

## September 26, 2006 Delegated Committee

California State Board of Education.

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### AGENDA September 26, 2006

#### *State Board Members*

Kenneth Noonan, President  
Ruth Bloom, Vice President

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

#### *Secretary & Executive Officer*

Hon. Jack O'Connell

#### *Executive Director*

Roger Magyar

#### **SCHEDULE OF MEETING**

Tuesday, September 26, 2006  
2:00 p.m. ±

STATE BOARD OF EDUCATION DELEGATED COMMITTEE  
Public Session

#### **LOCATION**

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

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

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

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

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**DELEGATED COMMITTEE**

OF THE STATE BOARD OF EDUCATION

**AGENDA**  
**Public Session**

**September 26, 2006**

Tuesday, September 26, 2006 – 2:00 p.m. ±  
California Department of Education, 1430 N Street, Room 1101, Sacramento, California

Call to Order

Salute to the Flag

<p><a href="#">ITEM 1</a> (DOC; 57KB; 1pp.)</p>	<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 Delegated Committee, the presiding officer may establish specific time limits on presentations</p>	<p>INFORMATION</p>
<p><a href="#">ITEM 2</a> (DOC; 244KB; 18pp.)</p>	<p>No Child Left Behind Act of 2001, Title II, Part A: Approve the Revision to California's Response to the U.S. Department of Education's Peer Review of the State Plan for Implementing the Highly Qualified Teacher Requirements</p> <ul style="list-style-type: none"><li>• <a href="#">Last Minute Memorandum</a> (DOC; 34KB; 2pp.)</li><li>• <a href="#">Last Minute Memorandum Attachment 1</a> (DOC; 788KB; 52pp.)</li><li>• <a href="#">Last Minute Memorandum Attachment 1 Final</a> (DOC; 846KB; 63pp.)</li><li>• <a href="#">Last Minute Memorandum Attachment 2</a> (XLS; 476KB; 85pp.)</li><li>• <a href="#">Last Minute Memorandum Attachment 3</a> (DOC; 80KB; 1pp.)</li><li>• <a href="#">Last Minute Memorandum Attachment 4</a> (DOC; 47KB; 2pp.)</li><li>• <a href="#">Last Minute Memorandum Attachment 5</a> (PPT; 785KB; 88pp.)</li><li>• <a href="#">Last Minute Memorandum Attachment 6</a> (XLS; 320KB; 78pp.)</li><li>• <a href="#">Last Minute Memorandum Attachment 7</a> (DOC; 52KB; 3pp.)</li><li>• <a href="#">Last Minute Memorandum Attachment 8</a> (DOC; 44KB; 3pp.)</li><li>• <a href="#">Last Minute Memorandum Attachment 9</a> (DOC; 42KB; 2pp.)</li><li>• <a href="#">Last Minute Memorandum Attachment 10</a> (DOC; 37KB; 2pp.)</li><li>• <a href="#">Last Minute Memorandum Attachment 11</a> (DOC; 62KB; 6pp.)</li><li>• <a href="#">Last Minute Memorandum Attachment 12</a> (DOC; 73KB; 7pp.)</li><li>• <a href="#">Last Minute Memorandum Attachment 13</a> (DOC; 110KB; 11pp.)</li></ul>	<p>ACTION INFORMATION</p>

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

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For more information concerning this agenda, please contact Lynn Hile at 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:** [www.cde.ca.gov/be/ag/](http://www.cde.ca.gov/be/ag/)

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

Last Reviewed: Wednesday, August 03, 2011



## CALIFORNIA STATE BOARD OF EDUCATION SEPTEMBER 26, 2006 AGENDA

<b>SUBJECT</b> 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 26, 2006 AGENDA

<b>SUBJECT</b>	
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) subcommittee members approve the revised California State Plan of Activities in order to meet the September 29, 2006, deadline.

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

At the SBE meeting held September 6, 2006, members discussed California's response to the U.S. Department of Education's (ED's) peer review of the State Plan for implementing the Highly Qualified Teacher (HQT) requirements of the No Child Left Behind (NCLB) Act of 2001. At that meeting, a historical perspective of the issue, which follows, and discussion of the protocol to develop a response to the ED was presented to members.

NCLB 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 local educational agencies (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 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

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

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)*.

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 California develop and submit a Revised State Plan detailing actions the CDE and 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.

On August 15, 2006, the ED notified the CDE and SBE that California's Revised State Plan of Activities had been reviewed by a panel of teacher quality experts who determined that the Plan partially satisfied three of the criteria but did not meet the remaining three. California is required to make additional revisions and resubmit the Plan by September 29, 2006.

On September 6, 2006, the SBE directed the Title II, Part A State Coordinator and CDE staff to revise the submitted State Plan of Activities to address the ED's concerns and delegate authority to a subcommittee of SBE members (Joe Nuñez and Johnathan Williams as NCLB liaisons) to approve the Revised State Plan of Activities in order to meet the September 29, 2006, deadline and to meet with CDE staff as necessary.

The National Comprehensive Center for Teacher Quality (NCCTQ) sponsored a one-hour HQT Plan technical assistance webcast on September 7, 2006. CDE staff participated and conveyed the information to SBE staff.

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

A group of stakeholders representing the California Federation of Teachers, Public Advocates, Inc., California School Boards Association, Californians Together, and the Association of California School Administrators met with CDE and SBE staff on September 14, 2006, and provided input for the Revised State Plan. Additional input from other stakeholders is expected.

Contacts with NCCTQ staff were initiated on September 13 and 14, 2006, for additional technical assistance regarding the revisions to the plan.

## **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.
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.

## **SUMMARY OF KEY ISSUES (Cont.)**

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**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 California’s State Plan has been approved, the ED will monitor its implementation.

**September 26, 2006** — The SBE subcommittee will review and approve the revisions to the plan. A draft of the Revised State Plan will be submitted to the SBE subcommittee as a last minute memorandum.

**September 29, 2006** — Revised State Plan due to the ED.

**October 2006** — ED staff will review the Revised State Plans. As of September 14, 2006, ED has not provided a date for responding to the Revised State Plans.

## **FISCAL ANALYSIS (AS APPROPRIATE)**

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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

## **FISCAL ANALYSIS (AS APPROPRIATE) (Cont.)**

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- \$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 certain federal funds.

## **ATTACHMENT(S)**

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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.)

A last minute memorandum will be submitted with the Revised State Plan of Activities.



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

cib-pdd-sep06item01  
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.

WWW.ED.GOV

400 MARYLAND AVE, SW, WASHINGTON, DC 20202-6200

*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](mailto: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](http://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](mailto:robert.stonehill@ed.gov)), or Libby Witt (202-260-5585, or [elizabeth.witt@ed.gov](mailto: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"> <li>• in the percentage of highly qualified teachers at each LEA and school; and</li> <li>• in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers?</li> </ul>
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"> <li>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</li> <li>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.</li> </ul>

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.

State of California

Department of Education

# LAST MINUTE MEMORANDUM

**DATE:** September 22, 2006

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

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

**RE:** Item No. 2

**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

Attached is the revised State Plan of Activities detailing specific new short term actions to assist local educational agencies in reaching the Highly Qualified Teacher requirements goal in the 2006-07 school year. The revised State Plan of Activities also outlines a long term cohesive set of specific activities to ensure that experienced and qualified teachers are distributed equitably among classrooms with poor and minority children. This plan is to be sent to the U.S. Department of Education in electronic format on September 29, 2006.

## Attachments

Attachment 1: California State Plan (52 Pages)

Attachment 2: All California Schools (81 Pages)

Attachment 3: General Qualification Workshop (1 Page)

Attachment 4: CMIS Level A, B and C Monitoring, Interventions and Sanctions (2 Pages)

Attachment 5: Compliance Monitoring, Interventions and Sanctions (CMIS) Program 2006 Training (88 Pages)

Attachment 6: All Compliance Monitoring, Interventions and Sanctions Schools (75 Pages)

Attachment 7: NCLB Highly Qualified Teachers Monitoring, Interventions and Sanctions Program (3 Pages)

Attachment 8: Self-Study School Site (3 Pages)

Attachment 9: Equitable Distribution Through Recruitment and Retention in High-Need Districts, Connections to Higher Education (2 Pages)

Attachment 10: Equitable Distribution Through Recruitment and Retention in High-Need Districts, Data and Reporting Systems (2 Pages)

Attachment 11: Equitable Distribution Through Recruitment and Retention in High-Need Districts, Improving the Quality of Teachers in Hard-to-Staff Schools (6 Pages)

Attachment 12: Equitable Distribution Through Recruitment and Retention in High-Need Districts, Increasing the Numbers of Highly Qualified Teachers in California (7 Pages)

Attachment 13: Equitable Distribution Through Recruitment and Retention in High-Need Districts, Recruiting and Retaining Highly-Qualified Teachers in Hard-to-Staff Schools (11 Pages)

## California State Plan

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

California currently has a variety of data systems that are used for federal and state reporting requirements related to teacher qualifications. The state has had limited capacity to link individual teacher-subject authorizations with teacher assignments for a particular year. California has been grappling with this problem for many years, but No Child Left Behind (NCLB) has provided the impetus and incentive to yield some meaningful progress in improving and refining education data systems. In March 2006 the California Department of Education (CDE), in cooperation with the California Commission on Teacher Credentialing (CCTC), was given authorization to begin development of a California teacher data system, identified as the California Longitudinal Teacher Integrated Data Educational System (CALTIDES). This system of unique teacher identifiers is to be developed and maintained by the CCTC. All public education agencies, including local educational agencies (LEAs) and the CDE, will use these identifiers on all teacher records. The system is expected to be developed in the 2006-07 fiscal year with implementation beginning in 2007-08.

Another NCLB-related activity the CCTC will undertake in 2006-07 will be to acquire more specific individual teacher information from LEAs on the subject areas in which each teacher has been certified to teach. This activity will connect authorization, assignment, and NCLB requirements. The information will be available through CCTC's online Application and Credential Search function, allowing LEAs in California or other states, as well as the general public, to view information on the authorization(s) a teacher holds and the subject area(s) in which a teacher is NCLB compliant (<https://teachercred.ctc.ca.gov/teachers/index.jsp>).

In addition to these improvements in teacher information, California has begun implementation of a comprehensive longitudinal student information system, identified as California Longitudinal Pupil Achievement Data System (CALPADS). In 2005-06 all public school students were assigned a unique student identifier. This system is intended to facilitate the efficient and accurate transfer of student information between school districts. Longitudinal student assessment records will also facilitate more

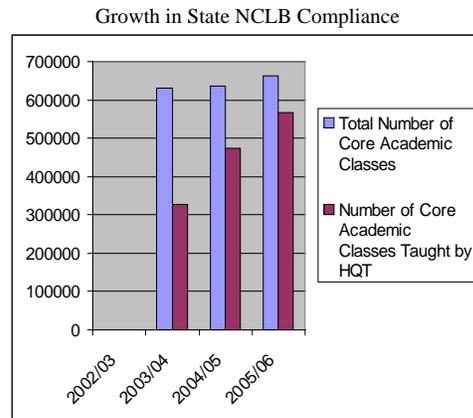
meaningful evaluation of students' educational progress and investment over time; ensure an efficient, flexible, and secure means of maintaining student data to promote student achievement and the effective management of educational resources; and support efficient and accurate state and federal reporting. Full implementation of CALPADS is expected by December 2008 and of CALTIDES by 2009.

**DOES THE REVISED PLAN INCLUDE AN ANALYSIS OF CLASSES TAUGHT BY TEACHERS WHO ARE NOT HIGHLY QUALIFIED? IS THE ANALYSIS BASED ON ACCURATE CLASSROOM-LEVEL DATA?**

For the last three years, the CDE has been collecting and reporting NCLB teacher compliance information aggregated at the school level through its Consolidated State Application (ConApp). During this time, changes were made to the California Basic Education Data System (CBEDS) and Professional Assignment Information Form (PAIF) as part of CBEDS, which collects personnel information from California public schools. In October 2006 the CDE will begin using CBEDS-PAIF to collect NCLB compliance information for all core academic subject classes in California. When the 2006 CBEDS-PAIF information becomes available in summer 2007, California will be able to determine NCLB compliance status by school site, school type, and subject area taught and the NCLB compliance status of the teacher of each class. This information will greatly assist the CDE in targeting monitoring efforts and directing LEAs to appropriate professional learning opportunities for those teachers who are not yet NCLB compliant in all of their assignments.

According to the Consolidated State Performance Report (CSPR) of October 2005, in California approximately 20 percent of all NCLB core academic classes,

as defined by federal law, were taught by non compliant teachers. This is a significant decrease from 2002-03 when 52 percent of NCLB core academic classes were taught non compliant teachers. California's preliminary HQT data from 2005-06 for the 2007 CSPR indicates an overall compliance rate of 85 percent. There are 662,663 core academic classes reported in the state; of those, 566,053 are taught by compliant teachers.



by

2002-03 data {from 2004 Consolidated State Performance Report (CSPR)}			
School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by HQTs	Percentage of Core Academic Classes Taught by HQTs
All Schools in State			48%
All Elementary Schools			60%

All Secondary Schools			44%
High-Poverty Schools			35%
Low-Poverty Schools			53%

At the elementary level there are 182,682 elementary core academic classes in the state; of those, 160,796 (or 88 percent) are taught by HQTs. At the high-poverty elementary schools, there are 50,226 elementary core academic classes reported in the state; of those 42,893 (or 85 percent) are taught by HQTs. At the low-poverty elementary schools, there are 42,461 elementary core academic classes reported in the state; of those, 37,382 (or 88 percent) are taught HQTs.

<b>2003-04 data from 2005 CSPR</b>			
School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by HQTs	Percentage of Core Academic Classes Taught by HQTs
All Schools in State	630,647	327,267	52%
All Elementary Schools	162,164	79,324	49%
All Secondary Schools	468,483	247,943	53%
High-Poverty Schools	153,922	61,652	40%
Low-Poverty Schools	165,591	99,745	60%

At the secondary level there are 461,761 core academic classes in the state; of those, 337,215 (or 84 percent) are taught by HQTs. At the high-poverty secondary schools, there are 98,037 core academic classes reported in the state; of those, 78,075 (or 80 percent) are taught by HQTs. At the low-poverty secondary schools, there are 119,654 core academic classes reported in the state; of those, 106,294 (or 89 percent) are taught by HQTs.

<b>2004-05 data from 2006 CSPR</b>			
School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by HQTs	Percentage of Core Academic Classes Taught by HQTs
All Schools in State	635,484	472,482	74%
Elementary Level			
High-Poverty Schools	48,977	36,880	75%
Low-Poverty Schools	34,341	27,807	81%
All Elementary Schools	173,723	135,266	78%
Secondary Level			
High-Poverty Schools	102,721	62,565	61%
Low-Poverty Schools	119,361	96,323	81%
All Secondary Schools	461,761	337,215	73%

The ability to connect teacher information currently housed in different state and local agencies through CALTIDES will greatly enhance the opportunities to understand teacher supply and demand, mobility patterns, and areas of shortage. In this way, state resources can be more effectively directed. This process will also greatly improve the monitoring of teacher assignments to ensure that teachers are appropriately authorized to teach the subject they are assigned to teach.

**DOES THE ANALYSIS FOCUS ON THE STAFFING NEEDS OF SCHOOLS THAT ARE NOT MAKING AYP? DO THESE SCHOOLS HAVE HIGH PERCENTAGES OF CLASSES TAUGHT BY TEACHERS WHO ARE NOT HIGHLY QUALIFIED?**

Beginning with the 2006 CBEDS data collection, the CDE will be able to disaggregate data by school level (elementary/secondary), poverty level (low/high), Adequate Yearly Progress (AYP) (met/not met), minority (high/low), and class code. By comparing previously gathered data with the more articulated data, the CDE will be able to identify not only the schools that are not making AYP, but also whether there are schools that have more acute needs than do other schools in attracting and retaining highly qualified teachers. This ongoing analysis will help the CDE to identify districts and schools in which significant numbers of teachers do not meet HQT requirements and to examine whether there are particular hard-to-staff courses frequently taught by non-HQTs. Using the HQT/AYP analysis, the CDE will be able to target programs that are likely to produce the best results, such as Assembly Bill (AB) 466 (SB 472), Reading First and AB 430.

The CDE realizes the immediate need for this type of data analysis if the state is to meet its June 2007 NCLB HQT deadline. CDE staff has compiled data on poverty level (low/high), AYP (met/not met), minority status (high/low), and years of experience (average for district and average for each school) for the 1,053 districts and approximately 9,372 schools in California (see [Appendix Data 1: All Schools](#)). This was an arduous task for CDE staff as the data was housed in a variety of different databases, much of the information is self-reported, and discrepancy in the data systems must be manually sorted out. There are 3,752 schools in California that failed to meet AYP as of September 2006: of those, 982 have been identified for participation in the Compliance, Monitoring, Interventions and Sanctions Program (CMIS). The 2,770 schools that met their Annual Measurable Objectives (AMO) for HQT for at least one year and reported at least 70 percent compliance as of June 2006 (from December 2005) will be contacted separately.

HQT Compliance Among Schools in AYP Difficulty and in CMIS				
Type of School	NCLB Core Academic Classes	NCLB Core Taught by HQT	HQT Percent	Number of Schools
<b>AYP Difficulty</b>	310,625	253,225	81.5%	3752

CMIS	92,952	59,544	64.1%	982
Not CMIS	217,673	193,681	89.0%	2,770
<b>Group A</b>				
AYP Met	18,389	16,916	92.0%	183
AYP Not Met	34,025	31,266	91.9%	226
<b>Group B</b>				
AYP Met	21,807	17,087	78.4%	153
AYP Not Met	14,686	11,504	78.3%	136
<b>Group C</b>				
AYP Met	30,890	14,308	46.3%	363
AYP Not Met	10,850	3,948	36.4%	265
<b>Group C2</b>				
AYP Met	21,866	11,233	51.4%	283
AYP Not Met	14,504	7,169	49.4%	305

The data provided much-needed insight that aided CDE's technical assistance efforts. However, since these data were collected in December 2005, and most districts continued to work late into the 2005-06 school year to meet the NCLB goal by June 2006, the CDE gave LEAs an opportunity to update their HQT numbers:

- LEAs will be notified of their HQT-AYP percentage, as of June 2006, (from December 2005), as reported on the ConApp 2005. If the LEA feels that schools that reported less than 90 percent have now reached at least 90 percent, the LEA will be able to submit new data to the CDE confirming the new percentage.
  - Elementary: Teacher name, grade/subject taught, how HQT compliant, number of NCLB classes on campus, and the number taught by HQTs.
  - Secondary: 2006-07 master schedule, number of NCLB classes on campus, and the number taught by HQTs.
- If LEAs have failed to meet AYP in 2005-06, and have less than 95 percent compliance (after resubmission of new data), have poverty/minority percentages of greater than the district average, and are not currently assigned to the CMIS program the CDE will:
  - Notify the LEA that it will need to submit current HQT compliance numbers and a School Site General Qualifications Worksheet ([see Appendix CMIS-Gen Qualification](#)) for each school in the LEA that is below 95 percent compliant for HQTs.

- Notify the LEA that it must develop an equitable distribution plan as part of its required Program Improvement efforts. The plan must detail the

**Table 2: Preliminary Secondary HQT Compliance Percentages for October 2005 by School Level and Type as of April 3, 2006**

s necessary to ensure that poor and minority students in the LEA will be taught at the same rates as other children by highly qualified and experienced teachers by June 2008, as required by Section 1111 (b)(8)(C) of the Elementary and Secondary Education Act, as amended by NCLB.

**DOES THE ANALYSIS IDENTIFY PARTICULAR GROUPS OF TEACHERS TO WHICH THE STATE'S PLAN MUST PAY PARTICULAR ATTENTION, SUCH AS SPECIAL EDUCATION TEACHERS, MATHEMATICS OR SCIENCE TEACHERS, OR MULTI SUBJECT TEACHERS IN RURAL SCHOOLS? (REVISED)**

School Type	Secondary Core	Secondary NCLB	Percent Compliant	Percent of All Secondary	All Core	All NCLB	Percent Compliant
Alternative	5269	3669	69.6%	1.098%	10016	6415	64.0%
County Community	2764	2269	82.1%	0.576%	3413	2614	76.6%
Community Day	2215	1420	64.1%	0.461%	2709	1760	65.0%
Continuation	14693	10695	72.8%	3.061%	17172	12756	74.3%
Elementary	224	187	83.5%	0.047%	156968	142879	91.0%
High School	282537	242883	86.0%	58.864%	283905	244073	86.0%
Junior High	3492	2757	79.0%	0.728%	3492	2757	79.0%
Juvenile Hall	1081	734	67.9%	0.225%	2380	1812	76.1%
K-12	176	143	81.3%	0.037%	5296	3119	58.9%
Middle	166866	140410	84.1%	34.765%	173602	145976	84.1%
Opportunity	221	147	66.5%	0.046%	230	155	67.4%
Special Ed	443	246	55.5%	0.092%	3480	1737	49.9%
All Schools	479981	405560	84.5%		662663	566053	85.4%
School level is defined by ED in CSPR instructions. School							

Preliminary HQ T compliance percentages for

October 2005, by school level and type as of April 3, 2006, indicate that alternative education sites continue to be staffed by teachers who are not completely NCLB compliant; however, these programs represent a very small percentage of the total secondary education population in California. The data are somewhat misleading in that most of these programs report their alternative education classes as a self-contained classroom; therefore, they must report zero compliance until they are compliant in all subjects they teach. This means that a high school continuation teacher who teaches five NCLB core academic classes must be highly qualified (HQ) in all of them before the LEA may report that teachers are HQ compliant, even if they meet NCLB compliance in four of the five subjects. To remedy this reporting issue, in the October 2006 CBEDS-PAIF reporting system, the CDE will have alternative education programs (that are not part of a comprehensive school) identify each subject taught and not report the program as a self-contained class. This system will give the CDE a more accurate picture of alternative education compliance. This solution, however, cannot be offered to alternative education programs within a comprehensive school because of county-district-school (CDS) code issues. The CDE will work on repairing this issue for the October 2007 CBEDS-PAIF submission.

After meeting with numerous stakeholder groups and talking extensively to county office personnel, the CDE has determined that three significant issues have prevented these

programs from being compliant. The first and foremost issue is that of teacher credentialing. Under California **Education Code Section 44865**:

...A valid teaching credential issued by the State Board of Education or the Commission for Teacher Preparation and Licensing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments...

This section results in teachers being assigned to teach subjects for which they have limited knowledge.

The second issue is the very nature of the programs, which include all secondary special education teachers and teachers who teach in home/hospital programs, necessary small high schools, continuation schools, alternative schools, opportunity schools, juvenile court schools, county community schools, district community day schools, small rural school achievement program schools, and independent study programs. Typically, these teachers teach all subjects to students in multiple grade levels and with different abilities at one time; the environment and student challenges make these programs the most difficult to staff.

The third issue is that many of these programs are in very isolated locations or are in secure facilities, which require multiple observations often necessary for High Objective Uniform State Standard of Evaluation (HOUSSE) Part 2, very problematic.

To address these issues, and specifically the issue of subject matter acquisition and verification, the CDE has authorized the Ventura County Office of Education to create a rigorous content verification process for secondary teachers of multiple subjects, who teach programs such as those listed above. (See Requirement 3 and Appendix VSTMS.)

School Type	Elementary Core	Elementary NCLB	Percent Compliant	Percent of All Elem.
Alternative	4747	2746	57.8%	2.599%
County Community	649	345	53.2%	0.355%
Community Day	494	340	68.8%	0.270%
Continuation	2479	2061	83.1%	1.357%
Elementary	156744	142692	91.0%	85.802%
High School	1368	1190	87.0%	0.749%
Junior High				
Juvenile Hall	1299	1078	83.0%	0.711%

K-12	5120	2976	58.1%	2.803%
Middle	6736	5566	82.6%	3.687%
Opportunity	9	8	88.9%	0.005%
Special Ed	3037	1491	49.1%	1.662%
All Schools	182,682	160,493	87.9%	
School level is defined by ED in CSPR instructions. School type is defined by CDE on PUBLSCHL file				

The elementary school data indicate that many of the same programs suffer from low percentages of HQ teachers, as do their secondary counterparts. However, most of these programs are in middle and Kindergarten through grade 8 schools (K-8), which means the same problem arises that of single-subject teachers who teach multiple subjects. The CDE has addressed this issue by using *California Code of Regulations, Title 5, Section 6100(c)*:

Elementary, Middle/High Designation:

- Elementary, Middle/High School: The local educational agency shall determine, based on **curriculum taught**, by each grade or by each course, if appropriate, whether a course is elementary, or middle/high school.

This rule allows the teacher to use the California Subject Examination for Teaching (CSET) - Multiple Subject examination to verify subject matter competency, since the exam is aligned to grade one through grade eight standards.

Analysis of HQT Problem Areas:

School Type	Elementary Core Classes	Elementary NCLB Core Classes	Percent Compliant	Percent of All Elem.	Secondary Core Classes	Secondary NCLB Core Classes	Percent Compliant	Percent of All Secondary
Juvenile Hall	1299	1078	83.0%	0.711%	1081	734	67.9%	0.225%

Juvenile court and county court schools serve students who are under the protection or authority of the juvenile court system and are incarcerated in juvenile halls, homes, ranches, camps, day centers, or regional youth facilities. These programs meet the educational needs of such, as well as students who have been expelled from their home district schools because of a status offense or other infraction or behavior governed by the *Welfare and Institution Code* or *Education Code*. County boards of education administer and operate the juvenile court Schools authorized by *Education Code* sections 48645-48645.6. These schools provide an alternative educational program for students who are under the protection or authority of the juvenile court system and are

incarcerated. Students are also placed in juvenile court schools when they are referred by the juvenile court. A minimum-day program for juvenile court schools is 240 minutes (*Education Code* Section 48645.3). Funding is provided by the state General Fund and is included in the annual apportionment to county offices of education.

Juvenile hall programs have among the lowest percentages of HQT in the state. At the elementary level, 83 percent of the NCLB core academic classes were reported as taught by HQT. However, we now anticipate this percentage to be much higher. However, the CDE now anticipates this percentage to be much higher.

School Type	Elementary Core Classes	Elementary NCLB Core Classes	Percent Compliant	Percent of All Elem.	Secondary Core Classes	Secondary NCLB Core Classes	Percent Compliant	Percent of All Secondary
County Community	649	345	53.2%	0.355%	2764	2269	82.1%	0.576%
Community Day	494	340	68.8%	0.270%	2215	1420	64.1%	0.461%

Community day schools are operated by school districts and county offices of education. Community day schools serve mandatory and other expelled students, students referred by a School Attendance Review Board, and other high-risk youths. The 360-minute minimum instructional day includes academic programs that provide challenging curriculum and individual attention to student learning modalities and abilities. Community day school programs also focus on the development of pro-social skills and student self-esteem and resiliency. Community day schools are intended to have low student-teacher ratios. Students benefit from learning support services that include school counselors and psychologists, academic and vocational counselors, and pupil-discipline personnel. Students also receive collaborative services from county offices of education, law enforcement, probation, and human services agency personnel who work with at-risk youths. Community day schools are supported by supplemental apportionment for community day school attendance in addition to base revenue funding.

School Type	Elementary Core Classes	Elementary NCLB Core Classes	Percent Compliant	Percent of All Elem.	Secondary Core Classes	Secondary NCLB Core Classes	Percent Compliant	Percent of All Secondary
Opportunity	9	8	88.9%	0.005%	221	147	66.5%	0.046%

Opportunity Education schools, classes, and programs are established to provide additional support for students who are habitually truant from school, irregular in attendance, insubordinate, disorderly while in attendance, or failing academically.

Districts or county offices of education may establish Opportunity Education programs for students in grades one through twelve and can receive incentive funding to provide

Opportunity Education for students enrolled in grades seven through nine. Opportunity Education schools, classes, and programs provide a supportive environment with specialized curriculum, instruction, guidance and counseling, psychological services, and tutorial assistance to help students overcome barriers to learning. Opportunity Education should not be viewed as a holding place for resistant learners but as an intervention to ensure student success. It provides comprehensive academic programs that facilitate positive self-esteem, confidence, and personal growth with the goal of helping students return to traditional classes and programs for grades one through twelve.

School Type	Elementary Core Classes	Elementary NCLB Core Classes	Percent Compliant	Percent of All Elem.	Secondary Core Classes	Secondary NCLB Core Classes	Percent Compliant	Percent of All Secondary
Continuation	2479	2061	83.1%	1.357%	14693	10695	72.8%	3.061%

Continuation education is a high school diploma program designed to meet the needs of students sixteen through eighteen years of age who have not graduated from high school, are not exempt from compulsory school attendance, and are deemed at risk of not completing their education. *Education Code* (EC) sections that provide for continuation education include sections 44865, 46170, 48400-48438, and 51055.

Students enrolled in continuation education programs are often deficient in credits or in need of a flexible schedule due to employment, family obligations, and/or other critical needs. For apportionment purposes a minimum day of attendance in continuation education is 180 minutes. However, many continuation high schools offer academic programs that exceed the minimum daily attendance requirement.

In addition to providing state-mandated academic courses for high school graduation, continuation education emphasizes guidance, career orientation, and/or a work-study schedule. Supplemental programs and services may include independent study, regional occupational centers and programs, career counseling, job placement, and apprenticeships.

School Type	Elementary Core Classes	Elementary NCLB Core Classes	Percent Compliant	Percent of All Elem.	Secondary Core Classes	Secondary NCLB Core Classes	Percent Compliant	Percent of All Secondary
Special Ed	3037	1491	49.1%	1.662%	443	246	55.5%	0.092%

### Solutions to HQT Problem Areas

Secondary special education reports the lowest percentages of NCLB HQT compliance among special populations at 55.5 percent; however, this figure is very misleading. Most LEAs and county offices have reported that they “were waiting” to classify their secondary special education teachers as HQ pending reauthorization of the **Individuals with Disabilities Education Act (IDEA)**. CDE staff met with all 58 county offices of

education during the 2006 NCLB Summer Workshop Series to reiterate the importance of completing the NCLB verification process on all of their “new” and “not new” elementary special education teachers and teachers in alternative settings.

It was determined that county offices and LEAs would use the HOUSSE process to verify NCLB compliance for all “not new” secondary special education teachers and alternative education teachers but would wait to enroll their “new” secondary special education teachers and alternative education teachers in the Secondary Teachers of Multiple Subject Verification (STMSV) program upon its release in early 2007. The STMSV program ensures subject-matter acquisition that is aligned to the California content standards for grades seven through twelve while preparing their high school students to successfully pass the California High School Exit Examination.

To adequately determine how successful CDE’s interventions have been with the target population through the CMIS process and the state as a whole, the CDE will do a one-time HQT data collection in June 2007. Using the ConApp process, COEs and LEAs will be able to report not only those teachers who meet NCLB HQT requirements but also those actively working through the STMSV process. That data will allow the CDE to form an accurate picture of HQT compliance in the most-hard-to staff programs, with the most difficult challenges to HQT compliance.

**DOES THE ANALYSIS IDENTIFY DISTRICTS AND SCHOOLS AROUND THE STATE WHERE SIGNIFICANT NUMBERS OF TEACHERS DO NOT MEET HQT STANDARDS? (REVISED)**

The analysis of the HQT/AYP data for all 1,053 districts and 58 county office of education (COE) programs in the State of California identified 149 LEAs who had district wide AYP difficulties. Of these, 35 have HQT compliance of 95 percent or better, 100 have HQT compliance between 94 percent and 70 percent, and 14 have HQT compliance of less than 69 percent as reported on the ConApp in December 2005. Of those LEAs, 75 reported a poverty level of 65 percent or higher, and 101 have Black and Latino populations of 60 percent or higher.

All Schools and COE Programs with AYP Difficulties				
Schools with HQT of 100%	Schools with HQT between 99% and 90%	Schools with HQT between 89.9 % and 71%	Schools Identified for Additional Monitoring by CMIS	Schools Added to Current CMIS Program
827	966	876	246	631

There are 3,640 schools and COE programs in the State of California that have identified AYP difficulties as of September 2006. Among these schools and those of county offices, 972 programs are currently assigned to the CMIS process as described in Requirement 2. This analysis has added another 246 LEAs and COEs to the CMIS

process and another 631 schools to the program. There are 966 schools and COE programs that reported HQT compliance between 99.9 percent and 90 percent; these schools and programs will be monitored and assisted by the Program Improvement (PI) and School Assistance and Intervention Team (SAIT) programs as defined by California Education Code.

There are, however, 876 schools and COE programs that have been identified with AYP difficulties and have reported HQT compliance between 89.9 percent and 71 percent. These schools and COE programs will be given technical assistance, and their progress toward HQT compliance will be monitored in the following manner:

- For each of the 876 schools or programs, the LEA or COE will be notified of its HQT-AYP percentage, as of June 2006 (from December 2005), as reported on the ConApp 2005. If the school or program has made significant growth in the area of HQT (at least 95 percent), it will be able to submit new data to the CDE confirming the new percentage.
  - Elementary: Teacher name, grade/subject taught, how they became HQT compliant, number of NCLB classes on campus, and the number taught by HQTs.
  - Secondary: 2006-07 master schedule, number of NCLB classes on campus, and the number taught by HQT.
- Each school or program that was identified as having failed to meet AYP in 2005-06 and has HQT compliance below 89.9 percent (after it submits new data) will do the following:
  - Submit current HQT compliance numbers.
  - Submit a School Site General Qualifications Worksheet ([see Appendix CMIS-Gen Qualification](#)) for each non-HQ teacher on the site. The Worksheet must include the required detailed plan for compliance by June 2007.
- If the identified schools or programs have poverty/minority percentages greater than the district average and/or have an average of less experienced teachers than the district average, the LEA or COE is required to do the following:
  - Develop an equitable distribution plan as part of its required PI efforts. The plan must detail specific steps adequate to ensure that the poor and minority students in the LEA will be taught at the same rates as other children by highly qualified and experienced teachers, as required by Section 1111 (b)(8)(C) of the Elementary and Secondary Education Act, as amended by NCLB by June 2008.

- o Include specific funding sources for each activity, the responsible persons for activities, and a realistic timeline for completion of the plan. The plan must also detail how the LEA or COE will evaluate progress and the steps for modifications when evaluation determines the plan is not successful.

**DOES THE ANALYSIS IDENTIFY PARTICULAR COURSES THAT ARE OFTEN TAUGHT BY NON-HIGHLY QUALIFIED TEACHERS?**

The preliminary analysis of the NCLB Core Subject Areas as reported on the Fall 2005 CBEDS-PAIF data collection. We know LEA CBEDS staff was still learning about how to complete these sections of the forms accurately in 2005 and therefore the official CSPR data for 2005 will be derived from the 2005-06 ConApp Part II collected in January 2006. However, the PAIF data is clearly similar to the ConApp data and is the only source of data that allows us to look at compliant classes by type or subject area of classes. Therefore, the PAIF data will be used to complete (as estimates) the sections of the CSPR that request information about noncompliant classes by type of class or subject area.

Table 1: California Summary of Professional Assignment Information Form (PAIF) Assignments by Core and HQT Status

	Total Core	Compliant Classes			Not Compliant	Percent Compliant	Percent Noncomp.
		Ed/Test	HOUSSE	Total			
<b>Regular Elementary Self Contained</b>	137,700	78,751	48,225	126,976	10,724	92.2%	7.8%
<b>Special Education, Elementary</b>	12,784	6,289	3,309	9,598	3,186	75.1%	24.9%
<b>Other Self Contained Elementary</b>	2,197	1,410	525	1,935	262	88.1%	11.9%
<b>Special Education Secondary</b>	19,652	8,252	2,915	11,167	8,485	64.0%	36.0%
<b>Subject Areas</b>							
English	111,868	81,001	12,815	93,816	18,052	83.9%	16.1%
Foreign Languages	28,596	22,612	2,150	24,762	3,834	86.6%	13.4%
Arts (All)	32,954	23,650	3,158	26,808	6,146	81.3%	18.7%
Mathematics	98,253	65,007	15,547	80,554	17,699	82.0%	18.0%
Science	78,358	54,888	10,529	65,417	12,941	83.5%	16.5%
Social Science	82,686	60,698	10,523	71,221	11,465	86.1%	13.9%
Career Tech	2,961	1,960	282	2,242	719	75.7%	24.3%
<b>Other Self Contained Secondary</b>	7,014	3,935	1,116	5,051	1,963	72.0%	28.0%
<b>Total</b>	615,023	408,453	111,094	519,547	95,476	84.5%	15.5%

Of particular interest is Table 2 that examines the noncompliant core classes as of October 2005. As expected, the types of core classes that are overrepresented among noncompliant classes in descending order of significance are Special Education Secondary, Mathematics, Special Education Elementary, Other Secondary Self-contained, Arts, and Science.

Table 2: California Summary of Noncompliant Core Assignments by Type

	Total Core Classes	Percent of Core Classes	Noncompliant Classes	Percent of Noncompliant Classes	Difference in Representation
<b>Regular Elementary Self Contained</b>	137,700	22.4%	10,724	11.2%	+11.2
<b>Special Education, Elementary</b>	12,784	2.1%	3,186	3.4%	-1.3
<b>Other Self Contained Elementary</b>	2,197	0.4%	262	0.3%	+0.1
<b>Special Education Secondary</b>	19,652	3.2%	8,485	8.9%	-5.7
<b>Subject Areas</b>					
English	111,868	18.2%	18,052	18.9%	-0.7
Foreign Languages	28,596	4.6%	3,834	4.0%	+0.6
Arts (All)	32,954	5.4%	6,146	6.4%	-1.0
Mathematics	98,253	16.0%	17,699	18.5%	-2.5
Science	78,358	12.7%	12,941	13.6%	-0.9
Social Science	82,686	13.4%	11,465	12.0%	+1.4
Career Tech	2,961	0.5%	719	0.7%	-0.2
<b>Other Self Contained Secondary</b>	7,014	1.1%	1,963	2.1%	-1.0
<b>Total</b>	615,023		95,476		

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

In order to comply with federal mandates for oversight of the No Child Left Behind Act, the CDE began full implementation of California’s LEA monitoring process for HQT, the Compliance Monitoring, Intervention, and Sanctions (CMIS) program, in June 2006. Specifically, a federal review of CDE administration of NCLB resulted in a “finding,” to wit, that CDE was not monitoring the accuracy of LEA implementation of NCLB teacher quality compliance. Subsequently, CDE staff developed a protocol for such monitoring. In January 2006 the CMIS protocol was approved by the State Board of Education (SBE) and thereafter forwarded to the U.S. Department of Education (ED), from whom CDE staff received positive feedback. Full details of the program are included in Appendix: CMIS Training Presentation.

**DOES THE PLAN IDENTIFY LEAS THAT HAVE NOT MET ANNUAL MEASURABLE OBJECTIVES FOR HQT? (REVISED)**

The CMIS program staff has carefully analyzed available HQT percentages, AYP identification, poverty/minority data, and average years of experience for each school and educational program in California to develop a picture of each district and school within the state (see Appendix Data 1: All Schools). Schools were placed in the CMIS program by using two sets of criteria: (See Appendix Data 2: CMIS Schools.)

1. Failed to meet AMO-HQT for two consecutive years
2. Met their AMO-HQT for at least one year, but reported HQT percentages of less than 70 percent on the ConApp, Part II, in December 2005

To ensure that these schools have complied with NCLB HQT requirements by June 2007, the CDE will use the CMIS program to closely monitor 1,783 schools, representing 372 school districts, located in 56 of the 58 California counties.

California Compliance, Monitoring, Interventions and Sanctions Participation List	
Alameda	Butte
<i>Alameda County Office Of Education</i>	<i>Biggs Unified</i>
<i>Berkeley Unified</i>	<i>Butte County Office Of Education</i>
<i>Castro Valley Unified</i>	<i>Chico Unified</i>
<i>Fremont Unified</i>	<i>Durham Unified</i>
<i>Hayward Unified</i>	<i>Oroville Union High</i>
<i>New Haven Unified</i>	<i>Palermo Union Elementary</i>
<i>Newark Unified</i>	<i>Paradise Unified</i>
<i>Oakland Unified</i>	Colusa
<i>Piedmont City Unified</i>	<i>Colusa County Office Of Education</i>
<i>San Leandro Unified</i>	<i>Maxwell Unified</i>
Calaveras	<i>Pierce Joint Unified</i>
<i>Bret Harte Union High</i>	<i>Williams Unified</i>
<i>Calaveras Unified</i>	Del Norte
<i>Mark Twain Union Elementary</i>	<i>Del Norte County Office Of Education</i>
Colusa	El Dorado
<i>Colusa County Office Of Education</i>	<i>El Dorado County Office Of Education</i>
<i>Maxwell Unified</i>	<i>El Dorado Union High</i>
<i>Pierce Joint Unified</i>	<i>Gold Trail Union Elementary</i>
<i>Williams Unified</i>	Glenn
Contra Costa	<i>Glenn County Office Of Education</i>
<i>Acalanes Union High</i>	<i>Plaza Elementary</i>

<i>Antioch Unified</i>	<i>Princeton Joint Unified</i>
<i>Byron Union Elementary</i>	<i>Stony Creek Joint Unified</i>
<i>Contra Costa County Office Of Education</i>	<b>Humboldt</b>
<i>Knightsen Elementary</i>	<i>Eureka City Unified</i>
<i>Lafayette Elementary</i>	<i>Klamath-Trinity Joint Unified</i>
<i>Martinez Unified</i>	<i>Northern Humboldt Union High</i>
<i>Mt. Diablo Unified</i>	<i>Southern Humboldt Joint Unified</i>
<i>San Ramon Valley Unified</i>	<b>Imperial</b>
<i>Walnut Creek Elementary</i>	<i>Brawley Union High</i>
<i>West Contra Costa Unified</i>	<i>Calexico Unified</i>
<i>Gold Trail Union Elementary</i>	<i>Calipatria Unified</i>
<b>Fresno</b>	<i>Central Union High</i>
<i>Central Unified</i>	<i>Holtville Unified</i>
<i>Clovis Unified</i>	<i>Imperial County Office Of Education</i>
<i>Coalinga-Huron Joint Unified</i>	<i>Meadows Union Elementary</i>
<i>Firebaugh-Las Deltas Joint Unified</i>	<i>San Pasqual Valley Unified</i>
<i>Fresno County Office Of Education</i>	<b>Imperial</b>
<i>Fresno Unified</i>	<i>Brawley Union High</i>
<i>Golden Plains Unified</i>	<i>Calexico Unified</i>
<i>Kings Canyon Joint Unified</i>	<i>Calipatria Unified</i>
<i>Kingsburg Elementary Charter</i>	<i>Central Union High</i>
<i>Laton Joint Unified</i>	<i>Holtville Unified</i>
<i>Mendota Unified</i>	<i>Imperial County Office Of Education</i>
<i>Parlier Unified</i>	<i>Meadows Union Elementary</i>
<i>Raisin City Elementary</i>	<i>San Pasqual Valley Unified</i>
<i>Riverdale Joint Unified</i>	<b>Kings</b>
<i>Sanger Unified</i>	<i>Armona Union Elementary</i>
<i>Selma Unified</i>	<i>Corcoran Joint Unified</i>
<i>Washington Union High</i>	<i>Hanford Elementary</i>
<b>Kern</b>	<i>Kings County Office Of Education</i>
<i>Arvin Union Elementary</i>	<i>Lemoore Union High</i>
<i>Bakersfield City</i>	<i>Reef-Sunset Unified</i>
<i>Fairfax Elementary</i>	<b>Lake</b>
<i>Fruitvale Elementary</i>	<i>Kelseyville Unified</i>

<i>General Shafter Elementary</i>	<i>Konocti Unified</i>
<i>Kern County Office Of Education</i>	<i>Lake County Office Of Education</i>
<i>Kern Union High</i>	<i>Middletown Unified</i>
<i>Lost Hills Union Elementary</i>	<i>Upper Lake Union High</i>
<i>Mojave Unified</i>	<b>Lassen</b>
<i>Richland Union Elementary</i>	<i>Big Valley Joint Unified</i>
<i>Tehachapi Unified</i>	<i>Lassen Union High</i>
<i>Vineland Elementary</i>	<i>Lassen Union High</i>
<i>Wasco Union High</i>	<b>Madera</b>
<b>Los Angeles</b>	<i>Chawanakee Unified</i>
<i>ABC Unified</i>	<i>Chowchilla Elementary</i>
<i>Antelope Valley Union High</i>	<i>Madera County Office Of Education</i>
<i>Baldwin Park Unified</i>	<i>Madera Unified</i>
<i>Bellflower Unified</i>	<i>Yosemite Joint Union High</i>
<i>Beverly Hills Unified</i>	<b>Marin</b>
<i>Bonita Unified</i>	<i>Marin County Office Of Education</i>
<i>Castaic Union Elementary</i>	<i>Mill Valley Elementary</i>
<i>Claremont Unified</i>	<i>Reed Union Elementary</i>
<i>Compton Unified</i>	<i>San Rafael City Elementary</i>
<i>Downey Unified</i>	<i>San Rafael City High</i>
<i>Duarte Unified</i>	<i>Tamalpais Union High</i>
<i>Eastside Union Elementary</i>	<b>Mariposa</b>
<i>El Monte City Elementary</i>	<i>Mariposa County Unified</i>
<i>El Rancho Unified</i>	<b>Mendocino</b>
<i>Glendale Unified</i>	<i>Fort Bragg Unified</i>
<i>Gorman Elementary</i>	<i>Laytonville Unified</i>
<i>Hawthorne Elementary</i>	<i>Mendocino County Office Of Education</i>
<i>La Canada Unified</i>	<i>Round Valley Unified</i>
<i>Lancaster Elementary</i>	<i>Ukiah Unified</i>
<i>Long Beach Unified</i>	<i>Willits Unified</i>
<i>Los Angeles County Office Of Education</i>	<b>Merced</b>
<i>Los Angeles Unified</i>	<i>Delhi Unified</i>
<i>Lynwood Unified</i>	<i>Dos Palos Oro Loma Joint Unified</i>
<i>Manhattan Beach Unified</i>	<i>Gustine Unified</i>
<i>Monrovia Unified</i>	<i>Le Grand Union Elementary</i>

<i>Norwalk-La Mirada Unified</i>	<i>Merced County Office Of Education</i>
<i>Palos Verdes Peninsula Unified</i>	<i>Merced Union High</i>
<i>Pomona Unified</i>	<i>Planada Elementary</i>
<i>San Gabriel Unified</i>	Modoc
<i>Santa Monica-Malibu Unified</i>	<i>Surprise Valley Joint Unified</i>
<i>SBE - Animo Inglewood Charter</i>	Mono
<i>Sulphur Springs Union Elementary</i>	<i>Mono County Office Of Education</i>
<i>Temple City Unified</i>	Napa
<i>Torrance Unified</i>	<i>Napa County Office Of Education</i>
<i>Westside Union Elementary</i>	<i>Napa Valley Unified</i>
<i>Whittier City Elementary</i>	Nevada
<i>Whittier Union High</i>	<i>Nevada Joint Union High</i>
<i>William S. Hart Union High</i>	<i>Ready Springs Union Elementary</i>
<i>Wilsona Elementary</i>	Placer
<i>Wiseburn Elementary</i>	<i>Eureka Union</i>
Monterey	<i>Placer County Office Of Education</i>
<i>Alisal Union Elementary</i>	<i>Roseville Joint Union High</i>
<i>Gonzales Unified</i>	<i>Tahoe-Truckee Joint Unified</i>
<i>Greenfield Union Elementary</i>	Plumas
<i>King City Joint Union High</i>	<i>Plumas County Office Of Education</i>
<i>King City Union Elementary</i>	<i>Plumas Unified</i>
<i>Monterey County Office Of Education</i>	Orange
<i>Monterey Peninsula Unified</i>	<i>Anaheim Union High</i>
<i>North Monterey County Unified</i>	<i>Capistrano Unified</i>
<i>Salinas City Elementary</i>	<i>Centralia Elementary</i>
<i>Salinas Union High</i>	<i>Fullerton Elementary</i>
<i>Santa Rita Union Elementary</i>	<i>Fullerton Joint Union High</i>
Riverside	<i>Garden Grove Unified</i>
<i>Alvord Unified</i>	<i>Huntington Beach Union High</i>
<i>Banning Unified</i>	<i>Irvine Unified</i>
<i>Beaumont Unified</i>	<i>La Habra City Elementary</i>
<i>Coachella Valley Joint Unified</i>	<i>Magnolia Elementary</i>
<i>Corona-Norco Unified</i>	<i>Newport-Mesa Unified</i>
<i>Desert Center Unified</i>	<i>Ocean View</i>

<i>Hemet Unified</i>	<i>Placentia-Yorba Linda Unified</i>
<i>Moreno Valley Unified</i>	<i>Santa Ana Unified</i>
<i>Palm Springs Unified</i>	<b>San Benito</b>
<i>Palo Verde Unified</i>	<i>San Benito County Office Of Education</i>
<i>Perris Elementary</i>	<i>San Benito High</i>
<i>Perris Union High</i>	<i>Tres Pinos Union Elementary</i>
<i>Riverside County Office Of Education</i>	<b>San Luis Obispo</b>
<i>Riverside Unified</i>	<i>Lucia Mar Unified</i>
<i>San Jacinto Unified</i>	<i>Paso Robles Joint Unified</i>
<i>Val Verde Unified</i>	<i>Templeton Unified</i>
<b>Sacramento</b>	<b>San Mateo</b>
<i>Center Joint Elementary</i>	<i>Ravenswood City Elementary</i>
<i>Center Joint Unified</i>	<i>Redwood City Elementary</i>
<i>Elk Grove Unified</i>	<i>San Mateo County Office Of Education</i>
<i>Folsom-Cordova Unified</i>	<i>South San Francisco Unified</i>
<i>Natomas Unified</i>	<b>San Francisco</b>
<i>River Delta Joint Unified</i>	<i>San Francisco County Office Of Education</i>
<i>Sacramento City Unified</i>	<i>San Francisco Unified</i>
<i>San Juan Unified</i>	<i>SBE - Edison Charter Academy</i>
<b>San Bernardino</b>	<b>San Joaquin</b>
<i>Apple Valley Unified</i>	<i>Lammersville Elementary</i>
<i>Baker Valley Unified</i>	<i>Lincoln Unified</i>
<i>Bear Valley Unified</i>	<i>Linden Unified</i>
<i>Colton Joint Unified</i>	<i>Lodi Unified</i>
<i>Etiwanda Elementary</i>	<i>Manteca Unified</i>
<i>Hesperia Unified</i>	<i>New Jerusalem Elementary</i>
<i>Lucerne Valley Unified</i>	<i>Stockton City Unified</i>
<i>Morongo Unified</i>	<i>Tracy Joint Unified</i>
<i>Rim Of The World Unified</i>	<b>Santa Barbara</b>
<i>San Bernardino City Unified</i>	<i>Cuyama Joint Unified</i>
<i>San Bernardino County Office Of Education</i>	<i>Goleta Union Elementary</i>
<i>Silver Valley Unified</i>	<i>Lompoc Unified</i>
<i>Yucaipa-Calimesa Joint Unified</i>	<i>Los Olivos Elementary</i>

<b>San Diego</b>	<i>Santa Barbara County Office Of Education</i>
<i>Bonsall Union Elementary</i>	<i>Santa Barbara Elementary</i>
<i>Carlsbad Unified</i>	<i>Santa Barbara High</i>
<i>Chula Vista Elementary</i>	<i>Santa Maria-Bonita Elementary</i>
<i>Del Mar Union Elementary</i>	<b>Santa Cruz</b>
<i>Escondido Union Elementary</i>	<i>Pajaro Valley Unified</i>
<i>Fallbrook Union High</i>	<i>Santa Cruz County Office Of Education</i>
<i>Grossmont Union High</i>	<i>Scotts Valley Unified</i>
<i>Jamul-Dulzura Union Elementary</i>	<b>Shasta</b>
<i>Julian Union High</i>	<i>Anderson Union High</i>
<i>Lakeside Union Elementary</i>	<i>Enterprise Elementary</i>
<i>Mountain Empire Unified</i>	<i>Fall River Joint Unified</i>
<i>National Elementary</i>	<i>Gateway Unified</i>
<i>Poway Unified</i>	<i>Redding Elementary</i>
<i>San Diego County Office Of Education</i>	<i>Shasta Union High</i>
<i>San Diego Unified</i>	<b>Siskiyou</b>
<i>San Marcos Unified</i>	<i>Butte Valley Unified</i>
<i>Solana Beach Elementary</i>	<i>Dunsmuir Joint Union High</i>
<i>South Bay Union Elementary</i>	<i>Etna Union High</i>
<i>Sweetwater Union High</i>	<i>Siskiyou County Office Of Education</i>
<i>Vista Unified</i>	<i>Siskiyou Union High</i>
<i>Warner Unified</i>	<i>Yreka Union High</i>
<b>Santa Clara</b>	<b>Sierra</b>
<i>Berryessa Union Elementary</i>	<i>Sierra-Plumas Joint Unified</i>
<i>Cambrian Elementary</i>	<b>Yuba</b>
<i>Campbell Union Elementary</i>	<i>Marysville Joint Unified</i>
<i>Cupertino Union School</i>	<i>Yuba County Office Of Education</i>
<i>East Side Union High</i>	<b>Sutter</b>
<i>Fremont Union High</i>	<i>East Nicolaus Joint Union High</i>
<i>Gilroy Unified</i>	<i>Sutter County Office Of Education</i>
<i>Los Altos Elementary</i>	<i>Sutter Union High</i>
<i>Oak Grove Elementary</i>	<i>Yuba City Unified</i>
<i>San Jose Unified</i>	<b>Yolo</b>

<i>Santa Clara County Office Of Education</i>	<i>Washington Unified</i>
<i>Santa Clara Unified</i>	<i>Woodland Joint Unified</i>
<i>Union Elementary</i>	<i>Trinity</i>
<i>Solano</i>	<i>Mountain Valley Unified</i>
<i>Dixon Unified</i>	<i>Southern Trinity Joint Unified</i>
<i>Travis Unified</i>	<i>Trinity County Office Of Education</i>
<i>Vacaville Unified</i>	<i>Trinity Union High</i>
<i>Vallejo City Unified</i>	<i>Tuolumne</i>
<i>Sonoma</i>	<i>Curtis Creek Elementary</i>
<i>Cotati-Rohnert Park Unified</i>	<i>Sonora Union High</i>
<i>Harmony Union Elementary</i>	<i>Stanislaus</i>
<i>Healdsburg Unified</i>	<i>Ceres Unified</i>
<i>Petaluma City Elementary</i>	<i>Chatom Union Elementary</i>
<i>Petaluma Joint Union High</i>	<i>Keyes Union</i>
<i>Santa Rosa High</i>	<i>Modesto City High</i>
<i>Sebastopol Union Elementary</i>	<i>Newman-Crows Landing Unified</i>
<i>Ventura</i>	<i>Oakdale Joint Unified</i>
<i>Moorpark Unified</i>	<i>Stanislaus County Office of Education</i>
<i>Mupu Elementary</i>	<i>Stanislaus Union Elementary</i>
<i>Oak Park Unified</i>	<i>Turlock Unified</i>
<i>Ojai Unified</i>	
<i>Oxnard Elementary</i>	
<i>Pleasant Valley</i>	
<i>Ventura County Office Of Education</i>	

**DOES THE PLAN INCLUDE SPECIFIC STEPS THAT WILL BE TAKEN BY LEAS THAT HAVE NOT MET ANNUAL MEASURABLE OBJECTIVES? (REVISED)**

To ensure that all schools have complied with NCLB HQT requirements by June 2007, the CDE will use the CMIS program to closely monitor the 1,783 schools, representing 372 districts, which have been placed in the CMIS process. Because of the large number of schools involved, the schools noted above will be divided into four subgroups as follows:

- A. Schools with an HQT percentage of 85 percent or better (401 schools)

B. Schools with an HQT percentage between 70 percent and 85 percent (287 schools)

C. Schools with an HQT percentage below 70 percent (661 schools)

C2. Schools that may have met their AMO-HQT for at least a year but reported HQT percentages of less than 70 percent on December 2005 (428 schools)

All LEAs in the CMIS program were notified in July 2006 that they had failed to achieve acceptable HQT compliance and would be participating in the CMIS program during the 2006-07 school year. To accommodate the large numbers of personnel required to attend CMIS training, CDE staff the county region system and contracted with all 11 regions to set up a series of CMIS trainings during the months of August and September 2006. Due to large numbers of non-HQT schools, some regions were separated. The LEA superintendent (or designee), human resource director, and staff most responsible for HQT (such as the credential analyst or personnel analyst) were required to attend the training along with each site administrator in the CMIS program. LEAs that failed to attend their scheduled training will be required to attend the "make-up" training on October 16, 2006, in Sacramento. Failure to attend, or failure to comply with required activities, will place the LEA in the "not demonstrating good faith effort" category and will result in state sanctions (see Requirement 4 for details).

