student, such as supplementary aids, services, accommodations, modifications, and supports,

to attain this diploma track goal specifically for the algebra requirement in those years.

- Copy of the transcript for each student. Highlight all former attempts at algebra and pre-algebra classes.
- Indicate which assessment the district has used at the high school level for the student: Standardized Testing and Reporting program (STAR) or California Alternate Performance Assessment (CAPA). (Use of the STAR is typically required for waiver approval recommendation.)

The above documentation specific to each student was reviewed by a Special Education Consultant in full confidentiality. Additional information was gathered from the district by telephone or fax if needed to make a determination. The district has provided facts indicating that failure to approve the request would hinder implementation of the student's IEP or compliance by the district for a free, appropriate education for students with disabilities.

The California Department of Education recommends approval of the waiver for three students on the following conditions: That this waiver removes only the requirement that these three students successfully complete a course in Algebra I (or its equivalent) through December 31, 2006. These students must meet other course requirements stipulated by the governing board of the school district of enrollment and by *EC* Section 51225.3 in order to receive a high school diploma. In the event a student does not graduate by December 31, 2006, this waiver does not relieve the student of responsibility to successfully complete a course in Algebra I (or its equivalent) in future years as required by Section 51224.5(b).

Authority for the Waiver: *EC* Section 56101

Period of request: The California Department of Education requests that this waiver removes only the requirement that these three students successfully complete a course in Algebra I (or its equivalent) through December 31, 2006, only.

Local board approval date(s): June 6, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

There is no fiscal impact from granting this waiver.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1: Specific Waiver Request (1Page)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by Leadership High School to waive the statutory requirement (effective January 1, 2007) that a charter school must comply with the California Building Code, as adopted and enforced by the local building enforcement agency, pursuant to <i>Education Code</i> Section 47610 (d) and (e), for a six month period to complete the school year at 300 Seneca Avenue, San Francisco.</p> <p>Waiver Number: 4-7-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval Approval with conditions Denial

The California Department of Education (CDE) recommends that the State Board of Education (SBE) deny this waiver request because it jeopardizes pupil protections within the meaning of *Education Code (EC)* Section 33051(a)(4).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Under *EC* Section 33054, charter schools may request, and the SBE may approve, waivers of various provisions of statute.

The SBE regularly considers waiver requests from charter schools, but it has not previously been requested to approve a waiver to exempt a charter school from the yet-to-become-effective requirement regarding compliance with the California Building Code, as adopted and enforced by the local building enforcement agency.

SUMMARY OF KEY ISSUES

Subdivisions (d) and (e) were added to *EC* Section 47610 by Senate Bill (SB) 1054 (Chapter 87, Statutes of 2005). The new provisions require a charter school, effective January 1, 2007, to comply with the California Building Code, as adopted and enforced by the local building enforcement agency.

SB 1054 also included exceptions for any facility that complies with the Field Act and any facility that is exclusively owned or controlled by an entity not subject to the California Building Code, principally the federal government.

Leadership High School has proposed a six-month waiver of the requirement to comply with the California Building Code, as adopted and enforced by the local building enforcement agency, for the facility located at 300 Seneca Avenue in San Francisco.

SUMMARY OF KEY ISSUES (Cont)

The building is owned, and provided to the charter under Proposition 39 by the San Francisco Unified School District (USD). If this waiver was approved, the school would be able to occupy the facility for the whole of the 2006-07 fiscal (and school) year. The charter has been at this location for over 4 years.

As required under EC 33054, the San Francisco USD local board did hold a public hearing on the waiver on June 27, 2006, and voted support the waiver process. However, per Attachment 1: FAX of June 27, 2006 from Victoria Li, "The Board of Education noted that it did not reach any conclusion regarding the merits of the waiver application."

Although requested on several occasions, neither Leadership High School nor the San Francisco Unified School District has provided any specific information as to the non-compliance (or potential non-compliance) of the facility.

Thus, the SBE is being asked to waive what is obviously a pupil and school personnel protection (compliance with the local building code) without knowing the nature or extent of compliance issues. CDE staff consider this untenable and are compelled to recommend that the waiver be denied.

Authority for Waiver: EC Section 33054

Period of request: January 1, 2007, to June 30, 2007

Since this waiver would be for six months only, the provisions of EC Section 33051(c) would not apply, and this waiver would not continue to be operative beyond the period of the request if approved.

Local board approval date(s): June 12, 2006 (Leadership High School governing board); June 27, 2006 (San Francisco Unified School District Board of Education)

Public hearing held on date(s): June 27, 2006

Bargaining unit(s) consulted on date(s): N/A

Name of bargaining unit/representative(s) consulted: N/A

Position of bargaining unit(s) (choose only one):

Neutral Support Oppose

Comments (if appropriate): N/A

Public hearing advertised by (choose one or more):

posting in a newspaper posting at each school other (specify)
Posted on the SFUSD Web site and main door of the district headquarters.

Advisory committee(s) consulted: Leadership High School's governing board

Objections raised (choose one): None Objections are as follows:

Date(s) consulted: June 12, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of this waiver would have essentially no impact on state funding, either for local assistance or state operations.

BACKGROUND INFORMATION

Action Item: Some documentation is available for Web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or SBE Office.

Attachment 1: General Waiver Request and Certification Form (3 Pages)

Attachment 2: FAX dated June 27, 2006 from Victoria Li, SFUSD (1 Page)

Attachment 3: FAX dated July 21, 2006 from Victoria Li, SFUSD (2 Pages)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by Kern County Office of Education (COE) for a renewal waiver of <i>Education Code (EC)</i> Section 48916.1(d) relating to county community schools serving kindergarten through sixth grade students with seventh through eighth grade students in a combined program: kindergarten through eighth grade (commingling).</p> <p>Waiver Number: 24-6-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval **Approval with conditions** **Denial**

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 is the second time Kern COE has applied for this waiver, making two consecutive years, therefore *EC* Section 33051(c) is in effect.

SUMMARY OF KEY ISSUES

The Kern COE requests a waiver of *EC* Section 48916.1(d) which states that a student expelled from any of kindergarten through grade six, inclusive, may not be placed in an educational program combined or merged with pupils in any of grades seven to 12, inclusive.

Kern COE is a large, rural county and in some of the less populated areas it is fiscally impossible to offer the community an educational program that is restricted to kindergarten through grade 6 due to the resultant small class size. The granting of this waiver request would result in an option of offering a class serving kindergarten through grade 8 that would be: (1) capable of supporting itself fiscally; and (2) remain consistent with the intent of the law, which is to separate the younger pupils from the older, more sophisticated pupil populations. Currently the law allows K-8 districts to put all these grade levels in a community day school, but this waiver is necessary for a county community school program to do the same thing.

In 2005-06, the county community school system served a total enrollment of 1,284 students. Kindergarten through grade 6 enrollment totaled 25 students, grade 7 through grade 8 enrollment totaled 145 students, and the remaining 1,114 student enrollment was served in a (separate) grade 9 through 12 setting. Ten different program locations are strategically positioned throughout the county with 78 percent of the total enrollment served in five sites in Bakersfield and the remaining 22 percent of the total enrollment served in the more remote areas of Delano, Mojave, Taft, Ridgecrest, and Lake Isabella.

This waiver specifies waiving the requirement only in reference to combining grade 7 and grade 8 into the existing kindergarten through grade 6 setting, not to offer a combined K through 12 program. This option would only be utilized in the five remote areas of Delano, Mojave, Taft, Ridgecrest, and Lake Isabella.

Currently the county community school system is the only strategy offering an educational program for expelled students. An Individual Learning Plan is developed, tailoring the academic programs to each student's individual need. Currently a staff-to-student ratio of approximately one-to-ten in the 7 through 12 grades and one-to-four in the elementary grades is maintained. Both the county community school site advisory committee and the Kern County Board of Education unanimously voted to approve this waiver request. If granted, it would be the intent of the Kern County Superintendent of Schools Office to use the kindergarten through grade 6 separation of students whenever possible and only use the kindergarten through grade eight option when the more restrictive option is not fiscally feasible.

The California Department of Education recommends approval of this waiver request. Kern COE has submitted all requested items and the review of documentation supports waiver approval, and EC 33051(c) will apply.

Authority for Waiver: EC Section 33050

Period of request: July 1, 2006, to June 30, 2007

Local board approval date(s): January 12, 2006

Public hearing held on date(s): January 12, 2006

Bargaining unit(s) consulted on date(s): April 26, 2006, and May 15, 2006

Name of bargaining unit/representative(s) consulted: Kern County Educators Association; Teresia Paca, President; Superintendent of Schools Classified Association; and Patty Shultz, President.

Position of bargaining unit(s) (choose only one):

Neutral Support Oppose

Comments (if appropriate):

Public hearing advertised by (choose one or more):

posting in a newspaper posting at each school other (specify)

Advisory committee(s) consulted: County community school collaborative advisory committee (teachers, a principal, a community liaison, probation staff assigned to community school supervisor, and representatives from Mental Health).

Objections raised (choose one): None Objections are as follows:

Date(s) consulted: May 22, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of this waiver would not have a fiscal impact on the state and an approval of the waiver would allow for potentially increased school offerings.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1: General Waiver Request (2 pages)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by Bass Lake Joint Union Elementary School District (JUESD) to waive portions of <i>Education Code (EC)</i> Section 1253, regarding the county of jurisdiction for the Wawona School, one of seven schools in the district. Waiving this requirement would allow Madera to continue to be the county of jurisdiction for Wawona School, should they separate from the Bass Lake JUESD.</p> <p>Waiver Number: 14-6-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval Approval with conditions Denial

That the formation of a new elementary school district consisting of the Wawona School area of the Bass Lake JUESD is approved at a later point in time. If approved, *EC* 33051(c) will apply.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

This type of waiver has not been heard previously by the State Board of Education (SBE).

SUMMARY OF KEY ISSUES

The Bass Lake JUESD is located within both Madera and Mariposa counties, with the Madera County Superintendent of Schools having jurisdiction over the district pursuant to *Education Code (EC)* Section 1253. The geographic area served by Wawona School, one of seven schools in Bass Lake JUESD, also is within both Madera and Mariposa counties, with the majority of the Mariposa County territory located in Yosemite National Park. According to the 2005-06 California Basic Educational Data System, Wawona School enrolls 16 kindergarten through sixth grade students.

Because of the remote location of Wawona School, the Wawona School community is considering action to form its own elementary school district. Should such action be successful, the new Wawona School District, pursuant to *EC* 1253, would be under the jurisdiction of the Mariposa County Superintendent of Schools, since the Wawona School building is located in Mariposa County. However, Wawona would prefer to be under the jurisdiction of the Madera County Superintendent of Schools. Additionally, members of the Wawona School community do not want to begin the process of forming a new school district until the issue of jurisdiction over the new school district is resolved.