For Category A schools, those reporting 85 percent compliance and higher, the LEA will be required to submit a list of non-HQTs and a realistic plan for ensuring that the teacher will be highly qualified no later than June 2007. The plan must include how the district has used and will use Title II, Part A, and Title I, Part A, funds and five to ten percent professional development for high quality, to assist teachers in becoming HQ. A CDE consultant will be assigned to monitor the district's implementation of its submitted plan by e-mail and desk monitoring. In reviewing the data for the schools in this category of the monitoring process, CDE staff is confident that these schools will make the HQT goal for June 2007. However, should concerns arise during the 2006-07 school year, a CDE consultant will meet with LEA administrators to revise the plan or assist in implementation of the plan (appendix in progress).

- LEA must:
  - Complete School District Monitoring Protocol (due to CDE November 1, 2006) (see [Appendix LEA Protocol](#))
  - Address any concerns around the equitable distribution of HQ and experienced teachers.

The plan must detail specific steps adequate to ensure that poor and minority students in the LEA will be taught at the same rates as other children by highly qualified and

experienced teachers, as required by Section 1111 (b)(8)(C) of the Elementary and Secondary Education Act, as amended by NCLB, by June 2008. LEAs may use self-study and guidelines for the Equitable Distribution of Experienced and Highly Qualified Teachers Plan.

- Each site must complete (due to CDE November 1, 2006):
  - School Site General Qualifications Worksheet with a plan for each non-compliant teacher to be HQ by June 2007 (see [Appendix CMIS-Gen Qualification](#))
  - Accurate count of HQT compliance for 2006-07

For Category B schools, those reporting HQT percentages between 84 percent and 70 percent, the LEA will be required to submit a list of non-HQTs and a plan for ensuring that every teacher will be highly qualified no later than June 2007. The plan must include how the district has used and will use Title II, Part A, and Title I, Part A, funds and five to ten percent professional development, to assist teachers in becoming HQ. Additionally, the LEA will complete a self-study to determine issues that have prevented it from achieving the HQT goal and equitable distribution of experienced teachers. The LEA will use the self-study to develop an equity plan that specifically addresses the issues that have prevented each targeted school within the LEA from meeting NCLB teacher requirement goals. LEAs must develop solutions to these issues by providing teacher and/or site support. The solutions should ensure long-term compliance with HQT goals. A CDE Education Programs consultant will be assigned to monitor the district's implementation of its plan by phone contact and e-mail. In reviewing the data for the schools in this category of the desk monitoring process, CDE staff is confident that these schools will make the HQT goal for June 2007 with selected technical assistance from the CDE. Should concerns arise, the CDE Education Programs consultant will meet with LEA administrators to revise the plan.

- LEA must complete (due to CDE November 1, 2006):
  - School District Monitoring Protocol
- LEA and site must complete (due to CDE January 8, 2007):
  - Self-study with Equitable Distribution of Experienced and HQTs Plan

The plan must detail specific steps adequate to ensure that the poor and minority students in the LEA will be taught at the same rates as other children by highly qualified and experienced teachers, as required by Section 1111 (b)(8)(C) of the Elementary and Secondary Education Act, as amended by NCLB, by June 2008.

- Site must complete (due to CDE November 1, 2006):

- School Site General Qualifications Worksheet with a plan for each non-compliant teacher to meet NCLB requirements by June 2007
- Accurate count of HQT compliance for 2006-07

For schools in Categories C and C2, those reporting HQT percentages of less than 69 percent or schools that may have met their AMO-HQT for at least a year but reported HQT percentages of less than 70 percent in December 2005, CMIS staff will conduct site monitoring and technical assistance visits to review required documents and assist the LEAs in analyzing their self-studies and creating a plan that specifically addresses the issues that have prevented the specific school sites from meeting the HQT compliance goals. The site plan will include specific strategies for assisting all non-HQTs in becoming highly qualified by June 2007. To ensure long-term compliance, the site plan will include an analysis of how the school will recruit the necessary new, qualified teachers to fill gaps in current staffing by core content areas. The district plan will include these steps:

- LEA must complete (due to CDE November 1, 2006):
  - School District Monitoring Protocol
- LEA and site must complete (due to CDE November 1, 2006):
  - LEA self-study
  - Site self-study
- Site must complete (due November 1, 2006):
  - School Site General Qualifications Worksheet with a plan for each non-compliant teacher to meet NCLB requirements by June 2007
  - Accurate count of HQT compliance for 2006-07

When the CMIS staff conduct their site visit, they will review the submitted plan for all non-compliant teachers to meet NCLB requirements by June 2007, especially Title I and Title II, Part A, class size reduction teachers and those teaching in high-poverty, high-minority schools. Together, the LEA and CMIS staff will create the Equitable Distribution of Experienced and Highly Qualified Teachers Plan. The plan will detail specific steps adequate to ensure that poor and minority students in the LEA will be taught at the same rates as other children by highly qualified and experienced teachers, as required by Section 1111 (b)(8)(C) of the Elementary and Secondary Education Act, as amended by NCLB, by June 2008.

- Self-Study (see Appendix CMIS-Self-Study)
  - Determine areas of concern about recruiting practices, policies, and procedures; retaining practices, policies, and procedures and other district/site level practices, policies, and procedures related to equitable distribution of experienced and highly qualified teachers.
- Equitable Distribution of Experienced and Highly Qualified Teachers Plan
  - The plan must address each area of the self-study where weaknesses were found to exist, noting specific actions, responsible parties, and timelines for implementation.
  - The plan must demonstrate that no school with low AYP, high-poverty, high-minority students will have inexperienced and non-HQ teachers in greater percentages than schools with the highest percentage of experienced and HQ teachers.
    - If school A (low-poverty, low-minority) is 97 percent HQTs and averages 10 years of experience for teachers, then school B (high-poverty, high-minority, low AYP) must attain similar compliance or equalization of numbers through the district plan.
  - Districts must identify how appropriate funds will be redirected to support plan

**DOES THE PLAN DELINEATE SPECIFIC STEPS THE SEA WILL TAKE TO ENSURE THAT ALL LEAS HAVE PLANS IN PLACE TO ASSIST ALL NON-HQ TEACHERS TO BECOME HQ AS QUICKLY AS POSSIBLE? (REVISED)**

To ensure that all schools have complied with NCLB requirements by June 2007, the CMIS staff will notify, in writing, each district currently not in the CMIS program that they are required to submit to the CDE a list of non-compliant teachers and note how the district will ensure they will be HQT by June 2007. The non-compliant list will be due to the CDE by **November 30, 2006**.

- Data will be compiled and analyzed, and additions to the CMIS program, including notification to districts, will be done by the end of November 2006.
- Data will be submitted to ED by December 1, 2006.

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

**DOES THE PLAN INCLUDE A DESCRIPTION OF THE TECHNICAL ASSISTANCE THE SEA WILL PROVIDE TO ASSIST LEAs IN SUCCESSFULLY CARRYING OUT THEIR HQT PLANS? (REVISED)**

The California County Superintendents Educational Services Association (CCSESA) has divided the state's 58 county regions into 11 service regions. Each region consists of multiple counties except for Region 11, which consists of only Los Angeles County. California has approximately 1,053 school districts with 9,372 public schools serving 6,322,189 students in kindergarten through grade twelve. California public schools employ approximately 306,548 teachers. Because of the vast geographic size of the state and the sheer number of districts, the CDE will use the established regional system to facilitate much of its technical assistance efforts.

For the first time the CDE will have one program, Title II, Part A, coordinate and monitor the progress of the programs and services the CDE offers to LEAs that are struggling to make their high quality teacher requirements and equitable distribution of experienced teacher (HQT-EDET) goals. Targeted programs (see below) will be aligned to specific schools in struggling LEAs and COEs to ensure that schools have the resources and technical assistance needed to make long-term changes in hiring and retention practices that will lead to the equitable distribution of HQ and experienced teachers.

The Title II, Part A, state coordinator will coordinate and provide, in collaboration with CDE staff, ongoing technical assistance to LEAs and COEs as follows:

**Program Monitoring**

- Review annually the School Site General Qualifications Worksheet (see appendix CMIS-Gen Qualification) submitted by each school that does not have 100 percent HQTs by **October 15** of each school year.
- Provide notice of placement in the CMIS program any LEA that fails to maintain at least a 95 percent HQT status at all sites and in all programs in the LEA by **October 31** of each year.
- Provide districts and the public with online current information concerning the HQ status of teachers and HQT information for each school through the DataQuest system (as it becomes available through CALTIDES) and the CCTC Web site.

**Program Implementation**

- Conduct on-site technical assistance visits when requested by the LEA or county office of education.
- Conduct on-site technical assistance visits when indicated by guidelines set forth in Requirement 1.
- Collaborate with the CBEDS-PAIF office to review and to ensure accurate and complete CBEDS-PAIF data at the district and school levels.

**Program Training**

- Conduct annual regional NCLB HQT workshops and Webcasts for county office and LEA Title II coordinators and human resources staff.
- Conduct annual NCLB workshops for county office human resource departments to provide yearly data on all LEAs who fail to meet or maintain acceptable HQT-EDET compliance and updates and retraining on NCLB requirements.
- Present relevant NCLB HQT workshop at stakeholder association statewide conferences such as Association of California School Administrators (ACSA), Title I directors, Co-Op Conference, charter schools, California Association of Administrators of State and Federal Education Programs (CAASFEP), independent study.
- Conduct annual NCLB HQT workshops for California School Board Association (CSBA), Association of California School Administrators (ACSA), California Continuation Education Association (CCEA), California Teachers Association (CTA), California County Superintendents Educational Services Association (CCSESA), and others as identified.

#### Program Accessibility

- Respond in a timely manner to inquiries from teachers and districts.
- Respond to LEAs, county offices and teachers by telephone, Webcasts, and e-mail with information specific to their needs for becoming HQ.
- Provide references and resources for exam information and preparation.
- Distribute HQT guidance from ED to district Title II coordinators and personnel administrators.
- When necessary revise teacher resource guides and NCLB HQ Frequently Asked Questions (FAQ) to comply with U.S. Department of Education guidance.

#### **DOES THE PLAN INDICATE THAT THE STAFFING AND PROFESSIONAL DEVELOPMENT NEEDS OF SCHOOLS THAT ARE NOT MAKING AYP WILL BE GIVEN HIGH PRIORITY? (REVISED)**

The California Department of Education believes that the teacher is at the heart of student academic success. A teacher who is appropriately credentialed, has a deep understanding of the content he or she teaches and have been trained in a variety of instructional strategies is in the best position to aid California students in reaching academic proficiency. The CDE is committed to ensuring that highly qualified, experienced, and effective teachers teach all students, regardless of ethnicity or socioeconomic status.

The Professional Development and Curriculum Support Division when making program decisions will utilize the analysis of schools that failed to meet AYP. Programs currently in place (see "Improving the Quality of Teachers in Hard-to-Staff Schools" below) will be targeted to the schools identified to be in the greatest need.

The federal No Child Left Behind (NCLB) Act of 2001 requires schools and local educational agencies (LEA) receiving Title I funds to be identified for Program Improvement (PI) if Adequate Yearly Progress (AYP) criteria are not met for two consecutive years. PI is a formal designation for Title I-funded schools and LEAs that do not make AYP for two consecutive years. If after five years of escalating monitoring and interventions, the LEA fails to exit PI it is deemed state-monitored and receives assistance from a School Assistance and Intervention Team (SAIT). SAIT will assist the LEA in identifying critical areas to improve student achievement. SAIT corrective actions funding is also provided for up to three years to implement the corrective actions in those areas identified by the SAIT.

**DOES THE PLAN INCLUDE A DESCRIPTION OF PROGRAMS AND SERVICES THE SEA WILL PROVIDE TO ASSIST TEACHERS AND LEAS IN SUCCESSFULLY MEETING HQT GOALS? (REVISED)**

In addition to the program services detailed above, the CDE ensures that LEAs will meet their HQT-EDET goals by administering, overseeing, and supporting a variety of programs and services that focus on three areas: increasing the number of highly qualified teachers in California; improving the quality of teachers in hard-to-staff schools; and recruiting and retaining highly qualified teachers in hard-to-staff schools.

**Increasing the Numbers of Highly Qualified Teachers in California**

- **California Teacher Internship Programs**

Alternative teacher credentialing internship programs provide opportunities for teacher candidates to become highly qualified through a state-approved alternative teacher credential program while working as classroom teachers. These programs enhance the ability of districts to provide HQTs in many more classrooms throughout the state.

All alternative teacher credential programs are aligned to the state's teacher preparation standards and to state-adopted kindergarten through grade twelve academic content standards. Alternative credential programs meet the same standards as traditional credential programs and are accredited by the California Commission on Teacher Credentialing. As with traditional credential programs, all alternative program candidates complete a two-year induction program of support and formative assessment during the first two years of their teaching career to obtain professional clear credentials.

- **California Assumption Program of Loans for Education (APLE)**

The APLE is a competitive teacher incentive program designed to encourage outstanding students, district interns, and out-of-state teachers to become California teachers in subject areas in which a critical teacher shortage has been

identified or in designated schools meeting specific criteria established by the State Superintendent of Public Instruction.

APLE applicants must agree to teach in one of the following teacher shortage areas:

- Mathematics (Grades 7—12)
- Science (Life/Physical)(Grades 7—12)
- Foreign Language
- Special Education
- English(Grades 7—12)
- Low-Income Area School
- School Serving Rural Area
- State Special School
- School with a High Percentage of Emergency Permit Teachers
- Low-Performing School

Teacher candidates must be pursuing a multiple-subject or single-subject credential and agree to teach:

- At a school ranked in the bottom 50th percentile of the Academic Performance Index (API) grades K—12; or
- At a school with a high percentage of emergency permit teachers in grades K—12; or
- At a designated low-income school in grades K—12; or
- at a school serving rural areas in grades K—12.

APLE participants who agree to, and provide, the designated teaching service in the area of **math, science, or special education** are eligible to receive an additional \$1,000 per year in loan assumption benefits. Participants meeting this requirement who provide teaching service in a California public school that is ranked in the **lowest 20th percentile** of the API are eligible to receive an additional \$1,000 per year, making the total amount of loan assumption \$19,000.

The Commission may assume up to \$19,000 in outstanding educational loan balances in return for four consecutive years of teaching service. Teachers are eligible for:

- \* Up to \$2,000 after completion of the first full school year of eligible full-time teaching
- \* Up to \$3,000 after completion of the second full year of eligible full-time teaching
- \* Up to \$3,000 after completion of the third full school year of eligible full-time teaching

\* Up to \$3,000 after completion of the fourth full school year of eligible full-time teaching

(For a list of eligible schools see the Teacher Cancellation Low Income Directory at <https://www.tcli.ed.gov/CBSWebApp/tcli/TCLIPubSchoolSearch.jsp>)

The new APLE provides additional incentives for the distribution of well-prepared, highly qualified teachers with subject-matter expertise in science, mathematics, and special education to work at hard-to-staff schools throughout the state.

- **Direct Loan Program**

To qualify, you must have been employed as a full-time teacher for five consecutive, complete academic years in an elementary or secondary school that has been designated as a "low-income" school by the U.S. Department of Education.

Additionally:

- At least one of the five qualifying years of teaching must have occurred after the 1997-98 academic year.
- The loan must have been made before the end of the fifth year of qualifying teaching.
- The elementary or secondary school must be public or private nonprofit.
- A defaulted loan cannot be cancelled for teacher service unless you have made satisfactory repayment arrangements with the holder of the loan.

Each year, the U.S. Department of Education publishes an online list of low-income elementary and secondary qualifying schools.

If your five consecutive, complete years of qualifying teaching service began *before October 30, 2004*:

- You may receive up to \$5,000 in loan forgiveness if, as certified by the chief administrative officer of the school where you were employed, you were:
  - A full-time elementary school teacher who demonstrated knowledge and teaching skills in reading, writing, mathematics, and other areas of the elementary school curriculum; or
  - A full-time secondary school teacher who taught in a subject area that was relevant to your academic major.

- You may receive up to \$17,500 in loan forgiveness if, as certified by the chief administrative officer of the school where you were employed, you were:
  - A highly qualified full-time mathematics or science teacher in an eligible secondary school (for the definition of a highly qualified teacher, see the Web site); or
  - A highly qualified special education teacher whose primary responsibility was to provide special education to children with disabilities and you were teaching children with disabilities that corresponded to your area of special education training and you have demonstrated knowledge and teaching skills in the content areas of the curriculum that you were teaching.

For more information and a list of eligible schools, go to

<http://studentaid.ed.gov/PORTALSWebApp/students/english/cancelstaff.jsp?tab=repaying>

- **Cancellation of Perkins Loans for Teachers**

Teachers may qualify for cancellation (discharge) of up to 100 percent of a Federal Perkins Loan if they have served full time in a public or nonprofit elementary or secondary school system as a

1. teacher in a school serving students from low-income families; or
2. special-education teacher, including teachers of infants, toddlers, children, or youth with disabilities; or
3. teacher in the fields of mathematics, science, foreign languages, or bilingual education, or in any other field of expertise determined by a state education agency to have a shortage of qualified teachers in that state.

- **International Teachers**

International certificates are issued to applicants who are from a country other than the United States, who have completed at least a bachelor's degree with a major in the field of teaching, who have met all cultural/educational visa requirements. The certificate can be renewed for up to two additional years at the request of the school district if the teacher has met all certification examination requirements during the first year. The Commission on Teacher Credentialing works closely with responsible officers and foreign country representatives to provide appropriate certification and employment to international teachers. These teachers often meet critical needs in hard-to-staff geographical and subject areas, especially special education, secondary math and sciences, and foreign languages.

- **Troops to Teachers (TTT)**

The purpose of TTT is to assist eligible military personnel in transition to a new career as public school teachers in targeted schools. A network of state TTT offices has been established to provide participants with counseling and assistance regarding certification requirements, routes to state certification, and employment leads. In addition, the program helps these individuals find employment in high-need local educational agencies (LEAs) or charter schools. A "high need LEA" is defined as an LEA that has a poverty rate of at least 20 percent or at least 10,000 poor children and has a high percentage of teachers teaching out-of-field or with emergency credentials.

Under this program the Secretary of Education transfers funds to the Department of Defense for the Defense Activity for Non-Traditional Education Support (DANTES) to provide assistance, including stipends of up to \$5,000, to eligible members of the armed forces so that they can obtain certification or licensing as elementary school teachers, secondary school teachers, or vocational/technical teachers and become highly qualified teachers by demonstrating competency in each of the subjects they teach. In lieu of the \$5,000 stipends, DANTES may pay \$10,000 bonuses to participants who agree to teach in high-poverty schools. A "high-poverty school" is defined as a school where at least 50 percent of the students are from low-income families or the school has a large percentage of students who qualify for assistance under the Individuals with Disabilities Education Act. <http://www.ed.gov/programs/troops/index.html>

- **Secondary Teachers of Multiple Subjects Verification Process**

One of the key performance goals of NCLB is that all students will be taught by highly qualified teachers. All elementary, middle, and high school teachers assigned to teach core academic subjects were to meet NCLB HQT requirements by June 2006. In general, California has made good progress in meeting that goal. However, secondary special education and secondary alternative education teachers face unique challenges, and California LEAs have struggled to meet their goals with this population. The California Verification Process for Secondary Teachers of Multiple Subjects is designed for teachers who are authorized under California *Education Code* Section 44865 and for secondary special education teachers; it was developed to provide an opportunity for teachers in special programs to demonstrate that they are highly qualified.

On July 7, 2006, California's State Plan of Activities to Meet NCLB Teacher Quality Requirements was submitted to ED. California made a commitment to the development of a "new verification process for secondary teachers of multiple subjects" as a means to provide an opportunity for teachers in special programs to become highly qualified. The California 2006 Budget Act (Chapter 47, Statutes of 2006), line item #6110-001-0890, Schedule (1) Provision 40, provides funding

authority for Improving Special Education Teacher Quality. With this funding and authority from the Legislature and the Governor, the CDE awarded Ventura County Office of Education (VCOE) a grant to design and implement this verification process.

The specifications for the professional development component cover content aligned to the California Commission on Teacher Credentialing Subject Matter Requirements (SMRs) and thus the content of the California Subject Examination for Teachers (CSET) Single Subject Examinations, the California core academic standards, the California High School Exit Examination, and the California Standards Tests. The format is similar to that used for the CSET preparation program. The professional development incorporates theory and practice, is organized in two levels, and meets the NCLB criteria for high quality professional development. The duration of the modules is designed to meet the need for sufficient intensity of the training. Detailed descriptions of the professional development criteria are included in the NCLB Verification for Secondary Teachers of Multiple Subjects (Appendix VSTMS).

- **New Legislation: Senate Bill 1209, Scott**

*Alternative Certification Program:* The bill authorizes the Commission on Teacher Credentialing to award an additional \$1,000 per teacher (above the \$2,500 per teacher currently) for the alternative certification program to any school district or county office of education that agrees to specified requirements to address the distribution of teacher interns, including providing more preservice training for teachers of English learners, providing opportunities for classroom supervision/observation, and maintaining small ratio of experienced teachers to teacher interns at a school site. This bill also requires a district to demonstrate that a low- performing school does not have a higher percentage of teacher interns than the districtwide average of teacher interns in a school in that year in order to receive the higher funding level in the second year (\$6.8 million).

*Testing:* Credential candidates can substitute a passing score, as established by the State Superintendent of Public Instruction, on the Graduate Record Examination General Test (GRE), the SAT, and the ACT Plus Writing Test to satisfy basic skills required in lieu of the California Basic Educational Skills Test (CBEST). This provision will remove the need to take one of the many exams teachers are required to take and speed up the process of entering a credential program after the completion of the bachelor's degree.

## **Improving the Quality of Teachers in Hard-to-Staff Schools**

- **One Thousand Teachers, One Million Minds Initiative - University of California**

In May 2004 a compact was developed and signed between the higher education community and the California Governor focused on improving both the supply and quality of science and mathematics teachers in California. The goal of the program is to certify 1,000 mathematics and science teachers per year upon full implementation of the program. The program will provide all undergraduates the opportunity to complete a major in the field of science or mathematics while completing the course work that will prepare them to be highly qualified science or mathematics secondary teachers in four academic years. This program has been in existence for two years at the University of California. The Mathematics and Science Leadership Office at the CDE continues to build on the collaboration and provide advices on this project.

- **Quality Education Investment Act of 2006**

This bill authorizes school districts and other local educational agencies to apply to the Superintendent for funding. The money should be allocated to elementary, secondary, and charter schools that are ranked in either decile one and two on the 2005 API for use in performing varied specified measures to improve academic instruction and pupil academic achievement.

- **California Mathematics and Science Partnership Program**

Through the use of NCLB, Title II, Part B, funds, the CDE has established the California Mathematics and Science Partnership Grant Program (CaMSP). This professional development program is focused on increasing the academic achievement of students in mathematics (grades five through Algebra I) and science (grades four through eight) by enhancing the content knowledge and teaching skills of classroom teachers. The CaMSP program engages districts to partner with local institutions of higher learning (IHE) to provide cohorts of long-term teachers, and sustained professional learning activities to develop strong mathematics and science content knowledge and related pedagogical strategies. Program activities ensure that educators develop the necessary knowledge and skills to effectively teach challenging courses using instructional materials adopted by the State Board of Education (SBE). Professional learning opportunities must adhere to the following requirements:

- Improve teachers' subject-matter knowledge.
- Relate directly to the curriculum and academic areas in which the teacher provides instruction.
- Enhance the ability of the teacher to understand and use the challenging California academic content standards for mathematics and science.

- Provide instruction and practice in the effective use of content-specific pedagogical strategies.
- Provide instruction in the use of data and assessments to inform classroom practice.

Additionally, the CaMSP program partnerships are between a high-need LEA and an engineering, mathematics, or science department of an institution of higher education. The term “high-need LEA” refers to an LEA that serves a student population of which at least 40 percent qualify for the National School Lunch Program. Therefore, funding is directed throughout the state to high-need educational agencies that historically employ new and underprepared teachers. The CaMSP program indirectly addresses the equitable distribution of highly qualified teachers in California by providing an opportunity to teachers in those schools to improve their content knowledge and instructional strategies.

- **Mathematics and Reading Professional Development Program (Assembly Bill 466, reauthorized under Senate Bill 472)**

Assembly Bill (AB) 466 (Chapter 737, Statutes of 2001) established state funding for the Mathematics and Reading Professional Development Program. This reimbursement program provides funding for 120 hours of professional development in mathematics and reading/language arts to kindergarten through grade twelve classroom teachers. SB 472 also provides incentive funding to LEAs for the purpose of providing teachers of English language learner pupils in kindergarten and grades one through twelve. The program authorizes 40 hours of institute training and 80 hours of follow-up practicum. Local educational agencies must provide assurances that the initial 40 hours of professional development will be contracted with a state board approved provider. The training will be based on the statewide academic content standards, curriculum frameworks, and instructional strategies designed to help all pupils, including English language learners and pupils with exceptional needs, gain mastery of the California academic content standards. The regulations also authorize 20 hours of initial training and 20 hours of follow-up practicum for instructional aides or paraprofessionals.

AB 466, under Article 3 for LEAs, provides approved professional development delivered by SBE-approved training providers on state or local board-approved instructional materials that are aligned with state content standards and curriculum frameworks. This program was reauthorized by Senate Bill (SB) 472 in 2006. The reauthorization will continue the Mathematics and Reading Professional Development Program through June 2012.

This professional development program will be a major component for secondary special education teachers and teachers who qualify for rural flexibility as

stipulated in the *California Code of Regulations*, Title 5, regulations 6111 and 6113, county office programs. AB 466 and its reauthorizing legislation, SB 472, prioritize participation in the program. The intent of the legislation is to allow LEAs to give highest priority to training teachers who are new to the teaching profession, who are assigned to high-priority schools, and who are assigned to schools that are under state sanctions. This intention supports the equitable distribution of HQTs by ensuring that priority funding be given to districts for the purpose of providing professional development in mathematics and reading for teachers in highest need schools.

- **National Board Program**

The National Board for Professional Teaching Standards (NBPTS) provides a rigorous measure for experienced teachers through sets of teaching standards that describe the accomplished level of teaching. Over the course of a school year, candidates for national certification must create a portfolio of their teaching and sit for an assessment of their content knowledge. National Board certification is available in more than 24 certificate areas, defined by a student age range and the content taught. Teachers seeking National Board Certified Teacher (NBCT) status often create small learning communities as they develop their portfolios. The National Board certification process requires teachers to examine their practice and provides the opportunity to address apparent weaknesses. The process can take up to three years for teachers who discover a weakness that must be addressed. National Board certification is the epitome of long-term, meaningful professional development. Approximately one percent of all California teachers are NBCTs. National Board certification is one measure of the highly qualified teacher status necessary for NCLB compliance. To encourage teachers in California to take the challenge of national certification, the California Department of Education administers two programs. The federally funded Candidate Subsidy Program (CSP) provides 50 percent of the candidate fees, and the state-funded NBPTS Incentive Award Program provides a \$20,000 incentive award for NBCTs who work in high-priority schools. The 2006 Budget Act proposes additional state funding to increase the candidate fee support to 90 percent. With approximately 50 percent of California NBCTs teaching in the bottom half of all California schools (determined by the Academic Performance Index), California is the national exception with regard to the equitable distribution of NBCTs.

- **Beginning Teacher Support and Assessment Program (BTSA)**

All California teaching candidates graduating from credentialing programs must pass the CSET that ensures subject-matter competency. Once hired, they are required to participate in a two-year induction program (SB 2042). This program, the Beginning Teacher Support and Assessment Program (BTSA), is a state-funded induction program designed to support the professional development of

newly credentialed, beginning teachers and fulfill the requirements for the California clear multiple and single subjects credentials.

The BTSA Induction Program provides formative assessment, individualized support, and advanced content for newly credentialed, beginning teachers, ensuring a highly qualified teacher in every California classroom.

- **New Legislation: Senate Bill 1209, Scott**

*Certificate Staff Mentoring:* SB 1209 establishes the Certificate Staff Mentoring (CSM) program, which provides \$6,000 annual stipends to experienced teachers to teach in “staff priority schools” (defined as schools ranked in deciles one through three of the Academic Performance Index or a county juvenile court school) and assists teacher interns during their induction and first years of teaching (\$11.2 million).

- **The California Subject Matter Projects**

The California subject matter projects (CSMP), administered by the University of California Office of the President (UCOP), has long played a major role in professional development for California kindergarten through twelfth grade teachers. Beginning with the establishment of the California Writing Project in 1977, the CSMP has evolved to include all core academic subject areas. The CSMP assists new, underprepared, and veteran teachers to develop and master core academic content and research-proven instructional methods that are linked to adopted California content standards, curriculum frameworks, and related approved instructional materials.

The CSMP operates statewide through a network of regional projects. In 2002-03, the Governor and Legislature chose to appropriate the state funds for technical assistance under Title II, Part A, \$4.35 million, to the CSMP. The CSMP expends those funds under an MOU between the CDE and UCOP that seeks to address major NCLB goals and the needs of districts, schools, and their teachers.

The CSMP, using federal funds, intends to provide technical assistance to teachers and LEAs in support of the following four major goals, specified as priorities under NCLB, Title II, Part A, Section 2113 – State Use of Funds.

Goal I: In collaboration with schools and districts, the CSMP will provide technical assistance to teachers, enabling them to meet licensing and certification requirements to become highly qualified in the core academic areas, pursuant to California regulations and federal law.

Goal II: In collaboration with schools and districts, the CSMP will provide technical assistance to teachers that supports the development of academic content knowledge and the content-specific pedagogical skills required to teach in accordance with California academic content standards and state assessments to promote student achievement consistent with such standards.

Goal III: In collaboration with schools and districts, the CSMP will provide technical assistance to teachers to develop the knowledge and skills required to ensure that English learners (ELs) have full access to the core curriculum and demonstrate satisfactory (or better) academic literacy skills, reading and writing, in the core content areas.

Goal IV: In collaboration with schools and districts, the CSMP will provide technical assistance to administrators and teachers that support LEAs in meeting or exceeding Adequate Yearly Progress (AYP) and API goals.

In 2005-06 the CSMP reported serving 39,761 participants, of whom 29,046, or 73 percent, are teachers. Of the teachers, about 16,524, or 57 percent, were teaching at low-performing schools; more than 12,402, or 43 percent, reported being teachers of ELs, 592, or 2 percent were teachers who were working toward their preliminary credential in the subject area in which they teach; and 4,937, or 17 percent needed to demonstrate subject-area competency through the California HOSSE process.

<b>Project</b>	<b>Professional Development Programs</b>	<b>Participants</b>	<b>Low-Performing School Participants</b>	<b>Total Hours</b>
California Writing Project	1,587	12,658	3,747	258,694
California History-Social Science Project	444	2,648	694	45,395
California International Studies Projects	410	1,953	662	46,612
California Math Project	915	7,523	3,905	258,870
CRLP	589	8,364	4,869	135,234
CSP	369	3,857	1,813	79,521
CFLP	76	629	198	20,359
TCAP	471	2,129	636	47,913
<b>Total</b>	<b>4,861</b>	<b>39,761</b>	<b>16,524</b>	<b>892,598</b>
<b>CSMP projections for July 1, 2006, to June 30, 2007, is to come within + or - 5% of the number of programs and participants served in 2005-06.</b>				

The goals outlined in the MOU between the CDE and UCOP include providing technical assistance and high-quality professional development to schools and

districts so that teachers may comply with NCLB highly-qualified teacher requirements.

### **Recruiting and Retaining Highly Qualified Teachers in Hard-to-Staff Schools**

- **New Legislation: Senate Bill 1209, Scott**

*Personnel Management Assistance Team (PMAT):* SB 1209 established the PMAT in up to six county offices to provide technical assistance to school districts in personnel management, recruitment, and hiring processes, and it allows the Superintendent of Public Instruction (SPI) to select one PMAT to maintain a clearinghouse of effective personnel management and hiring practices (\$3 million).

*Salary Planning Grants:* SB 1209 authorizes the district and teachers' bargaining unit to apply to the SPI for technical assistance and planning grants to facilitate the planning of a salary schedule for teachers based on criteria other than years of training and experience (e.g., step and column salary schedule).

- **Quality Education Investment Act of 2006**

This bill authorizes school districts and other local educational agencies to apply to the Superintendent for funding. The money should be allocated to elementary, secondary, and charter schools that are ranked in either decile one and two on the 2005 API for use in performing varied specified measures to improve academic instruction and pupil academic achievement.

#### **DOES THE PLAN SPECIFICALLY ADDRESS THE NEEDS OF ANY SUBGROUPS OF TEACHERS IDENTIFIED IN REQUIREMENT 1?**

The new STMSV process will assist secondary teachers of multiple subjects and secondary teachers in alternative education programs in becoming highly qualified. Giving alternative education teachers, who are generally not certified in the specific areas they teach, a strong content background, with pedagogical practice, will make them stronger teachers and will translate into their staying in these programs for longer periods, thus increasing the average years of experience of these two types of teachers. Additionally, using the Troops to Teachers program as a recruitment tool for the alternative education programs will increase the number of teachers working in this vital, but hard-to-staff area.

Additionally, programs like One Thousand Teachers, One Million Minds Initiative, focused on improving both the supply and quality of science and mathematics teachers in California; and programs like the California Assumption Program of Loans for Education (APLE) designed to encourage outstanding students, district interns, and out-of-state teachers to become California teachers in subject areas where a critical teacher

shortage has been identified. These areas are Mathematics (Grades 7-12), Science (Life/Physical) (Grades 7-12), Foreign Language, Special Education, English (Grades 7-12), Low-Income Area School, schools serving rural areas, State special schools, school with a high percentage of emergency permit teachers and low-performing schools.

The plan will also focus on helping LEAs plan and implement content-aligned, cohesive, research-based professional development, especially in schools that are historically hard to staff. It is the plan of the CDE to build capacity in these schools, that have been revolving doors for teachers for years, to ensure that teachers feel valued and receive adequate training to meet the challenges that face them in these high-needs schools.

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

**DOES THE PLAN INDICATE HOW THE SEA WILL MONITOR LEA COMPLIANCE WITH THE LEAs' HQT PLANS DESCRIBED IN REQUIREMENT 2 AND HOLD LEAs ACCOUNTABLE FOR FULFILLING THEIR PLANS? (REVISED)**

LEAs that fail to meet or achieve acceptable HQT percentages (at least 95% in all schools and programs) will be required to submit a plan, with timelines, for meeting the goal by the end of the 2007-08 school year or submit a plan, with timelines, that demonstrates the LEA will achieve predetermined percentages until full compliance can be achieved. The NCLB HQT analyst will review plans and budgeted activities to ensure that teachers are given the resources needed to become highly qualified.

The state will utilize its existing and newly created data collection systems to monitor districts for HQT compliance. The coordinator and CMIS staff will review data annually and schedule monitoring visits to districts, giving priority to those that do not make AYP. Districts will provide appropriate documentation of plans and progress toward maintaining/meeting the 100 percent goal. A plan for corrective action will be mandated for districts that do not maintain acceptable HQT percentages or fail to make sufficient progress toward the 100 percent goal.

**DOES THE PLAN SHOW HOW TECHNICAL ASSISTANCE FROM THE SEA TO HELP LEAs MEET THE 100 PERCENT HQT GOAL WILL BE TARGETED TOWARD LEAs AND SCHOOLS THAT ARE NOT MAKING AYP? (REVISED)**

Data collected on classes taught by teachers who are not HQ will be combined with data on schools and districts that do not make AYP to determine the schedule for monitoring and technical assistance visits. Priority will be given to districts and schools that do not meet AYP and that have the greatest percent of classes taught by non-HQ teachers.

**DOES THE PLAN DESCRIBE HOW THE SEA WILL MONITOR WHETHER LEAs ATTAIN 100 PERCENT HQT IN EACH LEA AND SCHOOL: (REVISED)**

- **In the percentage of highly qualified teachers at each LEA and school**

Data will be collected in October through the CBEDS-PAIF of each school year to identify teachers assigned to classes for which they are not HQ. This information will be utilized in the monitoring process and in providing technical assistance to districts. The CDE will require each LEA that does not report 100 percent HQT compliance to submit the name of the teacher, the subject taught, and the plan to ensure that each teacher will be HQ by the end of the current school year. This plan will be due to the CDE by October 31 of each year (see Appendix CMIS-Qualification). In the case of a non-HQ teacher teaching in a Title I class the LEA or COE will be required to include documentation that the appropriate parental notification was done by including a copy of the letter and signed verification that all required letters were sent.

- **Of the percentage of teachers who are receiving high-quality professional development, is it possible to enable such teachers to become highly qualified and successful classroom teachers?**

As mentioned in Requirement 3, the monitor of programs targeted at struggling LEAs will offer needed insight into which programs offer the support for new teachers to become highly effective teachers. The CDE will annually evaluate which programs are showing promise and which are not demonstrating measurable change to ensure that schools have the resources and technical assistance needed to make long-term changes in teaching practices to meet the 2014 goal of all students being proficient in math and reading.

**CONSISTENT WITH ESEA §2141, DOES THE PLAN INCLUDE TECHNICAL ASSISTANCE OR CORRECTIVE ACTIONS THAT THE SEA WILL APPLY IF LEAs FAIL TO MEET HQT AND AYP GOALS? (REVISED)**

All schools participating in the CMIS program and those identified in Requirement 1 will be monitored for success as part of the implementation of this plan. Data will be collected on each district that participates in programs discussed in this plan, and adjustments will be made when a need is indicated.

**Technical Assistance**

The Title II, Part A, state coordinator and CMIS staff will continue to provide ongoing technical assistance to districts and schools that fail to meet or maintain adequate HQT percentages. A variety of programs and initiatives are in place and more will be added

as data indicate a need. These programs are described in the response to Requirement 3.

### **Corrective Actions**

Level I: Not reporting high quality teacher-equitable distribution (HQT-ED) of at least 95 percent in all schools and programs and not demonstrating good-faith effort (attending trainings, demonstrating growth, providing documentation, implementing agreed upon HQT plan)

In collaboration with the CDE, the LEA will:

- Hire only NCLB compliant, fully California credentialed teacher until the school has maintained 100 percent NCLB compliance for two years and exceeds the district average for experienced teachers.
- Identify funds.
- Develop an immediate HQT-ED Plan for growth.
- Identify responsible parties.
- Develop a timeline for implementation.

Level II: Failing to implement the Immediate HQT-EDET Plan for Growth and reporting 95 percent HQT percent or less

The LEA will:

- Publish the HQT-ED percentages of all schools and programs in the LEA in local newspapers.
- Hold at least two public meetings to gather input from stakeholders (community, chamber of commerce, parents group, CTA) on strategies for immediate improvement.
- Write up a plan and publish it (in the local paper) with timelines, funding sources, and responsible parties.
- Send the plan, with proof of publication, to the CDE.

Level III: Failure to comply with Level II sanctions, failure to implement Level II plan, and reporting HQT compliance of less than 95 percent

The CDE and the LEA superintendent will create an immediate HQT-ED growth plan and assign appropriate funds with timelines.

**Requirement 5: The revised plan must explain how and when the SEA will complete the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005-06 school year and explain how the SEA will discontinue the use of HOUSSE procedures for teachers hired after the end of the 2005-06 school year (except for the situations described**

below).

**DOES THE PLAN DESCRIBE HOW AND WHEN THE SEA WILL COMPLETE THE HOUSSE PROCESS FOR ALL TEACHERS NOT NEW TO THE PROFESSION WHO WERE HIRED BEFORE THE END OF THE 2005-06 SCHOOL YEAR? (REVISED)**

The California Commission on Teacher Credentialing (CCTC) is authorized to license teachers in the State of California. The licensing of teachers in the State of California is a complex system with many avenues and alternatives to establishment of the appropriate credential and authorization. Because of this system, many teachers in California are authorized to teach subjects in which they do not have a major or minor. In schools, alternative programs, and county programs where this is true, the HOUSSE process has been invaluable in allowing teachers to use years of experience, college units, and professional development to verify subject-matter competency. Additionally, California chronically suffers from a teacher shortage. Complete elimination of the HOUSSE process would make this chronic shortage an epidemic and cripple the state's ability to ensure a high-quality and effective teacher for all California students.

California's HOUSSE process was designed to be somewhat self-limiting over time. Many states allow teachers to be hired as "new to the profession," but after they have been employed for a certain length of time, their status can change to "not new." California purposely set one point in time, directly related to NCLB requirements, that would establish every teacher's status. Any teacher who was credentialed after July 1, 2002, would always be considered "new to the profession." Any teacher who had received his or her credential before that date would be considered "not new." The CDE strongly believes in the HOUSSE process that was created in collaboration with a diverse group of constituents. It does ensure that teachers have a strong background in the subject they teach; however, the CDE acknowledges that some parts of the process may be weaker than originally intended. On direction from the ED, and to ensure all California students have the highest quality of teacher, the CDE has reevaluated and made modifications to the HOUSSE process, as described below:

**HOUSSE Part 1: Current**

- Prior experience in the core academic content area. A maximum of five years (50 points) may be counted; out-of-state experience may be counted, and non-consecutive years may be counted.
- Course work in the core academic content area. Course work must be non-remedial course work, C- or better for subject area.
- Standards-aligned professional development in the core academic content area. NCLB law requires that the HOUSSE process must be available to the public upon request. LEAs were instructed to develop a list of acceptable NCLB professional development activities, assign points for completed activities, utilize

the list uniformly throughout the LEA (district, charter school, and/or county), and make the list available to the public upon request. Because standards were not in place in California until 1997, only professional development offered after that date is acceptable.

- Leadership and service to the profession in the core academic content area. NCLB law requires that the HOUSSE process must be available to the public upon request. LEAs were instructed to develop a list of acceptable leadership and service activities, utilize the list uniformly throughout the LEA (district, charter school, and/or county), and make the list available to the public upon request.

#### HOUSSE Part 2: Current

If a “not new” teacher has not accumulated 100 points on HOUSSE-PART 1, then the teacher may use the California HOUSSE-PART 2 observation or portfolio requirement to demonstrate core academic subject-matter competence by using classroom-based evidence. Assessment of evidence should indicate that California Standards for the Teaching Profession, Standards 3 and 5.1, and other elements have been met with sufficient documentation to ensure that the teacher has demonstrated competence in the core academic area(s) assessed.

The CDE is recommending to the State Board of Education the following changes to the HOUSSE process. Because it would not be appropriate to make changes to the HOUSSE during a school year, the CDE plans to implement these changes before any hiring takes place for the 2007-08 school year, but no later than June 30, 2007.

#### HOUSSE Part 1: Recommended Changes

- HOUSSE Part 1 will continue to be part of California’s certification process for “not new” teachers.
  - Remove “Leadership and Service to the Profession” section.

#### HOUSSE Part 2: Recommended Changes

- HOUSSE Part 2 will no longer be available as part of California’s certification process except for secondary multiple-subject teachers who teach in Small Rural School Achievement schools, secondary multiple-subject special education teachers, and secondary teachers who teach multiple subjects in alternative programs;
  - HOUSSE Part 2 will no longer contain a portfolio assessment option; and
  - Can not count for more than 40 of the 100 points needed.

Note: A complete description of California's rules and processes related to HQT is found in *NCLB Requirements Resource Guide* and may be accessed at <http://www.cde.ca.gov/nclb/sr/tq/documents/nclbresguide.doc>. [Note: Update 07-Apr-2009, this Web address has been changed to <http://www.cde.ca.gov/nclb/sr/tq/tiireources.asp> which provides the 2007 NCLB Resource Guide.]

**DOES THE PLAN DESCRIBE HOW THE STATE WILL DISCONTINUE THE USE OF HOUSSE AFTER THE END OF THE 2005-06 SCHOOL YEAR EXCEPT IN THE FOLLOWING SITUATIONS? (REVISED)**

- **Multisubject secondary teachers in rural schools, if HQ in one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years of the date of hire.**

California's Rural Flexibility, *California Code of Regulations*, Title 5, § 6113. Middle and High School Teachers Rural Flexibility. Does not include a provision for "new" (credentialed after July 1, 2002) teachers to use the HOUSSE process

- **Multisubject special education teachers who are new to the profession, if HQ in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years of the date of hire.**

Secondary special education flexibility has been of limited benefit to LEAs hoping to use the HOUSSE process on "new" secondary special education teachers because the CTC and the CDE have had limited success in getting universities to require or encourage special education teacher candidates to take the CSET-Math, CSET-Science, or CSET-English exams. The CDE and the CTC as well as LEAs and COEs are continuing to work with university intern programs and traditional teacher preparation programs to get them to require one of these exams for placement into the program. A better solution is the new STMSV program described in Requirements 1 and 3 and is mentioned below.

As discussed in Requirement 1 and Requirement 3, Ventura County Office of Education, under the authority of the CDE, will have completed the Secondary Teachers of Multiple Subjects Verification Process by the time this plan is submitted. The rigorous content verification process for secondary teachers of multiple subjects, including all secondary special education teachers, and teachers who teach in home/hospital programs, necessary small high schools, continuation schools, alternative schools, opportunity schools, juvenile court school, county community schools, district community day schools, small rural school achievement program schools, and

independent study programs will alleviate the need to use a HOUSSE process, which is limited to “new” teachers (those credentialed after July 1, 2002) in most cases.

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

#### **DOES THE REVISED PLAN INCLUDE A WRITTEN EQUITY PLAN?**

California is the most economically, geographical, and linguistically diverse state with the largest population of teachers and students in the nation. California is a “local control” state where each LEA has developed into a unique educational agency. With over 1,053 districts, it would not be an exaggeration to say – no two LEAs are alike. Therefore no one plan could solve the problems facing California as we move aggressively toward the equitable distribution of highly qualified, experienced and effective teachers for all students. The State Plan for equitable distribution is a multifaceted plan in how it addresses the equitable distribution of high quality, experienced and effective teachers in all schools. Specifically in schools with high-poverty, high-minority populations where students continue to under-perform academically.

It is the focus of this plan to target state resources, both monetary and staff time on schools with high-poverty, high-minority populations that have historically been unable to recruit and retain high quality and effective teachers.

#### **Focus One:**

For each LEA identified by the CMIS program that has a C or C2 category school, CDE staff will be conducting site visits to create an equity plan that will be monitored closely.

#### **Increase the Capacity of Each School Where Inequities Exist:**

- Certificate Staff Mentoring : SB 1209
- Beginning Teacher Support and Assessment Program (BTSA)
- One Thousand Teachers, One Million Minds Initiative - University of California
- California Mathematics and Science Partnership Program
- Mathematics and Reading Professional Development Program (AB 466, now SB 472).
- National Board Program
- Coordination with PI efforts

#### **Improve the Pool of High Quality Teacher in Hard-To-Staff Schools:**

- Alternative Certification Program

- Troops to Teachers
- International Teachers
- California Teacher Internship Programs
- California Assumption Program of Loans for Education (APLE), other Load Forgiveness programs

### **Retaining High Quality, Effective Teachers in Hard-To Staff Schools**

- Personnel Management Assistance Team (PMATs): SB 1209 established the PMAT in up to six county offices to provide technical assistance to school districts in personnel management, recruitment and hiring processes and allows the Superintendent of Public Instruction (SPI) to select one PMAT to maintain a clearinghouse of effective personnel management and hiring practices. (\$3 million)
- Salary Planning Grants: SB 1209 authorizes the district and teachers bargaining unit to apply to the SPI for technical assistance and planning grants to facilitate the planning of a salary schedule for teachers based on criteria other than years of training and experience (i.e., step and column salary schedule).

### **Focus Two:**

The CDE will receive a separate General Fund appropriation of \$1.1 million to fund nine new staff to implement the Quality Education Investment Act (QEIA) Act of 2006 (described below). For the purpose of this equity plan four of these staff positions will be housed within the Title II, Part A Teacher Quality program. The program will consist of the six full time CDE staff positions: Title II, Part A Coordinator, two consultants, two analysts and one office technician, referred to as HQT staff. This team will be responsible for the implementation, monitoring and ongoing evaluation of this equitable distribution of high quality, experienced and effective teacher plan and the CMIS program.

SB 1133 attempts to address the following three K—12 goals, in decile one and two schools, that are the lowest performing schools and the schools with highest level of poverty.

- 1) improve the quality of academic instruction and pupil achievement in the schools in which pupils have high levels of poverty
- 2) develop exemplary school districts and school practices that will attract and retain qualified teachers, administrators, and other staff, and
- 3) focus school resources in a comprehensive manner on instructional improvement. The same three focuses of this plan.

Using the requirements outlined in the legislation a select group of schools identified for participation in the CMIS program representing a wide geographic distribution of schools across urban, rural, and suburban areas will:

- a) be encouraged to apply; or
- b) chosen to participate in this portion of the plan.

Using the Professional Development Guide (see Appendix PD Guide) the HQT staff will work with the targeted schools to develop a system wide, cohesive plan of school improvement and staff development that will address the focus of the legislation issues articulated in the self-study and other state obligations.

**DOES THE PLAN IDENTIFY WHERE INEQUITIES IN TEACHER ASSIGNMENT EXIST?**

Based on the following data there is a slightly higher occurrence of classes taught by non HQ teachers at schools with high-poverty, and high populations of Black and Hispanic students. Interestingly, the data indicates that 7.8 percent more classes are taught by HQ teachers in schools that did not meet AYP than those that met AYP.

2005-06 data as of October 2005			
School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes Taught by Highly Qualified teachers
All Schools in State	<b>670,456</b>	<b>574,448</b>	<b>85.7%</b>
All High-Poverty Schools (afdc % GT 82.1%)	<b>150,304</b>	<b>122,833</b>	<b>81.7%</b>
All Low-Poverty Schools	<b>173,169</b>	<b>154,386</b>	<b>89.2%</b>
All Schools with High Black and Hispanic Populations (GT 80%)	<b>165,788</b>	<b>138,730</b>	<b>83.7%</b>
All Schools with Low Black and Hispanic Populations (LT 23%)	<b>133,909</b>	<b>120,152</b>	<b>89.7%</b>
Possible AYP Difficulties	<b>359,901</b>	<b>321,334</b>	<b>89.3%</b>
No AYP Difficulties	<b>310,632</b>	<b>253,253</b>	<b>81.5%</b>

Based on 2005-06 data low-poverty elementary schools have only a slightly higher percentage of HQ teachers than do high-poverty schools.

<b>2005-06 data as of October 2005, Elementary</b>
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School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes Taught by Highly Qualified teachers	Average* Years of Teaching Experience
All Elementary in State	185,131	162,651	87.9%	12.9%
High-Poverty Schools (afdc % GT 82.1%)	50,795	42,758	86.1%	11.6%
High-Poverty Schools with AYP issues	39,751	33,995	85.5%	11.6%
Low-Poverty Schools (afdc % LT 25.31%)	44,711	39,529	88.4%	13.7%
Low-Poverty Schools with AYP issues	6,092	3,541	58.1%*	13.5%
Schools with High Black and Hispanic Populations (GT 80%)	56,296	48,834	86.7%	11.4%
Schools with High Black and Hispanic Populations and AYP issues	42,145	36,367	86.3%	11.5%
Schools with Low Black and Hispanic Populations (LT 23%)	38,226	34,335	89.8%	14.1%
Schools with Low Black and Hispanic Populations and AYP issues	4,205	2,503	59.5%*	14.2%

\*Based on school averages

Based on preliminary data low poverty secondary schools have a nine percent higher rate of HQ teachers than do high poverty schools. However, it is important to note that ninety-eight percent of the alternative education programs and special education teachers teaching multiple subjects, are at the secondary level; these being the hardest to staff and the most difficult to bring into compliance.

2005-06 data as of October 2005, Secondary				
School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by Highly Qualified	Percentage of Core Academic Classes Taught by Highly Qualified	Average* Years of Teaching Experience

		<b>Teachers</b>	<b>teachers</b>	
All Secondary in State	485,325	411,797	84.8%	12.8%
High-Poverty Schools (afdc % GT 70.09%)	99,562	79,127	79.5%	11.7%
High-Poverty Schools with AYP issues	83,910	66,153	78.8%	11.6%
Low-Poverty Schools (afdc % LT 21.1%)	128,458	114,857	89.4%	13.4%
Low-Poverty Schools with AYP issues	83,910	66,153	78.8%	14%
Schools with High Black and Hispanic Populations (GT 80%)	109,492	89,896	82.1%	11.3%
Schools with High Black and Hispanic Populations and AYP issues	88,093	71,416	81.1%	11.5%
Schools with Low Black and Hispanic Populations (LT 23%)	95,683	85,817	89.7%	14.2%
Schools with Low Black and Hispanic Populations and AYP issues	7,396	6,434	87.0%	15.5%

\*Based on school averages

**DOES THE PLAN DELINEATE SPECIFIC STRATEGIES FOR ADDRESSING INEQUITY IN TEACHER ASSIGNMENT?**

Strategies to address inequity in teacher assignments and ensure equitable distribution of highly qualified and experienced teachers are provided in California legislation and CDE initiatives. The CDE will use two new legislative programs to address the inequities identified in deciles one and two schools.

- SB 1133 (Torlakson) implements the Quality Education Investment Act (QEIA) Act of 2006. This Act provides \$3 billion of one-time funds to K-14 education over a seven year period from 2007-08 to 2013-14. Ten percent of the funding or \$300 million will go to community colleges and 90% or \$2.7 billion will go to K-12 education. The county superintendents of education will receive \$19 million of the

K-12 portion. The CDE will receive a separate General Fund appropriation of \$1.1 million to fund nine new staff to implement the program.