There are a number of local concerns with switching jurisdiction over the Wawona School from the Madera County Superintendent of Schools to the Mariposa County Superintendent of Schools, including:

- The Madera County Superintendent of Schools is familiar with and has experience in addressing the unique issues of the Wawona area.
- The Wawona School District would be a component district of a unified school district under the jurisdiction of the Madera County Superintendent of Schools.
- There currently is only one school district under the jurisdiction of the Mariposa County Superintendent of Schools—the Mariposa County Unified School District. In such a situation, *EC 1000* requires the governing board of the county unified school district to serve as the county board of education. The Mariposa County Superintendent of Schools also serves as the superintendent of the Mariposa County Unified School District. Placing another school district under the jurisdiction of the Mariposa County Superintendent of Schools could be disruptive to the current county board of education and administration of the Mariposa County public schools by requiring separate governing boards and school district administrative offices.

The Bass Lake JUESD and both the Madera and Mariposa county superintendents of schools support the waiver.

The CDE recommends that the SBE approve the waiver request under the condition that the formation of a new elementary school district consisting of the Wawona School area of the Bass Lake JUESD is approved at a later point in time. If approved, *EC 33051(c)* will apply.

Authority for Waiver: *EC 33050*

Period of request: July 1, 2006, to June 30, 2008

Local board approval date(s): September 14, 2005

Public hearing held on date(s): September 14, 2005

Bargaining unit(s) consulted on date(s): May 27, 2006; May 30, 2006

Name of bargaining unit/representative(s) consulted: BLTA, Tim McGrew; CSEA, Robert Diaz

Position of bargaining unit(s) (choose only one):

Neutral Support Oppose

Comments (if appropriate):

Public hearing advertised by (choose one or more):

posting in a newspaper posting at each school other (specify)

Advisory committee(s) consulted: Wawona School Site Council

Objections raised (choose one): None Objections are as follows:

Date(s) consulted: May 25, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of the waiver would have no fiscal effect since the waiver would result in the status quo for jurisdiction of the Wawona School. However, failure to approve the waiver could result in additional costs for Mariposa County education agencies to hire separate administrative staff and maintain separate governing boards for the Mariposa County Office of Education and the Mariposa County Unified School District.

BACKGROUND INFORMATION

Action Item: Some documentation is available for Web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1: General Waiver Request (4 Pages)

Attachment 2: Letter from Bass Lake (2 Pages)

Attachment 3: Letter from Mariposa County Office of Education (1 Page)

Attachment 4: Madera County Office of Education (1 Page)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by Rocklin Unified School District for a renewal waiver of <i>Education Code (EC) Section 37202</i>, the equity length of time requirement, to allow Ruhkala Elementary School to operate grades 1-3 with longer instructional days than the rest of the district (other schools are on early-late schedule, except for Rock Creek School, which has a similar waiver).</p> <p>Waiver Number: 30-6-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval **Approval with conditions** **Denial**

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

The State Board of Education (SBE) has approved similar waivers of this type.

SUMMARY OF KEY ISSUES

EC Section 37202, the equity length of time requirement, requires that districts offer the same amount of instructional time in each grade level at each school throughout the district. For example, all first grade classes must offer the same amount of minutes as every other first grade class in the district to be equitable. If a district wants to allow one school to offer more (or less) instructional time at a particular school in a particular grade, then the district must request of waiver of *EC* Section 37202.

Reasons for operating grade levels at different levels within a district vary. In some cases, a school wants to use a different schedule for teacher collaboration. In other cases, a school wants to increase instructional time at a grade level in order to have more time for core courses. In the case of Rocklin USD, the district wants to change the early/late schedule to a traditional schedule. Rock Creek Elementary School already has a waiver for the equity length of time so that they can operate on a traditional day schedule instead of the early/late program that the other schools in the district offer.

Rocklin Unified School District (Rocklin USD) is requesting a renewal of the equity length of time waiver for Ruhkala Elementary School. The district wants to continue to offer a full day instructional program instead of the early/late program instituted in 1975 at all of Rocklin's elementary schools. With the opening of Rock Creek Elementary, the district decided to try offering the traditional school day at the district's newest schools.

As stated in their first waiver request, Ruhkala's students come from Rock Creek Elementary attendance area so they are familiar with the traditional school day and

prefer it. The other schools in the district operate on the early/late schedule, where half of the students arrive early and leave early and half of the students arrive late and leave late. This allows teachers to have 30 minutes at the beginning and end of each instructional day with only fifty percent of the class to teach reading. Few schools in the state have this schedule, instead offer a day that begins and ends the same time.

As a condition of applying for a renewal, Rocklin USD was required to conduct an evaluation of the first waiver. The district surveyed parents and teachers at Ruhkala Elementary of grades 1-3. Out of the 200 surveys sent out, 120 of them were returned. The survey asked if parents thought the traditional instructional day was effectiveness and if it was worth continuing. The majority of the parents who responded to the survey thought the traditional instructional day was effective and should be continued. Some of the reasons given in the survey for continuing the waiver were: one more hour of instruction each day, more time to spend on other areas of curriculum, and flexibility to provide intervention services. This new schedule also helped to alleviate childcare concerns for parents and helped the district to schedule other activities without changing the schedule for the day. The district also has an open enrollment policy so that students attending Ruhkala Elementary may transfer to another school if the parents prefer the early/late program. So far that option has not been used by any of the pupils attending that school.

Therefore, the department recommends approval of this waiver request and that *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.

Authority for Waiver: *EC* Section 33050

Period of request: July 1, 2006 to June 30, 2007

Local board approval date(s): June 21, 2006

Bargaining unit(s) consulted on date(s): June 2, 2006

Name of bargaining unit/representative(s) consulted: RTPA, Mary Dick

Position of bargaining unit(s) (choose only one):

Neutral Support Oppose

Comments (if appropriate):

Public hearing advertised by (choose one or more):

posting in a newspaper posting at each school other (specify) The public notice was posted in the newspaper, at three school sites and the district office.

Advisory committee(s) consulted: All ten elementary school site councils

Objections raised (choose one): None Objections are as follows:

Date(s) consulted: various dates per Kevin Brown, Superintendent

FISCAL ANALYSIS (AS APPROPRIATE)

No fiscal impact if this waiver request is approved.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1: General Waiver Request Form – (2 pages)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by South Bay Union School District to waive <i>Education Code (EC) Section 37202</i>, the equity length of time requirement, to allow Sunnyslope Elementary School to operate grades 1-2 for longer instructional days than the other eleven of the schools in the district.</p> <p>Waiver Number: 13-07-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval **Approval with conditions** **Denial**

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

The State Board of Education (SBE) has approved similar waiver requests in the past.

SUMMARY OF KEY ISSUES

The South Bay Union School District (SD), located in Imperial Beach, San Diego County, requests a waiver of *EC* Section 37202, the equity length of time requirement, to increase the instructional day at one of their elementary schools, Sunnyslope, in grades 1-2. *EC* Section 37202 states that "...the governing board of a school district shall maintain all of the elementary day schools established by it for an equal length of time during the school year and all of the day high schools established by it for an equal length of time during the school year." It is necessary therefore for South Bay Union SD to request this waiver in order to have longer days at Sunnyslope Elementary School for students in first and second grade.

Sunnyslope is a Program Improvement school. The 2005 Academic Performance Index (API) Base is 641 and their statewide rank is 2. The district operates twelve elementary schools and has an enrollment of 5,967 pupils. Sunnyslope Elementary has an enrollment of approximately 473 pupils. Most of the pupils in the district are English-language learners and come from lower socio-economic backgrounds. The 2005 California Standardized Testing and Reporting (STAR) data reveals that 38% of the second grade pupils at Sunnyslope are Below Basic and Far Below Basic in English-language arts and 31% Below Basic and Far Below Basic in the same grade for mathematics.

In an effort to improve the academic achievement of these students, targeting grades one and two, the Sunnyslope Elementary School leadership team wants to increase the instructional day by 25 minutes which adds up to an additional 75 hours for the school

year. They want to help these students increase their academic achievements and want to begin this new schedule at the start of the 2006-2007 school year. The impacted teachers are supportive of this proposal.

If this waiver is approved, the instructional day for the first and second grades at Sunnyslope Elementary will be increased to 310 minutes daily which adds up to 55,800 annual instructional minutes. The teachers feel that they will be able to accomplish more with longer days to improve the academic achievement levels of the Sunnyslope students. Research studies show that extending the instructional day is one way to achieve this goal. Students in the same grades at the other 11 district schools will have a total of 51,300 instructional minutes per year.

Therefore, in order to help the district achieve the goal of improving the academic success of the pupils at Sunnyslope Elementary School, the department recommends approval of this waiver request and that *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.

The department commends the staff of Sunnyside for being willing to make this commitment to improving student achievement.

Authority for Waiver: *EC* Section 33050

Period of request: September 1, 2006 to August 31, 2007

Local board approval date(s): June 22, 2006

Public hearing held on date(s): June 22, 2006

Bargaining unit(s) consulted on date(s): June 12 and June 22, 2006

Name of bargaining unit/representative(s) consulted: Patricia Tvez-Moran,
Southwest Teachers Association

Position of bargaining unit(s) (choose only one):

Neutral Support Oppose

Comments (if appropriate): Letter of support from affected teachers.

Public hearing advertised by (choose one or more):

posting in a newspaper posting at each school other (specify) posted
at Sunnyslope School, at the Education Center, and at the Silver Wing Public Library

Advisory committee(s) consulted: District Advisory Committee and South Bay PTA Council (which is composed of district wide representatives)

Objections raised (choose one): None Objections are as follows:

Date(s) consulted: DAC – March 7, 2006 and PTA Council on March 8, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

No fiscal impact if this waiver is approved.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1: General Waiver Request (2 pages)

Attachment 2: API results for the South Bay UESD (1 page)

Attachment 3: 2005 Star test scores for Sunnyslope Elementary School (1 page)

Attachment 4: Letter of support from affected teachers (1 page)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by Compton Unified School District for Dominguez High School in Cohort I of the High Priority Schools Grant Program (HPSGP), to waive the timelines (60-day and 90-day) in <i>Education Code (EC) Section 52055.650(g)(1)(C)</i> for the School Assistance and Intervention Team (SAIT) contract, reports, and adoption of recommendations by the local governing board.</p> <p>Waiver Number: 27-6-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval Approval with conditions Denial

That the district original start date of November 9, 2005 be moved to May 5, 2006. The 60-day statutory timeline was met on June 7, 2006; the 90-day statutory timeline was met on July 11, 2006; and the Report of Findings and Recommended Corrective Actions put on-line to the department prior to August 21, 2006.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Timeline waivers for three other schools in Cohort I of the High Priority Schools Grant Program were granted by the State Board of Education (SBE): Workman High School, deemed state-monitored in September 2005, Yokuts Continuation School and Jamison Continuation High School, both deemed state-monitored in November, 2005. All three schools are currently implementing corrective actions as recommended by their respective SAIT providers.

SUMMARY OF KEY ISSUES

Dominguez High School was deemed a state-monitored school by the SBE and assigned the services of a SAIT in November, 2005. The district administration received a courtesy call about the school's pending state-monitored status prior to the SBE action. The district reportedly submitted a challenge regarding the school's test data. Meanwhile, CDE mailed the district and school principal a formal notification letter dated December 5, 2005, advising the district that Dominguez High School was state-monitored as of November, 2005 and that they should contract with a SAIT provider.