QEIA authorizes school districts and other local educational agencies to apply to the Superintendent of Public Instruction to receive funding to allocate to elementary and secondary schools that are ranked in either decile one or two on the 2005 API. These funds are to be used in performing various specified measures to improve academic instruction and pupil academic achievement.

#### Standard Program Requirements:

There are eight program requirements and two accountability requirements that schools have four years to complete. The first year, 2007-08, is viewed as a start up year. Schools are expected to complete one-third of the requirements by the end of 2008-09, two-thirds by the end of 2009-2010, and all the requirements by 2010-11. If the school does not meet the requirements, their funding will terminate at the end of 2010-11. Therefore, every school will receive funding for the first four years of the program. However, the bill also states the Superintendent shall give advance notice to the districts to allow them reasonable time to make staff and cost adjustments. The Superintendent shall also provide the district with funds sufficient to cover staff and other cost adjustments. Consequently, a school that does not make its requirements and is terminated may receive more than four years of funding.

Class size reduction is the major requirement of SB 1133. Grades four through six must reduce their average class size by the minimum of five students or an average class size of 25. In addition, in no case, can a class size exceed 27. The average statewide class size is around 29 students for grades four through six. The four major core academic classes, English, math, social science and science, for grades seven through twelve must also be reduced by five students. The core classes have the same additional restriction of a minimum average class size of 25. In no case can a class size exceed 27. The average statewide class size for English is 26, for math it is 28 and for social science and science the average is 30. For high schools on the average, these four core classes represent about 50 percent of a six period day.

The other requirements of the QEIA program are:

- For high schools, a 300 to 1 pupil to counselor ratio. The counselors must hold a credential with a specialization in pupil personal services.
- Each teacher including the intern teachers must be highly qualified under NCLB.
- Using a new index that will be created this year by CDE, the average teacher experience for the school shall equal the district average. The index has to

- meet the condition that all teachers with more than 10 years of experience will be treated as if they have exactly 10 years experience.
- Teachers in the funded school must have at least 40 hours of staff development.
  - The school administrator must have “exemplary qualifications and experience” by the end of the first full year of funding. Note that this nebulous requirement is the only requirement that must be accomplished before the first four years of funding.
  - Increase actual pupil attendance based on the monthly enrollment of the school.
  - For high school, graduation rates must increase.

With the exception of requirements six and seven, the county superintendent will determine if their funded schools have met their requirements. If a school has not met its requirements by the end of the third full year of funding (2010-2011), the county superintendent will notify the SPI Instruction and the SPI shall terminate the funding of that school.

It is expected that about half of the new funding under the QEIA program will go to hiring new teachers and administrators. For schools with severe facilities constraints, it is expected that a majority of their first three years of funding will be used for facilities.

### **Accountability Requirements:**

There are two accountability requirements for this bill. For the first three years of full funding, a funded school must exceed its average API growth target (2008-09 to 2010-11). If the school does not, they will be terminated from the program. However, since the API data for the fourth year will not be known until the late summer or early fall of the fifth year; the school will receive a portion of their fifth year of funding. This assumes that they have met all their other requirements. For the fifth year, sixth year and the seventh year of funding the funded school must exceed their growth target. If they do not, their funding will continue, but they will be subjected to sanctions.

- SB 1655 (Scott), passed on August 22, 2006 will prohibit a superintendent from transferring a teacher who requests to be transferred to a school offering kindergarten or any grades one through twelve, inclusive, that is ranked in deciles one to three on the Academic Performance Index, if the principal of the school refuses to accept the transfer.

### **Purpose:**

The bill would prohibit the governing board of a school district from adopting a policy or regulation, or entering into a collective bargaining agreement that assigns priority to a teacher who request to be transferred to another school over other qualified applicants who have applied for positions requiring certification qualifications at that school.

**Does the plan provide evidence for the probable success of the strategies it includes?**

As part of the development of this plan the CDE has created an evaluation system to monitor how well the LEAs and COE implement the agreed upon plan, and how successful the activities where in addressing the issues targeted. This evaluation system will be built into the plan as it is written during the CMIS process. The CDE will evaluate the submitted data and make suggestions for revision as indicated.

**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?**

As part of the CMIS process CDE staff will visit each LEA and COE who have schools that were placed in the C or C2 category. As part of pre-visit planning the CDE will have determined to what extent the LEA or COE has an issue with Equitable Distribution. The staff will also have determined which programs currently being used by this plan are available to the LEA or COE and which schools. This data will be made available to the LEAs and COEs. Other available data on the LEA or COE will also be gathered to assist in the creation of the equitable distribution plan.

# California's Revised HQT Plan

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### Requirement 1

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

### 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.

### 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.

### 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 2006-2007 school year.

### 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 discontinue the

use of HOUSSE procedures for teachers hired after the end of the 2005-06 school year (except for the situations described below)

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**Requirement 6**

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

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

California currently has a variety of data systems that are used for federal and state reporting requirements related to teacher qualifications. The state has had limited capacity to link individual teacher-subject authorizations with teacher assignments for a particular year. California has been grappling with this problem for many years, but No Child Left Behind (NCLB) has provided the impetus and incentive to yield some meaningful progress in improving and refining education data systems. In March 2006 the California Department of Education (CDE), in cooperation with the California Commission on Teacher Credentialing (CCTC), was given authorization to begin development of a California teacher data system, identified as the California Longitudinal Teacher Integrated Data Educational System (CALTIDES). This system of unique teacher identifiers is to be developed and maintained by the CCTC. All public education agencies, including local educational agencies (LEAs) and the CDE, will use these identifiers on all teacher records. The system is expected to be developed in the 2006-07 fiscal year with implementation beginning in 2007-08.

Another NCLB-related activity the CCTC will undertake in 2006-07 will be to acquire more specific individual teacher information from LEAs on the subject areas in which each teacher has been certified to teach. This activity will connect authorization, assignment, and NCLB requirements. The information will be available through CCTC's online Application and Credential Search function, allowing LEAs in California or other states, as well as the general public, to view information on the authorization(s) a teacher holds and the subject area(s) in which a teacher is NCLB compliant (<https://teachercred.ctc.ca.gov/teachers/index.jsp>) [Note, Web site no longer valid, visit <http://www.ctc.ca.gov> ]

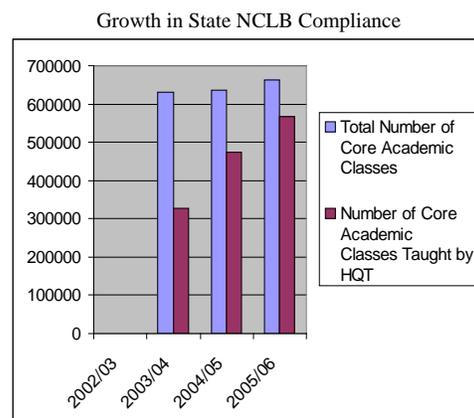
In addition to these improvements in teacher information, California has begun implementation of a comprehensive longitudinal student information system, identified as California Longitudinal Pupil Achievement Data System (CALPADS). In 2005-06 all public school students were assigned a unique student identifier. This system is intended to facilitate the efficient and accurate transfer of student information between

school districts. Longitudinal student assessment records will also facilitate more meaningful evaluation of students' educational progress and investment over time; ensure an efficient, flexible, and secure means of maintaining student data to promote student achievement and the effective management of educational resources; and support efficient and accurate state and federal reporting. Full implementation of CALPADS is expected by December 2008 and of CALTIDES by 2009.

**DOES THE REVISED PLAN INCLUDE AN ANALYSIS OF CLASSES TAUGHT BY TEACHERS WHO ARE NOT HIGHLY QUALIFIED? IS THE ANALYSIS BASED ON ACCURATE CLASSROOM-LEVEL DATA?**

For the last three years, the CDE has been collecting and reporting NCLB teacher compliance information aggregated at the school level through its Consolidated State Application (ConApp). During this time, changes were made to the California Basic Education Data System (CBEDS) and Professional Assignment Information Form (PAIF) as part of CBEDS, which collects personnel information from California public schools. In October 2006 the CDE will begin using CBEDS-PAIF to collect NCLB compliance information for all core academic subject classes in California. When the 2006 CBEDS-PAIF information becomes available in summer 2007, California will be able to determine NCLB compliance status by school site, school type, and subject area taught and the NCLB compliance status of the teacher of each class. This information will greatly assist the CDE in targeting monitoring efforts and directing LEAs to appropriate professional learning opportunities for those teachers who are not yet NCLB compliant in all of their assignments.

According to the Consolidated State Performance Report (CSPR) of October 2005, in California approximately 20 percent of all NCLB core academic classes, as defined by federal law, were taught by non compliant teachers. This is a significant decrease from 2002-03 when 52 percent of NCLB core academic classes were taught by non compliant teachers. California's preliminary HQT data from 2005-06 for the 2007 CSPR indicates an overall compliance rate of 85 percent. There are 662,663 core academic classes reported in the state; of those, 566,053 are taught by compliant teachers.



<b>2002-03 data</b> {from 2004 Consolidated State Performance Report (CSPR)}			
School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by HQTs	Percentage of Core Academic Classes Taught by HQTs

All Schools in State			48%
All Elementary Schools			60%
All Secondary Schools			44%
High-Poverty Schools			35%
Low-Poverty Schools			53%

At the elementary level there are 182,682 elementary core academic classes in the state; of those, 160,796 (or 88 percent) are taught by HQTs. At the high-poverty elementary schools, there are 50,226 elementary core academic classes reported in the state; of those 42,893 (or 85 percent) are taught by HQTs. At the low-poverty elementary schools, there are 42,461 elementary core academic classes reported in the state; of those, 37,382 (or 88 percent) are taught by HQTs.

<b>2003-04 data from 2005 CSPR</b>			
School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by HQTs	Percentage of Core Academic Classes Taught by HQTs
All Schools in State	630,647	327,267	52%
All Elementary Schools	162,164	79,324	49%
All Secondary Schools	468,483	247,943	53%
High-Poverty Schools	153,922	61,652	40%
Low-Poverty Schools	165,591	99,745	60%

At the secondary level there are 461,761 core academic classes in the state; of those, 337,215 (or 84 percent) are taught by HQTs. At the high-poverty secondary schools, there are 98,037 core academic classes reported in the state; of those, 78,075 (or 80 percent) are taught by HQTs. At the low-poverty secondary schools, there are 119,654 core academic classes reported in the state; of those, 106,294 (or 89 percent) are taught by HQTs.

<b>2004-05 data from 2006 CSPR</b>			
School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by HQTs	Percentage of Core Academic Classes Taught by HQTs
All Schools in State	635,484	472,482	74%
Elementary Level			
High-Poverty Schools	48,977	36,880	75%
Low-Poverty Schools	34,341	27,807	81%
All Elementary Schools	173,723	135,266	78%
Secondary Level			
High-Poverty	102,721	62,565	61%

Schools			
Low-Poverty Schools	119,361	96,323	81%
All Secondary Schools	461,761	337,215	73%

The ability to connect teacher information currently housed in different state and local agencies through CALTIDES will greatly enhance the opportunities to understand teacher supply and demand, mobility patterns, and areas of shortage. In this way, state resources can be more effectively directed. This process will also greatly improve the monitoring of teacher assignments to ensure that teachers are appropriately authorized to teach the subject they are assigned to teach.

**DOES THE ANALYSIS FOCUS ON THE STAFFING NEEDS OF SCHOOLS THAT ARE NOT MAKING AYP? DO THESE SCHOOLS HAVE HIGH PERCENTAGES OF CLASSES TAUGHT BY TEACHERS WHO ARE NOT HIGHLY QUALIFIED?**

Beginning with the 2006 CBEDS data collection, the CDE will be able to disaggregate data by school level (elementary/secondary), poverty level (low/high), Adequate Yearly Progress (AYP) (met/not met), minority (high/low), and class code. By comparing previously gathered data with the more articulated data, the CDE will be able to identify not only the schools that are not making AYP, but also whether there are schools that have more acute needs than do other schools in attracting and retaining highly qualified teachers. This ongoing analysis will help the CDE to identify districts and schools in which significant numbers of teachers do not meet HQT requirements and to examine whether there are particular hard-to-staff courses frequently taught by non-HQTs. Using the HQT/AYP analysis, the CDE will be able to target programs that are likely to produce the best results, such as Assembly Bill (AB) 466 (SB 472), Reading First and AB 430.

The CDE realizes the immediate need for this type of data analysis if the state is to meet its June 2007 NCLB HQT deadline. CDE staff has compiled data on poverty level (low/high), AYP (met/not met), minority status (high/low), and years of experience (average for district and average for each school) for the 1,053 districts and approximately 9,372 schools in California (see Attachment 2). This was an arduous task for CDE staff as the data was housed in a variety of different databases, much of the information is self-reported, and discrepancy in the data systems must be manually sorted out. There are 3,752 schools in California that failed to meet AYP as of September 2006: of those, 982 have been identified for participation in the Compliance, Monitoring, Interventions and Sanctions Program (CMIS). The 2,770 schools that met their Annual Measurable Objectives (AMO) for HQT for at least one year and reported

at least 70 percent compliance as of June 2006 (from December 2005) will be contacted separately.

HQT Compliance Among Schools in AYP Difficulty and in CMIS				
Type of School	NCLB Core Academic Classes	NCLB Core Taught by HQT	HQT Percent	Number of Schools
<b>AYP Difficulty</b>	310,625	253,225	81.5%	3752
CMIS	92,952	59,544	64.1%	982
Not CMIS	217,673	193,681	89.0%	2,770
<b>Group A</b>				
AYP Met	18,389	16,916	92.0%	183
AYP Not Met	34,025	31,266	91.9%	226
<b>Group B</b>				
AYP Met	21,807	17,087	78.4%	153
AYP Not Met	14,686	11,504	78.3%	136
<b>Group C</b>				
AYP Met	30,890	14,308	46.3%	363
AYP Not Met	10,850	3,948	36.4%	265
<b>Group C2</b>				
AYP Met	21,866	11,233	51.4%	283
AYP Not Met	14,504	7,169	49.4%	305

The data provided much-needed insight that aided CDE's technical assistance efforts. However, since these data were collected in December 2005, and most districts continued to work late into the 2005-06 school year to meet the NCLB goal by June 2006, the CDE gave LEAs an opportunity to update their HQT numbers:

- LEAs will be notified of their HQT-AYP percentage, as of June 2006, (from December 2005), as reported on the ConApp 2005. If the LEA feels that schools that reported less than 90 percent have now reached at least 90 percent, the LEA will be able to submit new data to the CDE confirming the new percentage.
  - Elementary: Teacher name, grade/subject taught, how HQT compliant, number of NCLB classes on campus, and the number taught by HQTs.
  - Secondary: 2006-07 master schedule, number of NCLB classes on campus, and the number taught by HQTs.

- If LEAs have failed to meet AYP in 2005-06, and have less than 95 percent compliance (after resubmission of new data), have poverty/minority percentages of greater than the district average, and are not currently assigned to the CMIS program the CDE will:
  - Notify the LEA that it will need to submit current HQT compliance numbers and a School Site General Qualifications Worksheet ([see Attachment 3](#)) for each school in the LEA that is below 95 percent compliant for HQTs.
  - Notify the LEA that it must develop an equitable distribution plan as part of its required Program Improvement efforts. The plan must detail the specific steps necessary to ensure that poor and minority students in the LEA will be taught at the same rates as other children by highly qualified and experienced teachers by June 2008, as required by Section 1111 (b)(8)(C) of the Elementary and Secondary Education Act, as amended by NCLB.

**DOES THE ANALYSIS IDENTIFY PARTICULAR GROUPS OF TEACHERS TO WHICH THE STATE'S  
PLAN MUST PAY PARTICULAR ATTENTION, SUCH AS SPECIAL EDUCATION TEACHERS,**

**MATHEMATICS OR SCIENCE TEACHERS, OR MULTI SUBJECT TEACHERS IN RURAL SCHOOLS? (REVISED)**

<b>Table 2: Preliminary Secondary HQT Compliance Percentages for October 2005 by School Level and Type as of April 3, 2006</b>							
School Type	Secondary Core	Secondary NCLB	Percent Compliant	Percent of All Secondary	All Core	All NCLB	Percent Compliant
Alternative	5269	3669	69.6%	1.098%	10016	6415	64.0%
County Community	2764	2269	82.1%	0.576%	3413	2614	76.6%
Community Day	2215	1420	64.1%	0.461%	2709	1760	65.0%
Continuation	14693	10695	72.8%	3.061%	17172	12756	74.3%
Elementary	224	187	83.5%	0.047%	156968	142879	91.0%
High School	282537	242883	86.0%	58.864%	283905	244073	86.0%
Junior High	3492	2757	79.0%	0.728%	3492	2757	79.0%
Juvenile Hall	1081	734	67.9%	0.225%	2380	1812	76.1%
K-12	176	143	81.3%	0.037%	5296	3119	58.9%
Middle	166866	140410	84.1%	34.765%	173602	145976	84.1%
Opportunity	221	147	66.5%	0.046%	230	155	67.4%
Special Ed	443	246	55.5%	0.092%	3480	1737	49.9%
All Schools	479981	405560	84.5%		662663	566053	85.4%
School level is defined by ED in CSPR instructions. School							

Preliminary HQT compliance percentages for October 2005, by school level and type as of April 3, 2006, indicate that alternative education sites continue to be staffed by teachers who are not completely NCLB compliant; however, these programs represent a very small percentage of the total secondary education population in California. The data are somewhat misleading in that most of these programs report their alternative education classes as a self-contained classroom; therefore, they must report zero compliance until they are compliant in all subjects they teach. This means that a high school continuation teacher who teaches five NCLB core academic classes must be highly qualified (HQ) in all of them before the LEA may report that teachers are HQ compliant, even if they meet NCLB compliance in four of the five subjects. To remedy this reporting issue, in the October 2006 CBEDS-PAIF reporting system, the CDE will have alternative education programs (that are not part of a comprehensive school) identify each subject taught and not report the program as a self-contained class. This system will give the CDE a more accurate picture of alternative education compliance.

This solution, however, cannot be offered to alternative education programs within a comprehensive school because of county-district-school (CDS) code issues. The CDE will work on repairing this issue for the October 2007 CBEDS-PAIF submission.

After meeting with numerous stakeholder groups and talking extensively to county office personnel, the CDE has determined that three significant issues have prevented these programs from being compliant. The first and foremost issue is that of teacher credentialing. Under California **Education Code Section 44865**:

...A valid teaching credential issued by the State Board of Education or the Commission for Teacher Preparation and Licensing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments...

This section results in teachers being assigned to teach subjects for which they have limited knowledge.

The second issue is the very nature of the programs, which include all secondary special education teachers and teachers who teach in home/hospital programs, necessary small high schools, continuation schools, alternative schools, opportunity schools, juvenile court schools, county community schools, district community day schools, small rural school achievement program schools, and independent study programs. Typically, these teachers teach all subjects to students in multiple grade levels and with different abilities at one time; the environment and student challenges make these programs the most difficult to staff.

The third issue is that many of these programs are in very isolated locations or are in secure facilities, which require multiple observations often necessary for High Objective Uniform State Standard of Evaluation (HOUSSE) Part 2, very problematic.

To address these issues, and specifically the issue of subject matter acquisition and verification, the CDE has authorized the Ventura County Office of Education to create a rigorous content verification process for secondary teachers of multiple subjects, who teach programs such as those listed above. The VSTMS will be posted on the CDE Web site when available.

School Type	Elementary Core	Elementary NCLB	Percent Compliant	Percent of All Elem.
Alternative	4747	2746	57.8%	2.599%

County Community	649	345	53.2%	0.355%
Community Day	494	340	68.8%	0.270%
Continuation	2479	2061	83.1%	1.357%
Elementary	156744	142692	91.0%	85.802%
High School	1368	1190	87.0%	0.749%
Junior High				
Juvenile Hall	1299	1078	83.0%	0.711%
K-12	5120	2976	58.1%	2.803%
Middle	6736	5566	82.6%	3.687%
Opportunity	9	8	88.9%	0.005%
Special Ed	3037	1491	49.1%	1.662%
All Schools	182,682	160,493	87.9%	
School level is defined by ED in CSPR instructions. School type is defined by CDE on PUBLSCHL file				

The elementary school data indicate that many of the same programs suffer from low percentages of HQ teachers, as do their secondary counterparts. However, most of these programs are in middle and Kindergarten through grade 8 schools (K-8), which means the same problem arises that of single-subject teachers who teach multiple subjects. The CDE has addressed this issue by using *California Code of Regulations, Title 5, Section 6100(c)*:

**Elementary, Middle/High Designation:**

- Elementary, Middle/High School: The local educational agency shall determine, based on **curriculum taught**, by each grade or by each course, if appropriate, whether a course is elementary, or middle/high school.

This rule allows the teacher to use the California Subject Examination for Teaching (CSET) - Multiple Subject examination to verify subject matter competency, since the exam is aligned to grade one through grade eight standards.

**Analysis of HQT Problem Areas:**

School Type	Elementary Core Classes	Elementary NCLB Core Classes	Percent Compliant	Percent of All Elem.	Secondary Core Classes	Secondary NCLB Core Classes	Percent Compliant	Percent of All Secondary
Juvenile	1299	1078	83.0%	0.711%	1081	734	67.9%	0.225%

Hall								
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Juvenile court and county court schools serve students who are under the protection or authority of the juvenile court system and are incarcerated in juvenile halls, homes, ranches, camps, day centers, or regional youth facilities. These programs meet the educational needs of such, as well as students who have been expelled from their home district schools because of a status offense or other infraction or behavior governed by the *Welfare and Institution Code* or *Education Code*. County boards of education administer and operate the juvenile court Schools authorized by *Education Code* sections 48645-48645.6. These schools provide an alternative educational program for students who are under the protection or authority of the juvenile court system and are incarcerated. Students are also placed in juvenile court schools when they are referred by the juvenile court. A minimum-day program for juvenile court schools is 240 minutes (*Education Code* Section 48645.3). Funding is provided by the state General Fund and is included in the annual apportionment to county offices of education.

Juvenile hall programs have among the lowest percentages of HQT in the state. At the elementary level, 83 percent of the NCLB core academic classes were reported as taught by HQT. However, we now anticipate this percentage to be much higher. However, the CDE now anticipates this percentage to be much higher.

School Type	Elementary Core Classes	Elementary NCLB Core Classes	Percent Compliant	Percent of All Elem.	Secondary Core Classes	Secondary NCLB Core Classes	Percent Compliant	Percent of All Secondary
County Community	649	345	53.2%	0.355%	2764	2269	82.1%	0.576%
Community Day	494	340	68.8%	0.270%	2215	1420	64.1%	0.461%

Community day schools are operated by school districts and county offices of education. Community day schools serve mandatory and other expelled students, students referred by a School Attendance Review Board, and other high-risk youths. The 360-minute minimum instructional day includes academic programs that provide challenging curriculum and individual attention to student learning modalities and abilities. Community day school programs also focus on the development of pro-social skills and student self-esteem and resiliency. Community day schools are intended to have low student-teacher ratios. Students benefit from learning support services that include school counselors and psychologists, academic and vocational counselors, and pupil-discipline personnel. Students also receive collaborative services from county offices of education, law enforcement, probation, and human services agency personnel who work with at-risk youths. Community day schools are supported by supplemental

apportionment for community day school attendance in addition to base revenue funding.

School Type	Elementary Core Classes	Elementary NCLB Core Classes	Percent Compliant	Percent of All Elem.	Secondary Core Classes	Secondary NCLB Core Classes	Percent Compliant	Percent of All Secondary
Opportunity	9	8	88.9%	0.005%	221	147	66.5%	0.046%

Opportunity Education schools, classes, and programs are established to provide additional support for students who are habitually truant from school, irregular in attendance, insubordinate, disorderly while in attendance, or failing academically.

Districts or county offices of education may establish Opportunity Education programs for students in grades one through twelve and can receive incentive funding to provide Opportunity Education for students enrolled in grades seven through nine. Opportunity Education schools, classes, and programs provide a supportive environment with specialized curriculum, instruction, guidance and counseling, psychological services, and tutorial assistance to help students overcome barriers to learning. Opportunity Education should not be viewed as a holding place for resistant learners but as an intervention to ensure student success. It provides comprehensive academic programs that facilitate positive self-esteem, confidence, and personal growth with the goal of helping students return to traditional classes and programs for grades one through twelve.

School Type	Elementary Core Classes	Elementary NCLB Core Classes	Percent Compliant	Percent of All Elem.	Secondary Core Classes	Secondary NCLB Core Classes	Percent Compliant	Percent of All Secondary
Continuation	2479	2061	83.1%	1.357%	14693	10695	72.8%	3.061%

Continuation education is a high school diploma program designed to meet the needs of students sixteen through eighteen years of age who have not graduated from high school, are not exempt from compulsory school attendance, and are deemed at risk of not completing their education. *Education Code* (EC) sections that provide for continuation education include sections 44865, 46170, 48400-48438, and 51055.

Students enrolled in continuation education programs are often deficient in credits or in need of a flexible schedule due to employment, family obligations, and/or other critical needs. For apportionment purposes a minimum day of attendance in continuation education is 180 minutes. However, many continuation high schools offer academic programs that exceed the minimum daily attendance requirement.

In addition to providing state-mandated academic courses for high school graduation, continuation education emphasizes guidance, career orientation, and/or a work-study

schedule. Supplemental programs and services may include independent study, regional occupational centers and programs, career counseling, job placement, and apprenticeships.

School Type	Elementary Core Classes	Elementary NCLB Core Classes	Percent Compliant	Percent of All Elem.	Secondary Core Classes	Secondary NCLB Core Classes	Percent Compliant	Percent of All Secondary
Special Ed	3037	1491	49.1%	1.662%	443	246	55.5%	0.092%

**Solutions to HQT Problem Areas**

Secondary special education reports the lowest percentages of NCLB HQT compliance among special populations at 55.5 percent; however, this figure is very misleading. Most LEAs and county offices have reported that they “were waiting” to classify their secondary special education teachers as HQ pending reauthorization of the Individuals with Disabilities Education Act (IDEA). CDE staff met with all 58 county offices of education during the 2006 NCLB Summer Workshop Series to reiterate the importance of completing the NCLB verification process on all of their “new” and “not new” elementary special education teachers and teachers in alternative settings.

It was determined that county offices and LEAs would use the HOUSSE process to verify NCLB compliance for all “not new” secondary special education teachers and alternative education teachers but would wait to enroll their “new” secondary special education teachers and alternative education teachers in the Secondary Teachers of Multiple Subject Verification (STMSV) program upon its release in early 2007. The STMSV program ensures subject-matter acquisition that is aligned to the California content standards for grades seven through twelve while preparing their high school students to successfully pass the California High School Exit Examination.

To adequately determine how successful CDE’s interventions have been with the target population through the CMIS process and the state as a whole, the CDE will do a one-time HQT data collection in June 2007. Using the ConApp process, COEs and LEAs will be able to report not only those teachers who meet NCLB HQT requirements but also those actively working through the STMSV process. That data will allow the CDE to form an accurate picture of HQT compliance in the most-hard-to staff programs, with the most difficult challenges to HQT compliance.

**DOES THE ANALYSIS IDENTIFY DISTRICTS AND SCHOOLS AROUND THE STATE WHERE SIGNIFICANT NUMBERS OF TEACHERS DO NOT MEET HQT STANDARDS? (REVISED)**

The analysis of the HQT/AYP data for all 1,053 districts and 58 county office of education (COE) programs in the State of California identified 149 LEAs who had district wide AYP difficulties. Of these, 35 have HQT compliance of 95 percent or better, 100 have HQT compliance between 94 percent and 70 percent, and 14 have HQT compliance of less than 69 percent as reported on the ConApp in December 2005. Of those LEAs, 75 reported a poverty level of 65 percent or higher, and 101 have Black and Hispanic populations of 60 percent or higher.

All Schools and COE Programs with AYP Difficulties				
Schools with HQT of 100%	Schools with HQT between 99% and 90%	Schools with HQT between 89.9 % and 71%	Schools Identified for Additional Monitoring by CMIS	Schools Added to Current CMIS Program
827	966	876	246	631

There are 3,640 schools and COE programs in the State of California that have identified AYP difficulties as of September 2006. Among these schools and those of county offices, 972 programs are currently assigned to the CMIS process as described in Requirement 2. This analysis has added another 246 LEAs and COEs to the CMIS process and another 631 schools to the program. There are 966 schools and COE programs that reported HQT compliance between 99.9 percent and 90 percent; these schools and programs will be monitored and assisted by the Program Improvement (PI) and School Assistance and Intervention Team (SAIT) programs as defined by California *Education Code*.

There are, however, 876 schools and COE programs that have been identified with AYP difficulties and have reported HQT compliance between 89.9 percent and 71 percent. These schools and COE programs will be given technical assistance, and their progress toward HQT compliance will be monitored in the following manner:

- For each of the 876 schools or programs, the LEA or COE will be notified of its HQT-AYP percentage, as of June 2006 (from December 2005), as reported on the ConApp 2005. If the school or program has made significant growth in the area of HQT (at least 95 percent), it will be able to submit new data to the CDE confirming the new percentage.
  - Elementary: Teacher name, grade/subject taught, how they became HQT compliant, number of NCLB classes on campus, and the number taught by HQTs.

- Secondary: 2006-07 master schedule, number of NCLB classes on campus, and the number taught by HQT.
- Each school or program that was identified as having failed to meet AYP in 2005-06 and has HQT compliance below 89.9 percent (after it submits new data) will do the following:
  - Submit current HQT compliance numbers.
  - Submit a School Site General Qualifications Worksheet (see Attachment 3) for each non-HQ teacher on the site. The Worksheet must include the required detailed plan for compliance by June 2007.
- If the identified schools or programs have poverty/minority percentages greater than the district average and/or have an average of less experienced teachers than the district average, the LEA or COE is required to do the following:
  - Develop an equitable distribution plan as part of its required PI efforts. The plan must detail specific steps adequate to ensure that the poor and minority students in the LEA will be taught at the same rates as other children by highly qualified and experienced teachers, as required by Section 1111 (b)(8)(C) of the Elementary and Secondary Education Act, as amended by NCLB by June 2008.
  - Include specific funding sources for each activity, the responsible persons for activities, and a realistic timeline for completion of the plan. The plan must also detail how the LEA or COE will evaluate progress and the steps for modifications when evaluation determines the plan is not successful.

**DOES THE ANALYSIS IDENTIFY PARTICULAR COURSES THAT ARE OFTEN TAUGHT BY NON-HIGHLY QUALIFIED TEACHERS?**

The preliminary analysis of the NCLB Core Subject Areas as reported on the Fall 2005 CBEDS-PAIF data collection. We know LEA CBEDS staff was still learning about how to complete these sections of the forms accurately in 2005 and therefore the official CSPR data for 2005 will be derived from the 2005-06 ConApp Part II collected in January 2006. However, the PAIF data is clearly similar to the ConApp data and is the only source of data that allows us to look at compliant classes by type or subject area of classes. Therefore, the PAIF data will be used to complete (as estimates) the sections of the CSPR that request information about noncompliant classes by type of class or subject area.

Table 1: California Summary of Professional Assignment Information Form (PAIF) Assignments by Core and HQT Status

	Total Core	Compliant Classes			Not Compliant	Percent Compliant	Percent Noncomp.
		Ed/Test	HOUSSE	Total			
<b>Regular Elementary Self Contained</b>	137,700	78,751	48,225	126,976	10,724	92.2%	7.8%
<b>Special Education, Elementary</b>	12,784	6,289	3,309	9,598	3,186	75.1%	24.9%
<b>Other Self Contained Elementary</b>	2,197	1,410	525	1,935	262	88.1%	11.9%
<b>Special Education Secondary</b>	19,652	8,252	2,915	11,167	8,485	64.0%	36.0%
<b>Subject Areas</b>							
English	111,868	81,001	12,815	93,816	18,052	83.9%	16.1%
Foreign Languages	28,596	22,612	2,150	24,762	3,834	86.6%	13.4%
Arts (All)	32,954	23,650	3,158	26,808	6,146	81.3%	18.7%
Mathematics	98,253	65,007	15,547	80,554	17,699	82.0%	18.0%
Science	78,358	54,888	10,529	65,417	12,941	83.5%	16.5%
Social Science	82,686	60,698	10,523	71,221	11,465	86.1%	13.9%
Career Tech	2,961	1,960	282	2,242	719	75.7%	24.3%
<b>Other Self Contained Secondary</b>	7,014	3,935	1,116	5,051	1,963	72.0%	28.0%
<b>Total</b>	<b>615,023</b>	<b>408,453</b>	<b>111,094</b>	<b>519,547</b>	<b>95,476</b>	<b>84.5%</b>	<b>15.5%</b>

Of particular interest is Table 2 that examines the noncompliant core classes as of October 2005. As expected, the types of core classes that are overrepresented among noncompliant classes in descending order of significance are Special Education Secondary, Mathematics, Special Education Elementary, Other Secondary Self-contained, Arts, and Science.

Table 2: California Summary of Noncompliant Core Assignments by Type

	Total Core Classes	Percent of Core Classes	Noncompliant Classes	Percent of Noncompliant Classes	Difference in Representation
<b>Regular Elementary Self Contained</b>	137,700	22.4%	10,724	11.2%	+11.2
<b>Special Education, Elementary</b>	12,784	2.1%	3,186	3.4%	-1.3
<b>Other Self Contained Elementary</b>	2,197	0.4%	262	0.3%	+0.1

<b>Special Education Secondary</b>	19,652	3.2%	8,485	8.9%	-5.7
<b>Subject Areas</b>					
English	111,868	18.2%	18,052	18.9%	-0.7
Foreign Languages	28,596	4.6%	3,834	4.0%	+0.6
Arts (All)	32,954	5.4%	6,146	6.4%	-1.0
Mathematics	98,253	16.0%	17,699	18.5%	-2.5
Science	78,358	12.7%	12,941	13.6%	-0.9
Social Science	82,686	13.4%	11,465	12.0%	+1.4
Career Tech	2,961	0.5%	719	0.7%	-0.2
<b>Other Self Contained Secondary</b>	7,014	1.1%	1963	2.1%	-1.0
<b>Total</b>	615,023		95,476		

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

In order to comply with federal mandates for oversight of the No Child Left Behind Act, the CDE began full implementation of California’s LEA monitoring process for HQT, the Compliance Monitoring, Intervention, and Sanctions (CMIS) program, in June 2006. Specifically, a federal review of CDE administration of NCLB resulted in a “finding,” to wit, that CDE was not monitoring the accuracy of LEA implementation of NCLB teacher quality compliance. Subsequently, CDE staff developed a protocol for such monitoring. In January 2006 the CMIS protocol was approved by the State Board of Education (SBE) and thereafter forwarded to the U.S. Department of Education (ED), from whom CDE staff received positive feedback. Full details of the program are included in Attachment 5.

**DOES THE PLAN IDENTIFY LEAS THAT HAVE NOT MET ANNUAL MEASURABLE OBJECTIVES FOR HQT? (REVISED)**

The CMIS program staff has carefully analyzed available HQT percentages, AYP identification, poverty/minority data, and average years of experience for each school and educational program in California to develop a picture of each district and school within the state (see Attachment 2). Schools were placed in the CMIS program by using two sets of criteria: (See Attachment 6)

1. Failed to meet AMO-HQT for two consecutive years
2. Met their AMO-HQT for at least one year, but reported HQT percentages of less than 70 percent on the ConApp, Part II, in December 2005

To ensure that these schools have complied with NCLB HQT requirements by June 2007, the CDE will use the CMIS program to closely monitor 1,783 schools, representing 372 school districts, located in 56 of the 58 California counties.

California Compliance, Monitoring, Interventions and Sanctions Participation List	
<b>Alameda</b>	<b>Butte</b>
<i>Alameda County Office Of Education</i>	<i>Biggs Unified</i>
<i>Berkeley Unified</i>	<i>Butte County Office Of Education</i>
<i>Castro Valley Unified</i>	<i>Chico Unified</i>
<i>Fremont Unified</i>	<i>Durham Unified</i>
<i>Hayward Unified</i>	<i>Oroville Union High</i>
<i>New Haven Unified</i>	<i>Palermo Union Elementary</i>
<i>Newark Unified</i>	<i>Paradise Unified</i>
<b>Oakland Unified</b>	<b>Colusa</b>
<i>Piedmont City Unified</i>	<i>Colusa County Office Of Education</i>
<i>San Leandro Unified</i>	<i>Maxwell Unified</i>
<b>Calaveras</b>	<i>Pierce Joint Unified</i>
<i>Bret Harte Union High</i>	<i>Williams Unified</i>
<i>Calaveras Unified</i>	<b>Del Norte</b>
<i>Mark Twain Union Elementary</i>	<i>Del Norte County Office Of Education</i>
<b>Colusa</b>	<b>El Dorado</b>
<i>Colusa County Office Of Education</i>	<i>El Dorado County Office Of Education</i>
<i>Maxwell Unified</i>	<i>El Dorado Union High</i>
<i>Pierce Joint Unified</i>	<i>Gold Trail Union Elementary</i>
<i>Williams Unified</i>	<b>Glenn</b>
<b>Contra Costa</b>	<i>Glenn County Office Of Education</i>
<i>Acalanes Union High</i>	<i>Plaza Elementary</i>
<i>Antioch Unified</i>	<i>Princeton Joint Unified</i>
<i>Byron Union Elementary</i>	<i>Stony Creek Joint Unified</i>
<i>Contra Costa County Office Of Education</i>	<b>Humboldt</b>
<i>Knightsen Elementary</i>	<i>Eureka City Unified</i>
<i>Lafayette Elementary</i>	<i>Klamath-Trinity Joint Unified</i>
<i>Martinez Unified</i>	<i>Northern Humboldt Union High</i>

<a href="#"><i>Mt. Diablo Unified</i></a>	<a href="#"><i>Southern Humboldt Joint Unified</i></a>
<a href="#"><i>San Ramon Valley Unified</i></a>	<b>Imperial</b>
<a href="#"><i>Walnut Creek Elementary</i></a>	<a href="#"><i>Brawley Union High</i></a>
<a href="#"><i>West Contra Costa Unified</i></a>	<a href="#"><i>Calexico Unified</i></a>
<a href="#"><i>Gold Trail Union Elementary</i></a>	<a href="#"><i>Calipatria Unified</i></a>
<b>Fresno</b>	<a href="#"><i>Central Union High</i></a>
<a href="#"><i>Central Unified</i></a>	<a href="#"><i>Holtville Unified</i></a>
<a href="#"><i>Clovis Unified</i></a>	<a href="#"><i>Imperial County Office Of Education</i></a>
<a href="#"><i>Coalinga-Huron Joint Unified</i></a>	<a href="#"><i>Meadows Union Elementary</i></a>
<a href="#"><i>Firebaugh-Las Deltas Joint Unified</i></a>	<a href="#"><i>San Pasqual Valley Unified</i></a>
<a href="#"><i>Fresno County Office Of Education</i></a>	<b>Imperial</b>
<a href="#"><i>Fresno Unified</i></a>	<a href="#"><i>Brawley Union High</i></a>
<a href="#"><i>Golden Plains Unified</i></a>	<a href="#"><i>Calexico Unified</i></a>
<a href="#"><i>Kings Canyon Joint Unified</i></a>	<a href="#"><i>Calipatria Unified</i></a>
<a href="#"><i>Kingsburg Elementary Charter</i></a>	<a href="#"><i>Central Union High</i></a>
<a href="#"><i>Laton Joint Unified</i></a>	<a href="#"><i>Holtville Unified</i></a>
<a href="#"><i>Mendota Unified</i></a>	<a href="#"><i>Imperial County Office Of Education</i></a>
<a href="#"><i>Parlier Unified</i></a>	<a href="#"><i>Meadows Union Elementary</i></a>
<a href="#"><i>Raisin City Elementary</i></a>	<a href="#"><i>San Pasqual Valley Unified</i></a>
<a href="#"><i>Riverdale Joint Unified</i></a>	<b>Kings</b>
<a href="#"><i>Sanger Unified</i></a>	<a href="#"><i>Armona Union Elementary</i></a>
<a href="#"><i>Selma Unified</i></a>	<a href="#"><i>Corcoran Joint Unified</i></a>
<a href="#"><i>Washington Union High</i></a>	<a href="#"><i>Hanford Elementary</i></a>
<b>Kern</b>	<a href="#"><i>Kings County Office Of Education</i></a>
<a href="#"><i>Arvin Union Elementary</i></a>	<a href="#"><i>Lemoore Union High</i></a>
<a href="#"><i>Bakersfield City</i></a>	<a href="#"><i>Reef-Sunset Unified</i></a>
<a href="#"><i>Fairfax Elementary</i></a>	<b>Lake</b>
<a href="#"><i>Fruitvale Elementary</i></a>	<a href="#"><i>Kelseyville Unified</i></a>
<a href="#"><i>General Shafter Elementary</i></a>	<a href="#"><i>Konocti Unified</i></a>
<a href="#"><i>Kern County Office Of Education</i></a>	<a href="#"><i>Lake County Office Of Education</i></a>
<a href="#"><i>Kern Union High</i></a>	<a href="#"><i>Middletown Unified</i></a>
<a href="#"><i>Lost Hills Union Elementary</i></a>	<a href="#"><i>Upper Lake Union High</i></a>
<a href="#"><i>Mojave Unified</i></a>	<b>Lassen</b>

<a href="#"><i>Richland Union Elementary</i></a>	<a href="#"><i>Big Valley Joint Unified</i></a>
<a href="#"><i>Tehachapi Unified</i></a>	<a href="#"><i>Lassen Union High</i></a>
<a href="#"><i>Vineland Elementary</i></a>	<a href="#"><i>Lassen Union High</i></a>
<a href="#"><i>Wasco Union High</i></a>	<b>Madera</b>
<b>Los Angeles</b>	<a href="#"><i>Chawanakee Unified</i></a>
<a href="#"><i>ABC Unified</i></a>	<a href="#"><i>Chowchilla Elementary</i></a>
<a href="#"><i>Antelope Valley Union High</i></a>	<a href="#"><i>Madera County Office Of Education</i></a>
<a href="#"><i>Baldwin Park Unified</i></a>	<a href="#"><i>Madera Unified</i></a>
<a href="#"><i>Bellflower Unified</i></a>	<a href="#"><i>Yosemite Joint Union High</i></a>
<a href="#"><i>Beverly Hills Unified</i></a>	<b>Marin</b>
<a href="#"><i>Bonita Unified</i></a>	<a href="#"><i>Marin County Office Of Education</i></a>
<a href="#"><i>Castaic Union Elementary</i></a>	<a href="#"><i>Mill Valley Elementary</i></a>
<a href="#"><i>Claremont Unified</i></a>	<a href="#"><i>Reed Union Elementary</i></a>
<a href="#"><i>Compton Unified</i></a>	<a href="#"><i>San Rafael City Elementary</i></a>
<a href="#"><i>Downey Unified</i></a>	<a href="#"><i>San Rafael City High</i></a>
<a href="#"><i>Duarte Unified</i></a>	<a href="#"><i>Tamalpais Union High</i></a>
<a href="#"><i>Eastside Union Elementary</i></a>	<b>Mariposa</b>
<a href="#"><i>El Monte City Elementary</i></a>	<a href="#"><i>Mariposa County Unified</i></a>
<a href="#"><i>El Rancho Unified</i></a>	<b>Mendocino</b>
<a href="#"><i>Glendale Unified</i></a>	<a href="#"><i>Fort Bragg Unified</i></a>
<a href="#"><i>Gorman Elementary</i></a>	<a href="#"><i>Laytonville Unified</i></a>
<a href="#"><i>Hawthorne Elementary</i></a>	<a href="#"><i>Mendocino County Office Of Education</i></a>
<a href="#"><i>La Canada Unified</i></a>	<a href="#"><i>Round Valley Unified</i></a>
<a href="#"><i>Lancaster Elementary</i></a>	<a href="#"><i>Ukiah Unified</i></a>
<a href="#"><i>Long Beach Unified</i></a>	<a href="#"><i>Willits Unified</i></a>
<a href="#"><i>Los Angeles County Office Of Education</i></a>	<b>Merced</b>
<a href="#"><i>Los Angeles Unified</i></a>	<a href="#"><i>Delhi Unified</i></a>
<a href="#"><i>Lynwood Unified</i></a>	<a href="#"><i>Dos Palos Oro Loma Joint Unified</i></a>
<a href="#"><i>Manhattan Beach Unified</i></a>	<a href="#"><i>Gustine Unified</i></a>
<a href="#"><i>Monrovia Unified</i></a>	<a href="#"><i>Le Grand Union Elementary</i></a>
<a href="#"><i>Norwalk-La Mirada Unified</i></a>	<a href="#"><i>Merced County Office Of Education</i></a>
<a href="#"><i>Palos Verdes Peninsula Unified</i></a>	<a href="#"><i>Merced Union High</i></a>

<a href="#">Pomona Unified</a>	<a href="#">Planada Elementary</a>
<a href="#">San Gabriel Unified</a>	Modoc
<a href="#">Santa Monica-Malibu Unified</a>	<a href="#">Surprise Valley Joint Unified</a>
<a href="#">SBE - Animo Inglewood Charter</a>	Mono
<a href="#">Sulphur Springs Union Elementary</a>	<a href="#">Mono County Office Of Education</a>
<a href="#">Temple City Unified</a>	Napa
<a href="#">Torrance Unified</a>	<a href="#">Napa County Office Of Education</a>
<a href="#">Westside Union Elementary</a>	<a href="#">Napa Valley Unified</a>
<a href="#">Whittier City Elementary</a>	Nevada
<a href="#">Whittier Union High</a>	<a href="#">Nevada Joint Union High</a>
<a href="#">William S. Hart Union High</a>	<a href="#">Ready Springs Union Elementary</a>
<a href="#">Wilsona Elementary</a>	Placer
<a href="#">Wiseburn Elementary</a>	<a href="#">Eureka Union</a>
Monterey	<a href="#">Placer County Office Of Education</a>
<a href="#">Alisal Union Elementary</a>	<a href="#">Roseville Joint Union High</a>
<a href="#">Gonzales Unified</a>	<a href="#">Tahoe-Truckee Joint Unified</a>
<a href="#">Greenfield Union Elementary</a>	Plumas
<a href="#">King City Joint Union High</a>	<a href="#">Plumas County Office Of Education</a>
<a href="#">King City Union Elementary</a>	<a href="#">Plumas Unified</a>
<a href="#">Monterey County Office Of Education</a>	Orange
<a href="#">Monterey Peninsula Unified</a>	<a href="#">Anaheim Union High</a>
<a href="#">North Monterey County Unified</a>	<a href="#">Capistrano Unified</a>
<a href="#">Salinas City Elementary</a>	<a href="#">Centralia Elementary</a>
<a href="#">Salinas Union High</a>	<a href="#">Fullerton Elementary</a>
<a href="#">Santa Rita Union Elementary</a>	<a href="#">Fullerton Joint Union High</a>
Riverside	<a href="#">Garden Grove Unified</a>
<a href="#">Alvord Unified</a>	<a href="#">Huntington Beach Union High</a>
<a href="#">Banning Unified</a>	<a href="#">Irvine Unified</a>
<a href="#">Beaumont Unified</a>	<a href="#">La Habra City Elementary</a>
<a href="#">Coachella Valley Joint Unified</a>	<a href="#">Magnolia Elementary</a>
<a href="#">Corona-Norco Unified</a>	<a href="#">Newport-Mesa Unified</a>
<a href="#">Desert Center Unified</a>	<a href="#">Ocean View</a>

<i>Hemet Unified</i>	<i>Placentia-Yorba Linda Unified</i>
<i>Moreno Valley Unified</i>	<i>Santa Ana Unified</i>
<i>Palm Springs Unified</i>	<b>San Benito</b>
<i>Palo Verde Unified</i>	<i>San Benito County Office Of Education</i>
<i>Perris Elementary</i>	<i>San Benito High</i>
<i>Perris Union High</i>	<i>Tres Pinos Union Elementary</i>
<i>Riverside County Office Of Education</i>	<b>San Luis Obispo</b>
<i>Riverside Unified</i>	<i>Lucia Mar Unified</i>
<i>San Jacinto Unified</i>	<i>Paso Robles Joint Unified</i>
<i>Val Verde Unified</i>	<i>Templeton Unified</i>
<b>Sacramento</b>	<b>San Mateo</b>
<i>Center Joint Elementary</i>	<i>Ravenswood City Elementary</i>
<i>Center Joint Unified</i>	<i>Redwood City Elementary</i>
<i>Elk Grove Unified</i>	<i>San Mateo County Office Of Education</i>
<i>Folsom-Cordova Unified</i>	<i>South San Francisco Unified</i>
<i>Natomas Unified</i>	<b>San Francisco</b>
<i>River Delta Joint Unified</i>	<i>San Francisco County Office Of Education</i>
<i>Sacramento City Unified</i>	<i>San Francisco Unified</i>
<i>San Juan Unified</i>	<i>SBE - Edison Charter Academy</i>
<b>San Bernardino</b>	<b>San Joaquin</b>
<i>Apple Valley Unified</i>	<i>Lammersville Elementary</i>
<i>Baker Valley Unified</i>	<i>Lincoln Unified</i>
<i>Bear Valley Unified</i>	<i>Linden Unified</i>
<i>Colton Joint Unified</i>	<i>Lodi Unified</i>
<i>Etiwanda Elementary</i>	<i>Manteca Unified</i>
<i>Hesperia Unified</i>	<i>New Jerusalem Elementary</i>
<i>Lucerne Valley Unified</i>	<i>Stockton City Unified</i>
<i>Morongo Unified</i>	<i>Tracy Joint Unified</i>
<i>Rim Of The World Unified</i>	<b>Santa Barbara</b>
<i>San Bernardino City Unified</i>	<i>Cuyama Joint Unified</i>
<i>San Bernardino County Office Of Education</i>	<i>Goleta Union Elementary</i>

<i>Silver Valley Unified</i>	<i>Lompoc Unified</i>
<i>Yucaipa-Calimesa Joint Unified</i>	<i>Los Olivos Elementary</i>
<b>San Diego</b>	<i>Santa Barbara County Office Of Education</i>
<i>Bonsall Union Elementary</i>	<i>Santa Barbara Elementary</i>
<i>Carlsbad Unified</i>	<i>Santa Barbara High</i>
<i>Chula Vista Elementary</i>	<i>Santa Maria-Bonita Elementary</i>
<i>Del Mar Union Elementary</i>	<b>Santa Cruz</b>
<i>Escondido Union Elementary</i>	<i>Pajaro Valley Unified</i>
<i>Fallbrook Union High</i>	<i>Santa Cruz County Office Of Education</i>
<i>Grossmont Union High</i>	<i>Scotts Valley Unified</i>
<i>Jamul-Dulzura Union Elementary</i>	<b>Shasta</b>
<i>Julian Union High</i>	<i>Anderson Union High</i>
<i>Lakeside Union Elementary</i>	<i>Enterprise Elementary</i>
<i>Mountain Empire Unified</i>	<i>Fall River Joint Unified</i>
<i>National Elementary</i>	<i>Gateway Unified</i>
<i>Poway Unified</i>	<i>Redding Elementary</i>
<i>San Diego County Office Of Education</i>	<i>Shasta Union High</i>
<i>San Diego Unified</i>	<b>Siskiyou</b>
<i>San Marcos Unified</i>	<i>Butte Valley Unified</i>
<i>Solana Beach Elementary</i>	<i>Dunsmuir Joint Union High</i>
<i>South Bay Union Elementary</i>	<i>Etna Union High</i>
<i>Sweetwater Union High</i>	<i>Siskiyou County Office Of Education</i>
<i>Vista Unified</i>	<i>Siskiyou Union High</i>
<i>Warner Unified</i>	<i>Yreka Union High</i>
<b>Santa Clara</b>	<b>Sierra</b>
<i>Berryessa Union Elementary</i>	<i>Sierra-Plumas Joint Unified</i>
<i>Cambrian Elementary</i>	<b>Yuba</b>
<i>Campbell Union Elementary</i>	<i>Marysville Joint Unified</i>
<i>Cupertino Union School</i>	<i>Yuba County Office Of Education</i>
<i>East Side Union High</i>	<b>Sutter</b>
<i>Fremont Union High</i>	<i>East Nicolaus Joint Union High</i>

<a href="#"><i>Gilroy Unified</i></a>	<a href="#"><i>Sutter County Office Of Education</i></a>
<a href="#"><i>Los Altos Elementary</i></a>	<a href="#"><i>Sutter Union High</i></a>
<a href="#"><i>Oak Grove Elementary</i></a>	<a href="#"><i>Yuba City Unified</i></a>
<a href="#"><i>San Jose Unified</i></a>	<a href="#"><i>Yolo</i></a>
<a href="#"><i>Santa Clara County Office Of Education</i></a>	<a href="#"><i>Washington Unified</i></a>
<a href="#"><i>Santa Clara Unified</i></a>	<a href="#"><i>Woodland Joint Unified</i></a>
<a href="#"><i>Union Elementary</i></a>	<a href="#"><i>Trinity</i></a>
<a href="#"><i>Solano</i></a>	<a href="#"><i>Mountain Valley Unified</i></a>
<a href="#"><i>Dixon Unified</i></a>	<a href="#"><i>Southern Trinity Joint Unified</i></a>
<a href="#"><i>Travis Unified</i></a>	<a href="#"><i>Trinity County Office Of Education</i></a>
<a href="#"><i>Vacaville Unified</i></a>	<a href="#"><i>Trinity Union High</i></a>
<a href="#"><i>Vallejo City Unified</i></a>	<a href="#"><i>Tuolumne</i></a>
<a href="#"><i>Sonoma</i></a>	<a href="#"><i>Curtis Creek Elementary</i></a>
<a href="#"><i>Cotati-Rohnert Park Unified</i></a>	<a href="#"><i>Sonora Union High</i></a>
<a href="#"><i>Harmony Union Elementary</i></a>	<a href="#"><i>Stanislaus</i></a>
<a href="#"><i>Healdsburg Unified</i></a>	<a href="#"><i>Ceres Unified</i></a>
<a href="#"><i>Petaluma City Elementary</i></a>	<a href="#"><i>Chatom Union Elementary</i></a>
<a href="#"><i>Petaluma Joint Union High</i></a>	<a href="#"><i>Keyes Union</i></a>
<a href="#"><i>Santa Rosa High</i></a>	<a href="#"><i>Modesto City High</i></a>
<a href="#"><i>Sebastopol Union Elementary</i></a>	<a href="#"><i>Newman-Crows Landing Unified</i></a>
<a href="#"><i>Ventura</i></a>	<a href="#"><i>Oakdale Joint Unified</i></a>
<a href="#"><i>Moorpark Unified</i></a>	<a href="#"><i>Stanislaus County Office of Education</i></a>
<a href="#"><i>Mupu Elementary</i></a>	<a href="#"><i>Stanislaus Union Elementary</i></a>
<a href="#"><i>Oak Park Unified</i></a>	<a href="#"><i>Turlock Unified</i></a>
<a href="#"><i>Ojai Unified</i></a>	
<a href="#"><i>Oxnard Elementary</i></a>	
<a href="#"><i>Pleasant Valley</i></a>	
<a href="#"><i>Ventura County Office Of Education</i></a>	

**DOES THE PLAN INCLUDE SPECIFIC STEPS THAT WILL BE TAKEN BY LEAS THAT HAVE NOT MET ANNUAL MEASURABLE OBJECTIVES? (REVISED)**

To ensure that all schools have complied with NCLB HQT requirements by June 2007, the CDE will use the CMIS program to closely monitor the 1,783 schools, representing 372 districts, which have been placed in the CMIS process. Because of the large number of schools involved, the schools noted above will be divided into four subgroups as follows:

- A. Schools with an HQT percentage of 85 percent or better (401 schools)
- B. Schools with an HQT percentage between 70 percent and 85 percent (287 schools)
- C. Schools with an HQT percentage below 70 percent (661 schools)

C2. Schools that may have met their AMO-HQT for at least a year but reported HQT percentages of less than 70 percent on December 2005 (428 schools)

All LEAs in the CMIS program were notified in July 2006 that they had failed to achieve acceptable HQT compliance and would be participating in the CMIS program during the 2006-07 school year. To accommodate the large numbers of personnel required to attend CMIS training, CDE staff the county region system and contracted with all 11 regions to set up a series of CMIS trainings during the months of August and September 2006. Due to large numbers of non-HQT schools, some regions were separated. The LEA superintendent (or designee), human resource director, and staff most responsible for HQT (such as the credential analyst or personnel analyst) were required to attend the training along with each site administrator in the CMIS program. LEAs that failed to attend their scheduled training will be required to attend the "make-up" training on October 16, 2006, in Sacramento. Failure to attend, or failure to comply with required activities, will place the LEA in the "not demonstrating good faith effort" category and will result in state sanctions (see Requirement 4 for details).

For Category A schools, those reporting 85 percent compliance and higher, the LEA will be required to submit a list of non-HQTs and a realistic plan for ensuring that the teacher will be highly qualified no later than June 2007. The plan must include how the district has used and will use Title II, Part A, and Title I, Part A, funds and five to ten percent professional development for high quality, to assist teachers in becoming HQ. A CDE consultant will be assigned to monitor the district's implementation of its submitted plan by e-mail and desk monitoring. In reviewing the data for the schools in this category of the monitoring process, CDE staff is confident that these schools will make the HQT goal for June 2007. However, should concerns arise during the 2006-07 school year, a CDE consultant will meet with LEA administrators to revise the plan or assist in implementation of the plan (Attachment 4)

- LEA must:
  - Complete School District Monitoring Protocol (due to CDE November 1, 2006) ([Attachment 7](#))
  - Address any concerns around the equitable distribution of HQ and experienced teachers.

The plan must detail specific steps adequate to ensure that poor and minority students in the LEA will be taught at the same rates as other children by highly qualified and experienced teachers, as required by Section 1111 (b)(8)(C) of the Elementary and Secondary Education Act, as amended by NCLB, by June 2008. LEAs may use self-study and guidelines for the Equitable Distribution of Experienced and Highly Qualified Teachers Plan.

- Each site must complete (due to CDE November 1, 2006):
  - School Site General Qualifications Worksheet with a plan for each non-compliant teacher to be HQ by June 2007 ([see Attachment 3](#))
  - Accurate count of HQT compliance for 2006-07

For Category B schools, those reporting HQT percentages between 84 percent and 70 percent, the LEA will be required to submit a list of non-HQTs and a plan for ensuring that every teacher will be highly qualified no later than June 2007. The plan must include how the district has used and will use Title II, Part A, and Title I, Part A, funds and five to ten percent professional development, to assist teachers in becoming HQ. Additionally, the LEA will complete a self-study to determine issues that have prevented it from achieving the HQT goal and equitable distribution of experienced teachers. The LEA will use the self-study to develop an equity plan that specifically addresses the issues that have prevented each targeted school within the LEA from meeting NCLB teacher requirement goals. LEAs must develop solutions to these issues by providing teacher and/or site support. The solutions should ensure long-term compliance with HQT goals. A CDE Education Programs consultant will be assigned to monitor the district's implementation of its plan by phone contact and e-mail. In reviewing the data for the schools in this category of the desk monitoring process, CDE staff is confident that these schools will make the HQT goal for June 2007 with selected technical assistance from the CDE. Should concerns arise, the CDE Education Programs consultant will meet with LEA administrators to revise the plan.

- LEA must complete (due to CDE November 1, 2006):
  - School District Monitoring Protocol

- LEA and site must complete (due to CDE January 8, 2007):
  - Self-study with Equitable Distribution of Experienced and HQTs Plan

The plan must detail specific steps adequate to ensure that the poor and minority students in the LEA will be taught at the same rates as other children by highly qualified and experienced teachers, as required by Section 1111 (b)(8)(C) of the Elementary and Secondary Education Act, as amended by NCLB, by June 2008.

- Site must complete (due to CDE November 1, 2006):
  - School Site General Qualifications Worksheet with a plan for each non-compliant teacher to meet NCLB requirements by June 2007
  - Accurate count of HQT compliance for 2006-07

For schools in Categories C and C2, those reporting HQT percentages of less than 69 percent or schools that may have met their AMO-HQT for at least a year but reported HQT percentages of less than 70 percent in December 2005, CMIS staff will conduct site monitoring and technical assistance visits to review required documents and assist the LEAs in analyzing their self-studies and creating a plan that specifically addresses the issues that have prevented the specific school sites from meeting the HQT compliance goals. The site plan will include specific strategies for assisting all non-HQTs in becoming highly qualified by June 2007. To ensure long-term compliance, the site plan will include an analysis of how the school will recruit the necessary new, qualified teachers to fill gaps in current staffing by core content areas. The district plan will include these steps:

- LEA must complete (due to CDE November 1, 2006):
  - School District Monitoring Protocol
- LEA and site must complete (due to CDE November 1, 2006):
  - LEA self-study
  - Site self-study
- Site must complete (due November 1, 2006):

- School Site General Qualifications Worksheet with a plan for each non-compliant teacher to meet NCLB requirements by June 2007
- Accurate count of HQT compliance for 2006-07

When the CMIS staff conduct their site visit, they will review the submitted plan for all non-compliant teachers to meet NCLB requirements by June 2007, especially Title I and Title II, Part A, class size reduction teachers and those teaching in high-poverty, high-minority schools. Together, the LEA and CMIS staff will create the Equitable Distribution of Experienced and Highly Qualified Teachers Plan. The plan will detail specific steps adequate to ensure that poor and minority students in the LEA will be taught at the same rates as other children by highly qualified and experienced teachers, as required by Section 1111 (b)(8)(C) of the Elementary and Secondary Education Act, as amended by NCLB, by June 2008.

- Self-Study ([see Attachment 8](#))
  - Determine areas of concern about recruiting practices, policies, and procedures; retaining practices, policies, and procedures and other district/site level practices, policies, and procedures related to equitable distribution of experienced and highly qualified teachers.
- Equitable Distribution of Experienced and Highly Qualified Teachers Plan
  - - The plan must address each area of the self-study where weaknesses were found to exist, noting specific actions, responsible parties, and timelines for implementation.
    - The plan must demonstrate that no school with low AYP, high-poverty, high-minority students will have inexperienced and non-HQ teachers in greater percentages than schools with the highest percentage of experienced and HQ teachers.
      - If school A (low-poverty, low-minority) is 97 percent HQTs and averages 10 years of experience for teachers, then school B (high-poverty, high-minority, low AYP) must attain similar compliance or equalization of numbers through the district plan.
    - Districts must identify how appropriate funds will be redirected to support plan

**DOES THE PLAN DELINEATE SPECIFIC STEPS THE SEA WILL TAKE TO ENSURE THAT ALL LEAS HAVE PLANS IN PLACE TO ASSIST ALL NON-HQ TEACHERS TO BECOME HQ AS QUICKLY AS POSSIBLE? (REVISED)**

To ensure that all schools have complied with NCLB requirements by June 2007, the CMIS staff will notify, in writing, each district currently not in the CMIS program that they are required to submit to the CDE a list of non-compliant teachers and note how the district will ensure they will be HQT by June 2007. The non-compliant list will be due to the CDE by November 30, 2006.

- Data will be compiled and analyzed, and additions to the CMIS program, including notification to districts, will be done by the end of November 2006.
- Data will be submitted to ED by December 1, 2006.

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

**DOES THE PLAN INCLUDE A DESCRIPTION OF THE TECHNICAL ASSISTANCE THE SEA WILL PROVIDE TO ASSIST LEAS IN SUCCESSFULLY CARRYING OUT THEIR HQT PLANS? (REVISED)**

The California County Superintendents Educational Services Association (CCSESA) has divided the state's 58 county regions into 11 service regions. Each region consists of multiple counties except for Region 11, which consists of only Los Angeles County. California has approximately 1,053 school districts with 9,372 public schools serving 6,322,189 students in kindergarten through grade twelve. California public schools employ approximately 306,548 teachers. Because of the vast geographic size of the state and the sheer number of districts, the CDE will use the established regional system to facilitate much of its technical assistance efforts.

For the first time the CDE will have one program, Title II, Part A, coordinate and monitor the progress of the programs and services the CDE offers to LEAs that are struggling to make their high quality teacher requirements and equitable distribution of experienced teacher (HQT-EDET) goals. Targeted programs (see below) will be aligned to specific schools in struggling LEAs and COEs to ensure that schools have the resources and

technical assistance needed to make long-term changes in hiring and retention practices that will lead to the equitable distribution of HQ and experienced teachers.

The Title II, Part A, state coordinator will coordinate and provide, in collaboration with CDE staff, ongoing technical assistance to LEAs and COEs as follows:

### **Program Monitoring**

- Review annually the School Site General Qualifications Worksheet (see Attachment 3) submitted by each school that does not have 100 percent HQTs by October 15 of each school year.
- Provide notice of placement in the CMIS program any LEA that fails to maintain at least a 95 percent HQT status at all sites and in all programs in the LEA by October 31 of each year.
- Provide districts and the public with online current information concerning the HQ status of teachers and HQT information for each school through the DataQuest system (as it becomes available through CALTIDES) and the CCTC Web site.

### **Program Implementation**

- Conduct on-site technical assistance visits when requested by the LEA or county office of education.
- Conduct on-site technical assistance visits when indicated by guidelines set forth in Requirement 1.
- Collaborate with the CBEDS-PAIF office to review and to ensure accurate and complete CBEDS-PAIF data at the district and school levels.

### **Program Training**

- Conduct annual regional NCLB HQT workshops and Webcasts for county office and LEA Title II coordinators and human resources staff.
- Conduct annual NCLB workshops for county office human resource departments to provide yearly data on all LEAs who fail to meet or maintain acceptable HQT-EDET compliance and updates and retraining on NCLB requirements.
- Present relevant NCLB HQT workshop at stakeholder association statewide conferences such as Association of California School Administrators (ACSA),

Title I directors, Co-Op Conference, charter schools, California Association of Administrators of State and Federal Education Programs (CAASFEP), independent study.

- Conduct annual NCLB HQT workshops for California School Board Association (CSBA), Association of California School Administrators (ACSA), California Continuation Education Association (CCEA), California Teachers Association (CTA), California County Superintendents Educational Services Association (CCSESA), and others as identified.

### **Program Accessibility**

- Respond in a timely manner to inquiries from teachers and districts.
- Respond to LEAs, county offices and teachers by telephone, Webcasts, and e-mail with information specific to their needs for becoming HQ.
- Provide references and resources for exam information and preparation.
- Distribute HQT guidance from ED to district Title II coordinators and personnel administrators.
- When necessary revise teacher resource guides and NCLB HQ Frequently Asked Questions (FAQ) to comply with U.S. Department of Education guidance.

### **DOES THE PLAN INDICATE THAT THE STAFFING AND PROFESSIONAL DEVELOPMENT NEEDS OF SCHOOLS THAT ARE NOT MAKING AYP WILL BE GIVEN HIGH PRIORITY? (REVISED)**

The California Department of Education believes that the teacher is at the heart of student academic success. A teacher who is appropriately credentialed, has a deep understanding of the content he or she teaches and have been trained in a variety of instructional strategies is in the best position to aid California students in reaching academic proficiency. The CDE is committed to ensuring that highly qualified, experienced, and effective teachers teach all students, regardless of ethnicity or socioeconomic status.

The Professional Development and Curriculum Support Division when making program decisions will utilize the analysis of schools that failed to meet AYP. Programs currently in place (see "Improving the Quality of Teachers in Hard-to-Staff Schools" below) will be targeted to the schools identified to be in the greatest need.

In NCLB, School Improvement is a formal designation for federal Title I-funded schools that do not make Adequate Yearly Progress for two consecutive years.. Once identified as PI under NCLB, because of the nature of the mandated escalating accountability requirements, schools often advance further into future years of designated PI status. The Accountability Guide is available at <http://www.cde.ca.gov/ta/ac/ay/documents/infoguide05.pdf>.

Under NCLB, the state educational agency (SEA) must identify for PI those LEAs that failed to make AYP for two consecutive years. The SEA is required to take corrective action for any LEA that fails to make AYP for two consecutive years. Schools that fail to make AYP for two consecutive years are also identified for PI. The SEA works in conjunction with LEAs to identify for corrective action and restructuring any school that has been in PI for two years or more and has not made AYP on the same indicator (English/language arts, mathematics, graduation rate, or participation rate). An LEA or school is eligible to exit PI status after it makes AYP for two consecutive years.

In its efforts to assist schools and LEAs to exit PI status, the CDE has developed Essential Program Components (EPCs), which are considered to be key components of an effective academic program. The EPCs support academic student achievement in reading/language arts and mathematics. The SEA has also developed and made available various tools to assist LEAs and schools with the school improvement process. These tools include the Academic Program Survey (APS) instrument that is used to evaluate a school's implementation of EPCs; the District Assistance Survey (DAS), which can be used to examine an LEA's processes and protocols to determine possible gaps in support for schools; the English Learner Subgroup Self Assessment (ELSSA), designed to serve as a technical assistance tool for LEAs in analyzing and addressing program services to the English Learner (EL) subgroup; and the Least Restrictive Environment (LRE) survey which can be used to analyze LEA and school special education programs. These instruments can be found in the Virtual Library located on the California Department of Education Web site at <http://www.cde.ca.gov/ta/lp/vl>.

School Assistance and Intervention Teams (SAIT) provide intensive support and monitoring to assist state-monitored schools in improving student learning. Schools participating in the Immediate Intervention/Underperforming Schools Program (II/USP) or High Priority Grant Program (HPSGP) must meet their program's definition of significant growth, based on the results of Schoolwide Academic Performance Index (API), or the school is deemed state-monitored. Each school participating either the II/USP or HPSGP must meet its program's definition of significant growth each year until the school exits the program, with the approval of the State Board of Education, to impose various sanctions on state-monitored schools. One option is to require the district to enter into a contract with a SAIT.

If after five years of escalating monitoring and interventions, the LEA fails to exit PI it is deemed state-monitored and receives assistance from a School Assistance and Intervention Team (SAIT). SAIT will assist the LEA in identifying critical areas to improve student achievement. SAIT corrective actions funding is also provided for up to three years to implement the corrective actions in those areas identified by the SAIT.

**DOES THE PLAN INCLUDE A DESCRIPTION OF PROGRAMS AND SERVICES THE SEA WILL PROVIDE TO ASSIST TEACHERS AND LEAS IN SUCCESSFULLY MEETING HQT GOALS? (REVISED)**

In addition to the program services detailed above, the CDE ensures that LEAs will meet their HQT-EDET goals by administering, overseeing, and supporting a variety of programs and services that focus on three areas: increasing the number of highly qualified teachers in California; improving the quality of teachers in hard-to-staff schools; and recruiting and retaining highly qualified teachers in hard-to-staff schools.

**Increasing the Numbers of Highly Qualified Teachers in California**

- **California Teacher Internship Programs**

Alternative teacher credentialing internship programs provide opportunities for teacher candidates to become highly qualified through a state-approved alternative teacher credential program while working as classroom teachers. These programs enhance the ability of districts to provide HQTs in many more classrooms throughout the state.

All alternative teacher credential programs are aligned to the state's teacher preparation standards and to state-adopted kindergarten through grade twelve academic content standards. Alternative credential programs meet the same standards as traditional credential programs and are accredited by the California Commission on Teacher Credentialing. As with traditional credential programs, all alternative program candidates complete a two-year induction program of support and formative assessment during the first two years of their teaching career to obtain professional clear credentials.

- **California Assumption Program of Loans for Education (APLE)**

The APLE is a competitive teacher incentive program designed to encourage outstanding students, district interns, and out-of-state teachers to become California teachers in subject areas in which a critical teacher shortage has been identified or in designated schools meeting specific criteria established by the State Superintendent of Public Instruction.

APLE applicants must agree to teach in one of the following teacher shortage areas:

- Mathematics (Grades 7—12)
- Science (Life/Physical)(Grades 7—12)
- Foreign Language
- Special Education
- English(Grades 7—12)
- Low-Income Area School
- School Serving Rural Area
- State Special School
- School with a High Percentage of Emergency Permit Teachers
- Low-Performing School

Teacher candidates must be pursuing a multiple-subject or single-subject credential and agree to teach:

- At a school ranked in the bottom 50th percentile of the Academic Performance Index (API) grades K—12; or
- At a school with a high percentage of emergency permit teachers in grades K—12; or
- At a designated low-income school in grades K—12; or
- at a school serving rural areas in grades K—12.

APLE participants who agree to, and provide, the designated teaching service in the area of **math, science, or special education** are eligible to receive an additional \$1,000 per year in loan assumption benefits. Participants meeting this requirement who provide teaching service in a California public school that is ranked in the **lowest 20th percentile** of the API are eligible to receive an additional \$1,000 per year, making the total amount of loan assumption \$19,000.

The Commission may assume up to \$19,000 in outstanding educational loan balances in return for four consecutive years of teaching service. Teachers are eligible for:

\* Up to \$2,000 after completion of the first full school year of eligible full-time teaching

\* Up to \$3,000 after completion of the second full year of eligible full-time teaching

\* Up to \$3,000 after completion of the third full school year of eligible full-time teaching

\* Up to \$3,000 after completion of the fourth full school year of eligible full-time teaching

(For a list of eligible schools see the Teacher Cancellation Low Income Directory at <https://www.tcli.ed.gov/CBSWebApp/tcli/TCLIPubSchoolSearch.jsp>)

The new APLE provides additional incentives for the distribution of well-prepared, highly qualified teachers with subject-matter expertise in science, mathematics, and special education to work at hard-to-staff schools throughout the state.

- **Direct Loan Program**

To qualify, you must have been employed as a full-time teacher for five consecutive, complete academic years in an elementary or secondary school that has been designated as a "low-income" school by the U.S. Department of Education.

Additionally:

- At least one of the five qualifying years of teaching must have occurred after the 1997-98 academic year.
- The loan must have been made before the end of the fifth year of qualifying teaching.
- The elementary or secondary school must be public or private nonprofit.
- A defaulted loan cannot be cancelled for teacher service unless you have made satisfactory repayment arrangements with the holder of the loan.

Each year, the U.S. Department of Education publishes an online list of low-income elementary and secondary qualifying schools.

If your five consecutive, complete years of qualifying teaching service began *before October 30, 2004*:

- You may receive up to \$5,000 in loan forgiveness if, as certified by the chief administrative officer of the school where you were employed, you were:
  - A full-time elementary school teacher who demonstrated knowledge and teaching skills in reading, writing, mathematics, and other areas of the elementary school curriculum; or
  - A full-time secondary school teacher who taught in a subject area that was relevant to your academic major.
  
- You may receive up to \$17,500 in loan forgiveness if, as certified by the chief administrative officer of the school where you were employed, you were:
  - A highly qualified full-time mathematics or science teacher in an eligible secondary school (for the definition of a highly qualified teacher, see the Web site); or
  - A highly qualified special education teacher whose primary responsibility was to provide special education to children with disabilities and you were teaching children with disabilities that corresponded to your area of special education training and you have demonstrated knowledge and teaching skills in the content areas of the curriculum that you were teaching.

For more information and a list of eligible schools, go to  
<http://studentaid.ed.gov/PORTALSWebApp/students/english/cancelstaff.jsp?tab=repaying>

- **Cancellation of Perkins Loans for Teachers**

Teachers may qualify for cancellation (discharge) of up to 100 percent of a Federal Perkins Loan if they have served full time in a public or nonprofit elementary or secondary school system as a:

1. teacher in a school serving students from low-income families; or
2. special-education teacher, including teachers of infants, toddlers, children, or youth with disabilities; or
3. teacher in the fields of mathematics, science, foreign languages, or bilingual education, or in any other field of expertise determined by a state education agency to have a shortage of qualified teachers in that state.

- **International Teachers**

International certificates are issued to applicants who are from a country other than the United States, who have completed at least a bachelor's degree with a major in the field of teaching, who have met all cultural/educational visa requirements. The certificate can be renewed for up to two additional years at the request of the school district if the teacher has met all certification examination requirements during the first year. The Commission on Teacher Credentialing works closely with responsible officers and foreign country representatives to provide appropriate certification and employment to international teachers. These teachers often meet critical needs in hard-to-staff geographical and subject areas, especially special education, secondary math and sciences, and foreign languages.

- **Troops to Teachers (TTT)**

The purpose of TTT is to assist eligible military personnel in transition to a new career as public school teachers in targeted schools. A network of state TTT offices has been established to provide participants with counseling and assistance regarding certification requirements, routes to state certification, and employment leads. In addition, the program helps these individuals find employment in high-need local educational agencies (LEAs) or charter schools. A "high need LEA" is defined as an LEA that has a poverty rate of at least 20 percent or at least 10,000 poor children and has a high percentage of teachers teaching out-of-field or with emergency credentials.

Under this program the Secretary of Education transfers funds to the Department of Defense for the Defense Activity for Non-Traditional Education Support (DANTES) to provide assistance, including stipends of up to \$5,000, to eligible members of the armed forces so that they can obtain certification or licensing as elementary school teachers, secondary school teachers, or vocational/technical teachers and become highly qualified teachers by demonstrating competency in each of the subjects they teach. In lieu of the \$5,000 stipends, DANTES may pay \$10,000 bonuses to participants who agree to teach in high-poverty schools. A "high-poverty school" is defined as a school where at least 50 percent of the students are from low-income families or the school has a large percentage of students who qualify for assistance under the Individuals with Disabilities Education Act. <http://www.ed.gov/programs/troops/index.html>

- **Secondary Teachers of Multiple Subjects Verification Process**

One of the key performance goals of NCLB is that all students will be taught by highly qualified teachers. All elementary, middle, and high school teachers assigned to teach core academic subjects were to meet NCLB HQT requirements by June 2006. In general, California has made good progress in meeting that goal. However, secondary special education and secondary alternative education teachers face unique challenges, and California LEAs have struggled to meet their goals with this population. The California Verification Process for Secondary Teachers of Multiple Subjects is designed for teachers who are authorized under California *Education Code* Section 44865 and for secondary special education teachers; it was developed to provide an opportunity for teachers in special programs to demonstrate that they are highly qualified.

On July 7, 2006, California's State Plan of Activities to Meet NCLB Teacher Quality Requirements was submitted to ED. California made a commitment to the development of a "new verification process for secondary teachers of multiple subjects" as a means to provide an opportunity for teachers in special programs to become highly qualified. The California 2006 Budget Act (Chapter 47, Statutes of 2006), line item #6110-001-0890, Schedule (1) Provision 40, provides funding authority for Improving Special Education Teacher Quality. With this funding and authority from the Legislature and the Governor, the CDE awarded Ventura County Office of Education (VCOE) a grant to design and implement this verification process.

The specifications for the professional development component cover content aligned to the California Commission on Teacher Credentialing Subject Matter Requirements (SMRs) and thus the content of the California Subject Examination for Teachers (CSET) Single Subject Examinations, the California core academic standards, the California High School Exit Examination, and the California Standards Tests. The format is similar to that used for the CSET preparation program. The professional development incorporates theory and practice, is organized in two levels, and meets the NCLB criteria for high quality professional development. The duration of the modules is designed to meet the need for sufficient intensity of the training. Detailed descriptions of the professional development criteria are included in the NCLB Verification for Secondary Teachers of Multiple Subjects (Appendix VSTMS).

- **New Legislation: Senate Bill 1209, Scott**

*Alternative Certification Program:* The bill authorizes the Commission on Teacher Credentialing to award an additional \$1,000 per teacher (above the \$2,500 per teacher currently) for the alternative certification program to any school district or

county office of education that agrees to specified requirements to address the distribution of teacher interns, including providing more preservice training for teachers of English learners, providing opportunities for classroom supervision/observation, and maintaining small ratio of experienced teachers to teacher interns at a school site. This bill also requires a district to demonstrate that a low- performing school does not have a higher percentage of teacher interns than the districtwide average of teacher interns in a school in that year in order to receive the higher funding level in the second year (\$6.8 million).

*Testing:* Credential candidates can substitute a passing score, as established by the State Superintendent of Public Instruction, on the Graduate Record Examination General Test (GRE), the SAT, and the ACT Plus Writing Test to satisfy basic skills required in lieu of the California Basic Educational Skills Test (CBEST). This provision will remove the need to take one of the many exams teachers are required to take and speed up the process of entering a credential program after the completion of the bachelor's degree.

### **Improving the Quality of Teachers in Hard-to-Staff Schools**

- **One Thousand Teachers, One Million Minds Initiative - University of California**

In May 2004 a compact was developed and signed between the higher education community and the California Governor focused on improving both the supply and quality of science and mathematics teachers in California. The goal of the program is to certify 1,000 mathematics and science teachers per year upon full implementation of the program. The program will provide all undergraduates the opportunity to complete a major in the field of science or mathematics while completing the course work that will prepare them to be highly qualified science or mathematics secondary teachers in four academic years. This program has been in existence for two years at the University of California. The Mathematics and Science Leadership Office at the CDE continues to build on the collaboration and provide advices on this project.

- **Quality Education Investment Act of 2006**

This bill authorizes school districts and other local educational agencies to apply to the Superintendent for funding. The money should be allocated to elementary, secondary, and charter schools that are ranked in either decile one and two on the 2005 API for use in performing varied specified measures to improve academic instruction and pupil academic achievement.

- **California Mathematics and Science Partnership Program**

Through the use of NCLB, Title II, Part B, funds, the CDE has established the California Mathematics and Science Partnership Grant Program (CaMSP). This professional development program is focused on increasing the academic achievement of students in mathematics (grades five through Algebra I) and science (grades four through eight) by enhancing the content knowledge and teaching skills of classroom teachers. The CaMSP program engages districts to partner with local institutions of higher learning (IHE) to provide cohorts of long-term teachers, and sustained professional learning activities to develop strong mathematics and science content knowledge and related pedagogical strategies. Program activities ensure that educators develop the necessary knowledge and skills to effectively teach challenging courses using instructional materials adopted by the State Board of Education (SBE). Professional learning opportunities must adhere to the following requirements:

- Improve teachers' subject-matter knowledge.
- Relate directly to the curriculum and academic areas in which the teacher provides instruction.
- Enhance the ability of the teacher to understand and use the challenging California academic content standards for mathematics and science.
- Provide instruction and practice in the effective use of content-specific pedagogical strategies.
- Provide instruction in the use of data and assessments to inform classroom practice.

Additionally, the CaMSP program partnerships are between a high-need LEA and an engineering, mathematics, or science department of an institution of higher education. The term "high-need LEA" refers to an LEA that serves a student population of which at least 40 percent qualify for the National School Lunch Program. Therefore, funding is directed throughout the state to high-need educational agencies that historically employ new and underprepared teachers. The CaMSP program indirectly addresses the equitable distribution of highly qualified teachers in California by providing an opportunity to teachers in those schools to improve their content knowledge and instructional strategies.

- **Mathematics and Reading Professional Development Program (Assembly Bill 466, reauthorized under Senate Bill 472)**

Assembly Bill (AB) 466 (Chapter 737, Statutes of 2001) established state funding for the Mathematics and Reading Professional Development Program. This reimbursement program provides funding for 120 hours of professional development in mathematics and reading/language arts to kindergarten through grade twelve classroom teachers. SB 472 also provides incentive funding to LEAs for the purpose of providing teachers of English language learner pupils in kindergarten and grades one through twelve. The program authorizes 40 hours of institute training and 80 hours of follow-up practicum. Local educational agencies must provide assurances that the initial 40 hours of professional development will be contracted with a state board approved provider. The training will be based on the statewide academic content standards, curriculum frameworks, and instructional strategies designed to help all pupils, including English language learners and pupils with exceptional needs, gain mastery of the California academic content standards. The regulations also authorize 20 hours of initial training and 20 hours of follow-up practicum for instructional aides or paraprofessionals.

AB 466, under Article 3 for LEAs, provides approved professional development delivered by SBE-approved training providers on state or local board-approved instructional materials that are aligned with state content standards and curriculum frameworks. This program was reauthorized by Senate Bill (SB) 472 in 2006. The reauthorization will continue the Mathematics and Reading Professional Development Program through June 2012.

This professional development program will be a major component for secondary special education teachers and teachers who qualify for rural flexibility as stipulated in the California Code of Regulations, Title 5, regulations 6111 and 6113, county office programs. AB 466 and its reauthorizing legislation, SB 472, prioritize participation in the program. The intent of the legislation is to allow LEAs to give highest priority to training teachers who are new to the teaching profession, who are assigned to high-priority schools, and who are assigned to schools that are under state sanctions. This intention supports the equitable distribution of HQTs by ensuring that priority funding be given to districts for the purpose of providing professional development in mathematics and reading for teachers in highest need schools.

- **National Board Program**

The National Board for Professional Teaching Standards (NBPTS) provides a rigorous measure for experienced teachers through sets of teaching standards that describe the accomplished level of teaching. Over the course of a school year, candidates for national certification must create a portfolio of their teaching and sit for an assessment of their content knowledge. National Board certification is available in more than 24 certificate areas, defined by a student age range and the content taught. Teachers seeking National Board Certified Teacher (NBCT) status often create small learning communities as they develop their portfolios. The National Board certification process requires teachers to examine their practice and provides the opportunity to address apparent weaknesses. The process can take up to three years for teachers who discover a weakness that must be addressed. National Board certification is the epitome of long-term, meaningful professional development. Approximately one percent of all California teachers are NBCTs.

National Board certification is one measure of the highly qualified teacher status necessary for NCLB compliance. To encourage teachers in California to take the challenge of national certification, the California Department of Education administers two programs. The federally funded Candidate Subsidy Program (CSP) provides 50 percent of the candidate fees, and the state-funded NBPTS Incentive Award Program provides a \$20,000 incentive award for NBCTs who work in high-priority schools. The 2006 Budget Act proposes additional state funding to increase the candidate fee support to 90 percent. With approximately 50 percent of California NBCTs teaching in the bottom half of all California schools (determined by the Academic Performance Index), California is the national exception with regard to the equitable distribution of NBCTs.

- **Beginning Teacher Support and Assessment Program (BTSA)**

All California teaching candidates graduating from credentialing programs must pass the CSET that ensures subject-matter competency. Once hired, they are required to participate in a two-year induction program (SB 2042). This program, the Beginning Teacher Support and Assessment Program (BTSA), is a state-funded induction program designed to support the professional development of newly credentialed, beginning teachers and fulfill the requirements for the California clear multiple and single subjects credentials.

The BTSA Induction Program provides formative assessment, individualized support, and advanced content for newly credentialed, beginning teachers, ensuring a highly qualified teacher in every California classroom.

- **New Legislation: Senate Bill 1209, Scott**

*Certificate Staff Mentoring:* SB 1209 establishes the Certificate Staff Mentoring (CSM) program, which provides \$6,000 annual stipends to experienced teachers to teach in “staff priority schools” (defined as schools ranked in deciles one through three of the Academic Performance Index or a county juvenile court school) and assists teacher interns during their induction and first years of teaching (\$11.2 million).

- **The California Subject Matter Projects**

The California subject matter projects (CSMP), administered by the University of California Office of the President (UCOP), has long played a major role in professional development for California kindergarten through twelfth grade teachers. Beginning with the establishment of the California Writing Project in 1977, the CSMP has evolved to include all core academic subject areas. The CSMP assists new, underprepared, and veteran teachers to develop and master core academic content and research-proven instructional methods that are linked to adopted California content standards, curriculum frameworks, and related approved instructional materials.

The CSMP operates statewide through a network of regional projects. In 2002-03, the Governor and Legislature chose to appropriate the state funds for technical assistance under Title II, Part A, \$4.35 million, to the CSMP. The CSMP expends those funds under an MOU between the CDE and UCOP that seeks to address major NCLB goals and the needs of districts, schools, and their teachers.

The CSMP, using federal funds, intends to provide technical assistance to teachers and LEAs in support of the following four major goals, specified as priorities under NCLB, Title II, Part A, Section 2113 – State Use of Funds.

Goal I: In collaboration with schools and districts, the CSMP will provide technical assistance to teachers, enabling them to meet licensing and certification requirements to become highly qualified in the core academic areas, pursuant to California regulations and federal law.

Goal II: In collaboration with schools and districts, the CSMP will provide technical assistance to teachers that supports the development of academic content knowledge and the content-specific pedagogical skills required to teach in accordance with California academic content standards and state assessments to promote student achievement consistent with such standards.

Goal III: In collaboration with schools and districts, the CSMP will provide technical assistance to teachers to develop the knowledge and skills required to ensure that

English learners (ELs) have full access to the core curriculum and demonstrate satisfactory (or better) academic literacy skills, reading and writing, in the core content areas.

Goal IV: In collaboration with schools and districts, the CSMP will provide technical assistance to administrators and teachers that support LEAs in meeting or exceeding Adequate Yearly Progress (AYP) and API goals.

In 2005-06 the CSMP reported serving 39,761 participants, of whom 29,046, or 73 percent, are teachers. Of the teachers, about 16,524, or 57 percent, were teaching at low-performing schools; more than 12,402, or 43 percent, reported being teachers of ELs, 592, or 2 percent were teachers who were working toward their preliminary credential in the subject area in which they teach; and 4,937, or 17 percent needed to demonstrate subject-area competency through the California HOSSE process.

<b>Project</b>	<b>Professional Development Programs</b>	<b>Participants</b>	<b>Low-Performing School Participants</b>	<b>Total Hours</b>
California Writing Project	1,587	12,658	3,747	258,694
California History-Social Science Project	444	2,648	694	45,395
California International Studies Projects	410	1,953	662	46,612
California Math Project	915	7,523	3,905	258,870
CRLP	589	8,364	4,869	135,234
CSP	369	3,857	1,813	79,521
CFLP	76	629	198	20,359
TCAP	471	2,129	636	47,913
<b>Total</b>	<b>4,861</b>	<b>39,761</b>	<b>16,524</b>	<b>892,598</b>
<b>CSMP projections for July 1, 2006, to June 30, 2007, is to come within + or - 5% of the number of programs and participants served in 2005-06.</b>				

The goals outlined in the MOU between the CDE and UCOP include providing technical assistance and high-quality professional development to schools and districts so that teachers may comply with NCLB highly-qualified teacher requirements.

### **Recruiting and Retaining Highly Qualified Teachers in Hard-to-Staff Schools**

- **New Legislation: Senate Bill 1209, Scott**

*Personnel Management Assistance Team (PMAT):* SB 1209 established the PMAT in up to six county offices to provide technical assistance to school districts in personnel management, recruitment, and hiring processes, and it allows the Superintendent of Public Instruction (SPI) to select one PMAT to maintain a clearinghouse of effective personnel management and hiring practices (\$3 million).

*Salary Planning Grants:* SB 1209 authorizes the district and teachers' bargaining unit to apply to the SPI for technical assistance and planning grants to facilitate the planning of a salary schedule for teachers based on criteria other than years of training and experience (e.g., step and column salary schedule).

- **Quality Education Investment Act of 2006**

This bill authorizes school districts and other local educational agencies to apply to the Superintendent for funding. The money should be allocated to elementary, secondary, and charter schools that are ranked in either decile one and two on the 2005 API for use in performing varied specified measures to improve academic instruction and pupil academic achievement.

**DOES THE PLAN SPECIFICALLY ADDRESS THE NEEDS OF ANY SUBGROUPS OF TEACHERS IDENTIFIED IN REQUIREMENT 1?**

The new STMSV process will assist secondary teachers of multiple subjects and secondary teachers in alternative education programs in becoming highly qualified. Giving alternative education teachers, who are generally not certified in the specific areas they teach, a strong content background, with pedagogical practice, will make them stronger teachers and will translate into their staying in these programs for longer periods, thus increasing the average years of experience of these two types of teachers. Additionally, using the Troops to Teachers program as a recruitment tool for the alternative education programs will increase the number of teachers working in this vital, but hard-to-staff area.

Additionally, programs like One Thousand Teachers, One Million Minds Initiative, focused on improving both the supply and quality of science and mathematics teachers in California; and programs like the California Assumption Program of Loans for Education (APLE) designed to encourage outstanding students, district interns, and out-of-state teachers to become California teachers in subject areas where a critical teacher shortage has been identified. These areas are Mathematics (Grades 7-12), Science (Life/Physical) (Grades 7-12), Foreign Language, Special Education, English (Grades 7-12), Low-Income Area School, schools serving rural areas, State special schools, school with a high percentage of emergency permit teachers and low-performing schools.

The plan will also focus on helping LEAs plan and implement content-aligned, cohesive, research-based professional development, especially in schools that are historically hard to staff. It is the plan of the CDE to build capacity in these schools, that have been revolving doors for teachers for years, to ensure that teachers feel valued and receive adequate training to meet the challenges that face them in these high-needs schools.

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

**DOES THE PLAN INDICATE HOW THE SEA WILL MONITOR LEA COMPLIANCE WITH THE LEAS' HQT PLANS DESCRIBED IN REQUIREMENT 2 AND HOLD LEAS ACCOUNTABLE FOR FULFILLING THEIR PLANS? (REVISED)**

LEAs that fail to meet or achieve acceptable HQT percentages (at least 95% in all schools and programs) will be required to submit a plan, with timelines, for meeting the goal by the end of the 2007-08 school year or submit a plan, with timelines, that demonstrates the LEA will achieve predetermined percentages until full compliance can be achieved. The NCLB HQT analyst will review plans and budgeted activities to ensure that teachers are given the resources needed to become highly qualified.

The state will utilize its existing and newly created data collection systems to monitor districts for HQT compliance. The coordinator and CMIS staff will review data annually and schedule monitoring visits to districts, giving priority to those that do not make AYP. Districts will provide appropriate documentation of plans and progress toward maintaining/meeting the 100 percent goal. A plan for corrective action will be mandated for districts that do not maintain acceptable HQT percentages or fail to make sufficient progress toward the 100 percent goal.

**DOES THE PLAN SHOW HOW TECHNICAL ASSISTANCE FROM THE SEA TO HELP LEAS MEET THE 100 PERCENT HQT GOAL WILL BE TARGETED TOWARD LEAS AND SCHOOLS THAT ARE NOT MAKING AYP? (REVISED)**

Data collected on classes taught by teachers who are not HQ will be combined with data on schools and districts that do not make AYP to determine the schedule for monitoring and technical assistance visits. Priority will be given to districts and schools that do not meet AYP and that have the greatest percent of classes taught by non-HQ teachers.

**DOES THE PLAN DESCRIBE HOW THE SEA WILL MONITOR WHETHER LEAS ATTAIN 100 PERCENT HQT IN EACH LEA AND SCHOOL: (REVISED)**

- **In the percentage of highly qualified teachers at each LEA and school**

Data will be collected in October through the CBEDS-PAIF of each school year to identify teachers assigned to classes for which they are not HQ. This information will be utilized in the monitoring process and in providing technical assistance to districts. The CDE will require each LEA that does not report 100 percent HQT compliance to submit the name of the teacher, the subject taught, and the plan to ensure that each teacher will be HQ by the end of the current school year. This plan will be due to the CDE by October 31 of each year ([Attachment 3](#)). In the case of a non-HQ teacher teaching in a Title I class the LEA or COE will be required to include documentation that the appropriate parental notification was done by including a copy of the letter and signed verification that all required letters were sent.

- **Of the percentage of teachers who are receiving high-quality professional development, is it possible to enable such teachers to become highly qualified and successful classroom teachers?**

As mentioned in Requirement 3, the monitor of programs targeted at struggling LEAs will offer needed insight into which programs offer the support for new teachers to become highly effective teachers. The CDE will annually evaluate which programs are showing promise and which are not demonstrating measurable change to ensure that schools have the resources and technical assistance needed to make long-term changes in teaching practices to meet the 2014 goal of all students being proficient in math and reading.

**CONSISTENT WITH ESEA §2141, DOES THE PLAN INCLUDE TECHNICAL ASSISTANCE OR CORRECTIVE ACTIONS THAT THE SEA WILL APPLY IF LEAS FAIL TO MEET HQT AND AYP GOALS? (REVISED)**

All schools participating in the CMIS program and those identified in Requirement 1 will be monitored for success as part of the implementation of this plan. Data will be collected on each district that participates in programs discussed in this plan, and adjustments will be made when a need is indicated.

**Technical Assistance**

The Title II, Part A, state coordinator and CMIS staff will continue to provide ongoing technical assistance to districts and schools that fail to meet or maintain adequate HQT percentages. A variety of programs and initiatives are in place and more will be added as data indicate a need. These programs are described in the response to Requirement 3.

### **Corrective Actions**

Level I: Not reporting high quality teacher-equitable distribution (HQT-ED) of at least 95 percent in all schools and programs and not demonstrating good-faith effort (attending trainings, demonstrating growth, providing documentation, implementing agreed upon HQT plan)

In collaboration with the CDE, the LEA will:

- Hire only NCLB compliant, fully California credentialed teacher until the school has maintained 100 percent NCLB compliance for two years and exceeds the district average for experienced teachers.
- Identify funds.
- Develop an immediate HQT-ED Plan for growth.
- Identify responsible parties.
- Develop a timeline for implementation.

Level II: Failing to implement the Immediate HQT-EDET Plan for Growth and reporting 95 percent HQT percent or less

The LEA will:

- Publish the HQT-ED percentages of all schools and programs in the LEA in local newspapers.
- Hold at least two public meetings to gather input from stakeholders (community, chamber of commerce, parents group, CTA) on strategies for immediate improvement.
- Write up a plan and publish it (in the local paper) with timelines, funding sources, and responsible parties.
- Send the plan, with proof of publication, to the CDE.

Level III: Failure to comply with Level II sanctions, failure to implement Level II plan, and reporting HQT compliance of less than 95 percent  
The CDE and the LEA superintendent will create an immediate HQT-ED growth plan and assign appropriate funds with timelines.

**Requirement 5: The revised plan must explain how and when the SEA will complete the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005-06 school year and explain how the SEA will discontinue the use of HOUSSE procedures for teachers hired after the end of the 2005-06 school year (except for the situations described below).**

**DOES THE PLAN DESCRIBE HOW AND WHEN THE SEA WILL COMPLETE THE HOUSSE PROCESS FOR ALL TEACHERS NOT NEW TO THE PROFESSION WHO WERE HIRED BEFORE THE END OF THE 2005-06 SCHOOL YEAR? (REVISED)**

The California Commission on Teacher Credentialing (CCTC) is authorized to license teachers in the State of California. The licensing of teachers in the State of California is a complex system with many avenues and alternatives to establishment of the appropriate credential and authorization. Because of this system, many teachers in California are authorized to teach subjects in which they do not have a major or minor. In schools, alternative programs, and county programs where this is true, the HOUSSE process has been invaluable in allowing teachers to use years of experience, college units, and professional development to verify subject-matter competency. Additionally, California chronically suffers from a teacher shortage. Complete elimination of the HOUSSE process would make this chronic shortage an epidemic and cripple the state's ability to ensure a high-quality and effective teacher for all California students.

California's HOUSSE process was designed to be somewhat self-limiting over time. Many states allow teachers to be hired as "new to the profession," but after they have been employed for a certain length of time, their status can change to "not new." California purposely set one point in time, directly related to NCLB requirements, that would establish every teacher's status. Any teacher who was credentialed after July 1, 2002, would always be considered "new to the profession." Any teacher who had received his or her credential before that date would be considered "not new." The CDE strongly believes in the HOUSSE process that was created in collaboration with a diverse group of constituents. It does ensure that teachers have a strong background in the subject they teach; however, the CDE acknowledges that some parts of the process may be weaker than originally intended. On direction from the ED, and to ensure all

California students have the highest quality of teacher, the CDE has reevaluated and made modifications to the HOUSSE process, as described below:

#### HOUSSE Part 1: Current

- Prior experience in the core academic content area. A maximum of five years (50 points) may be counted; out-of-state experience may be counted, and non-consecutive years may be counted.
- Course work in the core academic content area. Course work must be non-remedial course work, C- or better for subject area.
- Standards-aligned professional development in the core academic content area. NCLB law requires that the HOUSSE process must be available to the public upon request. LEAs were instructed to develop a list of acceptable NCLB professional development activities, assign points for completed activities, utilize the list uniformly throughout the LEA (district, charter school, and/or county), and make the list available to the public upon request. Because standards were not in place in California until 1997, only professional development offered after that date is acceptable.
- Leadership and service to the profession in the core academic content area. NCLB law requires that the HOUSSE process must be available to the public upon request. LEAs were instructed to develop a list of acceptable leadership and service activities, utilize the list uniformly throughout the LEA (district, charter school, and/or county), and make the list available to the public upon request.

#### HOUSSE Part 2: Current

If a “not new” teacher has not accumulated 100 points on HOUSSE-PART 1, then the teacher may use the California HOUSSE-PART 2 observation or portfolio requirement to demonstrate core academic subject-matter competence by using classroom-based evidence. Assessment of evidence should indicate that California Standards for the Teaching Profession, Standards 3 and 5.1, and other elements have been met with sufficient documentation to ensure that the teacher has demonstrated competence in the core academic area(s) assessed.

The CDE is recommending to the State Board of Education the following changes to the HOUSSE process. Because it would not be appropriate to make changes to the HOUSSE during a school year, the CDE plans to implement these changes before any hiring takes place for the 2007-08 school year, but no later than June 30, 2007.

### HOUSSE Part 1: Recommended Changes

- HOUSSE Part 1 will continue to be part of California's certification process for "not new" teachers.
  - Remove "Leadership and Service to the Profession" section.

### HOUSSE Part 2: Recommended Changes

- HOUSSE Part 2 will no longer be available as part of California's certification process except for secondary multiple-subject teachers who teach in Small Rural School Achievement schools, secondary multiple-subject special education teachers, and secondary teachers who teach multiple subjects in alternative programs;
  - HOUSSE Part 2 will no longer contain a portfolio assessment option; and
  - Can not count for more than 40 of the 100 points needed.

Note: A complete description of California's rules and processes related to HQT is found in *NCLB Requirements Resource Guide* and may be accessed at <http://www.cde.ca.gov/nclb/sr/tq/documents/nclbresguide.doc>.

### DOES THE PLAN DESCRIBE HOW THE STATE WILL DISCONTINUE THE USE OF HOUSSE AFTER THE END OF THE 2005-06 SCHOOL YEAR EXCEPT IN THE FOLLOWING SITUATIONS? (REVISED)

- **Multisubject secondary teachers in rural schools, if HQ in one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years of the date of hire.**

California's Rural Flexibility, *California Code of Regulations*, Title 5, § 6113. Middle and High School Teachers Rural Flexibility. Does not include a provision for "new" (credentialed after July 1, 2002) teachers to use the HOUSSE process

- **Multisubject special education teachers who are new to the profession, if HQ in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years of the date of hire.**

Secondary special education flexibility has been of limited benefit to LEAs hoping to use the HOUSSE process on “new” secondary special education teachers because the CTC and the CDE have had limited success in getting universities to require or encourage special education teacher candidates to take the CSET-Math, CSET-Science, or CSET-English exams. The CDE and the CTC as well as LEAs and COEs are continuing to work with university intern programs and traditional teacher preparation programs to get them to require one of these exams for placement into the program. A better solution is the new STMSV program described in Requirements 1 and 3 and is mentioned below.

As discussed in Requirement 1 and Requirement 3, Ventura County Office of Education, under the authority of the CDE, will have completed the Secondary Teachers of Multiple Subjects Verification Process by the time this plan is submitted. The rigorous content verification process for secondary teachers of multiple subjects, including all secondary special education teachers, and teachers who teach in home/hospital programs, necessary small high schools, continuation schools, alternative schools, opportunity schools, juvenile court school, county community schools, district community day schools, small rural school achievement program schools, and independent study programs will alleviate the need to use a HOUSSE process, which is limited to “new” teachers (those credentialed after July 1, 2002) in most cases.

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

#### **DOES THE REVISED PLAN INCLUDE A WRITTEN EQUITY PLAN?**

California is the most economically, geographical, and linguistically diverse state with the largest population of teachers and students in the nation. California is a “local control” state where each LEA has developed into a unique educational agency. With over 1,053 districts, it would not be an exaggeration to say – no two LEAs are alike. Therefore no one plan could solve the problems facing California as we move aggressively toward the equitable distribution of highly qualified, experienced and effective teachers for all students. In order to address California’s equitable distribution issues the California Department of Education in collaboration with the legislature has passed several key initiatives such as Senate Bill 1133 (Quality Education Investment Act), Senate Bill 472 (Mathematics and Reading Professional Development Program), and pending legislation, Senate Bill 1209 (addresses, Teacher Credentialing and creates the Certificated Staff Mentoring Program, among other things). Acting on its

long-standing commitment to providing technical assistance to LEA, the SEA will implement these initiatives to help districts meet their HQT goals.

In addition, the California Department of Education (CDE) will calibrate their resources both within the Department and across local educational agencies. The Professional Development and Curriculum Support Division will coordinate with the School Improvement Division, and The School and District Accountability Division to monitor the of progress by districts.

The State Plan for equitable distribution is a multifaceted plan in how it addresses the equitable distribution of high quality, experienced and effective teachers in all schools. Specifically in schools with high-poverty, high-minority populations where students continue to under-perform academically.

It is the focus of this plan to target state resources, both monetary and staff time on schools with high-poverty, high-minority populations that have historically been unable to recruit and retain high quality and effective teachers.

It is the intent of the Categorical, Monitoring, Intervention and Sanctions process, through its work with districts and schools, to provide direct technical assistance by assisting them in developing their equitable distribution plan. The SEA along with the district leadership team, local boards, and other local stakeholders will develop an equitable distribution plan, with goals, benchmarks, and timelines that will move the district toward 100% highly qualified teachers.

One of the goals of this equitable distribution plan is for the district and school resources (both human and fiscal) to be aligned around the objectives of the equitable distribution plan. Through alignment of Title II, Part A and Title I funds the SEA will make recommendations to districts on strategies to effectively allocate their resources for maximum impact on equitable distribution.

The SEA has received input on California's HQT Plan from various stakeholders such as the California Teachers Association, Association of California School Administrators, and Public Advocates to name a few. Working together, the SEA believes that a clear, coherent, and deliberate path will be established to help LEAs reach their goals.

### **Focus One:**

In order to comply with federal mandates for oversight of the No Child Left Behind Act, the CDE began full implementation of California's LEA monitoring process for HQT, the Compliance Monitoring, Intervention, and Sanctions (CMIS) program, in June 2006.

Specifically, a federal review of CDE administration of NCLB resulted in a “finding,” to wit, that CDE was not monitoring the accuracy of LEA implementation of NCLB teacher quality compliance. Subsequently, CDE staff developed a protocol for such monitoring. In January 2006 the CMIS protocol was approved by the State Board of Education (SBE) and thereafter forwarded to the U.S. Department of Education (ED), from whom CDE staff received positive feedback. Full details of the program are included in Appendix: CMIS Training Presentation.

The CMIS program staff has carefully analyzed available HQT percentages, AYP identification, poverty/minority data, and average years of experience for each school and educational program in California to develop a picture of each district and school within the state ([see Appendix Data 1: All Schools](#)). Schools were placed in the CMIS program by using two sets of criteria: ([See Appendix Data 2: CMIS Schools](#).)

1. Failed to meet AMO-HQT for two consecutive years
2. Met their AMO-HQT for at least one year, but reported HQT percentages of less than 70 percent on the ConApp, Part II, in December 2005

To ensure that these schools have complied with NCLB HQT requirements by June 2007, the CDE will use the CMIS program to closely monitor 1,783 schools, representing 372 school districts, located in 56 of the 58 California counties. (See attachment 11)

To ensure that all schools have complied with NCLB HQT requirements by June 2007, the CDE will use the CMIS program to closely monitor the 1,783 schools, representing 372 districts, which have been placed in the CMIS process. Because of the large number of schools involved, the schools noted above will be divided into four subgroups as follows:

Category A schools are those schools with an HQT percentage of 85 percent or better (401 schools)

Category B schools are those schools with an HQT percentage between 70 percent and 85 percent (287 schools)

Category C schools are those schools with an HQT percentage below 70 percent (661 schools)

Category C2 schools are those schools that may have met their AMO-HQT for at least a year but reported HQT percentages of less than 70 percent on December 2005 (428 schools)

For each LEA identified by the Compliance, Monitoring, Interventions and Sanctions (CMIS) program that has a C or C2 category school, CDE staff will be conducting site visits to create an equity plan that will be monitored closely.

**Increase the Capacity of Each School Where Inequities Exist:**

- Certificate Staff Mentoring : SB 1209

Certificated Staff Mentoring established by SB 1209 provides \$6,000 annual stipends to experienced teachers to teach in staff priority schools and assists teacher interns during their induction and first years of teaching. Personnel Management Assistance Team (PMAT): six county offices were chosen to provide technical assistance to school districts in personnel management and recruitment and hiring processes.

LEA s may receive funding if all of the following conditions for a certificated staff mentoring program are meet:

1. Provide annual stipends for experienced teachers (meeting specified criteria) who teaches in a staff priority school(school is at or below the 30<sup>th</sup> percentile for API and includes juvenile court school, county community school, or community day school)
2. These experienced teachers must receive training on how to serve as a mentor and be provided with the time, material, and resources to provide assistance to new teachers.

- Beginning Teacher Support and Assessment Program (BTSA)

The purposes of the Beginning Teacher Support and Assessment (BTSA) Program are to enhance the success and retention of first-year and second year teachers by aiding the transition into teaching; improve training for new teachers; provide intensive individualized support and assistance to each participating beginning teacher; and establish an effective, coherent system of performance assessments that are based on the California Standards for the Teaching Profession.

- One Thousand Teachers, One Million Minds Initiative - University of California

Intended to increase the supply and quality of science and mathematics teachers in California by providing students the opportunity to complete a bachelor's

degree and all requisite course work to be highly qualified as a secondary teacher in math or science in four years.

- California Mathematics and Science Partnership Program

California Mathematics and Science Partnership (CaMSP) grants are intended to help educators improve their skills in teaching math and science. The grants are awarded to eligible partnerships or educational agencies that in turn create opportunities for teachers to receive professional development in teaching math and science. Target schools include those where at least 40 percent of students qualify for the National School Lunch Program.