On May 5, 2006, the Intervention Assistance Office (IAO) of CDE initiated contact with the district to ascertain the selection of a SAIT provider to serve Dominguez. When it became apparent that the district had not selected a SAIT provider, IAO staff advised district administrators that they should move with all due haste to procure the services of a SAIT team and submit a timeline waiver requesting a shift in the start time for the actual SAIT process, since they were out of compliance with the timeline stipulated in *EC Section 52055.650(g)(1)(C)*.

Beginning the process very rapidly after that date, on June 7, 2006 the SAIT provider completed the initial investigative phase of the intervention process. Then on July 11, 2006, those corrective action plans were approved by the Compton Unified School District. The report of Findings and Recommended Corrective Actions was submitted to the department prior to August 21, 2006.

Therefore Dominguez has now completed all the statutory timelines, and CDE will be adjusting reporting requirements accordingly. The school will begin implementing corrective actions as recommended by the SAIT team at the start of the 2006-2007 school year, thereby bringing the district and school into compliance with requirements in the law and improving the school's prospects of demonstrating increased academic achievement.

The department recommends approval that the district original start date of November 9, 2005 be moved to May 5, 2006. The 60-day statutory timeline was met on June 7, 2006; the 90-day statutory timeline was met on July 11, 2006; and the Report of Findings and Recommended Corrective Actions put on-line to the department prior to August 21, 2006.

Authority for Waiver: EC Section 33050

Period of request: From November 9, 2005, to September 7, 2006

Local board approval date(s): May 23, 2006

Public hearing held on date(s): May 23, 2006

Bargaining unit(s) consulted on date(s): May 17, 2006 and May 23, 2006

Name of bargaining unit/representative(s) consulted:
Compton Education Association

Position of bargaining unit(s) (choose only one):

Neutral Support Oppose

Public hearing advertised by (choose one or more):

posting in a newspaper posting at each school other (specify)

Advisory committee(s) consulted: Dominguez High School's School Site Council (SSC) and staff members

Objections raised (choose one): None Objections are as follows:

Date(s) consulted: November 11, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

The timeline waiver does not alter the disbursement of state-budgeted funds allocated for support of the SAIT process.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1: General Waiver Request (3 Pages)

Attachment 2: Timeline of Events (1 Page)

Attachment 3: Agreement for Consultant Services (4 Pages)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Specific Waiver

<p>SUBJECT</p> <p>Request by Orland Unified School District to waive <i>Education Code (EC)</i> Section 46201(d), the Longer Day Incentive Program fiscal penalty for offering less instructional time in the 2004-2005 fiscal year than the minimum requirement set in 1986-1987 fiscal year at Fairview Elementary School grades 4-5 (shortfall of 360 minutes).</p> <p>Waiver Number: 12-6-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval Approval with conditions Denial

That the district maintains increased instructional time in grades 4-5 and grades 6-7 from the required 54,000 minutes per year to 54,360 minutes per year (54,000 minutes plus the 360 minutes short) for two years beginning in 2006-2007 and continuing through 2007-2008 and report the increases for instructional minutes in their yearly audits.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has approved similar requests with conditions. *EC* section 46206 authorizes the SBE to grant waivers of fiscal penalties because of a shortfall in instructional time. A waiver may be granted upon the condition that the school or schools in which the minutes, days, or both, were lost, maintain minutes and days of instruction equal to those lost in addition to the amount for twice the number of years that it failed to maintain the required minimum length of time for the instructional school year, minimum number of instructional days for the school year following the year, or both.

SUMMARY OF KEY ISSUES

An audit of the 2004-2005 fiscal year found Fairview Elementary School was short by 360 instructional minutes in grades 4-5 for the required annual instructional minute requirements set for this district in 1986-1987 to participate in the Longer Day Incentive Program. The fiscal penalty for this finding is \$12,002.92. The bell schedule in 2005-2006 at Fairview Elementary was adjusted to increase the instructional minutes to the required amounts once the error was discovered but not a sufficient amount for the waiver make-up time.

The district has proposed a the bell schedule for 2006-07 for Fairview Elementary to increase the number of annual instructional minutes up to 54,470 minutes for grades 4-5, which is above the amount they would have to offer to get the waiver. The students that attended Fairview Elementary in 2004-2005 school year are now attending CK Price Middle School and that school offers 54,423 annual instructional minutes, 423

minutes above the minimum required make up time for the waiver so the affected students are also getting extra instructional time to gain back the time lost. The district has submitted a worksheet with the instructional minute calculations that displays the schedules for both Fairview Elementary and CK Price Middle Schools for the next two years.

Therefore, the department recommends approval on the condition that the district maintains increased instructional time in grades 4-5 and grades 6-7 from the required 54,000 minutes per year to at least 54,360 minutes per year (54,000 minutes plus the 360 minutes short) for two years beginning in 2006-2007 and continuing through 2007-2008 and reports the increases for instructional minutes in their yearly audits.

Authority for the Waiver: EC Section 46201(d)

Period of request: July 1, 2004 to June 30, 2005

Local board approval date(s): June 12, 2006

Bargaining unit(s) consulted on date(s): May 17, 2006

Name of bargaining unit(s)/representative(s): John Seid, President, Orland Teachers Association/Classified School Employees Association

Position of bargaining unit(s) (choose only one):

Neutral Support Oppose

Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

The calculation for the penalty is as follows:
357.34 (Average Daily Attendance) times \$5,148.79 (Base Revenue Limit) times .099677 (Deficit Factor One) times 0.98174 (Deficit Factor Two) equals \$1,800,438.36 (Apportionment). 360 (Number of Minutes Short) divided by 54,000 (Number of Required Minutes) equals 0.67% (Percentage of Minutes Not Offered). \$1,800,436.36 (Apportionment) times 0.67% (Percentage of Minutes Not Offered) equals \$12,002.92 (Penalty). The district requests to waive the full fiscal penalty.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1: Specific Waiver Request (2 pages)

Attachment 2: Copy of Audit Finding and District's Response (1 page)

Attachment 3: Calendar for 2006-2007 (1 page)

Attachment 4: Instructional Minute Calculation 2006-2007 and 2007-2008 (1 page)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Specific Waiver

<p>SUBJECT</p> <p>Request by Yreka Union High School District to waive <i>Education Code (EC) Section 46201(d)</i>, the Longer Day Incentive Program audit penalty for offering less instructional time in the 2004-2005 fiscal year than the minimum requirements set in 1986-1987 fiscal year at Yreka High School (shortfall of 410 minutes).</p> <p>Waiver Number: 37-3-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval Approval with conditions Denial

That the district maintain increased instructional time at Yreka High School from the required 64,800 minutes per year to 65,210 minutes per year (64,800 plus the 410 minutes short) for a period of two years beginning in 2006-2007 and continuing through 2007-2008, and report the increase in its yearly audits.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has approved similar requests with conditions. *EC* Section 46206 authorizes waivers to be granted for fiscal penalties as a result of a shortfall in instructional time. This section of the *EC* is very prescriptive and states that a waiver may only be granted upon the condition that the school or schools in which the minutes, days, or both, were lost, maintain minutes and days of instruction equal to those lost in addition to the amount for twice the number of years that it failed to maintain the required minimum length of time for the instructional school year, minimum number of instructional days for the school year following the year, or both. The instructional time has to be made up beginning not later than the school year following the year in which the waiver was granted and continue for each succeeding school year until the condition is satisfied.

SUMMARY OF KEY ISSUES

Yreka Union High School District is requesting a waiver of *EC* Section 46201(d), the Longer Day Incentive Program audit penalty for offering less instructional time than the minimums set in 1986-1987 at Yreka High School in the 2004-2005 fiscal year.

An audit revealed that the bell schedule erroneously counted the passing time between a nutrition break and the next period, as instructional time at Yreka High School. This created a shortfall of 410 instructional minutes for the year. As soon as the error was discovered, the bell schedules for 2005-2006 were adjusted to increase the annual instructional minutes to 64,815 minutes, but not enough to make up the time necessary for the waiver relief from the fiscal penalty. The fiscal penalty for the shortfall is \$26,398.03.

Beginning in 2006-2007, the district will begin making up the shortfall at Yreka High School. The district has submitted bell schedules and calendars for the next two years that display the increased instructional time to 65,910 minutes for each year. This is above the amount of make up minutes of 65,210 that the waiver request would require.

All grade levels in the high school will get the extra minutes, some of the affected students have graduated, but students in two grade levels originally affected will be getting the extra time.

Therefore, the department recommends approval with the condition that the district maintain increased instructional time at Yreka High School from the required 64,800 minutes per year to 65,210 minutes per year (64,800 plus the 410 minutes short) for a period of two years beginning in 2006-2007 and continuing through 2007-2008, and report the increase in its yearly audits.

Authority for the Waiver: EC Section 46202

Period of request: July 1, 2004 to June 30, 2005

Local board approval date(s): March 15, 2006

Bargaining unit(s) consulted on date(s): January 20, 2006

Name of bargaining unit(s)/representative(s): Yreka Union High School District Faculty Association, Kevin Velarde, President

Position of bargaining unit(s) (choose only one):

Neutral Support Oppose

Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

The calculation for the fiscal penalty is as follows: 734 (ADA) times \$5,808.65 (Base Revenue Limit) times 0.99677 (Deficit Factor 1) times 0.98174 (Deficit Factor 2) equals \$4,172,176.89 (Apportionment). 410 (Number of Minutes Short) divided by 64,800 (Number of Required Minutes) equals 0.63% (Percentage of Minutes Not Offered). \$4,172,176.89 (Apportionment) times 0.63% (Percentage of Minutes Not Offered) equals \$26,398.03. The district is requesting to waive the full penalty amount.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1: Specific Waiver Request Form (2 Pages)

Attachment 2: Copy of Audit Finding and District's Response (1 Page)

Attachment 3: Calendar and Bell Schedule for 2006-2007 (2 Pages)

Attachment 4: Calendar and Bell Schedule for 2007-2008 (2 Pages)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Specific Waiver

<p>SUBJECT Request by Vallejo City Unified School District to waive <i>Education Code (EC) Section 46201(d)</i>, the Longer Day Incentive Program audit penalty for offering less instructional time in the 2004-2005 fiscal year than the minimum requirements set in 1986-87 fiscal year at Elsa Widenmann Elementary School grades 1-3 (shortfall of 45 minutes).</p> <p>Waiver Number: 18-5-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval Approval with conditions Denial

That the district maintains increased instructional time in grades 1-3 from the required 50,400 minutes per year to 50,445 minutes per year (50,400 plus the 45 minutes short), and grades 4-5 for an additional 45 minutes for a period of two years beginning in 2005-2006 and continuing through 2006-2007 and report the increases for the instructional minutes in their yearly audits.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has approved similar requests with conditions. *EC* section 46206 authorizes waivers to be granted for fiscal penalties because of a shortfall in instructional time. A waiver may be granted upon the condition that the school or schools in which the minutes, days, or both, were lost, maintain minutes and days of instruction equal to those lost in addition to the amount for twice the number of years that it failed to maintain the required minimum length of time for the instructional school year, minimum number of instructional days for the school year following the year, or both.