- Mathematics and Reading Professional Development Program (AB 466, now SB 472).

Assembly Bill (AB) 466 (Chapter 737, Statutes of 2001) established state funding for the Mathematics and Reading Professional Development Program (AB 466). This is a reimbursement program that provides professional development for K—12 classroom teachers, instructional aids, and paraprofessionals.

Reauthorized AB 466 through June 2012. Highest priority for this program is given to secondary special education teachers and teachers who qualify for rural flexibility county office programs. Additionally, priority is given to teachers who are new to teaching, who are assigned to high-priority schools, and who are assigned to schools that are under sanctions.

- National Board Program
- Coordination CMIS technical assistance with PI efforts

#### **Improve the Pool of High Quality Teacher in Hard-To-Staff Schools:**

- Alternative Certification Program

Authorizes the Commission on Teacher Credentialing to award an additional \$1,000 per teacher for teacher interns to receive additional training in teaching English learners and provide a reduced ratio of experienced teachers to teacher interns.

- Troops to Teachers

The purpose of TTT is to assist eligible military personnel to transition to a new career as public school teachers in targeted schools.

- International Teachers
- California Teacher Internship Programs

Alternative teacher credentialing programs provide opportunities for teacher candidates to become highly qualified through a state-approved alternative teacher credential program while working as classroom teachers.

- California Assumption Program of Loans for Education (APLE), other Load Forgiveness programs

The APLE is a competitive teacher incentive program designed to encourage outstanding students, district interns, and out-of-state teachers to become California teachers in subject areas in which a critical teacher shortage has been identified or in designated schools meeting specific criteria.

### **Retaining High Quality, Effective Teachers in Hard-To Staff Schools**

- Personnel Management Assistance Team (PMATs): SB 1209 established the PMAT in up to six county offices to provide technical assistance to school districts in personnel management, recruitment and hiring processes and allows the Superintendent of Public Instruction (SPI) to select one PMAT to maintain a clearinghouse of effective personnel management and hiring practices. (\$3 million)
- Salary Planning Grants: SB 1209 authorizes the district and teachers bargaining unit to apply to the SPI for technical assistance and planning grants to facilitate the planning of a salary schedule for teachers based on criteria other than years of training and experience (i.e., step and column salary schedule).

### **Focus Two:**

The CDE will receive a separate General Fund appropriation of \$1.1 million to fund nine new staff to implement the Quality Education Investment Act (QEIA) Act of 2006 (described below). For the purpose of this equity plan four of these staff positions will be housed within the Title II, Part A Teacher Quality program. The program will consist of the six full time CDE staff positions: Title II, Part A Coordinator, two consultants, two analysts and one office technician, referred to as HQT staff. This team will be

responsible for the implementation, monitoring and ongoing evaluation of this equitable distribution of high quality, experienced and effective teacher plan and the CMIS program.

SB 1133 attempts to address the following three K—12 goals, in decile one and two schools, that are the lowest performing schools and the schools with highest level of poverty.

- improve the quality of academic instruction and pupil achievement in the schools in which pupils have high levels of poverty
- develop exemplary school districts and school practices that will attract and retain qualified teachers, administrators, and other staff, and
- focus school resources in a comprehensive manner on instructional improvement. The same three focuses of this plan.

Using the requirements outlined in the legislation a select group of schools identified for participation in the CMIS program representing a wide geographic distribution of schools across urban, rural, and suburban areas will:

- be encouraged to apply; or
- chosen to participate in this portion of the plan.

Using the Professional Development Guide HQT staff will work with the targeted schools to develop a system wide, cohesive plan of school improvement and staff development that will address the focus of the legislation issues articulated in the self-study and other state obligations.

#### **DOES THE PLAN IDENTIFY WHERE INEQUITIES IN TEACHER ASSIGNMENT EXIST?**

Based on the following data there is a slightly higher occurrence of classes taught by non HQ teachers at schools with high-poverty, and high populations of Black and Hispanic students. Interestingly, the data indicates that 7.8 percent more classes are taught by HQ teachers in schools that did not meet AYP than those that met AYP.

<b>2005-06 data as of October 2005</b>			
School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes Taught by Highly Qualified teachers
All Schools in State	<b>670,456</b>	<b>574,448</b>	<b>85.7%</b>
All High-Poverty Schools (afdc % GT 82.1%)	<b>150,304</b>	<b>122,833</b>	<b>81.7%</b>
All Low-Poverty Schools	<b>173,169</b>	<b>154,386</b>	<b>89.2%</b>
All Schools with High Black and Hispanic Populations (GT 80%)	<b>165,788</b>	<b>138,730</b>	<b>83.7%</b>
All Schools with Low Black and Hispanic Populations (LT 23%)	<b>133,909</b>	<b>120,152</b>	<b>89.7%</b>
Possible AYP Difficulties	<b>359,901</b>	<b>321,334</b>	<b>89.3%</b>
No AYP Difficulties	<b>310,632</b>	<b>253,253</b>	<b>81.5%</b>

Based on 2005-06 data low-poverty elementary schools have only a slightly higher percentage of HQ teachers than do high-poverty schools.

<b>2005-06 data as of October 2005, Elementary</b>				
School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes Taught by Highly Qualified teachers	Average* Years of Teaching Experience
All Elementary in State	185,131	162,651	87.9%	12.9
High-Poverty Schools (afdc % GT 82.1%)	50,795	42,758	86.1%	11.6
High-Poverty Schools with AYP issues	39,751	33,995	85.5%	11.6
Low-Poverty Schools (afdc % LT 25.31%)	44,711	39,529	88.4%	13.7
Low-Poverty Schools with AYP issues	6,092	3,541	58.1%*	13.5

Schools with High Black and Hispanic Populations (GT 80%)	56,296	48,834	86.7%	11.4
Schools with High Black and Hispanic Populations and AYP issues	42,145	36,367	86.3%	11.5
Schools with Low Black and Hispanic Populations (LT 23%)	38,226	34,335	89.8%	14.1
Schools with Low Black and Hispanic Populations and AYP issues	4,205	2,503	59.5%*	14.2

\*Based on school averages

Based on preliminary data low poverty secondary schools have a nine percent higher rate of HQ teachers than do high poverty schools. However, it is important to note that ninety-eight percent of the alternative education programs and special education teachers teaching multiple subjects, are at the secondary level; these being the hardest to staff and the most difficult to bring into compliance.

<b>2005-06 data as of October 2005, Secondary</b>				
<b>School Type</b>	<b>Total Number of Core Academic Classes</b>	<b>Number of Core Academic Classes Taught by Highly Qualified Teachers</b>	<b>Percentage of Core Academic Classes Taught by Highly Qualified teachers</b>	<b>Average* Years of Teaching Experience</b>
All Secondary in State	485,325	411,797	84.8%	12.8
High-Poverty Schools (afdc % GT 70.09%)	99,562	79,127	79.5%	11.7
High-Poverty Schools with AYP issues	83,910	66,153	78.8%	11.6
Low-Poverty Schools (afdc % LT 21.1%)	128,458	114,857	89.4%	13.4
Low-Poverty Schools with AYP issues	83,910	66,153	78.8%	14
Schools with High Black and Hispanic Populations (GT 80%)	109,492	89,896	82.1%	11.3

Schools with High Black and Hispanic Populations and AYP issues	88,093	71,416	81.1%	11.5
Schools with Low Black and Hispanic Populations (LT 23%)	95,683	85,817	89.7%	14.2
Schools with Low Black and Hispanic Populations and AYP issues	7,396	6,434	87.0%	15.5

\*Based on school averages

**DOES THE PLAN DELINEATE SPECIFIC STRATEGIES FOR ADDRESSING INEQUITY IN TEACHER ASSIGNMENT?**

Strategies to address inequity in teacher assignments and ensure equitable distribution of highly qualified and experienced teachers are provided in California legislation and CDE initiatives. The CDE will use two new legislative programs to address the inequities identified in deciles one and two schools.

- SB 1133 (Torlakson) implements the Quality Education Investment Act (QEIA) Act of 2006. This Act provides \$3 billion of one-time funds to K-14 education over a seven year period from 2007-08 to 2013-14. Ten percent of the funding or \$300 million will go to community colleges and 90% or \$2.7 billion will go to K-12 education. The county superintendents of education will receive \$19 million of the K-12 portion. The CDE will receive a separate General Fund appropriation of \$1.1 million to fund nine new staff to implement the program.

QEIA authorizes school districts and other local educational agencies to apply to the Superintendent of Public Instruction to receive funding to allocate to elementary and secondary schools that are ranked in either decile one or two on the 2005 API. These funds are to be used in performing various specified measures to improve academic instruction and pupil academic achievement.

**Standard Program Requirements:**

There are eight program requirements and two accountability requirements that schools have four years to complete. The first year, 2007-08, is viewed as a start up year. Schools are expected to complete one-third of the requirements by the end of 2008-09, two-thirds by the end of 2009-2010, and all the requirements by 2010-11. If the school does not meet the requirements, their funding will

terminate at the end of 2010-11. Therefore, every school will receive funding for the first four years of the program. However, the bill also states the Superintendent shall give advance notice to the districts to allow them reasonable time to make staff and cost adjustments. The Superintendent shall also provide the district with funds sufficient to cover staff and other cost adjustments. Consequently, a school that does not make its requirements and is terminated may receive more than four years of funding.

Class size reduction is the major requirement of SB 1133. Grades four through six must reduce their average class size by the minimum of five students or an average class size of 25. In addition, in no case, can a class size exceed 27. The average statewide class size is around 29 students for grades four through six. The four major core academic classes, English, math, social science and science, for grades seven through twelve must also be reduced by five students. The core classes have the same additional restriction of a minimum average class size of 25. In no case can a class size exceed 27. The average statewide class size for English is 26, for math it is 28 and for social science and science the average is 30. For high schools on the average, these four core classes represent about 50 percent of a six period day.

The other requirements of the QEIA program are:

- For high schools, a 300 to 1 pupil to counselor ratio. The counselors must hold a credential with a specialization in pupil personal services.
- Each teacher including the intern teachers must be highly qualified under NCLB.
- Using a new index that will be created this year by CDE, the average teacher experience for the school shall equal the district average. The index has to meet the condition that all teachers with more than 10 years of experience will be treated as if they have exactly 10 years experience.
- Teachers in the funded school must have at least 40 hours of staff development.
- The school administrator must have “exemplary qualifications and experience” by the end of the first full year of funding. Note that this nebulous requirement is the only requirement that must be accomplished before the first four years of funding.

- Increase actual pupil attendance based on the monthly enrollment of the school.
- For high school, graduation rates must increase.

With the exception of requirements six and seven, the county superintendent will determine if their funded schools have met their requirements. If a school has not met its requirements by the end of the third full year of funding (2010-2011), the county superintendent will notify the SPI Instruction and the SPI shall terminate the funding of that school.

It is expected that about half of the new funding under the QEIA program will go to hiring new teachers and administrators. For schools with severe facilities constraints, it is expected that a majority of their first three years of funding will be used for facilities.

**Accountability Requirements:**

There are two accountability requirements for this bill. For the first three years of full funding, a funded school must exceed its average API growth target (2008-09 to 2010-11). If the school does not, they will be terminated from the program. However, since the API data for the fourth year will not be known until the late summer or early fall of the fifth year; the school will receive a portion of their fifth year of funding. This assumes that they have met all their other requirements. For the fifth year, sixth year and the seventh year of funding the funded school must exceed their growth target. If they do not, their funding will continue, but they will be subjected to sanctions.

- SB 1655 (Scott), passed on August 22, 2006 will prohibit a superintendent from transferring a teacher who requests to be transferred to a school offering kindergarten or any grades one through twelve, inclusive, that is ranked in deciles one to three on the Academic Performance Index, if the principal of the school refuses to accept the transfer.

**Purpose:**

The bill would prohibit the governing board of a school district from adopting a policy or regulation, or entering into a collective bargaining agreement that assigns priority to a teacher who request to be transferred to another school over other qualified applicants who have applied for positions requiring certification qualifications at that school.

**Does the plan provide evidence for the probable success of the strategies it includes?**

As part of the development of this plan the CDE has created an evaluation system to monitor how well the LEAs and COE implement the agreed upon plan, and how successful the activities were in addressing the issues targeted. This evaluation system will be built into the plan as it is written during the CMIS process. The CDE will evaluate the submitted data and make suggestions for revision as indicated.

**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?**

As part of the CMIS process CDE staff will visit each LEA and COE who have schools that were placed in the C or C2 category. As part of pre-visit planning the CDE will have determined to what extent the LEA or COE has an issue with Equitable Distribution. The staff will also have determined which programs currently being used by this plan are available to the LEA or COE and which schools. This data will be made available to the LEAs and COEs. Other available data on the LEA or COE will also be gathered to assist in the creation of the equitable distribution plan. (See Attachments 9 -13)

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Date of Release			Average Years of Experience for District (AYE)								
Alameda			<i>California School for the Blind (State Special)</i>			18.3 AYE						
			California School for the Blind	no		18.3			53.3	No		39
			<i>California School for the Deaf-Northern (State Special )</i>			12.7 AYE						
			California School for the Deaf-Northern	no		12.7			79.9	Yes		46.5
			<i>Alameda County Office Of Education</i>			13.6 AYE						
			FAME Public Charter	yes		10.7			82.9		22.8	10.7
		C	Alameda County Juvenile Hall/Court	no	18	17.7	81	56	69.1	Y	100%	83%
		C	Alameda County Community	no	9	18.1	42	27	64.3	Yes	81.9%	67.4
		C	Alameda County Alternative/Opportunity	no	7	9.9	25	11	44	Yes	87.6%	89.6
			<i>Alameda City Unified</i>			11.7 AYE						
			Alameda High	no		10.2			94.5	No	19.3%	18.3
			Alameda Science And Technology Institute	no		3.8			90.9	No	0.0%	26.2
			Amelia Earhart Elementary	no		15.9			96.9	No	11.2%	17.5
			Arthur Anderson Community Learning Center	no		9.1			97.8	No	6.4%	18.7
			Bay Area School of Enterprise	no		2.7				Yes		63.8
			Bay Farm Elementary	no		11.8			86.7	No	5.5%	6
			Chipman Middle	no		9.6			73.6	Yes	62.8%	46
			Donald D. Lum Elementary	no		13.3			96.7	No	32.6%	22.2
			Edison Elementary	no		18.4			88.2	No	5.9%	9.2
			Encinal High	no		9.4			89.3	Yes	44.4%	38.3
			Frank Otis Elementary	no		18.0			87.5	No	19.2%	19.6
			Franklin Elementary	no		17.9			100	No	21.0%	15.3
			George P. Miller Elementary	no		8.6			100	No	64.0%	49.4
			Haight Elementary	no		12.5			100	No	57.1%	36.2
			Island High (Continuation)	no		9.5			84.6	Yes	32.3%	45.2
			Lincoln Middle	no		11.1			72.4	No	16.6%	14.2
			Longfellow Elementary	no		11.1			92.3	No	70.7%	48.1

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
			Washington Elementary	no		9.6			91.3	No	64.1%	39.5
			Will C. Wood Middle	no		10.5			67.1	No	41.7%	27.4
			William G. Paden Elementary	no		13.1			92.6	No	37.3%	18.7
			Woodstock Elementary	no		11.9			100	Yes	82.3%	51.4
						12.9 AYE						
			Albany High	no		13.8			100	No	8.8%	18.4
			Albany Middle	no		11.9			100	No	12.5%	18.1
			Cornell Elementary	no		12.5			100	No	12.3%	20.4
			Macgregor High (Continuation)	no		9.7			100	No	11.4%	55.5
			Marin Elementary	no		14.3			100	No	11.3%	12.8
			Ocean View Elementary	no		12.4			100	No	19.6%	21.1
						12.8 AYE						
		A	John Muir Elementary	no	16	16.6	17	15	88.2	50.6%	46.8	16.7
		A	Malcolm X Elementary	no	23	12.5	23	21	91.3	53.3%	51.5	12.6
		A	Oxford Elementary	no	18	13.5	17	16	94.1	40.0%	37.7	13.6
		A	Science Magnet	no			25	23	92	58.0%	56.6	14.0
			Cragmont Elementary	no		13.5			80.8	Yes	38.3%	46.7
			Emerson Elementary	no		14.8			94.4	No	51.6%	46.2
			Jefferson Elementary	no		13.8			75	No	35.4%	40.4
			Thousand Oaks Elementary	no		14.7			92	No	51.0%	54
		B	Berkeley Alternative High	no	12	11.5	33	26	78.8	51.4%	86.9	11.5
		B	Berkeley High	no	168	10.9	670	516	77	27.1%	43.4	10.9
		B	King Middle	no	46	12.8	166	120	72.3	38.4%	44.2	12.8
		B	Longfellow Arts And Technology Middle	no	23	12	83	62	74.7	58.4%	63.3	12.1
		B	Washington Elementary	no	18	10.8	17	13	76.5	61.4%	39.8	10.9
		B	Willard Middle	no	26	10.8	85	69	81.2	59.6%	56.5	10.8
		C	Whittier/Arts	no	23	14.3	22	14	63.6	39.0%	46.1	14.3
		C2	Leconte Elementary	no	20	16.2	20	12	60	Yes	61.6%	53.8
						12.6 AYE						
			Canyon Middle	no		15.3			93.6	No	16.7%	24.9

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
			Castro Valley Elementary	no		14.0			100	No	42.1%	37.9
			Castro Valley High	no		12.4			97.4	No	11.2%	18.7
			Chabot Elementary	no		14.8			100	No	12.3%	20.3
			Creekside Middle	no		13.1			97.4	No	13.0%	16
			Independent Elementary	no		9.7			100	No	3.6%	12
			Jensen Ranch	no		9.5			100	No	4.7%	10.2
			Marshall Elementary	no		11.5			100	No	29.2%	30.7
			Palomares Elementary	no		8.4			100	No	10.4%	27.4
			Proctor Elementary	no		11.9			100	No	11.7%	17.6
		C	Redwood Continuation High	no	1	34.0	9	2	77.7	No	0.0%	31.8
		C2	Roy A. Johnson High	no	1	32.0	0	0	0	No	0.0%	40
			Redwood Alternative High	no		15.2			93.8	Yes	15.3%	40.9
			Stanton Elementary	no		9.0			100	No	29.7%	30.1
			Vannoy Elementary	no		12.1			95.7	No	13.1%	25.7
			<i>Emery Unified</i>			11.1	AYE					
			Emery Secondary	no		11.4			82.8	Yes	59.0%	77.6
			Anna Yates Elementary	no		10.8			92	No	74.1%	82.1
			<i>Fremont Unified</i>			12.6	AYE					
			Patterson Elementary	no		10.3			89.3	No	32.9%	30.6
			Centerville Junior High	no		14.3			92	No	24.6%	27.9
			American High	no		9			92.3	Yes	19.9%	15.8
			G. M. Walters Junior High	no		10.2			92.6	No	33.7%	39

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
			Warm Springs Elementary	no		10			93.5	No	12.3%	10.4
			Brier Elementary	no		10.2			93.8	No	49.4%	39.3
			John Blacow Elementary	no		10.8			93.8	Yes	40.7%	32.2
			Mission Valley Elementary	no		14.1			94.4	No	6.2%	5.1
			O. N. Hirsch Elementary	no		15			94.4	No	30.9%	30.6
			Harvey Green Elementary	no		11.3			95	No	33.8%	32.7
			Niles Elementary	no		11.7			95.8	No	12.8%	20.1
			J. Haley Durham Elementary	no		9.7			96	No	44.3%	48.2
			Mission San Jose Elementary	no		14.7			96.2	No	1.5%	1.3
			Mission San Jose High	no		13.3			96.2	No	2.6%	3.2
			Oliveira Elementary	no		12.9			96.3	No	33.7%	31.1
			John M. Horner Junior High	no		13.4			96.8	No	17.0%	21.1
			James Leitch Elementary	no		11.8			97.1	No	9.2%	7.4
			Irvington High	no		10.4			97.2	Yes	12.8%	14.9
			Thornton Junior High	no		12.9			97.3	No	24.6%	23.2
			Warwick Elementary	no		12.8			97.4	No	26.0%	23.8
			Washington High	no		12.8			97.4	Yes	18.7%	19.3
			Fred E. Weibel Elementary	no		17.2			97.5	No	2.7%	2.8
			Parkmont Elementary	no		15.7			97.5	No	12.8%	17
			Forest Park Elementary	no		10			97.6	No	4.9%	5
			Circle Of Independent Learning	no		15.1			100	No	0.0%	29.5

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent Possible AYP Issue	Poverty Rate	Minority Rate
			John M. Gomes Elementary	no		14.4			100 No	0.7%	2.2
			William Hopkins Junior High	no		17			100 No	3.1%	4.1
			Joshua Chadbourne Elementary	no		12.4			100 No	4.2%	3.2
			Ardenwood Elementary	no		14.3			100 No	17.3%	11.2
			John G. Mattos Elementary	no		18.8			100 No	20.3%	24.8
			Steven Millard Elementary	no		13.3			100 No	23.0%	23.9
			Glenmoor Elementary	no		14.5			100 No	29.3%	29.2
			Vallejo Mill Elementary	no		10.7			100 No	31.7%	29.9
			Joseph Azevada Elementary	no		5.5			100 No	33.7%	35.2
			Tom Maloney Elementary	no		10			100 No	36.0%	30
			Vista Alternative	no		26.1			100 Yes	0.0%	28.5
			Brookvale Elementary	no		14			100 Yes	25.9%	22.7
			John F. Kennedy High	no		13			100 Yes	28.4%	30.7
			Robertson High (Continuation)	no		19.2			100 Yes	39.4%	46.6
			Cabrillo Elementary	no		10.6			100 Yes	64.9%	55.8
		A	E. M. Grimmer Elementary	no	28	11	24	21	87.5 Yes	54.3%	58
			<i>Hayward Unified</i>			12.8	AYE				
			Anthony W. Ochoa Middle	no		10.4			80.2 Yes	0.0%	60.1
			Cherryland Elementary	no		12.3			64.9 Yes	0.0%	78.7
			Fairview Elementary	no		12.2			80 Yes	0.0%	67
			John Muir Elementary	no		14.3			84.6 Yes	0.0%	78

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
			Martin Luther King, Jr., Middle	no		13			85.7	Yes	0.0%	66.8
			Mt. Eden High	no		13			35.5	Yes	0.0%	54.8
			Palma Ceia Elementary	no		11.1			82.8	Yes	0.0%	61.4
			Southgate Elementary	no		13.8			81.5	No	0.0%	46
			Winton Middle	no		5.4			80.9	Yes	0.0%	77.8
	B		Bowman Elementary	no	28	13.7	22	16	72.7	Yes	0.0%	72.1
	B		Bret Harte Middle	no	19	11.4	75	55	73.3	Yes	0.0%	65.9
	B		Glassbrook Elementary	no	26	10.3	24	19	79.2	Yes	0.0%	80.3
	B		Harder Elementary	no	36	12.4	29	22	75.9	Yes	0.0%	72.4
	B		Highland Elementary	no	19	12.2	17	13	76.5	No	0.0%	41.7
	B		Lorin A. Eden Elementary	no	29	17.3	23	18	78.3	Yes	0.0%	51.3
	C		Brenkwitz High	no	6	10.8	36	15	41.7	Yes	0.0%	76.5
	C		Burbank Elementary	no	33	15.5	27	16	59.3	Yes	0.0%	90
	C		Cesar Chavez Middle	no	36	8.6	155	105	67.7	Yes	0.0%	71.3
	C		East Avenue Elementary	no	24	16.3	20	13	65	No	0.0%	49
	C		Eden Gardens Elementary	no	28	12.3	23	16	69.6	No	0.0%	50.9
	C		Eldridge Elementary	no	25	9.6	22	15	68.2	No	0.0%	64.4
	C		Hayward High	no	84	12.5	120	68	56.7	Yes	0.0%	68.4
	C		Hayward Project	no	5	18	5	2	40	Yes	0.0%	50
	C		Longwood Elementary	no	37	14.2	35	20	57.1	Yes	0.0%	79.1
	C		Markham Elementary	no	21	14.3	17	9	52.9	Yes	0.0%	65.2
	C		Park Elementary	no	31	12	26	16	61.5	Yes	0.0%	73
	C		Ruus Elementary	no	37	12	32	14	43.8	Yes	0.0%	63.7
	C		Schafer Park Elementary	no	30	12.7	25	17	68	Yes	0.0%	76.9
	C		Shepherd Elementary	no	21	11	19	13	68.4	Yes	0.0%	77.9
	C		Strobridge Elementary	no	26	16.5	24	12	50	Yes	0.0%	54.9
	C		Tennyson High	no	75	11.8	244	55	22.5	No	0.0%	63.4
	C		Treeview Elementary	no	24	17	21	14	66.7	Yes	0.0%	48.6
	C		Tyrrell Elementary	no	16	11	13	8	61.5	Yes	0.0%	77.8
	C2		Cherryland Elementary	no	47	12.2	37	24	64.9	Yes	0.0%	78.7

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		C2	Mt. Eden High	no	95	12.9	183	65	35.5	Yes	0.0%	54.8
			<i>Livermore Valley Joint Unified</i>			10.6 AYE						
			William Mendenhall Middle	no		10			93.3	No	8.5%	17.6
			Vineyard Alternative	no		7.5			90	Yes	7.1%	11.9
			Sunset Elementary	no		12.5			100	No	3.8%	12.5
			Rancho Las Positas Elementary	no		16.8			96.2	No	13.7%	22.3
			Phoenix High (Continuation)	no		8.8			100	Yes	38.0%	36.2
			Marylin Avenue Elementary	no		9.3			100	Yes	65.2%	66.3
			Livermore High	no		9.8			92.6	No	12.5%	21.6
			Leo R. Croce Elementary	no		12.2			100	No	15.3%	26.1
			Junction Avenue Middle	no		10.5			97.5	Yes	31.0%	37.5
			Joe Michell Elementary	no		12.5			100	No	30.9%	36.5
			Jackson Avenue Elementary	no		10			100	No	39.3%	32.5
			Granada High	no		10.5			100	No	7.8%	17.5
			Emma C. Smith Elementary	no		17.3			96.6	No	5.4%	11.2
			East Avenue Middle	no		6.5			79.9	No	20.2%	22.6
			Don Gaspar De Portola Elementary	no		4.3			94.4	Yes	63.4%	61.3
			Del Valle Continuation High	no		23			100	No	23.8%	32.1
			Arroyo Seco Elementary	no		10.1			100	No	16.5%	22.2
			Andrew N. Christensen Middle	no		6.8			75.4	No	13.3%	25
			Altamont Creek Elementary	no		9.5			92.6	No	9.1%	22.1
			<i>Mountain House Elementary</i>			17.0 AYE						
			Mountain House Elementary	no		17			100	No	46.5%	70
			<i>New Haven Unified</i>			12.6 AYE						
		B	James Logan High	no	192	13.5	1603	1228	76.6			
		B	Cesar Chavez Middle	no	51	15.1	223	171	76.7			
		B	Barnard-White Middle	no	42	13.7	161	114	70.8			
		C	Alvarado Middle	no	47	12.4	201	127	63.2			
			Alternative Learning Academy At Conley-Caraba	no	6	14	3	0	0			
		C2	Core Learning Academy At Conley-Caraballo Hig	no	9	7.3	35	20	57.1			
			<i>Newark Unified</i>			11 AYE						
		C	Bridgepoint High (Continuation)	no	6	16.5	59	25	42.4			

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		C	Progressive Academy	no	2	2	6	0	0			
		C	Crossroads High (Alternative)	no	4	26	58	15	25.9			
		C2	Newark Junior High	no	52	10.4	212	141	66.5			
		C2	Newark Memorial High	no	102	12.3	435	267	61.4			
		C2	New Beginnings Academy	no	1	10	4	0	0			
						12.12 AYE						
			Acorn Woodland Elementary	no		6.4			91.7	Yes	77.1%	92.2
			American Indian Public Charter	no		1.7			91.7	No	89.0%	49.5
			Bay Area Technology	yes		9.6			80		75.2%	89.1
			Berkley Maynard Academy	yes		3.8			100		79.5%	99
			California College Preparatory Academy	yes		14			100		66.3%	48.8
			Dolores Huerta Learning Academy	no		3.9			93.8	Yes	93.4%	96.8
			East Bay Conservation Corps Charter	yes		7.4			91.7		76.5%	82.3
			East Oakland Leadership Academy	no		7.3			100	No	82.1%	95.6
			Education For Change At Cox Elementary	yes		7.5			100		91.9%	95.5
			Education For Change East Oakland Community C	yes		10.1			100		94.1%	80.4
			Elizabeth C. Neenan Academy Of Technology And	no		6.7			100	Yes	58.3%	95.5
			Expression, Excellence, Community, Empowermen	no		3.2			27	No	54.2%	93.7
			Fruitvale Elementary	no		15.2			74.1	No	86.4%	75.5
			Growing Children Charter	yes		5.3			100		94.2%	98
			Hawthorne Elementary	no		16.7			75	Yes	87.7%	82.1
			Lighthouse Community Charter	yes		6.2			100		75.9%	77.7

*Oakland Unified*

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
			Lighthouse Community Charter High	yes		12			100			90.2
			Melrose Elementary	no		10.4			82.4	Yes	92.3%	96.7
			Monarch Academy	yes		5.5			81.3		91.2%	99.4
			North Oakland Community Charter	no		4.1			100	No	21.1%	28.9
			Oakland Alternative For Independent And Commu	yes		6.4			84.6		60.6%	86.2
			Oakland Charter Academy	no		2.1			85.7	No	86.8%	95.8
			Oakland Military Institute, College Preparato	yes		6.8			93.1		0.0%	67.9
			Oakland School for the Arts	yes		4.2			100			61.5
			Oakland Unity High	yes		5			80		89.4%	81.9
			Parker Elementary	no		16.3			69.2	Yes	79.1%	95.2
			Street Academy (Alternative)	no		6.9			97	Yes	57.1%	87
			University Preparatory Charter Academy	yes		4.1			100			89.6
			West Oakland Community Charter	no		14			100	No	93.8%	100
			Youth Employment Partnership Charter	no		3.7			100	Yes	43.2%	45.2
	A		Burckhalter Elementary	no		20.6	7	6	85.7	Yes	74.0%	86.5
	A		Peralta Elementary	no	12	5.5	10	9	90	No	58.9%	71.3
	A		Think College Now	no		5.6	10	9	90	No	90.4%	91.9
	B		Bella Vista Elementary	no		16.5	21	15	71.4	Yes	84.0%	39.6
	B		Carl B. Munck Elementary	no		13	14	11	78.6	No	49.5%	66.3
	B		Cleveland Elementary	no		19.5	14	11	78.6	No	58.0%	34.1
	B		Crocker Highlands Elementary	no		17.7	16	12	75	No	7.7%	34.6
	B		Emerson Elementary	no		15.6	11	8	72.7	Yes	69.2%	88.7
	B		Garfield Elementary	no		11.8	33	24	72.7	Yes	85.5%	59.6
	B		Glenview Elementary	no		15.8	18	14	77.8	No	50.0%	60
	B		Grass Valley Elementary	no		14.4	8	6	75	No	46.0%	98

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		B	Hoover Elementary	no		14.8	15	11	73.3	Yes	84.5%	87.6
		B	Joaquin Miller Elementary	no		13.4	14	11	78.6	No	7.8%	26.6
		B	Kaiser Elementary	no		16.3	11	8	72.7	No	26.5%	59.6
		B	La Escuelita Elementary	no		16.9	11	9	81.8	No	79.1%	74.9
		B	Laurel Elementary	no		16.5	20	14	70	No	76.6%	54
		B	Lincoln Elementary	no		16.1	24	20	83.3	No	85.5%	3.8
		B	Mandela High	no		11.7	66	49	74.2	No	78.5%	83
		B	Markham Elementary	no		19.8	20	15	75	Yes	72.5%	97.1
		B	Martin Luther King Jr. Elementary	no		17.8	16	12	75	Yes	75.3%	91
		B	Maxwell Park Elementary	no		15.4	15	11	73.3	Yes	76.9%	85.9
		B	Rudsdale Continuation	no		18	14	11	78.6	Yes	75.9%	91.5
		B	Santa Fe Elementary	no		17.7	14	11	78.6	Yes	68.9%	87
		B	Sequoia Elementary	no		14.1	16	13	81.3	No	61.5%	60.9
		B	Thornhill Elementary	no		17.5	10	7	70	No	6.4%	28.9
		C	Lowell Middle	no		10.2	21	9	42.9	Yes	81.5%	72.4
		C	Paul Robeson College Preparatory School Of Vi	no		12.7	63	38	60.3	Yes	83.6%	79.6
		C	Calvin Simmons Middle	no		8.4	131	58	44.3	Yes	56.5%	61.7
		C	Frick Middle	no		9.7	121	22	18.2	Yes	84.3%	93.3
		C	Elmhurst Middle	no		11	139	26	18.7	Yes	0.0%	82.6
		C	Allendale Elementary	no		12	11	5	45.5	Yes	70.2%	92.2
		C	Bret Harte Middle	no		13.6	183	87	47.5	Yes	85.1%	81.7
		C	Westlake Middle	no		8.6	146	41	28.1	Yes	71.7%	89.7
		C	Whittier Elementary	no		9.1	24	12	50	No	11.3%	27.9
		C	Yes, Youth Empowerment	no	11	5	33	18	54.5	Yes	61.4%	84.6
		C	Tilden Elementary	no		9.9	0	0	0	Yes	82.6%	91.1
		C	Stonehurst Elementary	no		13	27	13	48.1	No	79.7%	78.5
		C	Sobrante Park Elementary	no		8.8	11	6	54.5	Yes	59.0%	87.8
		C	College Preparatory And Architecture Academy	no		10.1	78	31	39.7	Yes	72.1%	98.7
		C	Business And Information Technology High	no		7.5	95	34	35.8	Yes	65.7%	94.3
		C	Claremont Middle	no		14.3	122	18	14.8	Yes	77.1%	54.9
		C	Bunche	no		21	5	0	0	Yes	81.2%	94.9
		C	Metwest High	no		6.1	19	2	10.5	No	76.8%	94.7
		C	Ralph Bunche Academy	no		19.4	16	7	43.8	No	75.6%	95.5
		C	Kipp Bridge College Preparatory	no	11	2.2	6	2	33.3	No	80.4%	53.1

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		C	Urban Promise Academy	no	14	6.2	48	12	25	Yes	80.1%	93.4
		C	Melrose Leadership Academy	no		8.3	29	10	34.5	Yes	86.0%	92
		C	International Community	no		18.3	11	7	63.6	Yes	87.2%	95.9
		C	Montera Middle	no		13.8	141	31	22	No	84.5%	16.7
		C	Laney Middle	no		22.9	0	0	0	Yes	83.9%	85.3
		C	Redwood Heights Elementary	no		19.6	12	8	66.7	No	62.3%	91
		C	Media College Preparatory	no		11.1	68	32	47.1	Yes	85.5%	87.7
		C	Madison Middle	no		13.4	79	15	19	Yes	85.3%	89.7
		C	Havenscourt Middle	no		8.6	120	47	39.2	No	56.0%	91.9
		C	Carter Middle	no		14.8	17	9	52.9	Yes	70.3%	92.7
		C	Edna Brewer Middle	no	37	6.3	139	24	17.3	No	37.8%	83.1
		C	Highland Elementary	no		7.8	18	7	38.9	Yes	57.5%	75.7
		C	Ascend	no		6.9	23	11	47.8	Yes	75.7%	92.3
		C	Cole Middle	no		11.5	60	12	20	No	63.1%	83.8
		C	Prescott Elementary	no		12.6	18	10	55.6		81.1%	99.6
		C	Roosevelt Middle	no		11.2	184	38	20.7	Yes	64.0%	95.4
		C	Merritt Middle College High (Alternative)	no		21.6	19	1	5.3	Yes	75.6%	89.4
		C	Franklin Elementary	no		18.9	29	20	69	Yes	79.9%	94.6
		C	Life Academy	no		8.9	0	0	0	Yes	85.0%	75.3
		C	Chabot Elementary	no		13.3	22	15	68.2	No	58.0%	91.2
		C	Lionel Wilson College Preparatory Academy (Ch	yes	20	5.5	19	6	31.6	Yes	59.9%	79.3
		C	Hillcrest Elementary	no		11.9	19	13	68.4	No	90.8%	97
		C	Dewey Academy Senior High	no		16.9	24	3	12.5	Yes	46.7%	95.2
		C	Howard Elementary	no		23.5	11	5	45.5	Yes	46.5%	71.8
		C	Oakland Senior High	no		14.7	334	160	47.9	No	9.3%	28.2
		C	Oakland Technical Senior High	no		14.5	319	131	41.1	Yes	23.1%	50.8
		C	Brookfield Elementary	no		12.4	22	13	59.1	Yes	63.0%	80.7
		C	Skyline High	no		13.4	380	146	38.4	No	0.0%	90
		C	Sherman Elementary	no		20.5	10	5	50	Yes	71.9%	43.1
		C	Oakland Community Day High	no		15.3	4	0	0	Yes	46.4%	72.2
		C	Piedmont Avenue Elementary	no		9.8	16	11	68.8	Yes	68.3%	83.8
		C	East Oakland School Of The Arts	no	19	4.2	79	26	32.9	No	58.4%	82.6
		C	Montclair Elementary	no		20.8	14	8	57.1	Yes	65.5%	90.7
		C	East Oakland Community High	no	11	3.6	50	0	0	Yes	66.5%	84.2

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		C	Encompass Academy Elementary	no	11	6.2	8	5	62.5	No	14.5%	41.2
		C	Leadership Preparatory High	no		8.6	100	42	42	Yes	89.4%	50.9
		C	Lockwood Elementary	no		8.8	21	10	47.6	Yes	63.9%	91.3
		C	Oakland Community Day Middle	no			0	0	0	Yes	44.3%	62.1
		C	Lakeview Elementary	no		16.3	15	10	66.7	Yes	71.3%	95.1
		C	Lafayette Elementary	no		20.6	16	10	62.5	Yes	56.0%	96.1
		C	Marshall Elementary	no		14	11	5	45.5	No	16.7%	56.2
		C	Explorer Middle	no		4.8	24	6	25	Yes	84.8%	93.5
		C	Jefferson Elementary	no		7.3	33	14	42.4	Yes	76.7%	61.4
		C	Horace Mann Elementary	no		6.9	16	9	56.3	Yes	92.8%	93.7
		C	Manzanita Elementary	no		16.6	20	13	65	Yes	70.8%	92
		C2	Business, Entrepreneurial School Of Technolog	no		7.5	72	0	0	No	59.8%	84.7
		C2	Expression, Excellence, Community, Empowermen	no		3.2	63	17	27			
		C2	Far West	no	11	6.1	32	20	62.5	No	60.2%	81.4
		C2	Kizmet Academy Middle	no		7	12	4	33.3	No	81.9%	93.8
		C2	Lazear Elementary	no		17.2	16	11	68.8	Yes	70.2%	96
		C2	Leadership Public Schools Oakland	yes	5	3.6	16	8	50		84.8%	93.2
		C2	Millsmont Academy	yes	13	4.9	11	5	45.5		74.2%	96.7
		C2	Parker Elementary	no		16.3	13	9	69.2			
		C2	Reach Academy	no	6	5	6	2	33.3	No	72.9%	97.5
		C2	Rise Community	no		7.5	9	6	66.7	No	63.5%	95.5
		C2	Sankofa Academy	no	9	5.6	13	9	69.2	No	74.7%	95.2
		C2	Seed Elementary	no		11	8	5	62.5	No	66.3%	75.4
		C2	Webster Academy (K-6)	no	30	4.8	23	4	17.4	Yes	82.4%	93.1
			<i>Piedmont City Unified</i>				15.5 AYE					
		A	Piedmont Middle	no		14.6	113	98	86.7	No	0%	4%
			<i>San Leandro Unified</i>				12.7 AYE					
		A	Garfield Elementary	no		10.5	21	18	85.7	Yes	52%	50%

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		A	Monroe Elementary	no		17.5	22	19	86.4	Yes	46%	44%
		A	Jefferson Elementary	no		11.4	27	23	85.2	Yes	62%	68%
	<i>San Lorenzo Unified</i>					10.7	AYE					
			Washington Manor Middle	no		6.7			10.4	Yes	28.2%	44.2
			Lorenzo Manor Elementary	no		13.4			100	No	52.3%	74.7
			Hillside Elementary	no		6.3			100	Yes	77.6%	83.1
			Hesperian Elementary	no		9.4			100	Yes	57.2%	70.4
			Grant Elementary	no		8.5			95.8	Yes	36.4%	61.9
			Edendale Middle	no		7.1			74.2	Yes	59.2%	77.8
			Del Rey Elementary	no		11.0			89.3	Yes	34.5%	57.4
		B	Dayton Elementary	no		12.8	22	17	77.3	No	32.2%	37.3
			Corvallis Elementary	no		16.6			96.6	No	38.4%	50.4
			Colonial Acres Elementary	no		13.2			100	Yes	57.0%	77.4
			Bay Elementary	no		17.7			100	No	27.9%	47.7
		C2	San Lorenzo High	no		9.2	178	41	23	Yes	35%	69%
		C2	Washington Manor Middle	no		6.7	115	12	10.4	Yes	28%	44%
		C2	Royal Sunset (Continuation)	no		6.7	65	8	12.3	Yes	42%	65%
		C2	Bohannon Middle	no		6.3	186	12	6.5	Yes	36%	59%
		C2	Arroyo High	no		12.6	201	44	21.9	No	19.0%	40.1
	<i>Amador County Unified</i>					16%	AYE					
		C	Independence High (Continuation)	no		20.3	18	6	33.3	No	31%	21%
		C2	North Star Independent Study	no		14.7	31	7	22.6	Yes	0%	7%
	<i>Biggs Unified</i>					15%	AYE					
		A	Biggs Elementary	no		17.7	17	16	94.1	Yes	70%	39%
		B	Biggs High	no		16.5	46	39	84.8	No	54%	32%
		B	Biggs Middle	no		14.2	24	18	75	Yes	70%	37%



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	August-06	C	Vallecito Continuation High	no		23.7	4/19	2/19	50/100	No	59%	9%
	August-06	C	John Vierra High	no		14	6/5	1/5	16.7/100	No	0%	9%
			<i>Calaveras Unified</i>			12.3 AYE						
		C	West Point Alternative	no		4	1	0	0	No	100%	11%
		C2	Gold Strike High	no		2.3	15	0	0	Yes	33%	10%
		C2	Jenny Lind High	no		8	1	0	0	No	21%	16%
RELEASED			<i>Mark Twain Union Elementary</i>			15.6 AYE						
	August-06	C	Mark Twain Elementary	no		18.5	55/44	25/44	45.5/100	Yes	49%	20%
Colusa			<i>Colusa County Office Of Education</i>			9.9 AYE						
		B	Colusa County Alternative/Opportunity	no		10.2	4	3	75	Yes	90%	80%
		C	Juvenile Hall-Nielson	no		18	9	6	66.7	No	100%	72%
		C	Colusa County Special Education	no		7.1	17	11	64.7	Yes	85%	63%
		C2	Colusa County Community	no		23	5	2	40	No	100%	79%
			<i>Maxwell Unified</i>			13.8 AYE						
		C	Prine (Enid) High (Continuation)	no		13	11	4	36.4	No	71%	56%
			<i>Pierce Joint Unified</i>			9.2 AYE						
		B	Pierce High	no		8.8	62	52	83.9	No	66%	71%
		B	Lloyd G. Johnson Junior High	no		8.4	42	33	78.6	Yes	61%	71%
		C2	Arbuckle Alternative High (Continuation)	no		6.6	5	3	60	Yes	66%	69%
			<i>Williams Unified</i>			10.9 AYE						
		B	Williams Middle	no		7.1	51	42	82.4	Yes	78%	80%
		C2	Mid Valley High (Continuation)	no		13	17	11	64.7	Yes	67%	93%
Contra Costa			<i>Acalanes Union High</i>			15.3 AYE						

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Del Oro High (Continuation)	no	16	16	11	68.8	Yes		0%	21%
	<i>Antioch Unified</i>					11.4 AYE						
		C	Learner-Centered Charter	no	8.1	10	6	60	No		6%	17%
		C2	Prospects High (Alternative)	no	13.9	25	15	60	Yes		22%	42%
		C2	Bidwell Elementary	no		7	3	42.9	No			
		C2	Park Middle	no	11.7	40	26	65	Yes		39%	46%
		C2	Bridges	no	4.3	2	1	50	Yes		0%	74%
		C2	Live Oak High (Continuation)	no	8.4	10	3	30	Yes		32%	61%
	<i>Byron Union Elementary</i>					8.1 AYE						
		A	Discovery Bay Elementary	no	7	21	18	85.7	Yes		18%	23%
	<i>Contra Costa County Office Of Education</i>					16.6 AYE						
		C	Golden Gate Community	no	17.1	8	3	37.5	No		47%	61%
		C	Contra Costa County Court	no	16.7	14	4	28.6	Yes		45%	77%
		C	East Gate Community Day	no	34.5	2	0	0	Yes		83%	83%
			Central County Special Education	no	No NCLB Core Academic Classes							
			Far East County Special Education	no	No NCLB Core Academic Classes							
		C2	Floyd Marchus	no	13.9	17	9	52.9	Yes		29%	30%
			East County Special Education	no	No NCLB Core Academic Classes							
RELEASED	<i>Knightsen Elementary</i>					9.8 AYE						
	August-06	A	Knightsen Elementary	no	9.8	23/24	22/24	95.7/100	Yes		24%	29%
	<i>Lafayette Elementary</i>					12.3 AYE						
		A	Lafayette Elementary	no	11.6	25	24	96	No		3%	3%
	<i>Martinez Unified</i>					14.7 AYE						
		A	John Muir Elementary	no	12.7	23	22	95.7	No		33%	26%
		A	Las Juntas Elementary	no	13.2	17	15	88.2	No		46%	38%
		C	Vicente Martinez High	no	21.8	25	5	20	No		32%	30%

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Briones (Alternative)	no		15.5	4	0	0	No	5.6%	24.4
	<i>Mt. Diablo Unified</i>					8.8 AYE						
		A	Pine Hollow Middle	no		9.1	124	109	87.9	Yes	19.5%	24.1
		B	Riverview Middle	no		5.9	164	134	81.7	Yes	71.4%	72
		B	Oak Grove Middle	no		3.7	159	125	78.6	Yes	76.9%	74.9
		C	Nueva Vista High (Continuation)	no		2	9	4	44.4	No	0.0%	27.4
		C	Sunrise (Special Education) Gateway High (Continuation)	no		1	7	4	57.1	Yes	56.8%	29.7
		C2	(Continuation)	no		3	8	2	25	Yes	60.0%	84
		C2	El Dorado Middle	no		5.5	199	137	68.8	Yes	33.1%	32.7
		C2	Eagle Peak Montessori	no		2	2	0	0	No	0.0%	9.3
	<i>San Ramon Valley Unified</i>					12.7 AYE						
		C	Monte Vista High	no		12.1	447	0	0	No	0.5%	4.6
		C	Tassajara Hills Elementary Sycamore Valley Elementary	no		10.8	32	0	0	No	1.9%	7.9
		C	Golden View Elementary	no		9.3	32	0	0	No	0.4%	3.9
		C	Greenbrook Elementary	no		11.7	28	16	57.1	No	0.7%	7
		C	Twin Creeks Elementary	no		10.3	29	18	62.1	No	1.1%	6.8
		C	Vista Grande Elementary	no		5.4	25	13	52	No	4.8%	13.2
		C	San Ramon Valley High	no		14.1	28	0	0	Yes	1.3%	4.1
		C	Windemere Ranch Middle	no		14.7	417	0	0	No	0.6%	6.2
		C2	Iron Horse Middle	no		6	77	4	5.2	No	2.4%	10.3
		C2	California High	no		12.1	171	98	57.3	No	1.9%	10.2
		C2	Venture (Alternative)	no		14.2	436	263	60.3	No	1.2%	10.4
		C2	Coyote Creek Elementary Del Amigo High (Continuation)	no		26.8	16	0	0	No	0.0%	18.7
		C2	(Continuation)	no		7.6	33	23	69.7	No	1.2%	7.1
		C2	Charlotte Wood Middle	no		23.8	16	6	37.5	Yes	11.7%	18.9
		C2	Quail Run Elementary	no		13.6	211	131	62.1	No	1.1%	5.7
	<i>Walnut Creek Elementary</i>					13.6 AYE						

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Walnut Creek Intermediate	no		14.4	51	49	96.1	No	6.7%	12
<i>West Contra Costa Unified</i>						13.9 AYE						
		A	Vista High (Alternative)	no		10.3	18	16	88.9	Yes	70.6%	84.7
		C	Delta Continuation High	no		20	18	3	16.7	Yes	28.2%	62
		C	Lovonya Dejean Middle	no		9.9	113	73	64.6	Yes	72.6%	92.2
		C	Crespi Junior High	no		13.4	119	69	58	Yes	57.9%	64.2
		C	Stewart Elementary	no		12.9	45	30	66.7	Yes	44.4%	48.6
		C	Samuel Gompers Continuation	no		15.2	45	20	44.4	Yes	69.7%	87.3
		C	Transition Learning Center	no		7.3	11	3	27.3	Yes	89.0%	87.7
		C	Kappa Continuation High	no		21.3	21	8	38.1	Yes	55.9%	87.9
		C	Middle College High	no		24.3	54	33	61.1	No	23.5%	64.9
		C	North Campus Continuation	no		13.3	39	18	46.2	Yes	21.5%	74.8
		C	Leadership Public Schools: Richmond	yes		3.1	51	29	56.9		61.7%	88.3
		C	Sigma Continuation High	no		9.3	19	0	0	Yes	27.0%	68.9
		C2	Omega Continuation High	no		14	9	3	33.3	No	31.9%	77.1
		C2	Harbour Way Elem Community Day	no		19	3	2	66.7	Yes	96.7%	93.3

Del Norte

*Del Norte County Office Of Education*

		C	Mccarthy Center/Community	no			18	0	0			
		C	Del Norte County Alternative/Opportunity	no			100	0	0			
		C	Del Norte County Community Day	no			1	0	0			
		C	Elk Creek	no			9	0	0			
		C	Bar O	no			36	0	0			
		C	Castle Rock Charter	no			467	0	0			

El Dorado

*El Dorado County Office Of Education*

		C	Blue Ridge	no			8	2	25			
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County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Charter Community And Extended Day	no			178	71	39.9			
		C2	Charter Transitional Reporting Educational Ce	no			4	2	50			
		C2	Special Education	no			18	10	55.6			
			<i>El Dorado Union High</i>									
		A	Oak Ridge High	no			270	261	96.7			
		A	Ponderosa High	no			294	272	92.5			
		C	Edushd Community Day	no			6	3	50			
RELEASED	<i>Gold Trail Union Elementary</i>											
	August-06	C	Sutter's Mill Primary	no			0/12	0/12	0/100			
Fresno												
			<i>Central Unified</i>									
		A	Rio Vista Middle	no			39	35	89.7			
		A	River Bluff Elementary	no			38	37	97.4			
		A	Teague Elementary	no			37	36	97.3			
			<i>Clovis Unified</i>									
		C	Enterprise Alternative Gateway High	no			252	2	0.8			
		C	(Continuation) Clovis Community Day	no			261	93	35.6			
		C2	Secondary	no			63	0	0			
		C2	Harold L. Woods Elementary	no			0	0	0			
			<i>Coalinga-Huron Joint Unified</i>									
		C	Chesnut High (Continuation)	no			4	1	25			
		C	Coalinga-Huron Community Day	no			4	1	25			
		C	Cambridge High	no			4	2	50			
		C2	Coalinga High	no			210	144	68.6			
		C2	Huron Middle	no			29	20	69			
			<i>Firebaugh-Las Deltas Joint Unified</i>									
		B	Firebaugh High	no			147	108	73.5			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Arthur E. Mills Intermediate	no			16	10	62.5			
<i>Fresno County Office Of Education</i>												
		B	Edison-Bethune Charter Academy	yes			33	28	84.8			
		B	Teilman Community Day	no			38	31	81.6			
		C2	Fresno County Community	no			16	4	25			
		C2	Fresno County Court	no			129	82	63.6			
<i>Fresno Unified</i>												
		B	Edison High	no			373	293	78.6			
		B	Fresno High	no			442	359	81.2			
		C	Phoenix Elementary Academy Community Day	no			4	0	0			
		C	Roosevelt Continuation	no			26	1	3.8			
		C	Irwin O. Addicot Elementary	no			0	0	0			
		C	Fulton Special Education	no			13	0	0			
		C	Dewolf Continuation High	no			94	46	48.9			
		C	New Millenium Charter	yes			11	2	18.2			
		C	New Horizon High	no			12	0	0			
		C	Dewolf West High	no			4	0	0			
		C	Florence E. Rata	no			0	0	0			
		C2	Learning Design Science Early	yes			59	25	42.4			
		C2	College High	no			2	0	0			
		C2	Fresno Prep Academy	yes			72	47	65.3			
<i>Golden Plains Unified</i>												
		C	Tranquillity High	no			19	9	47.4			
		C2	San Joaquin Elementary	no			50	30	60			
<i>Kings Canyon Joint Unified</i>												
		C	Mountain View (Alternative)	no			45	8	17.8			
<i>Kingsburg Elementary Charter</i>												
		A	Washington Elementary	no			28	26	92.9			
<i>Laton Joint Unified</i>												

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Laton Elementary	no			21	19	90.5			
	<i>Mendota Unified</i>											
		A	Mccabe Junior High	no			15	13	86.7			
		A	Mccabe Elementary	no			32	29	90.6			
		B	Washington Elementary	no			37	31	83.8			
		C2	Crescent View West Charter	yes			56	32	57.1			
	<i>Parlier Unified</i>											
		B	Mathew J. Brletic Elementary	no			22	17	77.3			
		C2	Crescent View Charter High School	yes			60	32	53.3			
	<i>Raisin City Elementary</i>											
		C	Raisin City Elementary	no			13	9	69.2			
	<i>Riverdale Joint Unified</i>											
		C	Horizon High	no			1	0	0			
	<i>Sanger Unified</i>											
		C	Community Day	no			39	14	35.9			
		C	Hallmark Charter	no			1117	238	21.3			
		C	Taft High	no			165	0	0			
		C2	Kings River High (Continuation)	no			25	13	52			
	<i>Selma Unified</i>											
		C	Selma Independent	no			7	0	0			
	<i>Washington Union High</i>											
		B	Washington High	no			96	74	77.1			
		C2	Easton Community Day	no			4	0	0			
		C2	Easton Continuation High	no			13	5	38.5			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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*Glenn County Office Of Education*

C	Glenn County Juvenile Court	no	2	1	50
C2	Glenn County Special Education	no	23	9	39.1
C2	William Finch Glenn County	no	9	5	55.6
C2	Alternative/Opportunity	no	5	3	60

RELEASED *Plaza Elementary*

August-06	B	Plaza Elementary	no	6/6	5/6	83.3/100
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*Princeton Joint Unified*