SUMMARY OF KEY ISSUES

The annual audit of instructional minutes revealed that Elsa Widenmann Elementary School was 45 minutes short of the required 50,400 instructional minutes for grades 1 through 3. This error was caused by a schedule change. The shortfall created a fiscal penalty of \$16,567.40. The district is requesting a waiver of the full fiscal penalty amount.

Widenmann Elementary's bell schedule in 2005-06 was adjusted to increase the instructional time for the affected grade levels to 52,474 instructional minutes in grades 1-3 and to 55,984 minutes in grades 4-5, above the required amount for the waiver request for both the affected grades, and the affected students.

The increased instructional time offered at the Elsa Widenmann Elementary School will continue through the 2006-2007 school year, although the schedule will be different.

The minutes will be 50,570 instructional minutes in grades 1-3 and 54,190 instructional minutes in grades 4-5. This still adds up to more than the minimum amount required by the waiver request for the affected grade levels and students. The district has submitted bell schedules and calendars to verify this information.

Therefore, the department recommends approval of this waiver with the condition that the district maintains increased instructional time in grades 1-3 from the required 50,400 minutes per year to 50,445 minutes per year (50,400 plus the 45 minutes short), and grades 4-5 for an additional 45 minutes for a period of two years beginning in 2005-2006 and continuing through 2006-2007 and report the increases for the instructional minutes in their yearly audits.

Authority for the Waiver: EC Section 46206

Period of request: 07/1/2004 to 06/30/2005

Local board approval date(s): May 17, 2006

Bargaining unit(s) consulted on date(s): May 16, 2006

Name of bargaining unit(s)/representative(s): Janice Sullivan and Yvette Lopez, VEA

Position of bargaining unit(s) (choose only one):

Neutral Support Oppose

Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

The calculation for the penalty is as follows:
3,829.72 (Average Daily Attendance) times \$4,951.24 (Base Revenue Limit) times 0.99677 (Deficit Factor One) times 0.98174 (Deficit Factor Two) equals \$18,555,490.79 (Apportionment). 45 (Number of Minutes Short) divided by 50,400 (Number of Required Minutes) equals 0.09% (Percentage of Minutes Not Offered). \$18,555,490.79 (Apportionment) times 0.09% (Percentage of Minutes Not Offered) equals \$16,567.40 (Penalty). The district requests to waive the full amount.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1: Specific Waiver Request (2 pages)

Attachment 2: Copy of Audit Finding (1 page)

Attachment 3: Widenmann's Instructional Time Worksheet for 2005-2006 (2 page)

Attachment 4: Widenmann's Bell Schedule for 2005-2006 (1 page)

Attachment 5: Widenmann's Instructional Time Worksheets for 2006-2007 (2 pages)

Attachment 6: Widenmann's Bell Schedules for 2006-2007 (3 pages)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Specific Waiver

<p>SUBJECT</p> <p>Request by Tuolumne County Office of Education for a retroactive waiver of the audit penalty for the 2004-2005 fiscal year for <i>Education Code (EC)</i> Section 60119 regarding the annual public hearing and board resolution on the availability of textbooks and instructional materials for all students at all grade levels and subjects. The county office did not hold the required public hearing during the 2004-05 school year.</p> <p>Waiver Number: 59-3-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval Approval with conditions Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has been approving waivers of this type since 1999 under Waiver Policy number 1-06 Instructional Materials Sufficiency.

With the implementation the Williams lawsuit settlement through the passage of SB 550 (statutes of 2004), several new requirements are now in effect (the hearing must be within the first 8 weeks of school, the hearing cannot be held during or immediately following school hours, and the resolution requirements have been increased, and the number of counties found out of compliance has also increased.

Tuolumne County Office of Education (COE) has not had a prior year finding and waiver of this type.

SUMMARY OF KEY ISSUES

During an audit of the 2004-2005 fiscal year, Tuolumne COE was cited for not holding the required public hearing to determine the sufficiency of textbooks and instructional materials prior to June 30, 2005. Tuolumne COE misunderstood the Williams Settlement legislation believing that Alternative Schools Accountability Model (ASAM) schools were not under the same requirements as regular schools, so failed to hold the hearing for 2004-2005.

On October 10, 2005, the county held their public hearing and passed a resolution on the sufficiency of instructional materials for fiscal year 2005-2006 as required to be able to get this waiver. However they did not use the correct resolution format so the Waiver Office had them re-do the hearing with the correct resolution format on June 12, 2006.

Since then, the county office has implemented procedures to prevent missing the required public hearing again. Staff verified that the evidence submitted with the waiver

is correct.

Since the Tuolumne COE changed their procedures to ensure that the hearing will not missed again and is aware of the need to use the new resolution format as prescribed by the Williams Settlement, the department recommends approval of this waiver request.

Authority for the Waiver: EC Section 41344.4

Period of request: July 1, 2004 to June 30, 2005

Local board approval date(s): March 13, 2006

Bargaining unit(s) consulted on date(s): February 8, 2006

Name of bargaining unit(s)/representative(s): President Denise Rogers, Tuolumne County Council of Classified Employees, and President Nancy Johnson, Tuolumne County Special Education Federation

Position of bargaining unit(s) (choose only one):

Neutral Support Oppose

Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of this waiver request will prevent the county office of education from returning \$4,501, the full amount of their 2004-2005 instructional material funds.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1: Specific Waiver Request (2 pages)

Attachment 2: Copy of Audit Finding and COE's response (2 pages)

Attachment 3: Certification of Compliance (2 pages)

Attachment 4: Resolution on Sufficiency of Instructional Materials – for meeting held on June 12, 2006 (2 pages)

Attachment 5: List of Instructional Materials (1 page)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Specific Waiver

<p>SUBJECT</p> <p>Request by Inyo County Office of Education for a retroactive waiver of the audit penalty for the 2004-2005 fiscal year of <i>Education Code (EC) Section 60119</i> regarding the annual public hearing and board resolution on the availability of textbooks and instructional materials for all students at all grade levels and subjects. The county office did not hold the required public hearing during the 2004-2005 school year.</p> <p>Waiver Number: 11-2-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval Approval with conditions Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has been approving waivers of this type since 1999 under Waiver Policy number 1-06 Instructional Materials Sufficiency.

With the implementation the Williams lawsuit settlement through the passage of SB 550 (statutes of 2004), several new requirements are now in effect (the hearing must be within the first 8 weeks of school, the hearing cannot be held during or immediately following school hours, and the resolution requirements have been increased, and the number of counties found out of compliance has also increased.

Inyo County Office of Education (COE) has not had a prior year finding and waiver of this type.

SUMMARY OF KEY ISSUES

It was discovered that Inyo COE did not hold the required public hearing according to *EC Section 60119* within the 2004-2005 fiscal year. The error was discovered in July of 2005, so when they then held the hearing it was past the end of the fiscal year, and was found noncompliant by the auditor for fiscal year 2004-2005.

On September 25, 2005, Inyo COE held a properly noticed hearing for the 2005-2006 school year. As proof of their compliance, Inyo COE submitted copies of their 2005-2006 board resolution for the sufficiency of instructional materials, the public notice with the location and date of the public hearing, a signed certification of compliance with *EC Section 60119*, the board minutes from that meeting and a list of the instructional materials 9-12.

The county office of education operates two small schools, Alabama Hills Community Day and Jill Kinmont Boothe School with an average enrollment of 39

students serving grades 9 through 12.

California Department of Education (CDE) staff verified all other requirements of the specific waiver request. Without the waiver, the district would have to return \$4,771 that they received for instructional materials. Therefore, since Inyo COE has met the requirements for fiscal year 2005-2006, and agrees to comply with *EC* Section 60119 and to ensure that the public hearing is held every year, the department recommends approval of this waiver request under the authority of *EC* 41344.3.

Authority for the Waiver: *EC* Section 41344.3

Period of request: July 1, 2004 to June 30, 2005

Local board approval date(s): January 17, 2006

Bargaining unit(s) consulted on date(s): January 4, January 5 and January 17, 2006

Name of bargaining unit(s)/representative(s): Bobbie Lovig, CSEA, Chapter #542 and Vickie Pauley, CTA/NEA (ICACP)

Position of bargaining unit(s) (choose only one):

Neutral Support Oppose

Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of this waiver will relieve the district of \$4,771 in penalties.

BACKGROUND INFORMATION

Action Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

Attachment 1: Waiver Request from Inyo COE (2 pages)

Attachment 2: Copy of Audit Finding with county's response (1 page)

Attachment 3: Certification of Compliance (2 pages)

Attachment 4: Copy of Board Resolution (1 page)

Attachment 5: List of Instructional Materials (1 page)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Specific Waiver

<p>SUBJECT Request by Trinity Union High School District for a retroactive waiver for the 2004-2005 school year of <i>Education Code (EC)</i> Section 60119 regarding the annual public hearing on the availability of textbooks and instructional materials for all students at all grade levels and subjects. The district's resolution omitted some key elements in that year.</p> <p>Waiver Number: 8-5-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval Approval with conditions Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has heard and approved similar waiver requests of this type in the past. This is the first waiver request for Trinity Union High School District for this issue.

SUMMARY OF KEY ISSUES

In the 2004-2005 school year the auditor found that the Trinity Union High School District did not use the correct wording for their resolution. Instead, the school board used an older version of the resolution, which left out some important components such as whether or not each student enrolled in a foreign language, or health course had sufficient texts to use; or whether or not the district provided each student enrolled in a laboratory course with sufficient equipment. The reason for the use of the older version of the resolution is that the chief business officer who held responsibly for the annual hearing left the district abruptly.

On August 15, 2005, the district held a fully compliant public hearing for the sufficiency of instructional materials as required by *EC* Section 60119. As evidence of their compliance, the district has submitted the notice for the public hearing, the list of instructional materials, the certification of compliance form, and the appropriate resolution approved by their board on August 15, 2005 for the 2005-2006 school year.

Therefore, the department recommends approval of this waiver request.

Authority for the Waiver: *EC* Section 41344.4

Period of request: July 2004 to June 2005

Local board approval date(s): May 10, 2006

Bargaining unit(s) consulted on date(s): May 3, 2006

Name of bargaining unit(s)/representative(s): CTA/Mike Flint and CSEA/Dusty Knight

Position of bargaining unit(s) (choose only one):

Neutral Support Oppose

Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of this waiver will relieve the district of \$27,979 in penalties.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1: Specific Waiver Request (2 pages)

Attachment 2: Copy of Audit Finding and District's Response (1 page)

Attachment 3: Certification of Compliance (2 pages)

Attachment 4: List of Instructional Materials (2 pages)

Attachment 5: Copies of Compliant 60119 Resolution for 2005-06 (1 page)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by Fremont Union High School District to waive <i>Education Code (EC) Section 52084(a)</i>, the Ninth Grade Class Size Reduction Program (Morgan-Hart), to receive funding for a full year, double period of "Intensified Algebra" for targeted low performing students, and English (three courses total).</p> <p>Waiver Number: 5-7-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval Approval with conditions Denial

That the total funding to the district will not exceed two times the grade 9 enrollment of the district; all classes will be held to the 20:1 ratio average (with no more than 22 in any one class); and *EC* Section 33051(c) will apply.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has discussed issues of Morgan-Hart Class Size Reduction previously. Waivers to increase the number of courses 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 20:1 ratio, with no more the 22 pupils in each participating class.

SUMMARY OF KEY ISSUES

Freemont Unified High School District (UHSD) is requesting a waiver to offer reduced class size in three courses in 2006-2007, Intensified Algebra for two class periods for a full year and the required English course. The FUHSD will offer this program at Fremont High School, Homestead High School, and Cupertino High School. The intensive course, equivalent to Algebra 1a and 1b, will meet the Algebra graduation requirements and prepare students for the California High School Exit Exam.

The Morgan-Hart Class Size Reduction Act states in *EC* Section 52084(a) that the grade 9 course or the two grade 9 courses included in the program count toward completion of the graduation requirements established in subparagraph (A), (B), (C), or (D) of paragraph (1) of subdivision (a) of *EC* Section 51225.3; provided, that one of the courses included in the program shall be English. When districts want to expand the use to three or more classes, this waiver is necessary.

The department recommends that this waiver be approved for the 2006-2007 school year upon the conditions 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 20:1 ratio average (with no more than 22 in any one class).

Authority for Waiver: EC Section 33050

Period of request: August 21, 2006 to June 7, 2007

Local board approval date(s): July 11, 2006

Public hearing held on date(s): July 11, 2006

Bargaining unit(s) consulted on date(s): June 23, 2006

Name of bargaining unit/representative(s) consulted: Fremont Education Association, Tom Avvakumovits, President

Position of bargaining unit(s) (choose only one):

Neutral Support Oppose

Comments (if appropriate):

Public hearing advertised by (choose one or more):

posting in a newspaper posting at each school other (specify) District Office

Advisory committee(s) consulted: Fremont High School Site Council, Homestead High School Site Council, and Cupertino High School Site Council

Objections raised (choose one): None Objections are as follows:

Date(s) consulted: May 9, 2006, April 25, 2006 and May 17, 2006, respectively

FISCAL ANALYSIS (AS APPROPRIATE)

Whether this waiver would have any fiscal impact is speculative. It depends upon what the district would do in the absence of the waiver. With the proposed condition limiting claims to two times the 9th grade enrollment in the participating schools, it is reasonable to conclude that any fiscal impact would be minor (if any).

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1: General Waiver Request (3 Pages)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by Vallejo City Unified School District to waive <i>Education Code (EC)</i> section 52084(a), the Ninth Grade Class Size Reduction Program (Morgan-Hart), to receive funding for a full year, double period of "Accelerated English" and a full year, double period of "Accelerated Algebra" for targeted low performing students (four classes total).</p> <p>Waiver Number: 32-6-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval Approval with conditions Denial

That the total funding to the district will not exceed two times the grade 9 enrollment of the district; all classes will be held to the 20:1 ratio average (with no more than 22 in any one class); and *EC* Section 33051 (c) will apply.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has discussed issues of Morgan-Hart Class Size Reduction previously. Waivers to increase the number of courses 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 20:1 ratio, with no more the 22 pupils in each participating class.

This district had a one year waiver last year for a different provision of the Ninth Grade Class size Reduction Program

SUMMARY OF KEY ISSUES

Vallejo City Unified School District (USD) is requesting a waiver to offer reduced class size in four courses in 2006-2007, Accelerated Algebra for two class periods for a full year and Accelerated English for two class periods for a full year, which is the required English course. These courses will meet graduation requirements and prepare students for the California High School Exit Exam.

The Morgan-Hart Class Size Reduction Act states in *EC* Section 52084(a) that the grade 9 course or the two grade 9 courses included in the program count toward completion of the graduation requirements established in subparagraph (A), (B), (C), or (D) of paragraph (1) of subdivision (a) of *EC* Section 51225.3; provided, that one of the courses included in the program shall be English.

The department recommends that this waiver be approved for the 2006-2007 and 2007-2008 school years upon the conditions 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 20:1 ratio average (with no more than 22 in any one class). EC 33051(c) will apply.

Authority for Waiver: EC Section 33050

Period of request: August 22, 2006 – August 21, 2008

Local board approval date(s): June 21, 2006

Public hearing held on date(s): June 21, 2006

Bargaining unit(s) consulted on date(s): June 7, 2006

Name of bargaining unit/representative(s) consulted: Vallejo Education Association, Janice Sullivan, President

Position of bargaining unit(s) (choose only one):

Neutral Support Oppose

Comments (if appropriate):

Public hearing advertised by (choose one or more):

posting in a newspaper posting at each school other (specify) District Website

Advisory committee(s) consulted: Vallejo City USD high schools do not have site councils but parents have expressed support for re-establishing ninth grade class size reduction in the district.

Objections raised (choose one): None Objections are as follows:

Date(s) consulted:

FISCAL ANALYSIS (AS APPROPRIATE)

Whether this waiver would have any fiscal impact is speculative. It depends upon what the district would do in the absence of the waiver. With the proposed condition limiting claims to two times the 9th grade enrollment in the participating schools, it is reasonable to conclude that any fiscal impact would be minor (if any).

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1: General Waiver Request (4 Pages)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Petition Waiver

<p>SUBJECT</p> <p>Petition request under <i>Education Code (EC)</i> sections 60421(d) and 60200(g) by Fresno County Office of Education to purchase specified non-adopted instructional materials for severely disabled children using Instructional Materials Funding Realignment Program (IMFRP) carryover monies from 2003-2004 and 2004-2005.</p> <p>Waiver Number: 5-6-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval Approval with conditions Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Petitions have been approved by the State Board of Education (SBE) to use Instructional Materials Fund (IMF) money for the purchase of special education materials. This is the first such petition submitted for the Instructional Materials Funding Realignment Program (IMFRP). No specific policies have been adopted by the SBE regarding IMFRP petitions.

This is Fresno County Office of Education's (COE) second request for a petition to use state instructional materials funds to purchase special education materials. The COE submitted an IMF Petition for this purpose earlier and it was granted by the SBE in September 2004.

SUMMARY OF KEY ISSUES

While no SBE policy currently exists for petitions under the IMFRP, language within the IMFRP in *EC* Section 60421(d) specifically authorizes the SBE to grant waivers for the purchase of non-adopted materials with IMFRP funds.

The Fresno COE is petitioning to use carryover IMFRP money from 2003-2004 and 2004-2005 to purchase materials from the attached list for use in the county special education programs. These programs serve 679 severely disabled students in 34 school districts throughout Fresno County. The Fresno COE states that while severely disabled students are taught using state standards, they often have no grasp of the printed word and require specific age-appropriate materials designed for their cognitive levels. These students have specific goals and objectives set for them at Individualized Education Program (IEP) meetings.

A complete list of materials that the county office intends to purchase was submitted to the Waiver Office. This list was prepared through a month-long public display of the proposed materials, with responses from staff and community members. The Special

Education Division within the California Department of Education reviewed the list of special education instructional materials, and agrees that they are appropriate for the students in the Fresno COE.

Therefore, the department recommends approval of this waiver request.

Authority for Petition: EC 60421(d) and 60200(g)

Period of request: June 1, 2006, through June 30, 2007

Local board approval date(s): April 20, 2006

Public hearing held on date(s): April 20, 2006

Public hearing advertised by (choose one or more):

posting in a newspaper posting at each school other (specify)

FISCAL ANALYSIS (AS APPROPRIATE)

Carryover IMFRP for 2003-2004 and 2004-2005: \$46,220

The county office intends to use 100% of this carryover funding to purchase these materials. Overall, IMFRP received for these two years was \$82,312.

BACKGROUND INFORMATION

Action Item: Some documentation is available for Web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or SBE Office.

Attachment 1: Petition Request (2 pages)

Attachment 2: Supporting Documentation (2 pages)

Attachment 3: Special Education Materials list (4 pages)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Petition Waiver

<p>SUBJECT</p> <p>Petition request under <i>Education Code</i> (EC) sections 60421(d) and 60200(g) by Mill Valley School District to purchase specified non-adopted instructional materials (<i>CA Edition of FOSS Delta Education</i> for grades kindergarten through fifth) using Instructional Materials Funding Realignment Program (IMFRP) monies.</p> <p>Waiver Number: 25-6-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval Approval with conditions Denial

Approved from July 1, 2006 through June 30, 2008 on the condition that the district supplement the *FOSS* program with *Harcourt Brace Science* to ensure coverage of all standards.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Since 2003, two Schiff-Bustamante waiver requests and three IMFRP petitions have been submitted to the State Board of Education (SBE) for Delta Education's *Full Option Science System (FOSS)* program. No specific policies have been adopted regarding IMFRP petitions. Four of the five prior waiver/petition requests were approved by the SBE, most with the condition that districts supplement the *FOSS* program to ensure that all science content standards are met.

This is the district's second petition request for *FOSS*. The first was approved for two years at the May 2004 SBE meeting, with the condition that the district supplement the *FOSS* program with *Harcourt Brace Science* to ensure coverage of all science content standards.

SUMMARY OF KEY ISSUES

While no SBE policy currently exists for petitions under the IMFRP, language within the Instructional Materials Funding Realignment Program in *EC* Section 60421(d) specifically authorizes the SBE to grant waivers for the purchase of nonadopted materials with IMFRP funds.

The *FOSS Grades K-5* program was submitted for consideration for adoption as part of the 2000 Science Primary Adoption, but was not adopted. The district has been using the California Edition of the *FOSS* program in conjunction with the Board-adopted *Harcourt Science* program for grades K-5. The district asserts that this combination addresses the weaknesses found in the program during the 2000 Adoption and in a subsequent review of the program by Dr. Sandra Mann of the Curriculum Commission.

In 2005, the district's five schools all have an Academic Performance Index ranking of 10 on a statewide basis.

Ninety-eight percent of the district's fifth-grade students at all five elementary schools scored at Basic or above on the 2005 Science California Standards Test. (see Attachment 3) This is compared to a statewide average of 66 % of fifth-graders at Basic or above. For 2006, the district was at 96 percent district's fifth-grade students scored at Basic or above on the Science California Standards Test. (see Attachment 3) This is compared to a statewide average of 66 % of fifth-graders at Basic or above in the same year.

Complete assessment data was provided with the district's request. Because of this achievement, the department recommends approval of this waiver for two years to allow the district continue to use FOSS while they pilot programs on the 2006 science adoption to be completed in November 2006.

Authority for Petition: EC 60421(d) and 60200(g)

Period of request: July 1, 2006, through June 30, 2008.