A	Princeton Junior-Senior High	no	30	29	96.7
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*Stony Creek Joint Unified*

B	Elk Creek Junior-Senior High	no	19	15	78.9
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## Humboldt

*Eureka City Unified*

B	Catherine L. Zane Middle	no	110	87	79.1
B	Winship Middle	no	92	75	81.5
B	Lafayette Elementary	no	18	15	83.3
C	Cic Program	no	5	0	0

*Klamath-Trinity Joint Unified*

B	Hoopa Valley High	no	72	61	84.7
B	Hoopa Valley Elementary	no	45	36	80
C	Weitchpec Elementary	no	1	0	0
C	Captain John Continuation	no	9	1	11.1

RELEASED *Northern Humboldt Union High*

Released	A	Northern Humboldt Community Day	no	7/6	6/6	85.7/100
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*Southern Humboldt Joint Unified*

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
Imperial	Released	C	Osprey Learning Center	no			3/3	0/3	0/100			
		C	Osprey Learning Center (Alternative)	no			3	0	0			
		C	South Fork Junior - Senior High	no			41	27	65.9			
	<i>Brawley Union High</i>											
		C	Renaissance	no			5	0	0			
		C	Brawley High	no			293	199	67.9			
	<i>Calexico Unified</i>											
		B	Calexico High	no			356	299	84			
		C	De Anza Junior High	no			316	181	57.3			
		C	William Moreno Junior High	no			292	202	69.2			
		C	Aurora High (Continuation)	no			183	60	32.8			
	<i>Calipatria Unified</i>											
		C	Midway High	no			4	1	25			
		C	Calipatria High	no			70	44	62.9			
		C2	Bill E. Young Jr. Middle	no			34	22	64.7			
	<i>Central Union High</i>											
		B	Central High	no			282	222	78.7			
	<i>Holtville Unified</i>											
		B	Holtville Junior High	no			72	54	75			
		C2	Sam Webb Continuation	no			37	20	54.1			
	<i>Imperial County Office Of Education</i>											
		C	Imperial County Special Education	no			23	0	0			
		C2	Imperial County Juvenile Hall/Community	no			55	37	67.3			
	<i>Meadows Union Elementary</i>											
		C	Meadows Elementary	no			37	16	43.2			
	<i>San Pasqual Valley Unified</i>											

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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B	San Pasqual Valley High	no			67	47	70.1					
C	Bill M. Manes High	no			5	2	40					

Kern

### *Arvin Union Elementary*

B	Haven Drive Middle	no			47	35	74.5					
B	Sierra Vista Elementary	no			56	43	76.8					

### *Bakersfield City*

A	Casa Loma Elementary	no			32	28	87.5					
A	Hort Elementary	no			38	33	86.8					
A	Mckinley Elementary	no			38	34	89.5					
B	Cesar E. Chavez Elementary	no			27	21	77.8					
C2	Rafer Johnson Community Day	no			7	0	0					
C2	Three R's Achievement Academy	no			3	2	66.7					
C2	Washington Middle	no			16	11	68.8					
C2	Emerson Middle	no			26	18	69.2					

### *Fairfax Elementary*

A	Virginia Avenue Elementary	no			31	30	96.8					
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### *Fruitvale Elementary*

A	Discovery Elementary	no			37	34	91.9					
A	Endeavour Elementary	no			40	39	97.5					
B	Fruitvale Junior High	no			38	31	81.6					

### *General Shafter Elementary*

A	General Shafter Elementary	no			11	10	90.9					
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### *Kern County Office Of Education*

C	Kern County Community	no			146	83	56.8					
C2	Kern County Special Education	no			101	61	60.4					

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Valley Oaks Charter	no			43	21	48.8			
			<i>Kern Union High</i>									
		B	Nueva Continuation High	no			14	10	71.4			
		C	Golden Valley High	no			367	166	45.2			
		C	Vista West Continuation	no			30	14	46.7			
		C2	East Bakersfield High	no			326	194	59.5			
		C2	Foothill High	no			383	231	60.3			
		C2	North High	no			381	141	37			
		C2	Shafter High	no			212	141	66.5			
		C2	Arvin High	no			396	265	66.9			
		C2	Kern Valley High	no			100	50	50			
		C2	Summit Continuation Special	no			4	1	25			
		C2	Services/Constellation	no			0	0	0			
		C2	Bakersfield High	no			427	270	63.2			
		C2	Ridgeview High	no			345	219	63.5			
		C2	Stockdale High	no			383	264	68.9			
		C2	West High	no			378	247	65.3			
		C2	Vista High (Continuation)	no			47	20	42.6			
		C2	South High	no			321	103	32.1			
		C2	Able Center High	no			0	0	0			
			<i>Lost Hills Union Elementary</i>									
		C	Lost Hills Elementary	no			16	9	56.3			
		C	A. M. Thomas Middle	no			9	4	44.4			
			<i>Mojave Unified</i>									
		A	California City Middle	no			59	53	89.8			
		C	Red Rock Elementary	no			1	0	0			
		C2	Joshua	no			34	19	55.9			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Mojave Senior High	no			151	105	69.5			
		C2	Red Rock Community Day	no			1	0	0			
		C2	Mojave Elementary	no			18	10	55.6			
			<i>Richland Union Elementary</i>									
		B	Redwood Elementary	no			34	28	82.4			
			<i>Tehachapi Unified</i>									
		A	Tehachapi High	no			203	198	97.5			
			<i>Vineland Elementary</i>									
		B	Vineland Elementary	no			25	21	84			
			<i>Wasco Union High</i>									
		A	Wasco High	no			278	247	88.8			
		C	Independence High (Continuation)	no			11	6	54.5			
Kings												
			<i>Armona Union Elementary</i>									
		A	Armona Elementary	no			25	23	92			
		B	Parkview Middle	no			69	57	82.6			
			<i>Corcoran Joint Unified</i>									
		A	Bret Harte Elementary	no			28	26	92.9			
		A	John C. Fremont Elementary	no			26	23	88.5			
		A	Corcoran High	no			121	104	86			
			<i>Hanford Elementary</i>									
		C	Woodrow Wilson Junior High	no			124	64	51.6			
		C2	John F. Kennedy Junior High	no			120	79	65.8			
			<i>Kings County Office Of Education</i>									
		C	Kings County Special Education	no			70	39	55.7			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	<i>Lemoore Union High</i>											
		C	Jamison (Donald C.) High (Continuation)	no			15	9	60			
	<i>Reef-Sunset Unified</i>											
		A	Kettleman City Elementary	no			15	13	86.7			
Lake	<i>Kelseyville Unified</i>											
		C	Kelseyville Community Day	no			5	0	0			
		C2	Kelseyville High	no			108	6	5.6			
	<i>Konocti Unified</i>											
		A	Burns Valley Elementary	no			19	17	89.5			
		C	Oak Hill Middle	no			95	65	68.4			
		C	Richard H. Lewis Alternative	no			0	0	0			
		C	Lower Lake High	no			119	58	48.7			
		C2	Genesis High	no			0	0	0			
		C2	Carle (William C.) High (Continuation)	no			26	18	69.2			
	<i>Lake County Office Of Education</i>											
		C	Renaissance Court	no			8	4	50			
		C	Redbud Community	no			16	4	25			
		C2	Clearlake Community	no			9	6	66.7			
	<i>Middletown Unified</i>											
		C	Loconoma Valley High	no			1	0	0			
	<i>Upper Lake Union High</i>											
		C	Upper Lake High	no			53	0	0			
		C	Clover Valley High (Continuation)	no			1	0	0			
			Upper Lake Community Day	no			1	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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*Big Valley Joint Unified*

B	Big Valley High	no		25	20	80
C	Gateway High (Continuation)	no		4	2	50

*Lassen Union High*

B	Lassen Community Day	no		25	20	80
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*Lassen Union High*

C2	Diamond Mountain Charter High	no		12	8	66.7
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Los Angeles

*ABC Unified*

C	Richard Gahr High	no		311	65	20.9
C	Gretchen Whitney High	no		174	38	21.8
C	Carmenita Middle	no		130	23	17.7
C	Pharis F. Fedde Middle	no		96	23	24
C	Pliny Fisk Haskell Middle	no		106	23	21.7
C	Martin B. Tetzlaff Middle	no		110	24	21.8
C	Tracy (Wilbur) High (Continuation)	no		80	15	18.8
C	Artesia High	no		290	68	23.4
C	Cerritos High	no		347	82	23.6
C	Faye Ross Middle	no		119	25	21

*Antelope Valley Union High*

A	Littlerock High	no		308	284	92.2
A	Lancaster High	no		401	373	93
A	Highland High	no		417	396	95
A	Quartz Hill High	no		429	410	95.6
A	Palmdale High	no		397	374	94.2
A	William J. 'pete' Knight High	no		223	214	96
A	R. Rex Parris High	no		73	63	86.3
A	Antelope Valley High	no		334	318	95.2
B	Desert Winds Continuation High	no		96	72	75
C	Desert Pathways	no		36	0	0
C2	Desert Sands Charter	yes		144	95	66

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Day	no			0	0	0			
<i>Baldwin Park Unified</i>												
		A	Central Elementary	no			36	35	97.2			
		A	Vineland Elementary	no			46	43	93.5			
		A	Tracy Elementary	no			34	33	97.1			
		A	Kenmore Elementary	no			34	32	94.1			
		A	Ernest R. Geddes Elementary	no			41	40	97.6			
		A	Deanza Elementary	no			40	38	95			
		A	Foster Elementary	no			38	33	86.8			
		C	Baldwin Park Alternative	no			0	0	0			
<i>Bellflower Unified</i>												
		A	Thomas Jefferson Elementary	no			34	31	91.2			
		A	Washington Elementary	no			44	43	97.7			
		A	Bellflower Usd Intensive Learning Center	no			37	36	97.3			
		A	Ernie Pyle Elementary	no			29	27	93.1			
		A	Esther Lindstrom Elementary	no			39	38	97.4			
		A	Ramona Elementary	no			37	35	94.6			
<i>Beverly Hills Unified</i>												
		A	Hawthorne Elementary	no			89	84	94.4			
		A	Beverly Hills High	no			421	409	97.1			
		C2	Moreno High (Continuation)	no			3	2	66.7			
<i>Bonita Unified</i>												
		C	Vista (Alternative)	no			83	0	0			
		C2	Chaparral High (Continuation)	no			34	5	14.7			
<i>Castaic Union Elementary</i>												
		A	Castaic Elementary	no			43	41	95.3			
		A	Live Oak Elementary	no			38	35	92.1			
<i>Claremont Unified</i>												

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Community Day	no			41	9	22			
		C2	San Antonio High (Continuation)	no			44	14	31.8			
			<i>Compton Unified</i>									
		B	Bunche Middle	no			109	83	76.1			
		B	Mayo Elementary	no			31	23	74.2			
		B	Foster Elementary	no			34	25	73.5			
		B	Rosecrans Elementary	no			26	20	76.9			
		B	Emerson Elementary	no			35	25	71.4			
		B	Jefferson Elementary	no			29	22	75.9			
		B	Mckinley Elementary	no			23	17	73.9			
		B	Ralph Bunche Elementary	no			21	16	76.2			
		B	Martin Luther King Elementar	no			33	27	81.8			
		B	Lincoln Elementary	no			21	16	76.2			
		B	Dickison Elementary	no			39	29	74.4			
		C	Frances Willard Elementary	no			19	12	63.2			
		C	Laurel Street Elementary	no			23	16	69.6			
		C	Roosevelt Elementary	no			55	38	69.1			
		C	Washington Elementary	no			28	16	57.1			
		C	Tibby Elementary	no			24	15	62.5			
		C	Ronald E. McNair Elementary	no			20	13	65			
		C	Bursch Elementary	no			22	12	54.5			
		C	Compton Community Day Middle	no			0	0	0			
		C	Thurgood Marshall Compton Community Day	no			0	0	0			
		C	High	no			0	0	0			
		C	Harriet Tubman High	no			0	0	0			
		C	Cesar Chavez Continuation High	no			147	96	65.3			
		C	Dominguez High	no			950	627	66			
		C	Compton High	no			637	438	68.8			
		C	Centennial High	no			487	297	61			
		C	Roosevelt Middle	no			156	88	56.4			
		C	Walton Middle	no			87	57	65.5			
		C	Willowbrook Middle	no			68	27	39.7			
		C	Whaley Middle	no			250	163	65.2			



County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	Lifeline Education Charter	yes			8	6	75			
		C2	Gorman Elementary	no			3	0	0			
		<i>Hawthorne Elementary</i>										
		B	Prairie Vista Middle	no			192	150	78.1			
		C2	Hawthorne Middle	no			153	101	66			
		C2	Bud Carson Middle	no			135	90	66.7			
		<i>La Canada Unified</i>										
		C	Foothills (Special Education)	no			5	0	0			
		<i>Lancaster Elementary</i>										
		B	Crossroads Community Day	no			4	3	75			
		<i>Long Beach Unified</i>										
		A	Rogers Middle	no			129	119	92.2			
		A	Hamilton Middle	no			204	186	91.2			
		A	Cubberley Elementary	no			98	93	94.9			
		A	Sutter Elementary	no			133	129	97			
		A	Wilson High	no			852	824	96.7			
		C2	Community Day	no			3	2	66.7			
		<i>Los Angeles County Office Of Education</i>										
		A	International Polytechnic High	no			30	28	93.3			
		C	Los Angeles County Special Education	no			325	57	17.5			
		C	Soledad Enrichment Action	no			47	25	53.2			
		<i>Los Angeles Unified</i>										
		A	Para Los Ninos Charter	yes			10	9	90			
		A	San Fernando Senior High	no			662	569	86			
		B	Edwin Markham Middle	no			254	194	76.4			
		B	Arco Iris Primary Center	no			12	9	75			
		B	Johnnie Cochran, Jr., Middle	no			248	191	77			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	Coliseum Street Elementary	no			20	14	70			
		B	Playa Del Rey Elementary	no			15	12	80			
		B	Samuel Gompers Middle	no			261	193	73.9			
		B	John A. Sutter Middle	no			223	173	77.6			
		B	Daniel Webster Middle	no			159	114	71.7			
		B	David Wark Griffith Middle	no			355	273	76.9			
		B	Phineas Banning Senior High	no			459	369	80.4			
		B	Carson Senior High	no			486	389	80			
		B	Chatsworth Senior High	no			401	332	82.8			
		B	Valley Alternative Magnet	no			60	42	70			
		B	Mt. Lukens Continuation	no			12	9	75			
		B	Stella Middle Charter Academy	yes			50	42	84			
		B	Grover Cleveland High	no			574	438	76.3			
		B	Magnolia Science Academy	yes			69	49	71			
		C	Foshay Learning Center	no			608	374	61.5			
		C	Community Charter Middle Ernest P. Willenberg	yes			50	14	28			
		C	Special Education Center	no			0	0	0			
		C	Marlton Macarthur Park Primary Center	no			10	0	0			
		C	Berenece Carlson Home Hospital	no			18	9	50			
		C	Ellen Ochoa Learning Center	no			268	54	20.1			
		C	James J. Mcbride Special Education Center	no			129	29	22.5			
		C	Sophia T. Salvin Special Education Center	no			0	0	0			
		C	Tri-C Community Day	no			34	16	47.1			
		C	Del Rey Continuation	no			64	12	18.8			
		C	Evergreen Continuation	no			15	9	60			
		C	Susan Miller Dorsey Senior High	no			16	7	43.8			
		C	John R. Wooden High	no			294	193	65.6			
		C	Pueblo De Los Angeles Continuation	no			16	10	62.5			
		C		no			17	0	0			

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		C	San Antonio Continuation Temescal Canyon	no			16	2	12.5			
		C	Continuation Whitney Young	no			10	5	50			
		C	Continuation	no			18	12	66.7			
		C	Monterey Continuation	no			19	7	36.8			
		C	Central Continuation	no			98	22	22.4			
		C	Benjamin Banneker Special Education Center	no			0	0	0			
		C	William Tell Aggeler Opportunity High	no			8	3	37.5			
		C	Citylife Downtown Charter School	yes			40	20	50			
		C	Simon Rodia Continuation	no			14	0	0			
		C	Amelia Earhart Continuation	no			14	0	0			
		C	Moneta Continuation	no			12	4	33.3			
		C	Stoney Point Continuation	no			14	4	28.6			
		C	Highland Park Continuation	no			11	7	63.6			
		C	Miguel Leonis Continuation	no			10	3	30			
		C	Robert H. Lewis Continuation	no			9	6	66.7			
		C	Jack London Continuation	no			13	2	15.4			
		C	Metropolitan Continuation	no			67	22	32.8			
		C	Mission Continuation	no			15	9	60			
		C	Eagle Tree Continuation	no			15	8	53.3			
		C	George S. Patton Continuation	no			12	5	41.7			
		C	Indian Springs Continuation	no			13	5	38.5			
		C	Sojourner Truth Continuation	no			5	3	60			
		C	Kirk Douglas Continuation	no			11	7	63.6			
		C	Diane S. Leichman Special Education Center	no			47	1	2.1			
		C	Frank D. Lanterman	no			0	0	0			
		C	Whitman Continuation	no			21	9	42.9			
		C	Avalon Continuation	no			19	5	26.3			
		C	Owensmouth Continuation	no			14	7	50			
		C	Cornerstone Prep Charter	yes			34	21	61.8			

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		C	Boyle Heights Continuation	no			14	5	35.7			
		C	David Starr Jordan Senior High	no			352	202	57.4			
		C	Alain Leroy Locke Senior High	no			471	322	68.4			
		C	Ramona Opportunity High	no			36	11	30.6			
		C	Joseph Pomeroy Widney High	no			13	1	7.7			
		C	City Of Angels	no			377	247	65.5			
		C	Community Harvest Charter	yes			15	5	33.3			
		C	CDS Secondary	no			98	20	20.4			
		C	Avalon Gardens Elementary	no			15	9	60			
		C	Fred E. Lull Special Education Center	no			0	0	0			
		C	Charles Leroy Lowman Special Education Center	no			0	0	0			
		C	Frances Blend Special Education Center	no			13	6	46.2			
		C	Joaquin Miller High	no			2	0	0			
		C2	Valley View Elementary	no			12	8	66.7			
		C2	Dena New Primary Center	no			8	4	50			
		C2	Los Angeles New Primary Center #5	no			9	6	66.7			
		C2	Center	no			20	9	45			
		C2	Washington New Primary Center #1	no			12	7	58.3			
		C2	Harvard Elementary	no			22	15	68.2			
		C2	Weigand Avenue Elementary	no			26	17	65.4			
		C2	South La Area New High #1	no			274	154	56.2			
		C2	Kingsley Elementary	no			26	17	65.4			
		C2	Olympic Primary Center	no			14	7	50			
		C2	Alternative Education	no			0	0	0			
		C2	High Tech High	no			60	29	48.3			
		C2	Day	no			8	4	50			
		C2	Community Day	no			35	24	68.6			
		C2	Aggeler Community Day	no			52	17	32.7			
		C2	Johnson Community Day	no			36	22	61.1			
		C2	Middle Harbor Teacher Preparation Academy	no			381	258	67.7			
		C2	Academy	no			36	25	69.4			
		C2	Jane Addams Continuation	no			14	0	0			
		C2	South East High	no			181	126	69.6			
		C2	Middle College High	no			55	38	69.1			
		C2	Zane Grey Continuation	no			31	10	32.3			
		C2	Harmony Elementary	no			46	28	60.9			

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		C2	View Park Continuation	no			14	9	64.3			
			Harold Mcalister High									
		C2	(Opportunity)	no			48	26	54.2			
		C2	Thomas Riley High	no			28	19	67.9			
		C2	Angel's Gate (Continuation)	no			10	6	60			
		C2	Independence Continuation	no			18	5	27.8			
		C2	Phoenix Continuation	no			15	4	26.7			
		C2	Aldama Elementary	no			37	25	67.6			
		C2	Cheviot Hills Continuation	no			9	6	66.7			
			Los Angeles Academy Of									
		C2	Arts & Enterprise Char	yes			3	2	66.7			
		C2	Will Rogers Continuation	no			18	8	44.4			
		C2	Pio Pico Elementary	no			159	99	62.3			
			Henry David Thoreau									
		C2	Continuation	no			9	6	66.7			
		C2	Elementary	no			36	23	63.9			
		C2	Unlimited	no			72	42	58.3			
			Southeast Area New									
		C2	Learning Center	no			87	60	69			
			South Gate New									
		C2	Elementary #6	no			27	17	63			
		C2	Charles Maclay Middle	no			159	109	68.6			
		C2	Robert A. Millikan Middle	no			257	158	61.5			
			C. Morley Sellery Special									
		C2	Education Center	no			11	5	45.5			
			Sven Lokrantz Special									
		C2	Education Center	no			26	16	61.5			
		C2	Sun Valley Middle	no			522	353	67.6			
		C2	Albert Einstein Continuation	no			12	4	33.3			
			Animo South Los Angeles									
		C2	Charter	yes			9	6	66.7			
		C2	Elementary	no			65	41	63.1			
		C2	South Park Elementary	no			59	34	57.6			
			Thirty-Second Street Usc									
		C2	Performing Arts	no			154	84	54.5			
			Topanga Learn-Charter									
		C2	Elementary	no			16	11	68.8			
		C2	Community	no			50	8	16			
			Ninety-Second Street									
		C2	Elementary	no			49	33	67.3			
			Ca Academy For Liberal									
		C2	Studies Early College	yes			52	24	46.2			
			Camino Nuevo High School									
		C2	Charter	yes			49	29	59.2			
		C2	Harrison Street Elementary	no			64	29	45.3			
		C2	Charter	yes			8	5	62.5			
		C2	Elementary	no			26	18	69.2			

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			Southern California School									
		C2	Of Arts And Scienc	yes			32	21	65.6			
			Community Charter Early									
		C2	College High	yes			65	43	66.2			
			View Park Preparatory									
		C2	Accelerated Charter Mid	yes			0	0	0			
		C2	Our Community Charter	yes			0	0	0			
			Los Angeles Leadership									
		C2	Academy	yes			52	28	53.8			
			Lakeview Charter Academy	yes			20	5	25			
		C2	Port Of Los Angeles High	yes			34	15	44.1			
		C2	Milagro Charter	yes			7	4	57.1			
		C2	Continuation	no			13	7	53.8			
			Opportunities Unlimited									
		C2	Charter High	yes			25	15	60			
		C2	Nevin Avenue Elementary	no			47	31	66			
		C2	#1	no			29	19	65.5			
		C2	Elementary	no			25	15	60			
		C2	Clifford Street Elementary	no			12	8	66.7			
		C2	Elementary	no			25	16	64			
			Tom Bradley Environmental									
		C2	Science And Humanit	no			30	20	66.7			
		C2	Elizabeth Learning Center	no			144	97	67.4			
		C2	Farmdale Elementary	no			40	25	62.5			
		C2	Hillside Elementary	no			26	18	69.2			
		C2	Marvin Elementary	no			51	33	64.7			
			Seventy-Fifth Street									
		C2	Elementary	no			80	52	65			
		C2	Elementary	no			66	46	69.7			
			Martin Luther King Jr.									
		C2	Elementary	no			46	27	58.7			
		C2	Elementary	no			32	22	68.8			
		C2	Washington Irving Middle	no			225	145	64.4			
		C2	Elementary	no			60	39	65			
		C2	Wilshire Crest Elementary	no			35	24	68.6			
			One Hundred Twenty-									
		C2	Second Street Elementary	no			44	26	59.1			
		C2	Park Avenue Elementary	no			39	27	69.2			
		C2	Elementary	no			63	43	68.3			
		C2	Purche Avenue Elementary	no			32	22	68.8			
		C2	Ocean Charter School	yes			11	4	36.4			
		C2	Melrose Avenue Elementary	no			16	11	68.8			
		C2	Elementary	no			25	15	60			
		C2	Magnet	no			70	35	50			
		C2	Ann Street Elementary	no			12	6	50			

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		C2	Charles Drew Middle	no			352	236	67			
	<i>Lynwood Unified</i>											
		A	Lugo Elementary	no			21	19	90.5			
		A	Mark Twain Elementary	no			28	25	89.3			
		B	Wilson Elementary	no			35	29	82.9			
		B	Rosa Parks Elementary	no			24	19	79.2			
	<i>Manhattan Beach Unified</i>											
		A	Mira Costa High	no			389	371	95.4			
		A	Manhattan Beach Middle	no			290	275	94.8			
	<i>Monrovia Unified</i>											
		B	Canyon Oaks High	no			30	22	73.3			
	<i>Norwalk-La Mirada Unified</i>											
		C	Reginald M. Benton Middle	no			26	16	61.5			
	<i>Palos Verdes Peninsula Unified</i>											
		B	Soleado Elementary	no			20	16	80			
	<i>Pomona Unified</i>											
		A	Alcott Elementary	no			47	42	89.4			
		A	Fremont Middle	no			148	127	85.8			
		A	Decker Elementary	no			28	27	96.4			
		A	C. Joseph Barfield Elementary	no			33	32	97			
		A	Madison Elementary	no			39	37	94.9			
		A	Lexington Elementary	no			35	32	91.4			
		A	Kingsley Elementary	no			38	34	89.5			
		A	Harrison Elementary	no			28	27	96.4			
		A	Diamond Point Elementary	no			22	21	95.5			
		A	Philadelphia Elementary	no			43	41	95.3			
		A	Mendoza Elementary	no			21	19	90.5			

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		B	Diamond Ranch High	no			344	289	84			
		B	Park West High (Continuation)	no			71	55	77.5			
		B	Ganesha Senior High	no			322	263	81.7			
		C	Pomona Community Day	no			0	0	0			
		<i>San Gabriel Unified</i>										
		C	Del Mar High	no			16	2	12.5			
		<i>Santa Monica-Malibu Unified</i>										
		A	Lincoln Middle	no			196	175	89.3			
		A	John Adams Middle	no			208	198	95.2			
		<i>SBE - Animo Inglewood Charter</i>										
		B	Animo Inglewood Charter High	yes			20	16	80			
		<i>Sulphur Springs Union Elementary</i>										
		A	Leona H. Cox Community Elementary	no			27	25	92.6			
		A	Valley View Elementary	no			44	42	95.5			
		<i>Temple City Unified</i>										
		A	Emperor Elementary	no			31	28	90.3			
		A	Oak Avenue Intermediate	no			162	150	92.6			
		C	Temple City Alternative	no			2	0	0			
		C	Temple City Community Learning Centre (Contin	no			2	0	0			
		<i>Torrance Unified</i>										
		A	South High	no			349	319	91.4			
		B	Calle Mayor Middle	no			96	81	84.4			
		<i>Westside Union Elementary</i>										
		B	Hillview Middle	no			28	22	78.6			
		<i>Whittier City Elementary</i>										
		A	Daniel Phelan Elementary	no			27	25	92.6			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	Walter F. Dexter Middle	no			290	234	80.7			
		B	Christian Sorensen Elementary	no			28	23	82.1			
		C2	Wallen L. Andrews Elementary	no			21	13	61.9			
		<i>Whittier Union High</i>										
		A	La Serna High	no			391	374	95.7			
		C	Sierra Vista High (Alternative)	no			12	3	25			
		<i>William S. Hart Union High</i>										
		A	Sierra Vista Junior High	no			230	207	90			
		A	Canyon High	no			393	339	86.3			
		<i>Wilsona Elementary</i>										
		B	Wilsona Elementary	no			29	21	72.4			
		<i>Wiseburn Elementary</i>										
		A	Juan Cabrillo Elementary	no			22	21	95.5			
		A	Peter Burnett Elementary	no			17	16	94.1			
		A	Richard Henry Dana Middle	no			27	25	92.6			
Madera		<i>Chawanakee Unified</i>										
		C	Chawanakee Academy	no			15	10	66.7			
		C2	Cedar Continuation High	no			4	0	0			
		<i>Chowchilla Elementary</i>										
		A	Wilson Middle	no			25	24	96			
		<i>Madera County Office Of Education</i>										
		C	Discovery Secondary	no			4	0	0			
		C	Pioneer Technical Center	no			29	14	48.3			
		C2	Enterprise Secondary	no			20	6	30			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Madera County Special Education	no			120	79	65.8			
	<i>Madera Unified</i>											
		C	Mountain Vista High (Continuation)	no			90	22	24.4			
		C	Furman (Duane E.) High (Alternative)	no			183	76	41.5			
		C2	Ripperdan High	no			39	16	41			
		C2	Madera High North	no			659	453	68.7			
	<i>Yosemite Joint Union High</i>											
		C	Ahwahnee High	no			1	0	0			
		C	Raymond Granite High	no			1	0	0			
		C	Foothill High (Alternative)	no			3	0	0			
		C	Evergreen High	no			4	0	0			
		C2	Mountain View High (Continuation)	no			2	0	0			
Marin	<i>Marin County Office Of Education</i>											
		C	Phoenix Academy	no			5	2	40			
		C2	Marin County Juvenile Hall/Community	no			9	5	55.6			
RELEASED	<i>Mill Valley Elementary</i>											
	August-06	C	Strawberry Point	no			15/19	10/19	66.7/100			
	<i>Reed Union Elementary</i>											
		A	Del Mar Intermediate	no			20	18	90			
	<i>San Rafael City Elementary</i>											
		B	Gallinas Elementary	no			45	34	75.6			
		C	James B. Davidson Middle	no			105	43	41			
		C2	San Pedro Elementary	no			18	12	66.7			
	<i>San Rafael City High</i>											
		B	Terra Linda High	no			180	128	71.1			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	San Rafael High	no			175	123	70.3			
RELEASED	<i>Tamalpais Union High</i>											
	August-06	A	San Andreas High (Continuation)	no			33/30	29/30	87.9/100			
<b>Mariposa</b>												
	<i>Mariposa County Unified</i>											
		C	Mariposa County Independent Learning	no			14	1	7.1			
		C	Coulterville High	no			10	3	30			
		C	Yosemite Park High	no			10	5	50			
<b>Mendocino</b>												
RELEASED	<i>Fort Bragg Unified</i>											
	August-06	C	Shelter Cove	no			1/1	0/1	0/100			
	<i>Laytonville Unified</i>											
		C	Laytonville Community Day	no			2	1	50			
	<i>Mendocino County Office Of Education</i>											
		C	West Hills Juvenile Hall Court	no			33	22	66.7			
		C	Mendocino County Community	no			24	11	45.8			
	<i>Round Valley Unified</i>											
		C	Eel River Charter	yes			3	2	66.7			
	<i>Ukiah Unified</i>											
		A	Calpella Elementary	no			17	16	94.1			
	<i>Willits Unified</i>											
		C	Willits Community Day	no			6	1	16.7			
<b>Merced</b>												
	<i>Delhi Unified</i>											
		B	Delhi High	no			102	84	82.4			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Shattuck Educational Park Continuation	no			9	2	22.2			
			<i>Dos Palos Oro Loma Joint Unified</i>									
		C	Bryant Middle	no			135	54	40			
		C	Dos Palos High	no			169	91	53.8			
		C	Westside High	no			15	7	46.7			
			<i>Gustine Unified</i>									
		A	Gustine High	no			93	81	87.1			
		C2	Gustine Community Day	no			0	0	0			
			<i>Le Grand Union Elementary</i>									
		A	Le Grand Elementary	no			20	19	95			
			<i>Merced County Office Of Education</i>									
		C	Valley Los Banos Community Day	no			17	6	35.3			
		C	Valley Community Valley Livingston	no			64	25	39.1			
		C2	Community Day Merced County Juvenile	no			10	0	0			
		C2	Hall/Community	no			23	2	8.7			
		C2	Valley Community Day (7-12)	no			13	4	30.8			
		C2	Valley Atwater Community Day	no			19	13	68.4			
		C2	Merced Union High School District Community D	no			0	0	0			
			<i>Merced Union High</i>									
		B	Livingston High	no			192	155	80.7			
		B	Golden Valley High	no			400	313	78.3			
		C	Yosemite High (Continuation)	no			35	8	22.9			
		C	Buhach Colony High	no			169	111	65.7			
			<i>Planada Elementary</i>									
		A	Planada Elementary	no			26	24	92.3			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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B	Surprise Valley High	no			17	13	76.5					
C	Great Basin High (Continuation)	no			4	1	25					

Mono

*Mono County Office Of Education*

C	Mammoth Community Day Mono County Juvenile	no			4	2	50					
C	Hall/Community	no			4	2	50					

Monterey

*Alisal Union Elementary*

A	Cesar Chavez Elementary	no			28	27	96.4					
A	Dr. Martin Luther King, Jr. Elementary	no			18	17	94.4					
A	Alisal Community	no			28	27	96.4					
B	Frank Paul Elementary	no			26	22	84.6					

*Gonzales Unified*

A	La Gloria Elementary	no			45	43	95.6					
C	Somavia High	no			4	2	50					

*Greenfield Union Elementary*

B	Cesar Chavez Elementary	no			19	16	84.2					
B	Oak Avenue Elementary	no			27	22	81.5					
C	Vista Verde Middle	no			165	107	64.8					
C2	Greenfield Elementary	no			23	16	69.6					

*King City Joint Union High*

A	King City High	no			167	143	85.6					
B	Greenfield High	no			155	113	72.9					
C	Ventana High (Continuation)	no			6	1	16.7					

*King City Union Elementary*

B	San Lorenzo Middle	no			249	178	71.5					
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County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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*Monterey County Office Of Education*

C	Salinas Community	no		55	26	47.3
C2	Wellington M. Smith, Jr.	no		33	16	48.5

*Monterey Peninsula Unified*

A	Marina Del Mar Elementary	no		14	12	85.7
A	Del Rey Woods Elementary	no		24	22	91.7
A	Marina Vista Elementary	no		18	16	88.9
A	La Mesa Elementary	no		24	21	87.5
B	Ord Terrace Elementary	no		27	20	74.1
B	Seaside High	no		240	180	75
B	J. C. Crumpton Elementary	no		24	20	83.3
C	Los Arboles Middle	no		132	73	55.3
C	Roger S. Fitch Middle	no		139	91	65.5
C	Monterey High	no		229	145	63.3
C	Central Coast High	no		62	39	62.9
C2	Martin Luther King	no		138	66	47.8
C2	Walter Colton	no		94	57	60.6

*North Monterey County Unified*

A	Central Bay High (Continuation)	no		27	25	92.6
C2	North Monterey County High	no		136	9	6.6
C2	North Monterey County Middle	no		116	23	19.8

*Salinas City Elementary*

A	Los Padres Elementary	no		29	26	89.7
A	Laurel Wood Elementary	no		22	21	95.5
B	Natividad Elementary	no		29	24	82.8
B	Roosevelt Elementary	no		24	19	79.2
B	Sherwood Elementary	no		31	24	77.4

*Salinas Union High*

C	Washington Middle	no		0	0	0
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County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Harden Middle	no			0	0	0			
		C	North Salinas High	no			0	0	0			
		C	La Paz Middle	no			0	0	0			
		C	Community Day	no			0	0	0			
		C	Mount Toro High	no			0	0	0			
		C	Salinas High	no			0	0	0			
		C	El Sausal Middle	no			0	0	0			
		C2	Alisal High	no			0	0	0			
		C2	Everett Alvarez High	no			0	0	0			

*Santa Rita Union Elementary*

A	Gavilan View Middle	no			198	183	92.4					
A	La Joya Elementary	no			20	18	90	19/19				
B	Santa Rita Elementary	no			25	21	84	25/24				

Napa

*Napa County Office Of Education*

C	Napa County Community	no			40	20	50					
C2	Napa County Juvenile Hall/Court Schools	no			14	8	57.1					

*Napa Valley Unified*

A	Valley Oak High	no			27	26	96.3					
A	American Canyon Middle	no			31	27	87.1					
B	New Technology High	no			30	25	83.3					
C	Steps To Success	no			Closed							
C2	Napa Valley Alternative	no			5	3	60					
C2	Archways Community Day	no			0	0	0					

Nevada

*Nevada Joint Union High*

C	Pioneer High (Continuation)	no			1	0	0					
C	Sierra Foothill High (Continuation)	no			38	17	44.7					
C	Sierra Mountain High	no			19	11	57.9					
C	Nevada Union Technical High (Continuation)	no			9	5	55.6					

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Earle Jamieson High	no			13	7	53.8			

*Ready Springs Union Elementary*

		B	Vantage Point Charter	no			5	4	80			
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Orange

*Anaheim Union High*

		A	Anaheim High	no			373	319	85.5			
		A	Orangeview Junior High	no			247	236	95.5			
		A	South Junior High	no			297	255	85.9			
		B	Lexington Junior High	no			180	141	78.3			
		C	Anaheim Community Day	no			20	4	20			
		C2	Polaris High (Alternative)	no			3	0	0			
		C2	Gilbert High (Continuation)	no			198	117	59.1			

*Capistrano Unified*

		A	San Juan Elementary	no			29	28	96.6			
		A	Marian Bergeson Elementary	no			30	29	96.7			
		A	Capistrano Valley High	no			1442	1308	90.7			
		A	Palisades Elementary	no			30	27	90			
		A	Barcelona Hills Elementary	no			31	30	96.8			
		A	Castille Elementary	no			37	35	94.6			
		A	Truman Benedict Elementary	no			36	35	97.2			
		A	Dana Hills High	no			1145	1043	91.1			
		A	Clarence Lobo Elementary	no			32	29	90.6			
		A	Richard Henry Dana Elementary	no			19	18	94.7			
		A	Viejo Elementary	no			31	30	96.8			
		A	George White Elementary	no			44	43	97.7			
		A	Elementary/Special Education	no			34	32	94.1			
		A	Aliso Viejo Middle	no			265	236	89.1			
		A	Wagon Wheel Elementary	no			49	48	98			
		A	Bernice Ayer Middle	no			185	166	89.7			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Don Juan Avila Elementary	no			33	30	90.9			
		A	Ladera Ranch Middle	no			189	166	87.8			
		A	Las Flores Middle	no			290	259	89.3			
		A	Tijeras Creek Elementary	no			35	34	97.1			
		A	Vista Del Mar Middle	no			131	118	90.1			
		A	Carl H. Hankey Elementary	no			27	26	96.3			
		A	Arroyo Vista Elementary	no			80	78	97.5			
		B	Aliso Niguel High	no			604	506	83.8			
		B	Newhart Middle	no			405	312	77			
		B	Shorecliffs Middle	no			218	185	84.9			
		B	Don Juan Avila Middle	no			249	201	80.7			
		B	Marco Forster Middle	no			336	254	75.6			
		C	Junipero Serra High	no			135	7	5.2			
		C2	Bridges Community Day	no			1	0	0			
			<i>Centralia Elementary</i>									
		A	Buena Terra Elementary	no			16	15	93.8			
		A	Glen H. Dysinger Sr. Elementary	no			20	19	95			
			<i>Fullerton Elementary</i>									
		A	Ladera Vista Junior High	no			248	242	97.6			
		A	Sunset Lane Elementary	no			33	31	93.9			
			<i>Fullerton Joint Union High</i>									
		C	La Sierra High (Alternative)	no			93	52	55.9			
			<i>Garden Grove Unified</i>									
		A	Los Amigos High	no			86	79	91.9			
		A	Santiago High	no			84	78	92.9			
		B	Stephen R. Fitz Intermediate	no			34	25	73.5			
		B	Donald S. Jordan Intermediate	no			28	22	78.6			
		B	Izaak Walton Intermediate	no			28	22	78.6			
		B	James Irvine Intermediate	no			33	28	84.8			
		B	Leroy L. Doig Intermediate	no			31	23	74.2			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
			Sarah Mcgarvin									
		B	Intermediate	no			24	18	75			
		B	Alamitos Intermediate	no			34	24	70.6			
		C	Lincoln High Continuation	no			0	0	0			
		C	Hilton D. Bell Intermediate	no			29	19	65.5			
		C	Dr. Walter C. Ralston Intermediate	no			23	16	69.6			
		C	Marie L. Hare High	no			16	9	56.3			
		C2	Jordan Secondary Learning Center	no			6	0	0			
		C2	Mark Twain Special Center	no			10	0	0			
<i>Huntington Beach Union High</i>												
		A	Huntington Beach High	no			441	405	91.8			
		A	Marina High	no			443	394	88.9			
		B	Valley Vista High (Continuation)	no			201	146	72.6			
		B	Coast High	no			58	43	74.1			
		C	Hbuhd Community Day	no			33	13	39.4			
<i>Irvine Unified</i>												
		A	South Lake Middle	no			82	77	93.9			
		C2	Alternative Education-San Joaquin	no			11	3	27.3			
<i>La Habra City Elementary</i>												
		A	El Cerrito Elementary	no			28	27	96.4			
		A	Imperial Middle	no			132	114	86.4			
		A	Washington Middle	no			132	114	86.4			
<i>Magnolia Elementary</i>												
		B	Jonas E. Salk Elementary	no			42	33	78.6			
<i>Newport-Mesa Unified</i>												
		A	Sonora Elementary	no			24	22	91.7			
<i>Ocean View</i>												
		A	Marine View Middle	no			34	33	97.1			
<i>Placentia-Yorba Linda Unified</i>												

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Morse Avenue Elementary	no			25	24	96			
	<i>Santa Ana Unified</i>											
	August-06	A	John F. Kennedy Elementary	no			37/36	34/36	91.9/100			
		A	Orange County High School Of The Arts	yes			203	186	91.6			
	August-06	A	Thomas A. Edison Elementary	no			34/31	30/30	88.2/97			
	August-06	A	Fremont Elementary	no			40/43	35/42	87.5/98			
	August-06	A	Theodore Roosevelt Elementary	no			32/32	28/32	87.5/100			
	August-06	A	Wilson Elementary	no			38/36	34/36	89.5/100			
	August-06	A	Lydia Romero-Cruz Elementary	no			17/12	16/12	94.1/100			
		B	Sierra Intermediate	no			126	99	78.6			
		C	Nova Academy	yes			8	5	62.5			
		C	Albor Charter	yes			62	41	66.1			
		C2	Orange County Educational Arts Academy	yes			0	0	0			
		C2	Segerstrom High	no			0	0	0			
	August-06	C2	Manuel Esqueda Elementary	no			0/22	0/22	0/100			
	<i>Tustin Unified</i>											
		A	Columbus Tustin	no			122	112	91.8			
		A	Guin Foss Elementary	no			23	22	95.7			
		B	Hillview High (Continuation)	no			41	32	78			
Placer	<i>Eureka Union</i>											
		A	Willma Cavitt Junior High	no			113	103	91.2			
		A	Ridgeview Elementary	no			26	23	88.5			
	<i>Placer County Office Of Education</i>											
		C	Placer County Community Schools	no			5	1	20			
	<i>Roseville Joint Union High</i>											
		A	Oakmont High	no			108	98	90.7			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Roseville High	no			179	174	97.2			
		C2	Independence High (Alternative)	no			179	57	31.8			

*Tahoe-Truckee Joint Unified*

A	Tahoe Lake Elementary	no		14	12	85.7
A	Truckee Elementary	no		34	32	94.1
A	Kings Beach Elementary	no		19	17	89.5
C	Cold Stream Alternative	no		28	8	28.6
C2	Sierra High (Continuation)	no		15	10	66.7

Plumas

*Plumas County Office Of Education*

B	Portola Opportunity	no		4	3	75
C2	Plumas County Opportunity	no		1	0	0

*Plumas Unified*

A	Quincy Junior-Senior High	no		72	64	88.9
A	Greenville Elementary	no		10	9	90
A	Pioneer/Quincy Elementary	no		38	36	94.7
A	C. Roy Carmichael Elementary	no		28	27	96.4
B	Chester Junior-Senior High	no		80	62	77.5
B	Chester Elementary	no		15	12	80
C	Greenville Junior-Senior High	no		53	36	67.9

Riverside

*Alvord Unified*

A	La Sierra High	no		438	412	94.1
A	Norte Vista High	no		351	336	95.7
A	Loma Vista Intermediate	no		153	142	92.8
B	Ysmael Villegas Middle	no		189	153	81

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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*Banning Unified*

A	Central Elementary		no		31	28	90.3					
B	Cabazon Elementary		no		13	10	76.9					
C	Banning Independent Study		no		4	1	25					
C2	New Horizon High		no		25	15	60					

*Beaumont Unified*

A	Three Rings Ranch Elementary		no		35	30	85.7					
A	Andy And Toni Chavez Elementary		no		16	15	93.8					
A	Palm Elementary		no		27	24	88.9					
A	Beaumont Senior High		no		47	43	91.5					
A	Sundance Elementary		no		29	25	86.2					
B	Mountain View Middle		no		29	22	75.9					
C	Laura May Stewart Performance		no		3	1	33.3					
C2	San Andreas High		no		6	4	66.7					

*Coachella Valley Joint Unified*

A	John Kelley Elementary		no		28	25	89.3					
A	Valley View Elementary		no		37	32	86.5					
A	Sea View Elementary		no		15	13	86.7					
A	Mountain Vista Elementary		no		48	42	87.5					
B	Oasis Elementary		no		30	23	76.7					
B	Coachella Valley High		no		372	278	74.7					
B	Westside Elementary		no		27	19	70.4					
C	Cahuilla Desert Academy Junior High		no		256	142	55.5					
C	Saul Martinez Elementary		no		43	30	69.8					
C	Las Palmitas Elementary		no		37	24	64.9					
C	La Familia Continuation High		no		34	20	58.8					
C	Toro Canyon Middle		no		161	92	57.1					
C	Desert Mirage High		no		116	81	69.8					
C2	West Shores High		no		64	44	68.8					
C2	Center		no		22	15	68.2					

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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*Corona-Norco Unified*

		C	Victress Bower School For Exceptional Studies	no		No NCLB Academic Classes						
		C2	Norco Vista High	no			8	4	50			
	August-06	C2	Centennial Vista High	no			2/7	0/7	0/100			

*Desert Center Unified*

		C	Eagle Mountain Elementary	no			3	2	66.7			
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*Hemet Unified*

		B	Winchester Elementary	no			23	17	73.9			
		C	Helen Hunt Jackson Alternative High	no			75	15	20			
		C2	Hemet Educational Learning Center	no			30	15	50			
		C2	Alessandro High	no			46	10	21.7			
		C2	Ramona Elementary	no			37	24	64.9			
		C2	Jacob Wiens Elementary	no			37	15	40.5			
		C2	Dartmouth Middle	no			160	81	50.6			
		C2	Valle Vista Elementary	no			37	21	56.8			
		C2	Acacia Middle	no			123	74	60.2			
		C2	Diamond Valley Middle	no			230	119	51.7			
		C2	Hamilton	no			34	23	67.6			
		C2	Hamilton High	no			97	42	43.3			
		C2	Hemet Senior High	no			384	209	54.4			
		C2	Santa Fe Middle	no			152	48	31.6			

*Moreno Valley Unified*

		C	Moreno Valley Community Learning Center	no			20	12	60			
		C	Arnold Heights	no			33	5	15.2			

*Palm Springs Unified*

		A	Cathedral City High	no			369	327	88.6			
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County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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*Palo Verde Unified*

A	Palo Verde High	no	143	133	93
B	Blythe Middle	no	117	82	70.1

RELEASED

*Perris Elementary*

August-06	C	Nan Sanders Elementary	no	40/41	26/41	65/100
August-06	C	Park Avenue Elementary	no	29/27	20/27	69/100
August-06	C	Perris Elementary	no	42/38	23/37	54.8/97
August-06	C	Palms Elementary	no	41/35	28/35	68.3/100
August-06	C	Good Hope Elementary	no	35/41	23/41	65.7/100

*Perris Union High*

A	Perris Lake High (Continuation)	no	73	68	93.2
A	Perris High	no	418	374	89.5
A	Paloma Valley High	no	488	455	93.2
C2	California Military Institute	no	35	24	68.6

*Riverside County Office Of Education*

C	Riverside County Juvenile Court	no	25	14	56
C	Riverside County Alternative/Opportunity	no	14	6	42.9
C	Riverside County Community	no	37	20	54.1
C	Riverside County Special Education	no	152	96	63.2

*Riverside Unified*

A	Ramona High	no	335	330	98.5
A	Monroe Elementary	no	31	29	93.5
A	John W. North High	no	435	405	93.1
A	Longfellow Elementary	no	36	33	91.7
A	Victoria Elementary	no	29	26	89.7
A	Benjamin Franklin Elementary	no	51	46	90.2
A	Martin Luther King Jr. High	no	462	442	95.7
B	Pachappa Elementary	no	33	28	84.8
B	Lake Mathews Elementary	no	26	21	80.8

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Alcott Elementary	no			39	27	69.2			
		C2	Adams Elementary	no			29	20	69			
	<i>San Jacinto Unified</i>											
		B	North Mountain Middle	no			124	101	81.5			
		C	Monte Vista Middle	no			99	65	65.7			
	<i>Val Verde Unified</i>											
	August-06	A	Sierra Vista Elementary	no			3/37	37/37	97.4/100			
		A	Rancho Verde High	no			474	441	93			
		A	Val Verde High	no			75	70	93.3			
		C2	Citrus Hill High	no			0	0	0			
	August-06	C2	Lasselle Elementary	no			0/25	0/25	0/100			
		C2	Academy	no			0	0	0			
	August-06	C2	Avalon Elementary	no			0/28	0/28	0/100			
Sacramento	<i>Center Joint Elementary</i>											
		A	Center Joint Junior High	no			184	159	86.4			
	<i>Center Joint Unified</i>											
		A	Center High	no			252	221	87.7			
		B	McClellan High	no			21	15	71.4			
		C	(Continuation)	no			120	28	23.3			
		C	Antelope View Charter	no			4	1	25			
		C	Global Youth Charter High	no								
	<i>Elk Grove Unified</i>											
		A	Florin High	no			346	303	87.6			
		A	Laguna Creek High	no			189	172	91			
		A	Elk Grove High	no			400	378	94.5			
		A	T. R. Smedberg Middle	no			186	162	87.1			
		B	Jessie Baker	no			13	10	76.9			
		B	Sierra-Enterprise	no			28	23	82.1			
		B	Elementary	no			233	193	82.8			
		B	James Rutter Middle	no			116	89	76.7			
		B	Harriet G. Eddy Middle	no								
		C	Capital Community Day	no			2	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Samuel Jackman Middle	no			227	154	67.8			
		C	Daylor (William) High (Continuation)	no			19	10	52.6			
		C	Rio Cazadero High (Continuation)	no			12	4	33.3			
		C	Transition High (Continuation)	no			13	9	69.2			
		C	Elk Grove Charter	no			23	8	34.8			
		C2	Edward Harris, Jr. Middle	no			123	75	61			
			<i>Folsom-Cordova Unified</i>									
		C	Walnutwood High (Alternative)	no			6	4	66.7			
		C2	Kitty Hawk	no			2	0	0			
		C2	Reymouth Special Education Center	no			0	0	0			
			<i>Natomas Unified</i>									
		A	Leroy F. Greene Middle	no			167	153	91.6			
		A	Discovery High	no			36	35	97.2			
		C	Natomas High	no			218	137	62.8			
		C2	Witter Ranch Elementary	no			373	29	7.8			
			<i>River Delta Joint Unified</i>									
		C	Walnut Grove Elementary	no			0	0	0			
			<i>Sacramento City Unified</i>									
		B	Clayton B. Wire Elementary	no			28	22	78.6			
		C	California Middle	no			140	16	11.4			
		C	Will C. Wood Middle	no			164	20	12.2			
		C	Lisbon Elementary	no			21	12	57.1			
		C	Sutter Middle	no			200	25	12.5			
		C	Kit Carson Middle	no			140	18	12.9			
	August-06	C	Success Academy	no			3/3	1/3	33.3/100			
		C	Sam Brannan Middle	no			162	27	16.7			
		C	John H. Still Elementary	no			66	25	37.9			
		C	Charles M. Goethe Middle	no			177	9	5.1			
	August-06	C	Freeport Elementary	no			19/19	9/19	47.4/100			
		C	C. K. McClatchy High	no			531	69	13			
		C	Hiram W. Johnson High	no			370	46	12.4			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Luther Burbank High	no			497	305	61.4			
		C	West Campus	no			130	38	29.2			
	August-06	C	Rosemont High	no			186	31	16.7/100			
		C	Genesis High	no			52	6	11.5			
	August-06	C	Met Sacramento Charter High	no					100			
		C	America's Choice	no			32	5	15.6			
		C	Fern Bacon Middle	no			182	17	9.3			
		C2	American Legion High (Continuation)	no			130	9	6.9			
	August-06	C2	Sacramento Charter High	yes			265	146	55.1			
		C2	Capital City	no			57	13	5			
		C2	John F. Kennedy High	no			500	78	15.6			
		C2	The Language Academy Of Sacramento	yes			12	8	66.7			
		C2	Capitol Heights Academy	yes			5	2	40			
		C2	Martin Luther King Jr. Elementary	no			24	15	62.5			
		C2	Albert Einstein Middle	no			151	23	15.2			

*San Juan Unified*

		C	Ralph Richardson Center	no			13	7	53.8			
		C	Salk (Jonas) Middle (Alternative)	no			130	73	56.2			
		C	El Sereno Alternative Education	no			15	5	33.3			
		C	Sierra Nueva High (Continuation)	no			7	4	57.1			
		C	La Vista Center	no			9	1	11.1			
		C2	Choices Charter	no			53	30	56.6			

San Benito

*San Benito County Office Of Education*

		C	San Benito County Alternative/Opportunity	no			6	4	66.7			
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*San Benito High*

		A	San Benito High	no			454	411	90.5			
		C	San Andreas Continuation High	no			32	19	59.4			

*Tres Pinos Union Elementary*

		B	Tres Pinos Elementary	no			6	5	83.3			
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County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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San Bernardino

*Apple Valley Unified*

A	Vista Campana Middle	no		186	179	96.2
A	Apple Valley High	no		319	303	95

*Baker Valley Unified*

A	Baker Elementary	no		7	6	85.7
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*Bear Valley Unified*

A	Big Bear High	no		159	144	90.6
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*Colton Joint Unified*

A	Jurupa Vista Elementary	no		32	30	93.8
A	Michael D'arcy Elementary	no		28	27	96.4
A	Paul Rogers Elementary	no		35	31	88.6
A	Terrace Hills Middle	no		208	188	90.4
A	Reche Canyon Elementary	no		31	29	93.5
B	Ruth O. Harris Middle	no		167	129	77.2
B	Abraham Lincoln Elementary	no		37	31	83.8
C	Alternative	no		88	13	14.8

RELEASED *Etiwanda Elementary*

August-06	A	Etiwanda Intermediate	no		36/90	33/90	91.7/100
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*Hesperia Unified*

C	Summit Leadership Academy-High Desert	no		17	9	52.9
C2	Crosswalk: Hesperia Experiential Learning Pat	yes		0	0	0

*Lucerne Valley Unified*

C	Lucerne Valley Community Day	no		1	0	0
C	Lucerne Valley High	no		57	29	50.9
C	Mountain View High	no		2	0	0
C2	Lucerne Valley Middle	no		40	23	57.5
C2	Lucerne Valley Elementary	no		25	15	60