Local board approval date(s): June 14, 2006

Public hearing held on date(s): June 14, 2006

Public hearing advertised by (choose one or more):

posting in a newspaper posting at each school other (specify)

FISCAL ANALYSIS (AS APPROPRIATE)

Annual estimated district expenditures for the FOSS program, K-5: \$10,000
Percentage of IMFRP included in this petition request: 4%

BACKGROUND INFORMATION

Action Item: Some documentation is available for Web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or SBE Office.

Attachment 1: Petition Request (5 Pages)

Attachment 2: API Data Summary (1 Page)

Attachment 3: 2005 Standards Test Scores in Science (2 pages)

Attachment 4: 2006 Standards Test Scores in Science (2 pages)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Petition Waiver

<p>SUBJECT</p> <p>Petition request under <i>Education Code</i> (EC) sections 60421(d) and 60200(g) by Orange Unified School District for McPherson Magnet School to purchase specified non-adopted instructional materials (<i>Everyday Mathematics</i>, grades Kindergarten through second, © 2002, and grades third through sixth, © 2002) using Instructional Materials Funding Realignment Program (IMFRP) monies.</p> <p>Waiver Number: 3-6-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval Approval with conditions Denial

That the districts supplement the *Everyday Mathematics* program to ensure that all mathematics content standards are met.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Since 2001, four IMF petitions, 12 Schiff-Bustamante waiver requests, and 17 IMFRP petitions have been submitted to the State Board of Education (SBE) for the *Everyday Mathematics* program. Waivers for non-adopted mathematics programs were specifically addressed by the SBE's Schiff-Bustamante Waiver Policy (#99-06), but no specific policies have been adopted regarding IMFRP petitions. Thirty-two of the 33 prior waiver/petition requests were approved by the SBE, most with the condition that districts supplement the *Everyday Mathematics* program to ensure that all mathematics content standards are met.

This is the district's first petition request for *Everyday Mathematics* and it is only to be used in McPherson Magnet School.

SUMMARY OF KEY ISSUES

While no SBE policy currently exists for petitions under the IMFRP, language within the Instructional Materials Funding Realignment Program in *EC* Section 60421(d) specifically authorizes the SBE to grant waivers for the purchase of non-adopted materials with IMFRP funds.

This petition is for one school in the district, the McPherson School. The school has an API statewide ranking of 9. The other 27 schools in the district are using the Houghton Mifflin mathematics program.

The McPherson School is a math, science, and technology magnet school. The

Everyday Mathematics program was selected to support the magnet focus. The district has stated that its teachers have been extensively trained in using this program.

Complete assessment data is provided in an attachment to the district's request. The department recommends approval of this waiver request.

Authority for Petition: EC 60421(d) and 60200(g)

Period of request: August 1, 2006, through July 31, 2008.

Local board approval date(s): May 25, 2006

Public hearing held on date(s): May 25, 2006

Public hearing advertised by (choose one or more):

posting in a newspaper posting at each school other (specify)

FISCAL ANALYSIS (AS APPROPRIATE)

Annual estimated district expenditures for the *Everyday Mathematics* program, K-6 (consumables, 612 students): \$11,600
Total IMFRP for the McPherson School: \$65,000
Percentage of IMFRP included in this petition request: 17.8%

BACKGROUND INFORMATION

Action Item: Some documentation is available for Web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or SBE Office.

Attachment 1: Petition Request (6 Pages)

Attachment 2: Mathematics Test Scores and API scores (1 page)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Petition Waiver

<p>SUBJECT</p> <p>Petition request under <i>Education Code (EC)</i> sections 60421(d) and 60200(g) by Hillsborough City School District to purchase specified non-adopted instructional materials (<i>Everyday Mathematics</i>, Second Edition 2001-2002, Grades K-5) using Instructional Materials Funding Realignment Program (IMFRP) monies.</p> <p>Waiver Number: 31-6-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval Approval with conditions Denial

That the districts supplement the *Everyday Mathematics* program to ensure that all mathematics content standards are met.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Since 2001, four IMF petitions, 12 Schiff-Bustamante waiver requests, and 18 IMFRP petitions have been submitted to the State Board of Education (SBE) for the *Everyday Mathematics* program. Waivers for non-adopted mathematics programs were specifically addressed by the SBE's Schiff-Bustamante Waiver Policy (#99-06), but no specific policies have been adopted regarding IMFRP petitions. Thirty-three of the 34 prior waiver/petition requests were approved by the SBE, most with the condition that districts supplement the *Everyday Mathematics* program to ensure that all mathematics content standards are met.

This is the district's third request to use state instructional materials money for the purchase of *Everyday Mathematics*. The district was previously granted a Schiff-Bustamante waiver at the June 2001 SBE meeting, and an IMFRP petition at the January 2004 SBE meeting.

SUMMARY OF KEY ISSUES

While no SBE policy currently exists for petitions under the IMFRP, language within the Instructional Materials Funding Realignment Program in *Education Code* Section 60421(d) specifically authorizes the SBE to grant waivers for the purchase of nonadopted materials with IMFRP funds.

The district has been using the *Everyday Mathematics* program since 1998. The district has also been using supplemental materials, including the Math Steps program, to meet the gaps in the *Everyday Mathematics* program and ensure that all content standards are fully met.

The district's three elementary schools all have an Academic Performance Index statewide ranking of 10 and a similar schools ranking of nine. The district's assessment scores in mathematics are far higher than the state average for all grade levels. Complete assessment data was provided in an attachment to the district's request. Because of this achievement approval is recommended for this petition.

Authority for Petition: EC 60421(d) and 60200(g)

Period of request: January 1, 2006, through June 30, 2008.

Local board approval date(s): June 21, 2006

Public hearing held on date(s): June 21, 2006

Public hearing advertised by (choose one or more):

posting in a newspaper posting at each school other (specify)

FISCAL ANALYSIS (AS APPROPRIATE)

Annual estimated district expenditures for the *Everyday Mathematics* program (consumables): \$15,062

BACKGROUND INFORMATION

Action Item: Some documentation is available for Web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or SBE Office.

Attachment 1: Petition Request and Narrative (4 Pages)

Attachment 2: District API Scores (1 Pages)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by Tulare County Office of Education to waive <i>Education Code (EC) Section 44512(c)</i> regarding the timelines for one school administrator involved in the principal training program, established by Assembly Bill 75 (Statutes of 2001).</p> <p>Waiver Number: 26-6-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval Approval with conditions Denial

That the county office of education report to the department that Kim McHanaman has completed the training before a final payment to the county is released by June 30, 2007.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Several waivers of this type have been presented to the State Board of Education (SBE). Assembly Bill 75 created the Principal Training Program and allocated funds for that purpose. Enacted in 2001, Assembly Bill 75 (AB 75) established the Principal Training Program to provide training for school administrators throughout the state. Each local educational agency (LEA) that submits names of school administrators receives \$3,000. Administrators under this program receive 160 hours of training and once the training is completed, the LEA receives the remaining balance. However, since AB 75 defined the timelines for completion of this training, several LEAs have not completed the required training and need a waiver to complete this program under different timelines.

SUMMARY OF KEY ISSUES

Tulare County Office of Education (TCOE) is requesting a waiver of the Principal Training Program, specifically *EC Section 44512(c)* to extend the timeline to complete the final 80 hours of training and to receive funds beyond the 2005-2006 fiscal year. The county office of education has one administrator that still needs to complete her training under the Principal Training Act. TCOE has submitted the name of Kim McManaman as a administrator at the Alta Vista Elementary School District that has not completed the final 80 hours of the program.

The reason for the extension is that this administrator has been overwhelmed by her administrative duties and has not had the time available to her to finish the rest of the training. The county is asking for an extension until June 30, 2007 to complete the remaining balance of the training. Once the training is completed for the individual listed, TCOE can receive the remaining balance of \$30,000.

Therefore, the department recommends approval of this waiver request with the

condition that the county office of education report to the department that Kim McHanaman has completed the training before a final payment to the county is released by June 30, 2007.

Authority for Waiver: EC Section 33050

Period of request: April 1, 2006 to December 31, 2006

Local board approval date(s): June 7, 2006

Public hearing held on date(s): June 7, 2006

Bargaining unit(s) consulted on date(s): November 30, 2005, December 13, 2005 and December 15, 2005

Name of bargaining unit/representative(s) consulted: Farmersville USD, 11/30/05; Sunnyside UES, 12/13/05; and Alta Vista ED, 12/15/05.

Position of bargaining unit(s) (choose only one):

Neutral Support Oppose

Comments (if appropriate):

Public hearing advertised by (choose one or more):

posting in a newspaper posting at each school other (specify)

Advisory committee(s) consulted:

Objections raised (choose one): None Objections are as follows:

Date(s) consulted:

FISCAL ANALYSIS (AS APPROPRIATE)

If approved, this waiver request will allow Tulare County Office of Education to complete the training for two school administrators under the Principal Training Program (AB 75) and receive \$30,000 for the additional training.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1: General Waiver Request (2 pages)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by Orange County Office of Education to waive <i>Education Code (EC)</i> sections 44512(c) regarding the timelines for seven school administrators in the Alternative Education Program involved in the principal training program, established by Assembly Bill 75 (Statutes of 2001).</p> <p>Waiver Number: 8-6-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval Approval with conditions Denial

That the county office of education reports to the department which administrators completed the training before a final payment to the county is released and that the county completes the training of the seven listed principals by December 31, 2006.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Several waivers of this type have been presented to the State Board of Education (SBE). Assembly Bill 75 created the Principal Training Program and allocated funds for that purpose. Enacted in 2001, Assembly Bill 75 (AB 75) established the Principal Training Program to provide training for school administrators throughout the state. Each district that submits names of school administrators receives \$3,000 per person. Administrators under this program receive 160 hours of training and once the training is completed, the local educational agency (LEA) receives the remaining balance. However, since AB 75 defined the timelines for completion of this training, several LEAs have not completed the required training and need a waiver to complete this program.

SUMMARY OF KEY ISSUES

Orange County Office of Education (COE) is requesting a waiver of the Principal Training Program, specifically the code section 44512(c) to extend the timeline to complete the final 80 hours of training and to receive funds beyond the 2005-2006 fiscal year. The county office of education has seven administrators that still need to complete their training under the Principal Training Act.

The bargaining unit for Orange County, the Orange County SEA, has stated that they are opposed to this waiver request. The reason is stated is "Failure to meet timelines and contractual agreements." Karen Medeiros, Director of Curriculum and Instructional Support Services, has submitted an e-mail (attached) which states that she believes the opposition to the waiver request has nothing to do with the waiver request but with the union's disgruntlement with Orange County's labor agreement.

Therefore, the department recommends approval of this waiver request to extend the timeline of the Principal Training Program with the condition that Orange COE reports to

the department on which administrators completed the 80 hours of training before a final payment to Orange COE is released and that Orange COE completes the training of the seven listed principals by December 31, 2006.

Authority for Waiver: EC Section 33050

Period of request: April 1, 2006 to December 31, 2006

Local board approval date(s): June 8, 2006

Public hearing held on date(s): June 8, 2006

Bargaining unit(s) consulted on date(s): June 7, 2006

Name of bargaining unit/representative(s) consulted: Loren Myhill, OCSEA

Position of bargaining unit(s) (choose only one):

Neutral Support Oppose

Comments (if appropriate): Failure to meet timelines and contractual agreements.

Public hearing advertised by (choose one or more):

posting in a newspaper posting at each school other (specify)
community postings

Advisory committee(s) consulted: Elementary and Secondary School Site Councils

Objections raised (choose one): None Objections are as follows:

Date(s) consulted: May 24, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

If approved, this waiver request will allow Orange County Office of Education to complete the training for seven school administrators under the Principal Training Program (AB 75) and receive \$40,800 for the additional training.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1: Waiver Request from Orange County Office of Education (3 pages)

Attachment 2: E-mail from Karen Madeiros, Orange County Office of Education,
Regarding the Union's Opposition (1 page)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Specific Waiver

<p>SUBJECT</p> <p>Request by West Contra Costa Special Education Local Plan Area (SELPA) to waive <i>Education Code (EC)</i> Section 56362(c), allowing the caseload of the resource specialist to exceed the maximum caseload of 28 students by no more than 4 students (32 maximum). Laura McCollister and Chavon Pangilinan assigned at Crespi Middle School, Jerry Clopp and Leonor Gody assigned at Hercules Middle/High School.</p> <p>Waiver Number: 9-6-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval Approval with conditions Denial

That all resource specialists are provided with five hours of instructional aide time.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Both *Education Code* Section 56101 and *California Code of Regulation (CCR)*, Title 5, Section 3100, allow the State Board of Education (SBE) to approve waivers of resource specialists to exceed the maximum caseload of 28 students by no more than four students. However, there are specific requirements in these regulations, which must be met for approval, and if these requirements are not met, the waiver must be denied.

A resource specialist is a credentialed teacher who provides instruction and services to children with individualized education programs that are with regular education teachers for the majority of the school day. The resource specialist coordinates special education services with the regular school programs for their students. Statute limits caseload for resource specialists to no more than 28 pupils unless the SBE grants a waiver.

SUMMARY OF KEY ISSUES

This waiver was to begin on February 1, 2006 and go through June 9, 2006, according to the paperwork sent by the West Contra Costa SELPA. The waiver request indicates that Laura McCollister and Chavon Pangilinan, assigned at Crespi Middle School, and Jerry Clopp and Leonora Gody, assigned at Hercules Middle/High School agreed to an increase in their caseloads from 28 to 32 students.

Unfortunately, the teachers did not sign their approval until April 4, 2006, and the administrator signed the waiver on April 24, 2006; however, the CDE Waiver Office did not receive the request until June 12, 2006—four days after school was out for the summer.

A CDE staff person attempted to contact the four teachers in June and July, but was able to reach only two of the teachers. See summary in Attachment 1, Personal Contact RSP Waiver Documentation.

The waiver does seem to meet the requirements for approval under *CCR*, Title 5, Section 3100; as all parties were agreeable (at least in writing). However, the timing on the part of the SELPA is questionable. Since the school year is over and all teachers appear to have agreed, the CDE recommends retroactive approval for this one time.

Authority for the Waiver: *CCR*, Title 5, Section 3100; *EC* Section 56101

Period of request: 2/1/06 to 6/9/06

Local board approval date(s): 4/24/06

Bargaining unit(s) consulted on date(s): 8/7/06

Name of bargaining unit(s)/representative(s): Gail Mendes - (510) 222-5112

Position of bargaining unit(s) (choose only one):

Neutral Support Oppose

Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

There is no fiscal impact at this time.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1: Personal Contact RSP Waiver Documentation (1 Page)

Attachment 2: Specific Waiver and Attachments (9 Pages)

Personal Contact RSP Waiver Documentation

Contact with Resource Specialist(s)

1. **Laura McCollister**: phone (707) 938 9570
Date resource specialist contacted by CDE staff. **6/26/06**
Does he/she agree to the additional caseload? **Yes, in writing and verbally**
Was he/she over caseload last year? **No**
How many hours will he/she be provided an aide per day? **5 hours**
Additional comments or concerns? **None**
2. **Chavon Pangilinan**: phone (510) 741 8444
Date resource specialist contacted by CDE staff. **6/26/06**
Does he/she agree to the additional caseload? **Yes, in writing and verbally**
Was he/she over caseload last year? **No**
How many hours will he/she be provided an aide per day? **5 hours**
Additional comments or concerns? **None**
3. **Jerry Clopp**: phone (510) 528 1006
Date resource specialist contacted by CDE staff. **Unable to reach by phone (summer vacation?)**
Does he/she agree to the additional caseload? **Yes (in writing only)**
Was he/she over caseload last year? **No**
How many hours will he/she be provided an aide per day? **5 hours**
Additional comments or concerns? **None**
4. **Leonora Godoy**: phone 510 223 2428
Date resource specialist contacted by CDE staff. **Unable to reach by phone (summer vacation?)**
Does he/she agree to the additional caseload? **Yes (in writing only)**
Was he/she over caseload last year? **No**
How many hours will he/she be provided an aide per day? **5 hours**
Additional comments or concerns? **None**

Contact with Union Representative:

Gail Mendes phone (510) 222-5112
Date union representative contacted by CDE staff. **8/7/06**
Did the union participate in the waiver development? **Yes, in writing and verbally**
Does the union representative support the additional caseload? **Yes**
Additional comments or concerns expressed by the union representative? **None**



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

Federal Waiver

<p>SUBJECT</p> <p>Request by El Monte City Elementary School District for a renewal waiver of No Child Left Behind Act (NCLB); Title IV, Part A, Section 4115 (a)(1)(c) to use Safe and Drug Free Schools and Communities funds to support the cost of <i>Michigan Model for Comprehensive School Health Education</i> (Substance Use and Abuse Section).</p> <p>Waiver Number: Fed-19-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval Approval with conditions **Denial**

The California Department of Education recommends that this waiver request be denied as it no longer meets two of the three criteria identified in the State Board of Education (SBE) waiver policy regarding the federal statute.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

SBE Policy 03-01 contains guidelines for approval of applications for waiver of the NCLB requirements that Title IV funds be used for "science-based" prevention programs. The SBE previously granted a waiver with conditions on May 13, 2004. The conditional approval required the District to submit a report to the Safe and Healthy Kids Program Office no later than May 2006 that described the progress made by Central Michigan University in submitting the results of the evaluation to: (1) the National Registry of Effective Programs; (2) the University of Colorado's Center for the Study and Prevention of Violence; or (3) the California Healthy Kids Resource Center, for possible designation as a Model, Blueprint, or Validated Program. The District must also evaluate its own comprehensive prevention program in accordance with the District's approved Local Educational Agency (LEA) Plan.

SUMMARY OF KEY ISSUES

This application requests a waiver renewal so that El Monte City Elementary School District (ESD) the LEA may continue to use the *Michigan Model for Comprehensive School Health Education (Michigan Model)*, rather than a science-based prevention program as required by Title IV of the NCLB. Per SBE Policy 03-01, there were three conditions that had to be satisfied before approval of the use of a "promising" prevention program rather than an already-established science-based program.

In granting the previous waiver in May of 2004, for El Monte City ESD to use the program, it was determined that the *Michigan Model* did meet the three conditions imposed by the NCLB at the time. The program was innovative, it did demonstrate a likelihood of success, and the district had a plan and timeline for submitting the program for review and recognition. However, with this waiver renewal request (Attachment 1), in

August of 2006, the district's success in two of the three conditions has not been demonstrated as outlined below.

Demonstration of Substantial Likelihood of Success

The program is still designated as a promising program with the U.S. Department of Education. However, a review of the report (Attachment 2 - Letter of July 12, 2006) provided by the district, as required by the conditional waiver, failed to provide evidence as to the effectiveness of the program to reduce violence and illegal drug use among students in the district. The district is currently using two other science-based programs in addition to the *Michigan Model*. Data from the California Healthy Kids Survey cited by the district fails to distinguish between the effects of the *Michigan Model* separate from the other two programs.

Plan and Timeline for Submitting the Program for Review and Recognition

This condition requires that the program be reviewed by one of the nationwide research groups identified in Policy 03-01 and that the applicant provide an annual report to the Waiver Office describing adequate progress for submitting the program for recognition as a science-based program. The district provided no information in the district's report regarding submission of the program for recognition. In addition, a review of information provided by the developers (Attachment 3) of the *Michigan Model*, Central Michigan University, and follow-up e-mail conversations (Attachment 4) reveals that there is no plan to submit previously published research for review and recognition of program effectiveness.

Summary

The department recommends that this waiver request be denied as it no longer meets all criteria identified in the State Board waiver policy regarding the federal statute.

Authority for Waiver: NCLB; Title IV, Part A, Section 4115 (a)(3)(C) to allow innovative activities or programs that demonstrate substantial likelihood of success.

Period of request: If approved, the waiver extension should not exceed one year. The District requested June 1, 2006 to May 31, 2008. The request should be modified to a period of June 1, 2006 to May 31, 2007.

Local board approval date(s): February 23, 2004

FISCAL ANALYSIS (AS APPROPRIATE)

Waiver renewal denial will prevent the district from using Title IV, Safe and Drug Free Schools and Communities funds for this program.

BACKGROUND INFORMATION

Action Item: Some documentation is available for Web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or SBE Office.

Attachment 1: Federal Waiver Renewal Request (2 pages)

Attachment 2: Letter of July 12, 2006, serving as the required report (1 page)

Attachment 3: Evaluation of the Revised *Michigan Model* (2 pages)

Attachment 4: E-mail correspondence in reverse chronological order between John Lagomarsino, Consultant, Safe and Healthy Kids Program Office and Paula Nettleton, Assistant Director, Educational Materials Center, Central Michigan University (5 pages)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by the El Segundo School District to waive portions of <i>Education Code (EC)</i> section 17466, and ALL of sections 17464(b), 17469, 17472, 17473, 17474, 17475, and 17476, specific statutory provisions for the Sale and Lease of Surplus Property. Approval of the waiver would allow the district to sell a piece of property using a broker and a request for proposal process, thereby maximizing the proceeds from the sale. The district property for which the waiver is requested is 0.64 acres, zoned for residential use, located at 210 Penn Street, El Segundo.</p> <p>Waiver Number: 16-5-2006</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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RECOMMENDATION

Approval **Approval with conditions** **Denial**

The department does not agree with this waiver as proposed. Instead, the following modified waiver is suggested for partial approval (for one year only) and partial denial as sited in this recommendation.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At its July 2005 meeting, its May 2005 meeting, and its September 2004 meeting, the State Board of Education (SBE) approved sale and lease waiver requests by the San Juan Unified School District, the San Jose Unified School District, and the Santa Barbara High School District, respectively.

However, the request proposed herein is of some different sections, and is broader than the scope of these previous waivers.

SUMMARY OF KEY ISSUES

Under the provisions of *EC* sections 33050, the El Segundo School District (SD) requests that specific portions of the *EC* sections relating to the sale and disposition of district property be waived. The district feels this will insure the maximum revenue from a piece of valuable property.