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
<i>Morongo Unified</i>												
		A	Yucca Valley High	no			370	331	89.5			
		A	Twentynine Palms High	no			229	221	96.5			
<i>Rim Of The World Unified</i>												
		A	Rim Of The World Senior High	no			234	227	97			
<i>San Bernardino City Unified</i>												
		A	Arroyo Valley High	no			564	498	88.3			
		A	San Bernardino High	no			492	438	89			
		A	Cajon High	no			564	516	91.5			
		B	Pacific High	no			480	384	80			
		B	San Gorgonio High	no			576	480	83.3			
		B	Del Vallejo Middle	no			324	252	77.8			
		B	Curtis Middle	no			240	186	77.5			
		B	Shandin Hills Middle	no			312	252	80.8			
		C	Anderson	no			11	5	45.5			
		C	Yvonne Harmon	no			2	1	50			
		C	Carmack	no			9	5	55.6			
		C2	YWCA Academy	no			3	2	66.7			
		C2	Star At Anderson Community Day	no			3	2	66.7			
<i>San Bernardino County Office Of Education</i>												
		C	School/Independent Alternative Educ	no			8	3	37.5			
		C	Desert Mountain Community Day	no			9	6	66.7			
		C	East Valley Community Day	no			18	4	22.2			
		C	West End Community Day	no			18	6	33.3			
		C2	San Bernardino County Special Education	no			55	37	67.3			
<i>Silver Valley Unified</i>												
		B	Yermo Elementary	no			20	14	70			
		C2	Congressman Jerry Lewis Elementary	no			43	30	69.8			
<i>Yucaipa-Calimesa Joint Unified</i>												
	August-06	A	Ridgeview Elementary	no			33/33	32/33	97/100			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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	August-06	A	Valley Elementary	no			28/31	27/31	96.4/100			
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		C	Community Day	no			25	15	60			
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San Diego

RELEASED *Bonsall Union Elementary*

		A	Bonsall Charter Academy For Learning	no				Closed				
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*Carlsbad Unified*

		A	Aviara Oaks Elementary	no			39	37	94.9			
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		C2	Carlsbad Seaside Academy	no			36	24	66.7			
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*Chula Vista Elementary*

		A	Hilltop Drive Elementary	no			26	24	92.3			
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		A	Heritage Elementary	no			43	41	95.3			
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		A	Thurgood Marshall Elementary	no			34	32	94.1			
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		A	Olympic View Elementary	no			41	39	95.1			
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		A	Juarez-Lincoln Accelerated	no			29	27	93.1			
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		A	Parkview Elementary	no			25	22	88			
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		A	Vista Square Elementary	no			33	30	90.9			
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		A	Valle Lindo Elementary	no			27	25	92.6			
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		A	Myrtle S. Finney Elementary	no			27	26	96.3			
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		A	J. Calvin Lauderbach Elementary	no			39	37	94.9			
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		A	Harborside Elementary	no			32	31	96.9			
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		A	Fred H. Rohr Elementary	no			21	20	95.2			
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		A	Castle Park Elementary	no			26	25	96.2			
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		A	Anne And William Hedenkamp Elementary	no			48	43	89.6			
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		A	Lilian J. Rice Elementary	no			35	33	94.3			
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		A	Silver Wing Elementary	no			22	21	95.5			
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		C2	Veterans Elementary	no			0	0	0			
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County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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RELEASED *Del Mar Union Elementary*

August-06	A	Del Mar Heights Elementary	no		24/24	23/24	95.8/100
August-06	A	Ashley Falls Elementary	no		32/36	30/26	93.8/100
August-06	A	Del Mar Hills Elementary	no		22/21	21/21	95.5/100
August-06	A	Torrey Hills	no		40/40	39/40	97.5/100
August-06	B	Sage Canyon	no		38/38	32/37	84.2/97

*Escondido Union Elementary*

A	Hidden Valley Middle	no		271	250	92.3
A	Pioneer Elementary	no		44	43	97.7
A	Rincon Middle	no		360	329	91.4
A	Rock Springs	no		38	35	92.1
A	Rose Elementary	no		43	42	97.7
A	Oak Hill Elementary	no		59	52	88.1
A	Central Elementary	no		44	43	97.7
A	Lincoln	no		42	37	88.1
B	North Broadway Elementary	no		42	34	81
C2	Nicolaysen Center (Special Education)	no		4	1	25

*Fallbrook Union High*

B	Fallbrook High	no		483	347	71.8
C	Ivy High (Continuation)	no		20	13	65

*Grossmont Union High*

C	Phoenix High	no		66	11	16.7
C	Gateway West Community Day	no		30	1	3.3
C	Chaparral High	no		85	55	64.7
C	Gateway Community Day	no		11	1	9.1
C2	Grossmont Union High Special Education Progra	no		65	0	0

*Jamul-Dulzura Union Elementary*

A	Jamul Intermediate	no		9	8	88.9
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*Julian Union High*

C	Summit High Community Day	no		6	0	0
C	Eagles Peak Charter	yes		0	0	0

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
<i>Lakeside Union Elementary</i>												
		A	Tierra Del Sol Middle	no			128	122	95.3			
<i>Mountain Empire Unified</i>												
		B	Mountain Empire High	no			93	78	83.9			
		B	Mountain Empire Junior High	no			56	45	80.4			
		C	Mountain Meadow High	no			60	19	31.7			
		C	Hillside Junior/Senior High	no			5	0	0			
		C	Cottonwood Community Day	no			26	6	23.1			
		C2	Campo High (Continuation)	no			9	0	0			
<i>National Elementary</i>												
		A	Integrity Charter	yes			7	6	85.7			
<i>Poway Unified</i>												
		A	Valley Elementary	no			42	40	95.2			
		A	Pomerado Elementary	no			28	27	96.4			
		C	Abraxas Continuation High	no			33	22	66.7			
<i>San Diego County Office Of Education</i>												
		C	South Region Community Day Schools	no			4	0	0			
		C2	Metro Region Community Day Schools	no			8	5	62.5			
		C2	Discovery Valley	no			0	0	0			
		C2	San Diego County Juvenile Court	no			148	96	64.9			
		C2	North Region Community Day Schools	no			1	0	0			
		C2	San Diego County Special Education	no			0	0	0			
<i>San Diego Unified</i>												
		A	Point Loma Senior High	no			1013	879	86.8			
		A	Mira Mesa Senior High	no			973	873	89.7			
		A	University City High	no			973	868	89.2			
		A	La Jolla Senior High	no			587	540	92			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Hoover Senior High	no			1611	1480	91.9			
		B	Rowan Elementary	no			17	14	82.4			
		B	Garfield Elementary	no			25	18	72			
		B	Longfellow Elementary	no			59	43	72.9			
		B	Correia Middle	no			321	255	79.4			
		B	Marston Middle	no			421	307	72.9			
		B	Muirlands Middle	no			367	275	74.9			
		B	Pacific Beach Middle	no			272	191	70.2			
		B	Wangenheim Middle	no			308	244	79.2			
		B	Florence Elementary	no			14	10	71.4			
		B	San Diego Cooperative Charter	yes			18	14	77.8			
		B	Lafayette Elementary	no			23	17	73.9			
		B	Monroe Clark Middle	no			602	468	77.7			
		B	Gompers Secondary	no			475	388	81.7			
		B	Perkins Elementary	no			31	23	74.2			
		B	Kipp Adelante Preparatory Academy	yes			14	11	78.6			
		B	San Diego School Of Creative And Performing Arts	no			737	613	83.2			
		B	Alternative Learning For Behavior And Attitud	no			47	38	80.9			
		B	Clairemont Senior High	no			822	673	81.9			
		B	Creative, Performing, And Media Arts	no			179	129	72.1			
		B	Mission Bay Senior High	no			932	779	83.6			
		B	Madison Senior High	no			835	686	82.2			
		B	Garfield High	no			281	218	77.6			
		C	Trace	no			125	40	32			
		C	Farb Middle	no			272	174	64			
		C	Balboa Elementary	no			42	26	61.9			
		C	Barnard Elementary	no			8	5	62.5			
		C	Baker Elementary	no			27	12	44.4			
		C	Wilson Middle	no			343	165	48.1			
		C	Pershing Middle	no			383	258	67.4			
		C	Whittier/Del Sol Academy	no			9	1	11.1			
		C	Montgomery Middle	no			396	267	67.4			
		C	High Tech Middle	yes			22	15	68.2			
		C	Mann School Of Expedition	no			176	92	52.3			
		C	Kroc Middle	no			262	162	61.8			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Dana Middle	no			307	206	67.1			
		C	Emerson/Bandini Elementary	no			43	26	60.5			
		C	Webster Elementary	no			26	16	61.5			
		C	New Dawn	no			6	3	50			
		C	Language Academy	no			74	51	68.9			
		C	High Tech High	yes			35	20	57.1			
		C	Carson Elementary	no			33	21	63.6			
		C2	Alcott Elementary	no			16	10	62.5			
		C2	Mann School Of Expression	no			133	80	60.2			
		C2	Scitech High	no			290	200	69			
		C2	Walter J. Porter Elementary	no			34	23	67.6			
		C2	Roosevelt Middle	no			369	230	62.3			
		C2	Johnson Elementary	no			176	92	52.3			
		C2	Audubon Elementary	no			27	12	44.4			
		C2	Audeo Charter	yes			7	2	28.6			
		C2	Mann School Of Exploration	no			130	66	50.8			
		C2	High Tech Middle Media Arts Charter	yes			20	11	55			
		C2	High Tech Media Arts	yes			13	9	69.2			
		C2	King/Chavez Athletics Academy Charter	yes			0	0	0			
		C2	Jola Community	yes			0	0	0			
		C2	High Tech International	yes			18	8	44.4			
		C2	Promise Charter	yes			6	2	33.3			
		C2	King/Chavez Charter	yes			12	4	33.3			
		C2	Charter School Of San Diego	yes			37	20	54.1			
		C2	Gompers Charter Middle	yes			51	21	41.2			
		C2	Bayshore Prep Charter	yes			0	0	0			
		A	San Marcos High	no			250	246	98.4			
		A	San Marcos Middle	no			249	237	95.2			

*San Marcos Unified*

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
RELEASED	<i>Solana Beach Elementary</i>											
	August-06	A	Carmel Creek Elementary	no			26/27	23/28	88.5/100			
	<i>South Bay Union Elementary</i>											
		C	Nestor Elementary	no			45	0	0			
		C	Oneonta Elementary	no			32	0	0			
		C	West View Elementary	no			20	0	0			
		C	Godfrey G. Berry Elementary	no			31	0	0			
		C	George Nicoloff Elementary	no			48	0	0			
		C	Teofilo Mendoza	no			57	0	0			
		C	Imperial Beach Elementary	no			32	0	0			
		C	Central Elementary	no			32	0	0			
		C	Emory Elementary	no			36	0	0			
		C2	Howard Pence Elementary	no			36	0	0			
		C2	Sunnyslope Elementary	no			34	0	0			
		C2	Bayside Elementary	no			24	0	0			
	<i>Sweetwater Union High</i>											
		C	Alta Vista Academy	no			0	0	0			
		C	Fifth Avenue Academy	no			0	0	0			
		C2	Sweetwater Community Day	no			0	0	0			
		C2	Maac Community Charter	no			24	12	50			
		C2	Options Secondary	no			47	23	48.9			
	<i>Vista Unified</i>											
		A	Lincoln Middle	no			249	227	91.2			
		B	Madison Middle	no			265	194	73.2			
		B	Roosevelt Middle	no			245	204	83.3			
		B	Washington Middle	no			268	220	82.1			
		B	Vista High	no			664	475	71.5			
		B	Rancho Buena Vista High	no			582	465	79.9			
		C	Palomar High	no			0	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Alta Vista High (Continuation)	no			113	78	69			
		C	Vista Focus Academy	no			44	21	47.7			
		C2	Guajome Park Academy Charter	yes			0	0	0			
		C2	California Avenue Elementary	no			0	0	0			
		C2	Sierra Vista High	no			79	8	10.1			
	<i>Warner Unified</i>	B	Warner Junior/Senior High	no			34	24	70.6			
San Francisco												
	<i>San Francisco County Office Of Education</i>											
		C	San Francisco County Alternative/Opportunity	no			0	0	0			
		C	San Francisco County Community	no			0	0	0			
		C2	San Francisco County Special Education	no			0	0	0			
	<i>San Francisco Unified</i>											
		B	Thurgood Marshall Academic High	no			176	137	77.8			
		B	Rosa Parks Elementary	no			14	10	71.4			
		B	George Washington High	no			464	372	80.2			
		B	John A. O'connell High	no			202	151	74.8			
		B	Abraham Lincoln High	no			467	389	83.3			
		B	Galileo High	no			397	327	82.4			
		B	Rooftop Elementary	no			67	48	71.6			
		B	Balboa High	no			191	149	78			
		C	Horace Mann Middle	no			136	53	39			
		C	Francisco Middle	no			96	29	30.2			
		C	James Lick Middle	no			152	59	38.8			
		C	Marina Middle	no			175	65	37.1			
		C	Presidio Middle	no			182	113	62.1			
		C	Aptos Middle	no			146	74	50.7			
		C	Visitacion Valley Middle	no			84	38	45.2			
		C	Roosevelt Middle	no			106	67	63.2			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
			Martin Luther King Jr.									
		C	Academic Middle	no			156	96	61.5			
		C	Luther Burbank Middle	no			83	46	55.4			
		C	James Denman Middle	no			168	115	68.5			
		C	Herbert Hoover Middle	no			222	145	65.3			
		C	Enola D. Maxwell School Of Arts	no			50	32	64			
		C	Everett Middle	no			130	77	59.2			
		C	Downtown High (Continuation)	no			74	26	35.1			
		C	Aim High Academy	no			37	16	43.2			
		C	A. P. Giannini Middle	no			199	134	67.3			
		C	Claire B. Lilienthal Elementary	no			50	29	58			
		C	Newcomer High	no			79	44	55.7			
		C	Independence High (Alternative)	no			115	5	4.3			
		C	School Of The Arts	no			170	110	64.7			
		C	Life Learning Academy Charter #140	no			0	0	0			
		C	Brown, Jr. (Willie L.) College Preparatory Ac	no			22	8	36.4			
		C	Garfield Elementary	no			12	8	66.7			
		C	George Peabody Elementary	no			10	5	50			
		C	Wells (Ida B.) High (Continuation/Alternative)	no			119	71	59.7			
		C	Lawton Elementary	no			48	32	66.7			
		C	Monroe Elementary	no			25	11	44			
		C	Paul Revere Elementary	no			25	11	44			
		C	Francis Scott Key Elementary	no			26	17	65.4			
		C2	Treasure Island Elementary	no			0	0	0			
		C2	June Jordan School For Equity	no			82	30	36.6			
		C2	New Traditions Elementary	no			9	6	66.7			
		A	Edison Charter Academy	yes			23	22	95.7			

*SBE - Edison Charter Academy*

San Joaquin

*Lammersville Elementary*

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Lammersville Charter	no			1	0	0			
	<i>Lincoln Unified</i>											
		A	Brookside	no			60	51	85			
		A	Tully C. Knoles	no			50	46	92			
		B	Village Oaks Elementary	no			24	20	83.3			
		B	Mable Barron	no			59	42	71.2			
		B	Claudia Landeen	no			54	44	81.5			
		C	Lincoln High	no			479	308	64.3			
		C	John R. Williams	no			47	32	68.1			
		C	Sierra Middle	no			102	49	48			
		C	Larsson (Sture) High (Continuation)	no			21	7	33.3			
	<i>Linden Unified</i>											
		A	Waverly Elementary	no			24	22	91.7			
	<i>Lodi Unified</i>											
		A	Lodi High	no			390	378	96.9			
		B	Liberty High	no			35	25	71.4			
		C	Independence	no			99	45	45.5			
		C2	Christa Mcauliffe Middle	no			161	109	67.7			
		C2	University Public	yes			16	6	37.5			
		C2	River Oaks Charter	yes			17	7	41.2			
		C2	Plaza Robles Continuation High	no			45	31	68.9			
		C2	Benjamin Holt College Preparatory Academy	yes			18	6	33.3			
RELEASED	<i>Manteca Unified</i>											
	August-06	A	Sierra High	no			403/403	375/400	93.1/97			
	August-06	B	East Union High	no			232/232	195/323	84.1/100			
	August-06	B	Manteca High	no			273/273	210/266	76.9/98			
	August-06	B	Sequoia Elementary	no			92/92	68/92	73.9/100			
	August-06	C	Weston Ranch High	no			246/246	151/240	61.4/97			
	Tentatively Released	C	Manteca Community Day (7-12)	no			30/33	14/31	46.7/94			
	August-06	C	George Mcparland Elementary	no			94/94	57/92	60.6/97			
	August-06	C	Great Valley Elementary	no			112/112	78/106	69.6/95			
	August-06	C	George Y. Komure Elementary	no			107/107	72/102	67.3/95			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
<i>New Jerusalem Elementary</i>												
		B	Delta Charter High	no			8	6	75			
		C	New Jerusalem Charter	no			9	6	66.7			
<i>Stockton City Unified</i>												
		A	Woodrow Wilson Elementary	no			19	17	89.5			
		C	Golden Valley Secondary				40	0	0			
		C	Community Day James L. Urbani Language Development Institut	no			11	7	63.6			
		C2	Webster Middle	no			250	155	62			
		C2	William Harrison Elementary	no			35	24	68.6			
		C2	Institute Of Business, Management, And Law Ch	no			45	25	55.6			
		C2	Weber Institute For Applied Sciences And Tech	no			105	45	42.9			
		C2	Fremont Middle	no			260	150	57.7			
		C2	Mckinley Elementary	no			399	30	7.5			
		C2	Walton Development Center	no			0	0	0			
		C2	Golden Valley Elementary				2	1	50			
		C2	Community Day	no			2	1	50			
		C2	Dolores Huerta Elementary	no			22	14	63.6			
		C2	Cesar Chavez High	no			230	150	65.2			
		C2	Van Buren Elementary	no			22	15	68.2			
		C2	Hamilton Middle	no			310	170	54.8			
<i>Tracy Joint Unified</i>												
		B	North Elementary	no			23	18	78.3			
		C	Duncan-Russell				24	3	12.5			
		C	Continuation	no			41	20	48.8			
		C	Monte Vista Middle	no			41	20	48.8			
		C	South/West Park Elementary	no			55	34	61.8			
		C	Louis J. Villalovoz Elementary	no			38	17	44.7			
		C	Earle E. Williams Middle	no			50	25	50			
		C2	Art Freiler	no			46	20	43.5			
		C2	George Kelly Elementary	no			58	39	67.2			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
			Gladys Poet-Christian Elementary	no			34	23	67.6			
		C2	Excel High	no			0	0	0			
San Luis Obispo												
			<i>Lucia Mar Unified</i>									
		A	Arroyo Grande High	no			352	347	98.6			
		A	Judkins Middle	no			101	97	96			
			<i>Paso Robles Joint Unified</i>									
		A	Bauer/Speck Elementary	no			22	20	90.9			
		C2	Phillips-Freedom Community Day	no			23	12	52.2			
		C2	Paso Robles Independent Study Center	no			176	99	56.3			
			<i>Templeton Unified</i>									
		A	Templeton Elementary	no			23	20	87			
		A	Templeton Middle	no			81	69	85.2			
		B	Templeton High	no			176	148	84.1			
		C2	Eagle Canyon High	no			14	6	42.9			
San Mateo												
			<i>Ravenswood City Elementary</i>									
		C	The Phoenix Academy/A Learning Institute	no			4	2	50			
		C2	Edison-Mcnair Academy	no			16	11	68.8			
		C2	Edison-Brentwood Academy	no			21	9	42.9			
		C2	East Palo Alto Charter	yes			18	8	44.4			
		C2	Stanford New School	yes			66	43	65.2			
			<i>Redwood City Elementary</i>									
		A	Fair Oaks Elementary	no			22	20	90.9			
		A	Hoover Elementary	no			56	50	89.3			
		B	Roy Cloud Elementary	no			47	36	76.6			
		B	Taft Elementary	no			24	20	83.3			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Selby Lane Elementary	no			62	39	62.9			
		C	North Star Academy	no			46	31	67.4			
		C2	Newcomer Academy	no			6	3	50			
<i>San Mateo County Office Of Education</i>												
		C	San Mateo County Juvenile Hall/Community	no			52	14	26.9			
		C2	High Tech High Bayshore	yes			18	10	55.6			
<i>South San Francisco Unified</i>												
		A	Alta Loma Middle	no			66	61	92.4			
		A	Parkway Heights Middle	no			38	34	89.5			
		A	South San Francisco High	no			260	233	89.6			
		A	Spruce Elementary	no			29	28	96.6			
		B	Baden High (Continuation)	no			17	13	76.5			
		B	Westborough Middle	no			58	47	81			
<b>Santa Barbara</b>												
<i>Cuyama Joint Unified</i>												
		C	Sierra Madre High (Continuation)	no			5	0	0			
<i>Goleta Union Elementary</i>												
RELEASED	August-06	A	Kellogg Elementary	no			21/25	19/25	90.5/100			
	August-06	A	Mountain View Elementary	no			19/22	18/22	94.7/100			
<i>Lompoc Unified</i>												
RELEASED	August-06	C	Lompoc Learning Center	no			0/4	0/4	0/100			
<i>Los Olivos Elementary</i>												
		C	Olive Grove Elementary	no			24	16	66.7			
<i>Santa Barbara County Office Of Education</i>												
		B	Santa Barbara County Juvenile Court	no			60	42	70			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Santa Barbara County Community	no			70	36	51.4			
			<i>Santa Barbara Elementary</i>									
		B	Cesar Estrada Chavez Dual Language Immersion	no			10	7	70			
			Santa Barbara Charter	no			13	7	53.8			
			<i>Santa Barbara High</i>									
		C	Santa Barbara Charter Middle	no			4	2	50			
		C	La Cuesta Continuation High	no			32	12	37.5			
		C	Dos Pueblos Continuation High	no			8	2	25			
		C	San Marcos Continuation High	no			8	2	25			
			<i>Santa Maria-Bonita Elementary</i>									
		A	Calvin C. Oakley Elementary	no			32	30	93.8			
		A	Isaac Miller Elementary	no			29	27	93.1			
		A	William Laird Adam Elementary	no			31	29	93.5			
		A	Alvin Elementary	no			28	25	89.3			
			<i>Berryessa Union Elementary</i>									
		B	Piedmont Middle	no			46	38	82.6			
		C	Sierramont Middle	no			30	16	53.3			
		C	Morrill Middle	no			32	22	68.8			
			<i>Cambrian Elementary</i>									
		A	Price Charter Middle	no			193	181	93.8			
		C	Cambrian Community	no			1	0	0			
			<i>Campbell Union Elementary</i>									
		B	Monroe Middle	no			162	136	84			
			<i>Cupertino Union School</i>									
RELEASED	August-06	A	Stevens Creek Elementary	no			28/28	25/28	89.3/100			

Santa Clara

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	August-06	A	William Faria Elementary	no			24/24	22/24	91.7/100			
	August-06	B	Christa McAuliffe Elementary	no			19/21	14/22	73.7/100			

*East Side Union High*

A	Phoenix High	no		26	23	88.5
C	Yerba Buena High	no		310	188	60.6
C	Oak Grove High	no		556	317	57
C	James Lick High	no		215	150	69.8
C	Andrew P. Hill High	no		395	276	69.9
C	Foothill High	no		65	23	35.4
C	Pegasus High	no		24	16	66.7
C	Genesis High	no		35	7	20
C	William C. Overfelt High	no		314	160	51
C	Santa Teresa High	no		481	315	65.5
C	Silver Creek High	no		459	290	63.2
C	Piedmont Hills High	no		389	255	65.6
C	Independence High	no		757	424	56
C2	Mt. Pleasant High	no		372	202	54.3
C2	Escuela Popular Accelerated Family Learning	yes		26	13	50
C2	Macsa Academia Calmecac Latino College Preparatory Academy	yes		55	0	0
C2	Academy	yes		98	68	69.4
C2	Evergreen Valley High	no		453	282	62.3

RELEASED

*Fremont Union High*

August-06	A	Cupertino High	no			250/25; 245/24	98/96
August-06	A	Lynbrook High	no			301/33; 291/32	96.7/97
August-06	A	Homestead High	no			315/35; 304/34	96.5/97

*Gilroy Unified*

A	South Valley Middle	no		170	152	89.4
A	Brownell Middle	no		168	157	93.5
A	Rucker Elementary	no		25	23	92
A	Eliot Elementary	no		22	20	90.9
A	Gilroy High	no		400	381	95.3
A	Solorsano Middle	no		144	131	91
B	Luigi Aprea Elementary	no		40	33	82.5
B	El Roble Elementary	no		29	22	75.9
B	Kelley Rod Elementary	no		40	32	80

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Macsa El Portal Leadership Academy	yes			27	3	11.1			
	<i>Los Altos Elementary</i>											
		A	Ardis G. Egan Intermediate	no			23	20	87			
		A	Santa Rita Elementary	no			25	22	88			
		A	Loyola Elementary	no			23	21	91.3			
		B	Georgina P. Blach Intermediate	no			19	16	84.2			
		C2	Bullis-Purissima	no			5	2	40			
	<i>Oak Grove Elementary</i>											
		A	Glider Elementary	no			26	23	88.5			
		B	Christopher Elementary	no			23	18	78.3			
		B	Del Roble Elementary	no			24	19	79.2			
	<i>San Jose Unified</i>											
		B	River Glen	no			53	38	71.7			
		B	Willow Glen Middle	no			164	120	73.2			
		B	Reed Elementary	no			25	19	76			
		B	Rachel Carson Elementary	no			22	16	72.7			
		C	Peter Burnett Middle	no			176	114	64.8			
		C	Leland Plus (Continuation)	no			16	0	0			
		C	Walter L. Bachrodt Elementar	no			22	12	54.5			
		C	Gunderson High	no			254	173	68.1			
		C	Lincoln Plus High	no			0	0	0			
		C	Willow Glen High	no			337	232	68.8			
		C	Broadway High	no			100	47	47			
		C2	San Jose High Academy Plus	no			18	3	16.7			
		C2	Gunderson Plus (Continuation)	no			13	7	53.8			
		C2	Pioneer Plus (Continuation)	no			13	3	23.1			
		C2	Liberty High (Alternative)	no			119	21	17.6			
		C2	Middle	no			26	8	30.8			
	<i>Santa Clara County Office Of Education</i>											
		C	Foundry County Community Day	no			4	0	0			
		C	County Community	no			20	10	50			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
			Santa Clara County									
		C	Juvenile Hall	no			28	10	35.7			
			Alternative Placement									
		C	Academy	no			4	1	25			
			Santa Clara County Special									
		C2	Education	no			194	26	13.4			
			Leadership Public Schools -									
		C2	East San Jose	yes			19	8	42.1			
			<i>Santa Clara Unified</i>									
		B	Adrian Wilcox High	no			305	214	70.2			
		B	Santa Clara High	no			296	214	72.3			
		C	Juan Cabrillo Middle	no			159	104	65.4			
			New Valley Continuation									
		C	High	no			44	10	22.7			
		C2	Pomeroy Elementary	no			49	0	0			
		C2	Buchser Middle	no			189	125	66.1			
		C2	C. W. Haman Elementary	no			23	14	60.9			
			<i>Union Elementary</i>									
		A	Lietz Elementary	no			22	21	95.5			
		A	Alta Vista Elementary	no			22	21	95.5			
			<i>Pajaro Valley Unified</i>									
		A	Watsonville High	no			391	386	98.7			
		A	Amesti Elementary	no			28	26	92.9			
		A	Aptos Junior High	no			103	94	91.3			
		A	Rolling Hills Middle	no			127	123	96.9			
		A	Lakeview Middle	no			128	118	92.2			
			Ann Soldo Elementary									
		A	Watsonville Charter School	no			29	28	96.6			
		B	Of The Arts	no			12	10	83.3			
		B	Alianza Charter	no			25	20	80			
			<i>Santa Cruz County Office Of Education</i>									
		C	Pacific Collegiate Charter	yes			0	0	0			
			Santa Cruz County Special									
		C2	Education	no			0	0	0			
			<i>Scotts Valley Unified</i>									

Santa Cruz



County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
Siskiyou		C	Loyalton High	no			39	0	0			
		C2	Sierra Pass (Continuation)	no			28	0	0			
	<i>Butte Valley Unified</i>											
		C	Mahogany Community Day High	no			7	0	0			
		C	Picard Community Day Elementary	no			4	1	25			
		C	Butte Valley High	no			25	16	64			
		C	Cascade High	no			7	0	0			
	<i>Dunsmuir Joint Union High</i>											
		C	Dunsmuir Joint Union High Community Day	no			0	0	0			
	<i>Etna Union High</i>											
	C	Scott Valley Community Day	no			1	0	0				
	C2	Scott Valley Junior High	no			20	12	60				
<i>Siskiyou County Office Of Education</i>												
	C	J. Everett Barr Court	no			2	1	50				
<i>Siskiyou Union High</i>												
	C	South County Community Day	no			5	1	20				
	C	Happy Camp Community Day	no			5	2	40				
<i>Yreka Union High</i>												
	C	Yreka High	no			113	24	21.2				
	C2	Discovery High	no			32	4	12.5				
Solano	<i>Dixon Unified</i>											
	A	Dixon High	no			172	162	94.2				
<i>Travis Unified</i>												
	A	Scandia Elementary	no			24	23	95.8				

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Foxboro Elementary	no			42	40	95.2			
	<i>Vacaville Unified</i>											
		C	Hemlock Elementary	no			26	15	57.7			
		C2	Orchard Elementary	no			28	19	67.9			
	<i>Vallejo City Unified</i>											
		A	Peoples High (Continuation)	no			48	43	89.6			
		A	Franklin Middle	no			160	142	88.8			
		A	Vallejo Middle	no			144	135	93.8			
Sonoma												
	<i>Cotati-Rohnert Park Unified</i>											
		C	El Camino High	no			25	9	36			
		C	Community Day	no			9	3	33.3			
		C	Phoenix High (Continuation)	no			10	3	30			
	August-06	C	Evergreen Elementary	no			18/16	10/16	55.6/100			
		C2	Rancho Cotate High	no			327	195	59.6			
		C2	Creekside Middle	no			144	99	68.8			
	August-06	C2	Gold Ridge Elementary	no			18/16	12/18	66.7/100			
RELEASED	<i>Harmony Union Elementary</i>											
	August-06	C	Salmon Creek Middle	no			6/23	3/26	50/100			
	August-06	C2	Harmony Elementary	no			7/6	4/6	57.1/100			
	<i>Healdsburg Unified</i>											
		C	Marce Becerra Academy	no			0	0	0			
RELEASED	<i>Petaluma City Elementary</i>											
	August-06	B	Penngrove Elementary	no			17/16	14/16	82.4/100			
RELEASED	<i>Petaluma Joint Union High</i>											
	August-06	A	Petaluma Junior High	no			117/111	110/111	94/100			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
<i>Santa Rosa High</i>												
		B	Lawrence Cook Middle	no			110	83	75.5			
		C	Mesa High	no			0	0	0			
		C	Grace High	no			17	0	0			
		C	Midrose High	no			15	6	40			
		C	Nueva Vista High	no			13	7	53.8			
		C2	Maria Carrillo High	no			348	222	63.8			
		C2	Charter	no			3	2	66.7			
		C2	Montgomery High	no			393	220	56			
		C2	Piner High	no			274	172	62.8			
			Ridgway High									
RELEASED	<i>Sebastopol Union Elementary</i>		(Continuation)	no			75	49	65.3			
	August-06	B	Brook Haven Elementary	no			73/73	62/73	84.9/100			
<i>Stanislaus</i>												
<i>Ceres Unified</i>												
		B	Argus High (Continuation)	no			52	38	73.1			
	August-06	B	Carroll Fowler Elementary	no			34/29	24/28	70.6/96			
		C	Endeavor Alternative	no			5	1	20			
		C2	Central Valley High	no			157	105	66.9			
	August-06	C2	Walter White Elementary	no			37/31	23/30	7			
		C2	Whitmore Charter High	no			19	10	52.6			
<i>Chatom Union Elementary</i>												
		A	Chatom Elementary	no			24	23	95.8			
		B	Mountain View Middle	no			12	9	75			
<i>Keyes Union</i>												
		A	Barbara Spratling Middle	no			36	35	97.2			
		C2	University Charter	yes			10	3	30			
<i>Modesto City High</i>												
		C	Robert Elliott Alternative Education Center	no			232	134	57.8			
<i>Newman-Crows Landing Unified</i>												
		C	Newman-Crows Landing Independent Study	no			13	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Foothill Community Day	no			6	3	50			
	<i>Oakdale Joint Unified</i>											
		C	Oakdale Charter	no			0	0	0			
		C	Valley Oak High (Alternative)	no			0	0	0			
	<i>Stanislaus County Office of Education</i>											
	August-06	C	Archway Academy Vocational Education	no			0/8	0/8	0/100			
		C	Academy	no			0/22	0/19	0/86			
	August-06	C	Community Middle College	no			Closed					
	<i>Stanislaus Union Elementary</i>											
		A	Josephine Chrysler Elementary	no			26	25	96.2			
	<i>Turlock Unified</i>											
	August-06	A	Osborn Elementary	no			44/44	43/44	97.7/100			
		A	Marvin A. Dutcher Elementary	no			19	17	89.5			
	August-06	A	Dennis G. Earl Elementary	no			39/39	38/39	97.4/100			
		A	John H. Pitman High	no			330	301	91.2			
	August-06	A	Crowell Elementary	no			35/47	32/47	91.4/100			
	August-06	A	Julien Elementary	no			41/41	40/41	97.6/100			
Sutter	<i>East Nicolaus Joint Union High</i>											
		A	East Nicolaus High	no			49	47	95.9			
	<i>Sutter County Office Of Education</i>											
		C	Sutter County Alternative/Opportunity	no			11	4	36.4			
	<i>Sutter Union High</i>											
		A	Sutter High	no			116	101	87.1			
RELEASED	<i>Yuba City Unified</i>											
	August-06	A	Lincrest Elementary	no			43/39	42/39	97.7/100			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
			Yuba City Unified									
		A	Alternative	no			8	7	87.5			
		A	Yuba City High	no			387	349	90.2			
		A	Bridge Street Elementary	no			28	25	89.3			
		A	Central Gaither Elementary	no			10	9	90			
	August-06	A	Lincoln Elementary	no			39/36	37/36	94.9/100			
		B	Tierra Buena Elementary	no			55	44	80			
<b>Tehama</b>												
RELEASED	<i>Corning Union High</i>											
	August-06	B	Centennial Continuation High	no			6/21	5/21	83.3/100			
	August-06	B	Corning-Center Alternative Learning	no			4/8	3/8	75/100			
RELEASED	<i>Los Molinos Unified</i>											
	August-06	A	Los Molinos High	no			20/33	17/33	85/100			
RELEASED	<i>Mineral Elementary</i>											
	August-06	B	Escholar Academy	no						On-line classes only		
RELEASED	<i>Red Bluff Joint Union High</i>											
	August-06	C	Rebound Salisbury High	no			15/5	2/5	13.3/100			
	August-06	C	(Continuation)	no			20/20	10/20	50/100			
<b>Trinity</b>												
	<i>Mountain Valley Unified</i>											
		A	Hayfork Valley Elementary	no			12	11	91.7			
		B	Hayfork High	no			38	27	71.1			
		C	Valley High	no			1	0	0			
		C2	Hyampom Elementary	no			2	1	50			
	<i>Southern Trinity Joint Unified</i>											
		B	Southern Trinity High	no			17	14	82.4			
		C	Mt. Lassic High (Continuation)	no			1	0	0			
		C2	Southern Trinity Community Day	no			1	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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*Trinity County Office Of Education*

C	Trinity County Juvenile Hall	no		1	0	0
C2	Trinity County Special Education	no		6	4	66.7

*Trinity Union High*

C	Trinity River Community Day	no		0	0	0
C	Alps View High (Continuation)	no		0	0	0

Tulare

*Dinuba Unified*

C	Sierra Vista High (Continuation)	no		24	13	54.2
C2	Ronald Reagan Academy	no		24	10	41.7

*Lindsay Unified*

B	John J. Cairns Continuation	no		11	8	72.7
C2	Lindsay Community Day	no		0	0	0

*Strathmore Union Elementary*

A	Strathmore Middle	no		56	50	89.3
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*Tulare County Office Of Education*

C	Tulare County Court	no		6	3	50
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*Woodlake Union High*

A	Woodlake High	no		110	95	86.4
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*Woodville Union Elementary*

A	Woodville Elementary	no		42	39	92.9
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Tuolumne

*Curtis Creek Elementary*

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Curtis Creek Elementary	no			59	53	89.8			
		C2	Sullivan Creek Elementary	no			13	9	69.2			
	<i>Sonora Union High</i>											
			Sonora High Community									
		C	Day	no			4	1	25			
		C	Theodore Bird High	no			311	78	25.1			
		C2	Dario Cassina High	no			15	10	66.7			
	<i>Summerville Union High</i>											
		A	Summerville High	no			110	105	95.5			
		B	Cold Springs High	no			7	5	71.4			
		B	Southfork High	no			10	8	80			
		C	Mountain High	no			10	4	40			
		C	Long Barn High	no			12	4	33.3			
		C2	Sierra Community Day	no			12	0	0			
	<i>Tuolumne County Office Of Education</i>											
		C	Tuolumne County Juvenile Hall/Community	no			1	0	0			
		C	Tuolumne County Alternative/Opportunity	no			1	0	0			
		C	Tuolumne County Community Day	no			1	0	0			
		C2	Tuolumne County Community Middle	no			1	0	0			
Ventura	<i>Moorpark Unified</i>											
		A	Moorpark High	no			444	439	98.9			
	<i>Mupu Elementary</i>											
		A	Mupu Elementary	no			9	8	88.9			
	<i>Oak Park Unified</i>											
		A	Red Oak Elementary	no			22	21	95.5			
		A	Oak Hills Elementary	no			22	20	90.9			
		A	Medea Creek Middle	no			157	147	93.6			
	<i>Ojai Unified</i>											

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Nordhoff High	no			213	205	96.2			
	<i>Oxnard Elementary</i>											
		A	Driffill Elementary	no			47	44	93.6			
		A	Fremont Intermediate	no			232	208	89.7			
		A	Curren Elementary	no			35	33	94.3			
		A	Kamala Elementary	no			39	36	92.3			
		C	Nueva Vista Intermediate	no			3	2	66.7			
	<i>Pleasant Valley</i>											
		A	Dos Caminos Elementary	no			28	25	89.3			
		A	Tierra Linda Elementary	no			33	30	90.9			
	<i>Ventura County Office Of Education</i>											
		C	Gateway Community	no			40	19	47.5			
		C2	Vista Real Charter High	yes			20	8	40			
Yolo	<i>Washington Unified</i>											
		A	Bryte Elementary	no			20	17	85			
		A	River City Senior High Westmore Oaks Elementary	no			313	267	85.3			
		B	Golden State Middle	no			25	19	76			
		B	Yolo High	no			206	150	72.8			
		C	Elkhorn Village Elementary Westfield Village Elementary	no			38	22	57.9			
		C	Bridgeway Island Elementary	no			27	14	51.9			
		C	Elementary	no			28	12	42.9			
		C	Elementary	no			31	19	61.3			
		C	Merkley Youth Academy	no			Closed					
	<i>Woodland Joint Unified</i>											
		C	Middle Grades Community Day	no			1	0	0			
		C2	Douglass Middle	no			156	43	27.6			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Pioneer High	no			242	125	51.7			
		C2	Cache Creek High (Continuation)	no			31	15	48.4			
		C2	Grafton Elementary	no			11	7	63.6			
		C2	Lee Middle	no			130	38	29.2			
		C2	Woodland Community Day	no			1	0	0			

Yuba

*Marysville Joint Unified*

A	Yuba Gardens Intermediate	no				142	124	87.3			
A	Kynoch Elementary	no				34	31	91.2			
A	Ella Elementary	no				24	22	91.7			
A	Cedar Lane Elementary	no				33	31	93.9			
A	Marysville High	no				167	142	85			
B	Arboga Elementary	no				12	10	83.3			
B	Lindhurst High	no				238	193	81.1			
	North Marysville										
C	Continuation High	no				15	10	66.7			
C	Lincoln (Abraham)	no				70	35	50			
	(Alternative)										
C2	Yuba Feather Elementary	no				16	10	62.5			

*Yuba County Office Of Education*

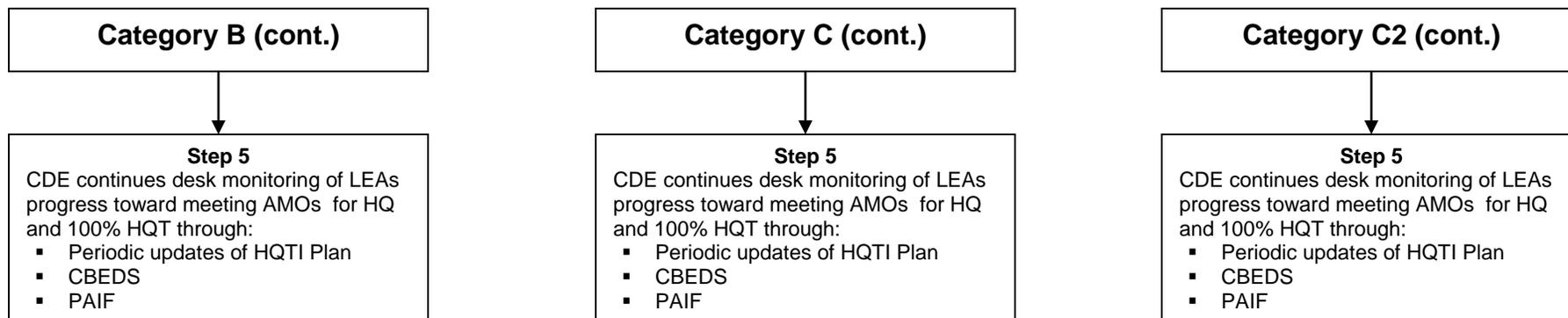
C	Yuba County Career Preparatory Charter	no				596	320	53.7			
C2	Yuba County Alternative/Opportunity	no				0	0	0			



## CMIS Level A, B and C Monitoring, Interventions and Sanctions

Category A	Category B	Category C	Category C 2
<ul style="list-style-type: none"> <li>▪ Failure to meet AMOs for HQ for two consecutive years</li> <li>▪ 85% or higher HQT compliance rate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Failure to meet AMOs for HQ for two consecutive years</li> <li>▪ 85% or higher HQT compliance rate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Failure to meet AMOs for two consecutive years.</li> <li>▪ 70% or below HQT compliance rate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Failure to meet AMOs for two consecutive years.</li> <li>▪ 70% or below HQT compliance rate, regardless of AMOs.</li> </ul>
<p>CDE desk monitoring of HQT documentation to determine LEA's compliance within specific areas of NCLB HQT requirements</p> <p style="text-align: center;"><b>Step 1</b></p> <ul style="list-style-type: none"> <li>▪ LEA completes <i>School District Monitoring Protocol</i> (due on or before November 1, 2006)</li> </ul> <p style="text-align: center;"><b>Step 2</b></p> <ul style="list-style-type: none"> <li>▪ Each school site completes <i>School Site General Qualifications Worksheet</i> (or comparable method) and plan for each non-compliant teacher to be HQ by June, 2007 for each school site failing to meet their AMOs for HQ for two consecutive years (due on or before November 1, 2006)</li> </ul> <p style="text-align: center;"><b>Step 3</b></p> <ul style="list-style-type: none"> <li>▪ Complete and report an accurate count of HQT compliance for 2006/2007 in October CBEDs</li> </ul> <p style="text-align: center;"><b>Step 4</b></p> <ul style="list-style-type: none"> <li>▪ Address any concerns around the equitable distribution of experienced teachers by June of 2007</li> </ul> <p style="text-align: center;"><b>Step 5</b></p> <ul style="list-style-type: none"> <li>▪ Optional self-study with correlating Equitable Distribution Plan (due no later than January 8, 2007)</li> </ul>	<p>CDE desk monitoring of HQT documentation to determine LEA's compliance within specific areas of NCLB HQT requirements</p> <p style="text-align: center;"><b>Step 1</b></p> <ul style="list-style-type: none"> <li>▪ LEA completes <i>School District Monitoring Protocol</i> (due on or before November 1, 2006)</li> </ul> <p style="text-align: center;"><b>Step 2</b></p> <ul style="list-style-type: none"> <li>▪ Each school site failing to meet their AMOs for HQ for two consecutive years must complete the <i>School Site General Qualifications Worksheet</i> (or comparable method) and plan that identifies:                             <ul style="list-style-type: none"> <li>➢ how each non-compliant teacher will be HQ by June, 2007</li> <li>➢ due on or before November 1, 2006</li> </ul> </li> </ul> <p style="text-align: center;"><b>Step 3</b></p> <ul style="list-style-type: none"> <li>▪ Complete and report an accurate count of HQT compliance for 2006/2007 in October CBEDs</li> </ul> <p style="text-align: center;"><b>Step 4</b></p> <ul style="list-style-type: none"> <li>▪ LEA submits self-study with a correlating plan that identifies:                             <ul style="list-style-type: none"> <li>➢ Areas in which compliance is challenging and how these challenges will be met in the future</li> <li>➢ Identifying areas of concern around practices, policies, and procedures for recruiting, retention and equitable distribution of experienced HQTs</li> <li>➢ How the LEA will use available funds (Title 1, Part A and Title II, Part A) to assist teachers in meeting NCLB HQT requirements.</li> <li>➢ Due January 8, 2007</li> </ul> </li> </ul>	<p>CDE desk monitoring of HQT documentation to determine LEA's compliance within specific areas of NCLB HQT requirements</p> <p style="text-align: center;"><b>Step 1</b></p> <ul style="list-style-type: none"> <li>▪ LEA completes <i>School District Monitoring Protocol</i> (due on or before November 1, 2006)</li> </ul> <p style="text-align: center;"><b>Step 2</b></p> <ul style="list-style-type: none"> <li>▪ Each school site failing to meet their AMOs for HQ for two consecutive years must complete the <i>School Site General Qualifications Worksheet</i> (or comparable method) and plan that identifies:                             <ul style="list-style-type: none"> <li>➢ how each non-compliant teacher will be HQ by June, 2007</li> <li>➢ due on or before November 1, 2006</li> </ul> </li> </ul> <p style="text-align: center;"><b>Step 3</b></p> <ul style="list-style-type: none"> <li>▪ Complete and report an accurate count of HQT compliance for 2006/2007 in October CBEDs</li> </ul> <p style="text-align: center;"><b>Step 4</b></p> <ul style="list-style-type: none"> <li>▪ LEA submits self-study with a correlating plan that identifies:                             <ul style="list-style-type: none"> <li>➢ Areas in which compliance is challenging and how these challenges will be met in the future</li> <li>➢ Identifying areas of concern around practices, policies, and procedures for recruiting, retention and equitable distribution of experienced HQTs</li> <li>➢ How the LEA will use available funds (Title 1, Part A and Title II, Part A) to assist teachers in meeting NCLB HQT requirements</li> <li>➢ Due January 8, 2007</li> </ul> </li> </ul>	<p>CDE desk monitoring of HQT documentation to determine LEA's compliance within specific areas of NCLB HQT requirements</p> <p style="text-align: center;"><b>Step 1</b></p> <ul style="list-style-type: none"> <li>▪ LEA completes <i>School District Monitoring Protocol</i> (due on or before November 1, 2006)</li> </ul> <p style="text-align: center;"><b>Step 2</b></p> <ul style="list-style-type: none"> <li>▪ Each 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equitable distribution of experienced HQTs</li> <li>➢ How the LEA will use available funds (Title 1, Part A and Title II, Part A) to assist teachers in meeting NCLB HQT requirements</li> <li>➢ Due January 8, 2007</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Step 6</b></p> <p>CDE continues desk monitoring of LEAs progress toward meeting AMOs for HQ and 100% HQT through:</p> <ul style="list-style-type: none"> <li>▪ CBEDS</li> <li>▪ PAIF</li> </ul>			

## CMIS Level A, B and C Monitoring, Interventions and Sanctions (Continued)





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## No Child Left Behind Act of 2001 High Quality Teacher Requirements

# Compliance Monitoring, Interventions and Sanctions (CMIS) Program 2006 Training



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State Superintendent  
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# One Year Extension June 2007

- **May 2006**
  - US Department of Education notified CDE California had been granted one year extension for HQT goal
    - Must submit plan to address key areas
      - All Teachers HQ by June 2007
      - Equitable Distribution of experienced and highly qualified teachers
      - AYP disparities in terms of HQT



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# One Year Extension June 2007

- June, July 2006
  - NCLB 2006 Summer Workshop Series hosted by PASCOE at twenty-one County Offices from Eureka to San Diego
    - Contra Costa, Sutter, Ventura, Sonoma, Orange, Bakersfield, Stanislaus, Alameda, Riverside, Tulare, San Bernardino, Placer, Eureka, Monterey, San Mateo, Glen, Madera, Fresno, San Diego, LACOE, Sacramento



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# One Year Extension June 2007

- August 15, 2006
  - CDE receives feedback on HQT Extension Plan
    - Plan had some deficiencies, especially in the areas of equitable distribution of experienced teachers and data collection
    - Re-submittal is due September 29th



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# One Year Extension June 2007

- August 21 through October 5, 2006
  - CDE launches Compliance Monitoring, Interventions and Sanctions (CMIS) Program
    - Targeted technical assistance!



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# The CMIS Way

- **C**ompile your HQT data
- **M**ake a plan for June 2007
- **I**ncubate long term solutions
- **S**ubmit correct data



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# Compile your HQT Data

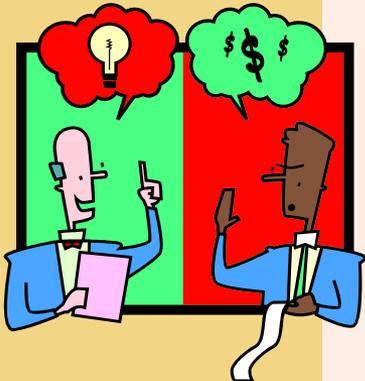
- Determine the NCLB HQT status for each new hire.
  - [Complete Certificate of Compliance](#)
- Finish the HOUSSE process for all “not new” teachers
  - Work with other districts to create subject matter specialist administrators to complete observations
- Have CBEDS personnel and HQT personnel attend CBEDS training
- Have all site administrators trained in CBEDS reporting
  - Site administrators need to stress to staff the importance of accurate reporting
- Have HQT personnel verify HQT data before submission



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# Make a plan for June 2007

- All non-HQ teachers have been identified and notified of status in writing
- The non-HQ teacher and appropriate district staff create a plan to ensure teacher will be HQ by June 2007
- Individual plan on file with district and the site administrator and teacher have a copy of agreed upon plan
- All Title II, Part A Class Size Reduction teachers are HQ
  - If not, they must be moved from the Title II, Part A Class Size Reduction classroom
- Title II, Part A Funds
  - Class size reduction is not a primary or appropriate use of Title II funds if HQT compliance is less than 95% at any site or program.





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# Make a plan for June 2007 Continued

- Title I School Wide teachers are HQ
  - If not, appropriate parent notification of instruction by non-HQ teacher will be done by 20<sup>th</sup> day of instruction
- All Title I Targeted Assistance teachers are HQ
  - If not, they should be moved to a non-targeted assistance classroom
- District has utilized all appropriate funds to ensure compliance
  - Think test prep materials or classes, exam fees, content specific professional development, release time for course work.....



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# Invest in Long Term Solutions

- Re-evaluate staff assignments in cases where compliance has been problematic
  - Someone who can't pass a necessary CSET, teacher on Local Teaching Option
- Redesign master schedules to maximize HQT staff
  - The English teacher who now teaches PE
- Be proactive in hiring of staff
  - Think like a Fortune 500 company, they don't wait for good people to come to them, they go get the best people
- Address the issues of retention specific to your district
  - Develop exit interview strategies, implement a self study of district retention patterns and create plan for improvement.....





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# Submit Correct Data

- CBEDS and HQT personnel should attend CBEDS training together
- All site administrators should be trained to accurately complete the new CBEDS-PAIF forms
- HQT personnel should review all HQT data on CBEDS-PAIF before submission



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# Compliance Monitoring, Intervention, and Sanctions (CMIS) Program

- The federal audit report included six “findings” one of which was:
  - Failure to monitor district’s implementation of NCLB Teacher Quality was among the six findings
- Corrective Action Required implementation of a monitoring program – CMIS
  - Criteria for placement in CMIS
    - Failure to meet AMO for two consecutive year
    - Failure to reach at least 70% compliance by 2005
    - Post June 2007, failure to maintain adequate HQT percentages at all schools and programs



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# The Program

## C Compliance

Ensure all HQT requirements have been met correctly and submit correct data

## M Monitoring

CDE will collect HQT data as part of the CBEDS-PAIF process to determine compliance

## I Interventions

2006 Summer Workshop Series, CMIS Trainings, Site Visits, Education Association conferences, answering e-mails and phone calls

## S Sanctions

As yet undetermined, will correlate to extent Good-Faith Effort has been demonstrated



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# Annual Measurable Objective for High Quality Teacher (AMO-HQ)

- CDE began collecting school-level data on the percentage of core academic classes taught by NCLB compliant teachers as of October 2003
  - This data established the baseline for each school
- Schools had three years to achieve 100 percent compliance
- Each school's AMO was established at 1/3 of the difference between their 2003 baseline and 100%



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# Annual Measurable Objectives HAVE NOT been met

CDE staff will provide monitored technical assistance through the Compliance Monitoring, Intervention and Sanctions (CMIS) Program

- **Category A:**
  - Criteria: School failed to meet AMO-HQ for two consecutive years, reporting 85% or higher HQT
- **Category B:**
  - Criteria: School failed to meet AMO-HQ for two consecutive years, reporting 84%-70% HQT
- **Category C:**
  - Criteria: School failed to meet AMO-HQ for two consecutive years, reporting 69% or less HQT
- **Category C2:**
  - Criteria: School may have met AMO-HQ for one year, but reporting 70% or less HQT



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# Let's Get Started



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No Child Left Behind Act of 2001

# High Quality Teacher Requirements



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# NCLB

## Key Performance Goals

- Goal 1: All students will attain proficiency in reading and mathematics by 2014.
- Goal 2: All English learners will become proficient in reading/language arts and mathematics.
- **Goal 3: All students will be taught by highly qualified teachers by the end of the 2005-06 school year.**
  - **One year extension June 2007.**
- Goal 4: All students will learn in schools that are safe and drug free.
- Goal 5: All students will graduate from high school.