For a previous sale of district property on Imperial Street, a public auction was used unsuccessfully. No written bids were received and only two oral bids were made, and one of these bids withdrawn. The bid process became non-competitive, adversely affecting the revenue that El Segundo SD could have realized from the property.

The district, this time, wants to maximize revenue from the sale and wishes to use a request for proposals process with the assistance of a real estate broker. The district feels this method will enable them to meet this revenue goal.

To do so, both partial and broad waivers of specific portions of the *EC* were requested by El Segundo SD as follows:

EC Section 17464 (b). Entire subsection (regarding offering the property government, public and nonprofit agencies) to be waived. (See Attachment A on district waiver request)

El Segundo SD requests that this entire subsection, *EC* Section 17464 (b) be waived. This will exclude all other public agencies in the city, county, state, and federal jurisdictions, and nonprofit organizations from being able to exercise the right of first refusal to purchase the property. It will also eliminate certain publication, notice and timeline requirements on the district related to offering the property to public agencies.

EC Section 17466. Before ordering the sale or lease of any property the governing board, in a regular open meeting, by a two-thirds vote of all its members, shall adopt a resolution, declaring its intention to sell or lease the property, as the case may be. The resolution shall describe the property proposed to be sold or leased in such manner as to identify it ~~and shall specify the minimum price or rental and the terms upon which it will be sold or leased and the commission, or rate thereof, if any, which the board will pay to a licensed real estate broker out of the minimum price or rental. The resolution shall fix a time not less than three weeks thereafter for a public meeting of the governing board to be held at its regular place of meeting, at which sealed proposals to purchase or lease will be received and considered.~~

The district requested that all of the above section be waived, but staff recommends that the first part of this section be retained to insure local board action on the sale. The remaining section, if waived, will allow the district to not have to specify a minimum bid at a public meeting, and will allow the district to remove the timeline imposed for receipt of bids.

EC Section 17469. Notice of the adoption of the resolution and of the time and place of holding the meeting shall be given by posting copies of the resolution signed by the board or by a majority thereof in three public places in the District, ~~not less than 15 days before the date of the meeting, and by publishing the notice not less than once a week for three successive weeks before the meeting in a newspaper of general circulation published in the county in which the district or any part of the district is situated, if any such newspaper is published therein.~~

The El Segundo SD also requested that this entire section (*EC* 17469) be waived, but staff recommends that, except for the specifying of a timeline of 15 days, the section be retained to insure that a board resolution of intent to sell property be posted as currently required.

EC Section 17472. At the time and place fixed in the resolution for the meeting of the governing body, ~~all sealed proposals which have been received shall, in a public session, be opened, examined, and declared by the board. Of the~~

~~proposals submitted which conform to all terms and conditions specified in the resolution of intention to sell or to lease and which are made by reasonable bidders, the proposal which is the highest, after deducting a proposal after deducting there from the commission, if any, to be paid to a licensed real estate broker in connection therewith, shall be finally accepted, unless a higher oral bid is accepted or the board rejects all bids.~~

The district requested that the entire *EC* Section 17472 be waived, but staff recommends that partial language in the section be retained to insure that there will be a board action on final acceptance of bids.

EC Section 17473. Entire section (regarding oral bids) to be waived. (See Attachment A on district waiver request)

Waiving the Section will allow the El Segundo SD to eliminate the oral bidding process entirely.

EC Section 17474. Entire section to be waived (See Attachment A on district waiver request)

Waiving this particular section, which also related to the oral bidding process, also eliminates technical language related to sales commissions to be paid to brokers who procure the winning oral bid.

EC Section 17475. The final acceptance by the governing body may be made either at the same session or at any adjourned session of the same meeting, ~~held within the next 10 days following.~~

The district requested that this entire section be waived, but staff recommends that, except for the specifying of a timeline of 10 days, the section be retained to insure that a board resolution of the acceptance of a bid to buy the property be made.

EC Section 17476. The governing body may at the session, if it deems such action to be for the best public interest, reject any and all bids, ~~either written or oral,~~ and withdraw the property from sale or lease.

The district requested that this entire section be waived, but staff recommends that, other than specifying the types of bids, the section be retained so the district has the flexibility to refuse bids it deems inadequate and withdraw the property from sale.

The department does not agree with this waiver as proposed by the district and their legal representative. Instead, the above modified waiver is suggested for partial approval (for one year only) and partial denial by the SBE.

Authority for Waiver: *EC* Section 33050

Period of request: November 2006 through November 2007

Local board approval date(s): April 25, 2006

Public hearing held on date(s): April 25, 2006

Bargaining unit(s) consulted on date(s): January 19, 2006

Name of bargaining unit/representative(s) consulted:

ESTA – Daphne Moote

CSEA – Kris Martin, Maxine Walslaben

Position of bargaining unit(s) (choose only one):

Neutral Support Oppose

Comments (if appropriate):

Public hearing advertised by (choose one or more):

posting in a newspaper posting at each school other (specify)

Advisory committee(s) consulted: Citizens Advisory Committee for School District
Facilities/Surplus Property Advisory Committee

Objections raised (choose one): None Objections are as follows:

Date(s) consulted: January 19, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

The flexibility in property disposition requested herein will allow the District to maximize revenue flow and maintain and further improve its facilities.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1: General Waiver Request from district (7 pages) Note: not all of the requested waivers on Attachment A were recommended for approval.

Attachment 2: Plat Map (1 page)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2006 AGENDA

General Waiver

SUBJECT

Request by twenty-six school districts and six charter schools to waive the State Testing Apportionment Information Report deadline of December 31st in the *California Code of Regulations (CCR)*, Title 5, Section 11517.5(b)(1)(A) regarding the California English Language Development Test (CELDT), or *CCR* Title 5, Section 1225(b)(2)(A) regarding the California High School Exit Examination (CAHSEE), or *CCR*, Title 5, Section 862(c)(2)(A) regarding the Standardized Testing and Reporting Program (STAR).

Waiver Numbers: see attached list for specific school districts

Action

Consent

RECOMMENDATION

Approval **Approval with conditions** **Denial**

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

This is the fifth time that the State Board of Education (SBE) has heard this type of waiver request as the deadline was added to the *CCR* and approved by the SBE.

SUMMARY OF KEY ISSUES

This is a new waiver request as the regulations for the State Testing Apportionment Information Report were amended in 2005 to include an annual deadline of December 31st for the return of the Apportionment Information Report for prior year testing for the STAR, the CAHSEE or the CELDT. The department sent letters announcing the new deadline in regulations to every local educational agency (LEA) advising them of this important change in the *CCR* in September of 2005. This deadline was enacted to speed the process of final reimbursement of testing costs to the LEAs.

The districts filing for this waiver request missed the deadline for requesting reimbursement due to the district closure during the holiday season or because the staff responsible for this report were new to the job and did not realize that there was a deadline of December 31st for turning in this report. A few districts reported that they did not receive the notice in time to respond to the deadline by December 31st although ninety percent of the LEAs submitted their reports on time. Staff verified that these districts needed the waiver and that each district submitted their report before the waiver request was recommended for approval.

These LEAs are now all aware of this important change in the timeline and must submit their reports to the Standard and Assessment Division office for reimbursement. Therefore, the department recommends the approval of these waiver requests as required by regulation prior to final reimbursement.

Authority for Waiver: EC Section 33050

Period of request: December 31, 2005 to September 7, 2006

Local board approval date(s): various dates

Public hearing held on date(s): various dates

Bargaining unit(s) consulted on date(s): various dates

Name of bargaining unit/representative(s) consulted: various

Position of bargaining unit(s) (choose only one):

Neutral Support Oppose

Comments (if appropriate):

Public hearing advertised by (choose one or more):

posting in a newspaper posting at each school other (specify)

FISCAL ANALYSIS (AS APPROPRIATE)

The LEAs will not receive the funding to reimburse them for the 2004-2005 tests administered. Attached is a list of the LEAs and the amounts that they will receive from the department if the waiver requests are approved.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1: List of LEAs Requesting Waiver of State Testing Apportionment Information Report Deadline (2 pages)

LEAs Requesting Waiver of State Testing Apportionment
Information Report Deadline – September 2006

LEA Name	Waiver No.	Test Report Missing	Report Submitted Now?	Amount of Reimbursement
Anaheim Union High SD	01-07-2006	CELDT	Yes	\$47,950.00
Animo Inglewood Charter	26-07-2006	CELDT	Yes	\$240.00
Baker Valley USD	35-06-2006	CELDT	Yes	\$380.00
Cesar Chavez Charter School	02-07-2006	CELDT	Yes	\$495.00
Eastside Union SD	05-08-2006	CELDT	Yes	\$4,020.00
Firebaugh-Las Deltas USD	34-06-2006	CELDT	Yes	\$5,120.00
Fresno USD – School of Unlimited Learning Charter School	08-07-2006	CELDT	Yes	\$300.00
Fullerton Joint Union High SD	14-07-2006	CELDT	Yes	\$12,240.00
Golden Valley USD	16-07-2006	CELDT	Yes	\$440.00
Hanford Joint Union High SD	07-08-2006	CDLDT	Yes	\$3,015.00
Jefferson Elementary SD	03-08-2006	CELDT	Yes	\$11,560.00
King/Chavez Academy of Excellence Charter	09-08-2006	CELDT	Yes	\$1,125.00
Kings County Office of Education	03-07-2006	CELDT	Yes	\$130.00
Lennox SD	29-06-2006	CELDT	Yes	\$27,820.00
Los Molinos USD	25-07-2006	CELDT	Yes	\$610.00
Language Academy of Sacramento	10-08-2006	CELDT	Yes	\$825.00
Middletown USD	09-07-2006	CELDT	Yes	\$465.00
Montague Elementary SD	22-07-2006	CELDT	Yes	\$35.00
Moreno Valley USD	06-07-2006	CELDT	Yes	\$57,065.00

Oakland Unity High School Charter	28-06-2006	CELDT	Yes	\$195.00
Nuview Union SD	17-08-2006	CELDT	Yes	\$2,510.00
Palo Verde Union Elementary SD	08-08-2006	CELDT	Yes	\$750.00
Pierce Joint USD	02-08-2006	CAHSEE	Yes	\$474.00
Pierce Joint USD	02-08-2006	CELDT	Yes	\$2,620.00
Princeton Joint USD	21-07-2006	CELDT	Yes	\$180.00
Redlands USD	04-08-2006	CELDT	Yes	\$12,780.00
Salinas City Elementary SD	11-07-2006	CELDT	Yes	\$20,870.00
Sweetwater Union High SD	23-07-2006	CELDT	Yes	\$58,110.00
Upland USD	15-07-2006	CELDT	Yes	\$9,595.00
Upper Lake Union High SD	20-07-2006	CELDT	Yes	\$20.00
Walnut Creek Elementary SD	10-07-2006	CELDT	Yes	\$1,875.00
Wilmar Union Elementary SD	36-06-2006	CELDT	Yes	\$175.00
Winters Joint Unified SD	11-08-2006	STAR	Yes	\$4,037.44
TOTAL				\$288,026.44