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# LEA Requirements for Teachers Quality

- Local Educational Agency (LEA) are responsible for meeting their annual measurable objective regarding teacher quality
  - LEAs are required to work with teachers to explain the requirements for being NCLB compliant
  - LEAs are required to develop and support a plan for the teacher to reach HQT status
  - LEAs are required to report accurate data to the CDE annually
  - LEAs are required, on an ongoing basis, to maintain acceptable levels of NCLB HQT compliance



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# Funding Options to Improve Teacher Quality

- Title I Part A
  - requires that LEAs use at least 5 % of their Title I funds for professional development to ensure that teachers who are not currently highly qualified meet the requirement.
- Title II, Part A
  - Requires schools and districts to improve teacher and principal quality and ensure that all teachers are highly qualified.
- Title I, Part B, Reading First
- Title II, Part B, Mathematics and Science Partnerships
- Title II Part C, Troops-to-Teachers and Transition to Teaching
- Title II, Part D, Enhancing Education Through Technology
- Title III, Part A, English language acquisition and language enhancement
- Title V, Part A
- Title VII, Part A, Indian, Native Hawaiian and Alaska Native Education



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# NCLB Teacher Requirements

## Title I Teachers

- All teachers hired in **Title I School Wide Programs** must be HQ when hired - 2002.
  - If any current staff is not HQ the LEA must
    - send PARENT NOTIFICATION LETTER to all parents of students in that class notifying them their child is in a class with a teacher who is not highly qualified under NCLB.
    - not pay for that teachers' salary using Title I funds.
- All teachers hired in **Title I Targeted Assistant Programs** must meet requirements when hired - 2002.
  - Non-HQ teacher cannot be placed in targeted assistance classroom or programs until they have met all of the HQT requirements.



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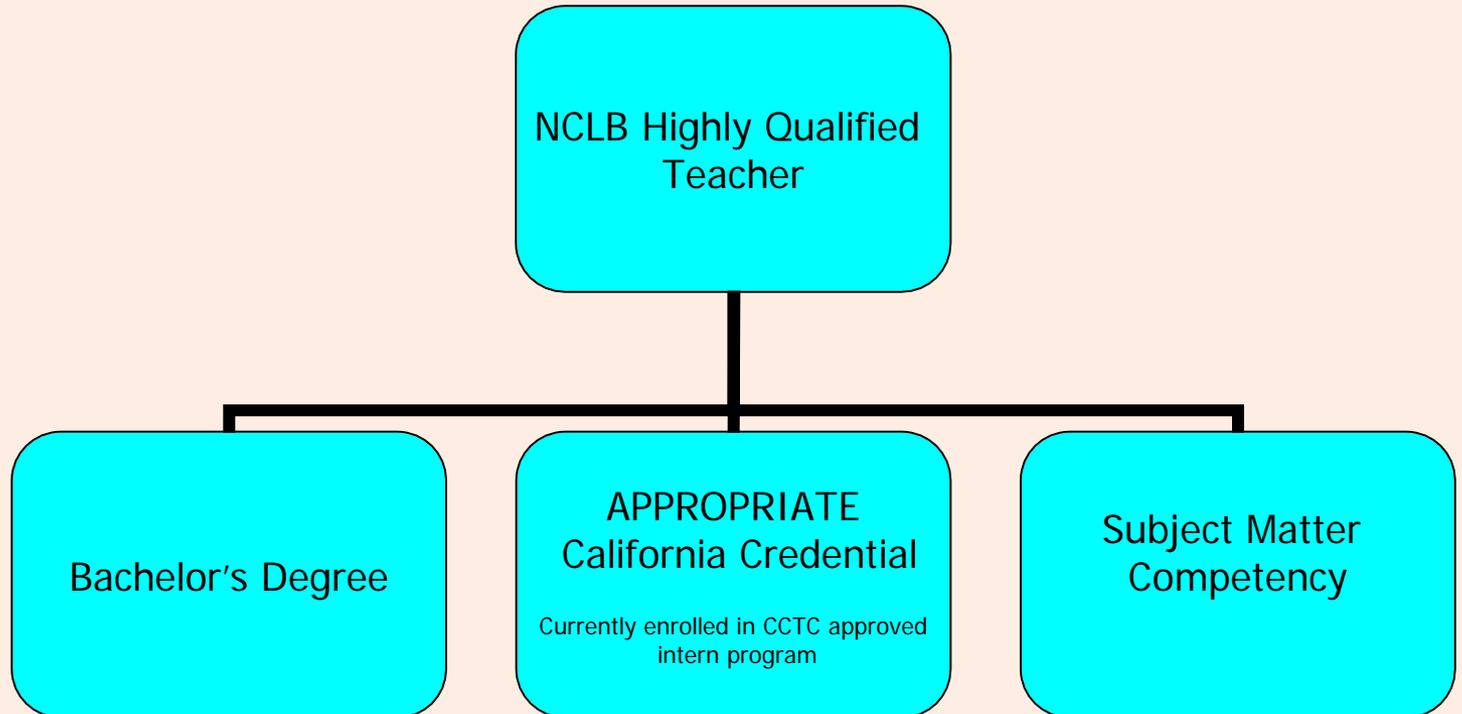
# NCLB Teacher Requirements All California Teachers

- ALL California teachers have until the **end of the 2006-07 school year** to obtain HQT status
- After June 2007 LEAs must maintain at least 95% compliance at all schools and programs
  - Even if your district/school does not receive Title I or other federal funds
  - Any teacher who has not verified NCLB HQT status must be reported as non-compliant annually until they reach HQT status
    - No grace period on reporting including secondary special education an rural flexibility schools



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# NCLB Compliance Requirements For Teachers of NCLB Core Academic Subjects





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## NCLB Core Academic Subjects

- English
- Reading/Language Arts
- Mathematics
- Science
- History
- Economics
- Civics/Government
- Geography
- Foreign Languages
- Arts

## How That Looks in California

- English/Language Arts/Reading
  - Includes reading intervention and CAHSEE-English classes
- Mathematics
  - Includes math intervention and CAHSEE-Math classes
- Biological Sciences
- Chemistry
- Geosciences
- Physics
- Social Science
  - history, government, economics, geography
- Foreign Languages (specific)
- Drama/Theater (English Credential)
- Visual Arts
- Music
- Dance (Physical Education Credential)



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# NCLB And the Appropriate Credential

NCLB did not change or alter  
credentialing requirements!



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# California Credentials

## Education Code 44256

Authorization for teaching credentials shall be of four basic kinds, as defined below:

- "Single subject instruction"
  - Generally secondary – High school, Junior High and Middle School
- "Specialist instruction"
  - reading specialist, mathematics specialist, specialist in special education or early childhood education
- "Multiple subject instruction"
  - Generally elementary – elementary schools and some Middle School classes
- "Designated subjects"
  - Generally unaffected by NCLB - designated technical, trade, or vocational programs



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# Supplemental Authorizations

- **Supplementary Authorization** (20 units, requires NCLB subject matter verification)
  - If attached to a multiple subject credential: good K-9
  - If attached to a single subject credential: introductory, K-9
  - If attached to a single subject credential: non introductory K-12
- **Subject Matter Authorization** (32 units, NCLB subject matter compliant)



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# Local Authorization

## Local Teaching Assignment

### Education Code 44258.2

- Middle School
  - The holder of a single subject teaching **credential** or a standard secondary teaching **credential** may, *with his or her consent*, be assigned by action of the governing board to teach classes in grades 5 to 8, inclusive, in a middle school,
    - if he or she has a minimum of 12 semester units, or six upper division or graduate units, of coursework at an accredited institution in the subject to which he or she is assigned.



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# Local Authorization

## Local Teaching Assignment

### Education Code 44258.3 (a)

- All Grades

- The governing board of a school district may assign the holder of a **credential**, other than an emergency permit, to teach any subjects in departmentalized classes in kindergarten or any of grades 1 to 12, inclusive,
- provided that the governing board verifies, prior to making the assignment, that the teacher has adequate knowledge of each subject to be taught and the teacher consents to that assignment.
- The governing board shall adopt policies and procedures for the purpose of verifying the adequacy of subject knowledge on the part of each of those teachers.
- The governing board shall involve subject matter specialists in the subjects commonly taught in the district in the development and implementation of the policies and procedures, and shall include in those policies and procedures both of the following:



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# Introductory Science Classes

## Think Middle/Junior High

- Any science credential is appropriate for 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade science and 1-12 integrated science classes
  - Credential verifies NCLB Subject Matter Competency

Ed Code 44257.2. (a)

- The holder of the single subject teaching credential in science shall be qualified and authorized to teach courses in general science, introductory science, integrated science, and coordinated science in kindergarten and grades 1 to 12, inclusive.



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# Secondary Reading Intervention Classes

appropriate credential for secondary  
reading intervention teacher

Multiple Subject, Single Subject English, General  
Elementary, Standard Elementary, Reading  
Specialist, Reading Certificate, Special  
Education (for special education students)



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Caught in the Middle  
Is  
Taking Center Stage  
With NCLB HQT



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# Appropriate Credential

## Middle School

- **Self-Contained Classroom**
  - Multiple Subject credential or other elementary credential
- **Core Class** (two or more subjects, for two or more periods to the same kids – by the same teacher: see slide 40 for Ed Code)
  - Multiple Subject, other elementary credential or Single Subject credential or supplemental/subject matter authorization in each area taught in the core
- **Team/Village**
  - Single Subject credential or supplemental/subject matter authorization in each area taught
- **Departmentalized**
  - Single Subject credential or supplemental/subject matter authorization in each area taught



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# Other Assignment Options

## Middle School

- **Supplementary Authorization**
  - 20 units, requires NCLB subject matter verification
- **Subject Matter Authorization**
  - 32 units, NCLB subject matter compliant
- **Local Teaching Assignment Option (Local Board Authorization)**
  - Requires NCLB subject matter verification
- **Emergency Permits, STSPs, and PIPs**
  - Not NCLB compliant



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# California Code of Regulations, Title 5, 6100(c)

## Elementary, Middle/High Designation

- Elementary, Middle/High School: The local educational agency shall determine, based on **curriculum taught**, by each grade or by each course, if appropriate, whether a course is elementary, or middle/high school.
  - Designation determines appropriate path for NCLB Subject Matter Verification

Designation does not relate to  
credential/authorization



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# Middle School Elementary Designation

- Approved by local board and reported on California Basic Educational Data System (CBEDS)-Professional Assignment Information Form (PAIF)
  - Section (h)
    - [Yes-elementary](#)
    - Yes-secondary
- Subject Matter Competency Verification
  - “New” pass a CCTC approved subject matter examination, currently CSET-MS
  - “Not New” exam option or HOUSSE



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# Middle School

## Middle/High Designation

- Approved by local board and reported on CBEDS-PAIF
  - Section (h)
    - Yes-elementary
    - Yes-secondary
- Subject Matter Competency Verification
  - “New” pass a CCTC approved single subject examination or course work
  - “Not New” exam option or course work or HOUSSE



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# Core Class Middle School

## Education Code 44258.1

- The holder of a **credential** authorizing instruction in a self-contained classroom may teach in any of grades 5 to 8, inclusive, in a middle school, provided that he or she teaches two or more subjects for two or more periods per day to the same group of pupils,
  - and, in addition, may teach any of the subjects he or she already is teaching to a separate group of pupils at the same grade level as those pupils he or she already is teaching for an additional period or periods, provided that the additional period or periods do not exceed one-half of the teacher's total assignment.



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# CLAD Authorization

- CLAD is not required by NCLB
- CLAD is **required** by California Education Code
  - You can be HQT (appropriately authorized to teach a subject) and misassigned (not authorized to teach EL students) if you teach ELL students and do not have a CLAD authorization!



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# NCLB and Subject Matter Competence



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# NCLB Teacher Classification

## “New” to the Profession

- Holds a Credential (preliminary or professional clear) or CCTC approved Intern Certificate issued on or after July 1, 2002.

## “Not New” to the Profession

- Holds a credential (preliminary or professional clear) or CCTC approved Intern Certificate issued before July 1, 2002.
  - Entry Into The Profession - received a credential from another state prior to July 1, 2002, even if that credential was allowed to lapse.



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# Demonstrating Subject Matter Competency for “New” Elementary Teachers

## “New” elementary teachers must:

- Pass a California Commission on Teacher Credentialing (CCTC) approved subject matter examination – currently, the California Subjects Examination for Teachers (CSET) Multiple Subject
  - Previous exams included MSAT, NTE, General Knowledge, NTE Commons Examination

## “Not new” elementary teachers have two options to demonstrate subject matter competency:

- Exam Option: Passing any prior or current CCTC-approved subject matter exam
- HOUSSE Option: Completing the California High Objective Uniform State Standard of Evaluation (HOUSSE)



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# Demonstrating Subject Matter Competency for “New” Middle/high School Teachers

“New” middle/high school teachers have two options to demonstrate subject matter competency:

1. Exam Option: Passing a CCTC-approved subject matter examination in the core area
2. Course Work Option:
  - a) CCTC-approved subject matter program in the core area, or
  - b) Major in the core area, or
  - c) Major equivalent in the core area (32 non remedial units), or
  - d) Graduate degree in the core area



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# Demonstrating Subject Matter Competency for “Not New” Middle/high School Teachers

“Not new” middle/high school teachers have four options to demonstrate subject matter competency:

1. Passing any prior or current CCTC-approved subject matter exam in the core area, or
2. Completing course work in the core area, or
3. Obtaining advanced certification in the core area, or
4. California HOUSSE in the core area



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# High Objective Uniform State Standard of Evaluation

AS OF  
JULY 1, 2007

- Proposed changes to HOUSSE, Part 1
  - HOUSSE–Part 1 will continue to be part of California’s certification process for “not new” teachers.
    - Remove Leadership and Service to the Profession section



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# High Objective Uniform State Standard of Evaluation

AS OF  
JULY 1, 2007

## Proposed changes to HOUSSE, Part 2

- Will no longer be available as part of California's certification process except for
  - secondary multiple subject teachers who teach in Small Rural School Achievement schools;
  - secondary multiple subject special education teachers
  - teachers in some county programs.
- Will no longer contain a portfolio assessment option.
- Can not account for more than 40 of the 100 points needed.



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# Special Education

Specific questions should be addressed to:

Janet Canning, Consultant, Special Education  
Division at [jcanning@cde.ca.gov](mailto:jcanning@cde.ca.gov) or (916) 327-4217



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# Special Education Teachers:

Have the same requirements as general education elementary and middle/high school teachers, *unless* they provide only consultation or instructional support services.



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# Secondary Special Education Teachers Teaching Multiple Subjects

May:

- Use same options as any other elementary, middle/high teacher who is “new” or “not new”.
- If “new” and HQT in either math, language arts, or science, **when hired** and teaching middle/secondary, can use HOUSSE option of all other subjects.
  - Have two years from hire to complete –  
MUST report as non-compliant on CBEDS



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# NCLB and Alternative Programs



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# Alternative Programs

Home teachers, hospital classes, necessary small high schools, continuation schools alternative schools, opportunity schools, juvenile court school, county community schools, district community day schools, Independent Study (Ed Code)

- Only one credential is needed – either the multiple subject credential or a single subject credential
  - **EC 44865.** A valid teaching credential issued by the State Board of Education or the Commission for Teacher Preparation and Licensing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments, provided that the assignment of a teacher to a position for which qualifications are prescribed by this section shall be made only with the consent of the teacher:
- Must verify/demonstrate NCLB subject matter competence in each subject assigned to teach.
  - don't confuse credential requirement with subject matter competency requirement
- Federal guidance encourages creativity and distance learning.



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- Secondary Independent Study Programs
- Necessary Small High School Schools
- Small Rural School Achievement Program  
(secondary flexibility)
- Secondary Special Education (secondary flexibility)
- Alternative Education Programs
- Any self-contained secondary setting



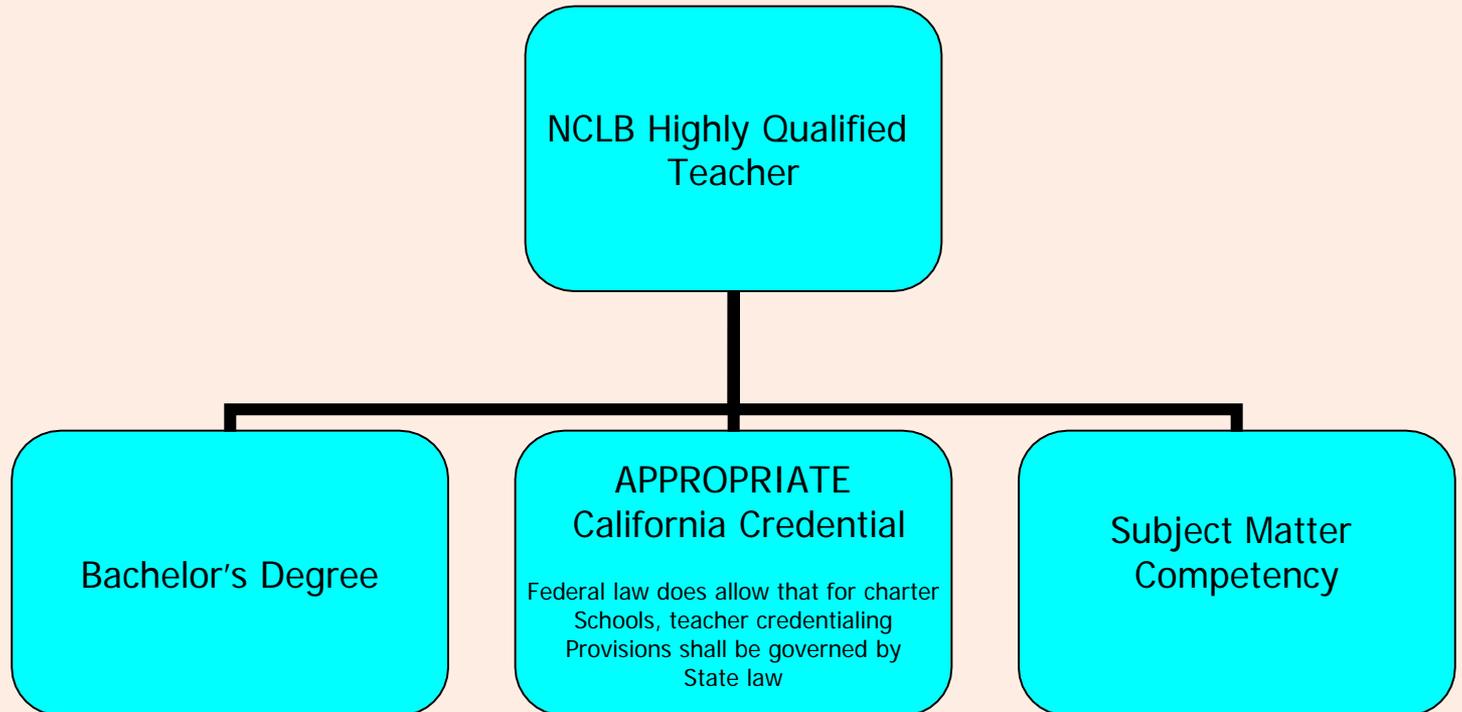
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# Charter School Programs and NCLB



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# NCLB Compliance Requirements For Charter School Teachers of NCLB Core Academic Subjects





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# Charter Schools

- Charter school teachers of core academic subjects **as defined in federal law** (see [slide 24](#)), must meet NCLB requirements.
  - It is the responsibility of the Authorizing LEA to ensure all Charter Programs comply with High Quality Teacher Requirements as outlined in NCLB; every time, everywhere!



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# Teachers Not Generally Affected By NCLB

accept when they are

- Physical Education Teachers – think dance as a fine art  

Physical education teachers are not required to meet the NCLB teacher requirements, but must meet California credentialing laws.
- Career Technical Teachers – think alternative pathway to graduation requirements  

Career technical teachers must meet the NCLB teacher requirements only if they teach a core academic subject.
- Adult Education **and** Preschool Teachers - NEVER
  - NCLB law pertains to K-12 only.



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# NCLB Paraprofessional Requirements

1. High school diploma or the equivalent
2. Two years of college (48 units) or
3. A.A. degree (or higher) or
4. Pass a local assessment of knowledge and skills in assisting in instruction

For questions please contact Title I Office



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# Questions So Far?



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# Getting The Data Right



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# Counting NCLB Core Academic Classes and HQT and California Basic Educational Data System (CBEDS) and Professional Assignment Information Form (PAIF)



- Count each period that an NCLB core academic class is taught
- Count how many of those periods are taught by a HQT

Teacher	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Ted Coach	Algebra 1	Algebra 1	CASHEE -M	Algebra 1	Prep	Calculus
	HQT	HQT	HQT	HQT		Not HQT
Lori Popular	Econ	Govt.	Wld History	U.S. History	Econ	Prep
	HQT	HQT	HQT	HQT	HQT	
Stan Pain	Prep	SPE – RS	SPE math	SPE English	SPE Econ	SPE Math
			HQT	Not HQT	Not HQT	HQT
Wilma Whiner	P.E.	P.E.	Prep	P.E.	Dance	Reading-I
					HQT	Not HQT

5/4

5/5

4/2

2/1

•16 NCLB periods/12 periods taught by HQT

NCLB HQT 75% compliant

# Elementary

Teachers Name	Grade/Class	HQT
George Porgie	Science (x5)	Y-exam
Tom Thumb	1st	Y-HOUSSE
Mary Lamb	Reading Resource	Exempt
Molly Muffet	3rd	Y-exam
Cole King	2nd	N CSET prep, D.O. (Sept. – Oct.) CSET-MS Oct 2006

- Count each NCLB Core Academic class (8)
- Count how many of NCLB core academic periods are taught by HQT (7)
  - 87% compliance
- Prepare professional development plan for each non-HQ teacher



**JACK O'CONNELL**  
State Superintendent  
of Public Instruction

# Reporting Teacher Compliance Information

- *NCLB teacher compliance data was reported as part of the Consolidated Application Part 2*
- *As of October 2006 NCLB teacher compliance data will be reported as part of your CBEDS-PAIF data submission*
  - PAIF Column 17
  - PAIF column h and i

# CBEDS

California Basic Educational Data System

## Professional Assignment Information Form (PAIF)

Middle School Core Class – Multiple Subject Credential

1. County-District-School Code				2. District Name				3. School Name			
4. Name Last: _____ First: _____ Middle Initial: _____				5. District Assigned Staff ID No. _____				Indicate if: <input type="checkbox"/> Distance Learning <input type="checkbox"/> Non-public Non Sectarian School Services			
6. Name on last California teacher credential obtained if different than above name First Name: _____ Middle Initial: _____ Last Name: _____											
7. Highest Educational Level (Select one)			10. California Commission on Teacher Credentialing (CCTC) Credential/Document Number				14. Credential and Authorization (Choose all that apply)				17. Authorized Teaching Area(s) (Select one or more)
<input type="checkbox"/> Doctorate <input type="checkbox"/> Master's degree +30 or more semester units <input type="checkbox"/> Master's degree <input type="checkbox"/> Bachelor's degree +30 or more semester units <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Less than a bachelor's degree			Report the credential/document number of the last credential received from the California Commission on Teacher Credentialing. Report "N/A" if a new teacher has not yet received a credential/document number as of CBEDS Information Day. _____				<input type="checkbox"/> Full Credential <input type="checkbox"/> Pre-Internship <input type="checkbox"/> University Internship <input type="checkbox"/> Waiver <input type="checkbox"/> District Internship <input type="checkbox"/> Emergency Permit, Provisional Internship Permit, or Short Term Staff Permit				<input checked="" type="checkbox"/> Elementary/Self-Contained Classroom/Multiple Subject <input type="checkbox"/> Secondary/Subject-Specific (Select all that apply from the italicized areas): <div style="border: 1px dashed black; padding: 5px;"> <input type="checkbox"/> <i>General Secondary (all subjects)</i>      <input type="checkbox"/> <i>Industrial &amp; Technology</i>  <input type="checkbox"/> <i>Agriculture</i>      <input type="checkbox"/> <i>Life Science</i>  <input type="checkbox"/> <i>Art</i>      <input checked="" type="checkbox"/> <i>Mathematics</i>  <input type="checkbox"/> <i>Business</i>      <input type="checkbox"/> <i>Music</i>  <input checked="" type="checkbox"/> <i>English</i>      <input type="checkbox"/> <i>Physical Education</i>  <input type="checkbox"/> <i>Foreign Language</i>      <input type="checkbox"/> <i>Physical Science</i>  <input type="checkbox"/> <i>Health Science</i>      <input checked="" type="checkbox"/> <i>Social Science</i>  <input type="checkbox"/> <i>Home Economics</i>      <input type="checkbox"/> <i>Vocational</i> </div>
8. Employment Status (Select one)			11. Racial/Ethnic Designation (Select one or more)				15. Total Years of Educational Services				<input type="checkbox"/> Special Education <input type="checkbox"/> Reading Specialist/Certificate <input type="checkbox"/> Primary Language Instruction (BCLAD or equivalents) <input type="checkbox"/> English Language Development (ELD) <input type="checkbox"/> Specially Designated Academic Instruction in English (SDAIE) <input type="checkbox"/> Adult Education <input type="checkbox"/> Special Designated Subjects (driver education, driver training, ROTC, basic military drill, aviation flight, or ground instruction)
<input type="checkbox"/> Tenured <input type="checkbox"/> Probationary <input type="checkbox"/> Long term substitute or temporary employee <input type="checkbox"/> Other (if none of the above apply)			<input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hawaiian <input type="checkbox"/> Chinese <input type="checkbox"/> Guamanian <input type="checkbox"/> Japanese <input type="checkbox"/> Samoan <input type="checkbox"/> Korean <input type="checkbox"/> Other Pacific Islander <input type="checkbox"/> Vietnamese <input type="checkbox"/> Filipino <input type="checkbox"/> Asian Indian <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Laotian <input type="checkbox"/> African American, not of Hispanic origin <input type="checkbox"/> Cambodian <input type="checkbox"/> White, not of Hispanic origin <input type="checkbox"/> Other Asian				Report the total years of educational service including this year. Include service in this district, other states, and countries. Do not include substitute teaching. First year teachers should use "01." <div style="text-align: center;"> <input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/> <input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/> <span style="margin-left: 10px;">Years</span> </div>				
9. Time Base (Select one)			12. Gender		13. Birth Year		16. Total Years of Educational Service in this District				
<input type="checkbox"/> Part-time Indicate the percent a full-time position filled: _____% <input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Teach over 100% --paid to teach extra period(s). Do not include mentor teacher, coaching, adult education, department chair, or non teaching assignments.			<input type="checkbox"/> Male <input type="checkbox"/> Female		Indicate last 2 digits of birth year <div style="text-align: center;"> <input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/> <input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/> </div>		Report the years of educational service in this district as a contracted professional including this year. First year teachers should use "01." <div style="text-align: center;"> <input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/> <input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/> <span style="margin-left: 10px;">Years</span> </div>				

Professional Assignment Information Form (PAIF) NCLB Class Reporting

Middle School Core Class – Multiple Subject Credential



**18. Assignments** (See CBEDS Administrative Manual or [www.cde.ca.gov/ds/sd/cb/subjects.asp](http://www.cde.ca.gov/ds/sd/cb/subjects.asp) for codes and descriptions)

- a. ASSIGNMENT CODE**  
Using the 2008 CBEDS Assignment Code list, indicate the course code corresponding to your current course, class category, or assignment. This list is available on the Internet at [www.cde.ca.gov/ds/sd/cb/subjects.asp](http://www.cde.ca.gov/ds/sd/cb/subjects.asp).
- b. DESCRIPTION**  
Using the 2008 CBEDS Assignment Code list, indicate the course title corresponding to your current course, class category, or assignment. This list is available on the Internet at [www.cde.ca.gov/ds/sd/cb/subjects.asp](http://www.cde.ca.gov/ds/sd/cb/subjects.asp).
- c. PERCENT OF TIME**  
Indicate the percent of time for each assignment.
- d. MALE ENROLLMENT**  
Report the number of male students enrolled.
- e. FEMALE ENROLLMENT**  
Report the number of female students enrolled.

- f. GRADE LEVEL**  
Indicate the grade level of the majority of students in this class by circling: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, MGK-8 (multiple grades-no majority K-8), or MG9-12 (multiple grades-no majority 9-12).
- g. UC/CSU REQUIREMENTS**  
Indicate either "Yes" or "No" as to whether the course is certified as meeting the UC/CSU requirements for admission.
- h. NCLB CORE**  
Indicate whether this class is a core academic class under No Child Left Behind (NCLB) by reporting: Yes-Elementary, Yes-Secondary, or No.
- i. NCLB COMPLIANT**  
Indicate whether the teacher is NCLB compliant to teach the course by reporting: Yes on the basis of education and/or testing, Yes on the basis of High Objective Uniform State Standard Evaluation (HOUSSE), or No.

Code (a)		Description (b)	Percent* (c)	Male Enroll (d)	Female Enroll (e)	Grade Level Circle one (f)					UC/CSU Check one (g)	NCLB Core Check one (h)			NCLB Compliant Check one (i)							
K	1	2	3	4	5	6	7	8	9	10	11	12	MGK-8	MG9-12	Yes	No	Yes - Elementary	Yes - Secondary	No	Yes - Education/Testing	Yes - HOUSSE	No
1	2	1	0	1											<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Comprehensive English - Core	40 %	11	16										<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	2	7	0	9											<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		U.S. History - Core	40 %	11	16										<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3															<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Algebra	20 %	15	11										<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4															<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			%												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5															<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			%												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6															<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			%												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7															<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			%												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8															<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			%												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* Total Percent must be 100% whether full-time or part-time, unless paid to Teach Over 100% is marked "Yes."  
**Total Percent:** 100 %

### Middle School Departmentalized Class – Single Subject Credential

1. County-District-School Code				2. District Name				3. School Name			
4. Name Last: _____ First: _____ Middle Initial: _____				5. District Assigned Staff ID No. _____				Indicate if: <input type="checkbox"/> Distance Learning <input type="checkbox"/> Non-public Non Sectarian School Services			
6. Name on last California teacher credential obtained if different than above name First Name: _____ Middle Initial: _____ Last Name: _____											
7. Highest Educational Level (Select one)			10. California Commission on Teacher Credentialing (CCTC) Credential/Document Number				14. Credential and Authorization (Choose all that apply)				17. Authorized Teaching Area(s) (Select one or more)
<input type="checkbox"/> Doctorate <input type="checkbox"/> Master's degree +30 or more semester units <input type="checkbox"/> Master's degree <input type="checkbox"/> Bachelor's degree +30 or more semester units <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Less than a bachelor's degree			Report the credential/document number of the last credential received from the California Commission on Teacher Credentialing. Report "N/A" if a new teacher has not yet received a credential/document number as of CBEDS Information Day. _____				<input type="checkbox"/> Full Credential <input type="checkbox"/> Pre-Internship <input type="checkbox"/> University Internship <input type="checkbox"/> Waiver <input type="checkbox"/> District Internship <input type="checkbox"/> Emergency Permit, Provisional Internship Permit, or Short Term Staff Permit				<input type="checkbox"/> Elementary/Self-Contained Classroom/Multiple Subject <input checked="" type="checkbox"/> Secondary/Subject-Specific (Select all that apply from the italicized areas): <div style="border: 1px dashed black; padding: 5px;"> <input type="checkbox"/> <i>General Secondary (all subjects)</i>      <input type="checkbox"/> <i>Industrial &amp; Technology</i>  <input type="checkbox"/> <i>Agriculture</i>      <input checked="" type="checkbox"/> <i>Life Science</i>  <input type="checkbox"/> <i>Art</i>      <input checked="" type="checkbox"/> <i>Mathematics</i>  <input type="checkbox"/> <i>Business</i>      <input type="checkbox"/> <i>Music</i>  <input type="checkbox"/> <i>English</i>      <input type="checkbox"/> <i>Physical Education</i>  <input type="checkbox"/> <i>Foreign Language</i>      <input type="checkbox"/> <i>Physical Science</i>  <input type="checkbox"/> <i>Health Science</i>      <input type="checkbox"/> <i>Social Science</i>  <input type="checkbox"/> <i>Home Economics</i>      <input type="checkbox"/> <i>Vocational</i> </div>
8. Employment Status (Select one)			11. Racial/Ethnic Designation (Select one or more)				15. Total Years of Educational Services				<input type="checkbox"/> Special Education <input type="checkbox"/> Reading Specialist/Certificate <input type="checkbox"/> Primary Language Instruction (BCLAD or equivalents) <input type="checkbox"/> English Language Development (ELD) <input type="checkbox"/> Specially Designated Academic Instruction in English (SDAIE) <input type="checkbox"/> Adult Education <input type="checkbox"/> Special Designated Subjects (driver education, driver training, ROTC, basic military drill, aviation flight, or ground instruction)
<input type="checkbox"/> Tenured <input type="checkbox"/> Probationary <input type="checkbox"/> Long term substitute or temporary employee <input type="checkbox"/> Other (if none of the above apply)			<input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hawaiian <input type="checkbox"/> Chinese <input type="checkbox"/> Guamanian <input type="checkbox"/> Japanese <input type="checkbox"/> Samoan <input type="checkbox"/> Korean <input type="checkbox"/> Other Pacific Islander <input type="checkbox"/> Vietnamese <input type="checkbox"/> Filipino <input type="checkbox"/> Asian Indian <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Laotian <input type="checkbox"/> African American, not of Hispanic origin <input type="checkbox"/> Cambodian <input type="checkbox"/> White, not of Hispanic origin <input type="checkbox"/> Other Asian				Report the total years of educational service including this year. Include service in this district, other states, and countries. Do not include substitute teaching. First year teachers should use "01." <div style="text-align: center;"> <input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/> <input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/> <span style="margin-left: 10px;">Years</span> </div>				
9. Time Base (Select one)			12. Gender		13. Birth Year		16. Total Years of Educational Service in this District				
<input type="checkbox"/> Part-time Indicate the percent a full-time position filled: _____% <input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Teach over 100% --paid to teach extra period(s). Do not include mentor teacher, coaching, adult education, department chair, or non teaching assignments.			<input type="checkbox"/> Male <input type="checkbox"/> Female		Indicate last 2 digits of birth year <div style="text-align: center;"> <input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/> <input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/> </div>		Report the years of educational service in this district as a contracted professional including this year. First year teachers should use "01." <div style="text-align: center;"> <input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/> <input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/> <span style="margin-left: 10px;">Years</span> </div>				

# Professional Assignment Information Form (PAIF) NCLB Class Reporting



## Middle School Departmentalized Class – Single Subject Credential

**18. Assignments** (See CBEDS Administrative Manual or [www.cde.ca.gov/ds/sd/cb/subjects.asp](http://www.cde.ca.gov/ds/sd/cb/subjects.asp) for codes and descriptions)

- a. ASSIGNMENT CODE**  
Using the 2008 CBEDS Assignment Code list, indicate the course code corresponding to your current course, class category, or assignment. This list is available on the Internet at [www.cde.ca.gov/ds/sd/cb/subjects.asp](http://www.cde.ca.gov/ds/sd/cb/subjects.asp).
- b. DESCRIPTION**  
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- c. PERCENT OF TIME**  
Indicate the percent of time for each assignment.
- d. MALE ENROLLMENT**  
Report the number of male students enrolled.
- e. FEMALE ENROLLMENT**  
Report the number of female students enrolled.

- f. GRADE LEVEL**  
Indicate the grade level of the majority of students in this class by circling: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, MGK-8 (multiple grades-no majority K-8), or MG9-12 (multiple grades-no majority 9-12).
- g. UC/CSU REQUIREMENTS**  
Indicate either "Yes" or "No" as to whether the course is certified as meeting the UC/CSU requirements for admission.
- h. NCLB CORE**  
Indicate whether this class is a core academic class under No Child Left Behind (NCLB) by reporting: Yes-Elementary, Yes-Secondary, or No.
- i. NCLB COMPLIANT**  
Indicate whether the teacher is NCLB compliant to teach the course by reporting: Yes on the basis of education and/or testing, Yes on the basis of High Objective Uniform State Standard Evaluation (HOUSSE), or No.

Code (a)		Description (b)		Percent* (c)	Male Enroll (d)	Female Enroll (e)	Grade Level Circle one (f)					UC/CSU Check one (g)	NCLB Core Check one (h)		NCLB Compliant Check one (i)								
							K	1	2	3	4	5	6	7	8	9		Yes – Elementary	Yes – Secondary	No	Yes – Education/Testing	Yes – HOUSSE	No
1	2	1	0	1	10	11	16							8			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes – Elementary <input checked="" type="checkbox"/> Yes – Secondary <input type="checkbox"/> No	<input type="checkbox"/> Yes – Education/Testing <input checked="" type="checkbox"/> Yes – HOUSSE <input type="checkbox"/> No				
2	2	7	1	1	90	15	10							6			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes – Elementary <input checked="" type="checkbox"/> Yes – Secondary <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes – Education/Testing <input type="checkbox"/> Yes – HOUSSE <input type="checkbox"/> No				
3					%												<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes – Elementary <input type="checkbox"/> Yes – Secondary <input type="checkbox"/> No	<input type="checkbox"/> Yes – Education/Testing <input type="checkbox"/> Yes – HOUSSE <input type="checkbox"/> No				
4					%												<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes – Elementary <input type="checkbox"/> Yes – Secondary <input type="checkbox"/> No	<input type="checkbox"/> Yes – Education/Testing <input type="checkbox"/> Yes – HOUSSE <input type="checkbox"/> No				
5					%												<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes – Elementary <input type="checkbox"/> Yes – Secondary <input type="checkbox"/> No	<input type="checkbox"/> Yes – Education/Testing <input type="checkbox"/> Yes – HOUSSE <input type="checkbox"/> No				
6					%												<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes – Elementary <input type="checkbox"/> Yes – Secondary <input type="checkbox"/> No	<input type="checkbox"/> Yes – Education/Testing <input type="checkbox"/> Yes – HOUSSE <input type="checkbox"/> No				
7					%												<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes – Elementary <input type="checkbox"/> Yes – Secondary <input type="checkbox"/> No	<input type="checkbox"/> Yes – Education/Testing <input type="checkbox"/> Yes – HOUSSE <input type="checkbox"/> No				
8					%												<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes – Elementary <input type="checkbox"/> Yes – Secondary <input type="checkbox"/> No	<input type="checkbox"/> Yes – Education/Testing <input type="checkbox"/> Yes – HOUSSE <input type="checkbox"/> No				
<b>* Total Percent must be 100% whether full-time or part-time, unless paid to Teach Over 100% is marked "Yes."</b>				100 %																			
<b>Total Percent:</b>																							

### High School Special Day Program

1. County-District-School Code				2. District Name				3. School Name			
4. Name		5. District Assigned Staff ID No.		Indicate if:							
Last: _____		First: _____		Middle Initial: _____		<input type="checkbox"/> Distance Learning <input type="checkbox"/> Non-public Non Sectarian School Services		If you have checked either box you only need to complete boxes 1, 2, 3, and 18.			
6. Name on last California teacher credential obtained if different than above name											
First Name: _____			Middle Initial: _____			Last Name: _____					
7. Highest Educational Level (Select one)		10. California Commission on Teacher Credentialing (CCTC) Credential/Document Number				14. Credential and Authorization (Choose all that apply)				17. Authorized Teaching Area(s) (Select one or more)	
<input type="checkbox"/> Doctorate <input type="checkbox"/> Master's degree +30 or more semester units <input type="checkbox"/> Master's degree <input type="checkbox"/> Bachelor's degree +30 or more semester units <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Less than a bachelor's degree		Report the credential/document number of the last credential received from the California Commission on Teacher Credentialing. Report "N/A" if a new teacher has not yet received a credential/document number as of CBEDS Information Day.				<input type="checkbox"/> Full Credential <input type="checkbox"/> Pre-Internship <input type="checkbox"/> University Internship <input type="checkbox"/> Waiver <input type="checkbox"/> District Internship <input type="checkbox"/> Emergency Permit, Provisional Internship Permit, or Short Term Staff Permit				<input checked="" type="checkbox"/> Elementary/Self-Contained Classroom/Multiple Subject <input type="checkbox"/> Secondary/Subject-Specific (Select all that apply from the italicized areas):	
8. Employment Status (Select one)		11. Racial/Ethnic Designation (Select one or more)				15. Total Years of Educational Services				<input type="checkbox"/> <i>General Secondary (all subjects)</i> <input type="checkbox"/> <i>Industrial &amp; Technology</i> <input type="checkbox"/> <i>Agriculture</i> <input type="checkbox"/> <i>Life Science</i> <input type="checkbox"/> <i>Art</i> <input type="checkbox"/> <i>Mathematics</i> <input type="checkbox"/> <i>Business</i> <input type="checkbox"/> <i>Music</i> <input type="checkbox"/> <i>English</i> <input type="checkbox"/> <i>Physical Education</i> <input type="checkbox"/> <i>Foreign Language</i> <input type="checkbox"/> <i>Physical Science</i> <input type="checkbox"/> <i>Health Science</i> <input type="checkbox"/> <i>Social Science</i> <input type="checkbox"/> <i>Home Economics</i> <input type="checkbox"/> <i>Vocational</i>	
<input type="checkbox"/> Tenured <input type="checkbox"/> Probationary <input type="checkbox"/> Long term substitute or temporary employee <input type="checkbox"/> Other (if none of the above apply)		<input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hawaiian <input type="checkbox"/> Chinese <input type="checkbox"/> Guamanian <input type="checkbox"/> Japanese <input type="checkbox"/> Samoan <input type="checkbox"/> Korean <input type="checkbox"/> Other Pacific Islander <input type="checkbox"/> Vietnamese <input type="checkbox"/> Filipino <input type="checkbox"/> Asian Indian <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Laotian <input type="checkbox"/> African American, not of Hispanic origin <input type="checkbox"/> Cambodian <input type="checkbox"/> White, not of Hispanic origin <input type="checkbox"/> Other Asian				Report the total years of educational service including this year. Include service in this district, other states, and countries. Do not include substitute teaching. First year teachers should use "01."  <div style="text-align: center;"> <input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/> <input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/>                 Years             </div>				<input type="checkbox"/> Special Education <input type="checkbox"/> Reading Specialist/Certificate <input type="checkbox"/> Primary Language Instruction (BCLAD or equivalents) <input type="checkbox"/> English Language Development (ELD) <input type="checkbox"/> Specially Designated Academic Instruction in English (SDAIE) <input type="checkbox"/> Adult Education <input type="checkbox"/> Special Designated Subjects (driver education, driver training, ROTC, basic military drill, aviation flight, or ground instruction)	
9. Time Base (Select one)		12. Gender		13. Birth Year		16. Total Years of Educational Service in this District					
<input type="checkbox"/> Part-time Indicate the percent a full-time position filled: _____% <input type="checkbox"/> Full-time <input type="checkbox"/> Teach over 100% --paid to teach extra period(s). Do not include mentor teacher, coaching, adult education, department chair, or non teaching assignments.		<input type="checkbox"/> Male <input type="checkbox"/> Female		Indicate last 2 digits of birth year  <div style="text-align: center;"> <input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/> <input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/> </div>		Report the years of educational service in this district as a contracted professional including this year. First year teachers should use "01."  <div style="text-align: center;"> <input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/> <input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/>                 Years             </div>					

Professional Assignment Information Form (PAIF) NCLB Class Reporting

High School Special Day Program

18. Assignments (See CBEDS Administrative Manual or [www.cde.ca.gov/ds/ds/cb/subjects.asp](http://www.cde.ca.gov/ds/ds/cb/subjects.asp) for codes and descriptions)

- a. **ASSIGNMENT CODE**  
Using the 2008 CBEDS Assignment Code list, indicate the course code corresponding to your current course, class category, or assignment. This list is available on the Internet at [www.cde.ca.gov/ds/ds/cb/subjects.asp](http://www.cde.ca.gov/ds/ds/cb/subjects.asp).
- b. **DESCRIPTION**  
Using the 2008 CBEDS Assignment Code list, indicate the course title corresponding to your current course, class category, or assignment. This list is available on the Internet at [www.cde.ca.gov/ds/ds/cb/subjects.asp](http://www.cde.ca.gov/ds/ds/cb/subjects.asp).
- c. **PERCENT OF TIME**  
Indicate the percent of time for each assignment.
- d. **MALE ENROLLMENT**  
Report the number of male students enrolled.
- e. **FEMALE ENROLLMENT**  
Report the number of female students enrolled.

- f. **GRADE LEVEL**  
Indicate the grade level of the majority of students in this class by circling: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, MGK-8 (multiple grades-no majority K-8), or MG9-12 (multiple grades-no majority 9-12).
- g. **UC/CSU REQUIREMENTS**  
Indicate either "Yes" or "No" as to whether the course is certified as meeting the UC/CSU requirements for admission.
- h. **NCLB CORE**  
Indicate whether this class is a core academic class under No Child Left Behind (NCLB) by reporting: Yes-Elementary, Yes-Secondary, or No.
- i. **NCLB COMPLIANT**  
Indicate whether the teacher is NCLB compliant to teach the course by reporting: Yes on the basis of education and/or testing, Yes on the basis of High Objective Uniform State Standard Evaluation (HOUSSE), or No.

Code (a)	Description (b)	Percent* (c)	Male Enroll (d)	Female Enroll (e)	Grade Level Circle one (f)										UC/CSU Check one (g)	NCLB Core Check one (h)			NCLB Compliant Check one (i)		
					K	1	2	3	4	5	6	7	8	9		10	11	12	MGK-8	MG9-12	<input type="checkbox"/> Yes <input type="checkbox"/> No
1 3 0 0 0	Multiple Subject - Special Day	100 %	6	7												<input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes -Elementary	<input checked="" type="checkbox"/> Yes -Education/Testing			
		%														<input type="checkbox"/> No	<input type="checkbox"/> Yes -Elementary <input type="checkbox"/> Yes -Secondary <input type="checkbox"/> No	<input type="checkbox"/> Yes -Education/Testing <input type="checkbox"/> Yes -HOUSSE <input type="checkbox"/> No			
		%														<input type="checkbox"/> No	<input type="checkbox"/> Yes -Elementary <input type="checkbox"/> Yes -Secondary <input type="checkbox"/> No	<input type="checkbox"/> Yes -Education/Testing <input type="checkbox"/> Yes -HOUSSE <input type="checkbox"/> No			
		%														<input type="checkbox"/> No	<input type="checkbox"/> Yes -Elementary <input type="checkbox"/> Yes -Secondary <input type="checkbox"/> No	<input type="checkbox"/> Yes -Education/Testing <input type="checkbox"/> Yes -HOUSSE <input type="checkbox"/> No			
		%														<input type="checkbox"/> No	<input type="checkbox"/> Yes -Elementary <input type="checkbox"/> Yes -Secondary <input type="checkbox"/> No	<input type="checkbox"/> Yes -Education/Testing <input type="checkbox"/> Yes -HOUSSE <input type="checkbox"/> No			
		%														<input type="checkbox"/> No	<input type="checkbox"/> Yes -Elementary <input type="checkbox"/> Yes -Secondary <input type="checkbox"/> No	<input type="checkbox"/> Yes -Education/Testing <input type="checkbox"/> Yes -HOUSSE <input type="checkbox"/> No			
		%														<input type="checkbox"/> No	<input type="checkbox"/> Yes -Elementary <input type="checkbox"/> Yes -Secondary <input type="checkbox"/> No	<input type="checkbox"/> Yes -Education/Testing <input type="checkbox"/> Yes -HOUSSE <input type="checkbox"/> No			
		%														<input type="checkbox"/> No	<input type="checkbox"/> Yes -Elementary <input type="checkbox"/> Yes -Secondary <input type="checkbox"/> No	<input type="checkbox"/> Yes -Education/Testing <input type="checkbox"/> Yes -HOUSSE <input type="checkbox"/> No			
		%														<input type="checkbox"/> No	<input type="checkbox"/> Yes -Elementary <input type="checkbox"/> Yes -Secondary <input type="checkbox"/> No	<input type="checkbox"/> Yes -Education/Testing <input type="checkbox"/> Yes -HOUSSE <input type="checkbox"/> No			
* Total Percent must be 100% whether full-time or part-time, unless paid to Teach Over 100% is marked "Yes."		100 %																			
<b>Total Percent:</b>																					



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State Superintendent  
of Public Instruction

# Questions

## On Counting HQT and Reporting?



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State Superintendent  
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# Compliance Monitoring, Interventions and Sanctions Program



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State Superintendent  
of Public Instruction

# Authority to Monitor

## Sec. 2141 Technical Assistance and Accountability

- (a) if a State educational agency determines, based on the reports described in section 1119(b)(1), that a local educational agency in the State has failed to make progress toward meeting the annual measurable objectives described in section 1119(a)(2), for 2 consecutive years, such a local educational agency shall develop an improvement plan that will enable the agency to meet such annual measurable objectives and that specifically address issues that prevented the agency from meeting such annual measurable objectives
- (b) Technical Assistance – During the development of the improvement plan described in subsection (a) and throughout implementation of the plan, the State educational agency shall –
  - (1) provided technical assistance to the local educational agency
  - (2) provided technical assistance, if applicable, to schools serviced by the local educational agency that need assistance to enable the local educational agency to meet the annual measurable objectives in section 1119(a)(2)



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State Superintendent  
of Public Instruction

# Authority to Monitor

- State Board of Education  
Approved Program of Monitoring  
– January 2006



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State Superintendent  
of Public Instruction

# CMIS Data 2005

- **Got Better Data? Let's Have it!**
  - If you feel any of your C or C2 schools are currently able to report at least 95% HQT you may immediately redo the data and fax the new data directly to the CMIS program (916-323-2807).
    - Must be done no later than October 10, 2006. Late submissions will not be accepted.
    - After review any school that is currently reporting at least 95% will be moved to the A category. This may prevent site monitoring.
      - Should your CBEDS data not match what you send us a site visit will be scheduled!



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# Got Better Data? Let's Have it! continued

- What to send
  - Elementary: list of current teachers, grade/subject, how compliant
    - Example Mary Muffet 1<sup>st</sup> HOUSSE
  - Secondary: 2006/07 master schedule, number of NCLB core academic classes on each site, number of NCLB core academic classes taught by HQT
    - [Example](#)
    - Data must be verified by superintendent or designee



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# Questionnaire

- Please complete the questionnaire for all schools in the district that are currently not in the CMIS program

**NEVER MIND - - WE GOT IT**

**DUE September 18, 2006**

E-mail to [keaton@cde.ca.gov](mailto:keaton@cde.ca.gov)

or

Fax 916-323-2807



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State Superintendent  
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**DUE**

November 1, 2006

# CMIS-Group A

All schools that failed to meet their AMOs for two consecutive years,  
but reported 85% or higher compliance

If you have only A Schools

- LEA Must Complete
  - [School District Monitoring Protocol](#)
  - Address any concerns around the equitable distribution of experienced teachers
- Each Site Must Complete
  - [School Site General Qualifications Worksheet](#) with plan for each non-compliant teacher to be HQ by June 2007
  - Accurate count of HQT compliance for 2006/07
- Optional self-study with correlating plan
  - Plan Details See Slide 81 (Equitable Distribution...)



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# CMIS-Group B

All schools that failed to meet their AMOs for two consecutive years,  
but reported between 84% and 70% compliance

If you have only A and B Schools

- LEA Must Complete – **Due November 1, 2006**  
– School District Monitoring Protocol
- LEA Must Complete – **Due January 8, 2007**  
– LEA [Self-Study](#) with Equitable Distribution  
of Experienced and Highly Qualified  
Teachers Plan
  - For Details See [Slide 85](#) (Equitable Distribution...)



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# CMIS-Group B

All schools that failed to meet their AMOs for two consecutive years, but reported between 84% and 70% compliance

If you have only A and B Schools

- **Site Must Complete – Due November 1, 2006**
  - [School Site General Qualifications Worksheet](#) with plan for each non-compliant teacher to meet NCLB requirements by June 2007
  - Accurate count of HQT compliance for 2006/07
- **Site Must Complete – Due January 8, 2007**
  - [Self-Study](#)
    - For Plan Details See Slide 85 (Equitable Distribution...)



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# CMIS-Group C

All schools that failed to meet their AMOs for two consecutive years, or met their AMO for at least one year, but reported 69% or lower compliance, or met AMOs but are reporting 70% or lower compliance.

If you have any C or C2 Schools

## STEP ONE: Due November 1, 2006

- LEA to complete
  - School District Monitoring Protocol
- Site to complete
  - School Site General Qualifications Worksheet
- LEA and Site to complete
  - Self-Study



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## STEP TWO: **Date To Be Determined**

CDE staff will, upon receipt of the aforementioned items, visit the LEA to create working plan with district personnel.

- The district plan will:
  - identify and demonstrate how all non-compliant teacher will meet NCLB requirements by June 2007, especially Title I teachers and Title II class size reduction teachers and those teaching in high poverty, high minority schools.
  - identify how funds will be redirected to support plan
  - Develop recruitment and retention practices and procedures that will promote compliance, especially as it relates to the equitable distribution of experienced and highly qualified teachers throughout the districts
  - identify areas where compliance has been difficult and how these concerns will be met in the future



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# CMIS Timelines

## Recap

- **September 18, 2006**
  - LEA Questionnaire
- **November 1, 2006**
  - LEA Monitoring Protocol
  - School Site General Qualifications Worksheet
  - Accurate Count of HQT Compliance
  - Self-Study (If LEA has any C or C2 Schools)
- **Due January 8, 2007**
  - Self-Study with plan of actions (A and B Schools Only)



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# Equitable Distribution of Experienced and Highly Qualified Teachers Plan

- Self-Study
  - Determine areas of concern around recruiting practices, policies and procedures; retaining practices, policies and procedures and other district/site level practices, policies and procedures related to equitable distribution of experienced and highly qualified teacher
- Equitable Distribution Plan – District Wide Plan
  - Plan must address each area of the self-study where weaknesses were found to exist with specific actions and timelines for implementation
  - Plan must demonstrate that no school with low AYP, high poverty, high minority students will have inexperienced and non-HQ teachers in percentages greater than schools with the highest percentage of experienced and HQ teachers.
    - If school A (low-poverty, low minority, AYP met) is 97% HQT compliant, then school B (high poverty, high minority, AYP not met) then school B must also attain 97% compliance or equalization of numbers must occur.



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## Organization of Materials

- By Type of School: elementary, middle, high school and alternative
  - District protocol, Self Study (if required at this point)
  - Site qualification worksheets w/plans for non-HQ teachers, Self-Study (if required at this point)
    - » Secondary: 2006/07 master schedule, number of NCLB core academic classes on campus, number of NCLB core academic classes taught by HQT
    - » Elementary: List of teachers, grade/subject, how compliant
- Please include County, District Name, Contact Information



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# Contact

Lynda Nichols, Lead Consultant, NCLB Teacher Quality and CMIS  
916-323-5822 \* [lnichols@cde.ca.gov](mailto:lnichols@cde.ca.gov)

Kim Eaton, Analyst, NCLB Teacher Quality and CMIS  
916-324-5689 \* [keaton@cde.ca.gov](mailto:keaton@cde.ca.gov)

Cyndi Olsen, Office Technician  
916-323-6407 \* [colsen@cde.ca.gov](mailto:colsen@cde.ca.gov)

Jill Rice, Consultant  
916-323-5472 \* [jrice@cde.ca.gov](mailto:jrice@cde.ca.gov)



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# No Child Left Behind Professional Development Resource Guide



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State Superintendent  
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# Professional Development Resource Guide

## Tab 5

- **Purpose:**
  - Provide meaningful strategies and resources to create and maintain effective professional development, training, recruitment, and retention within your LEA and/or site
- **PD Website**
  - <http://preview.cde.ca.gov/ProDevOps/search.aspx>
  - Up and running by January 2007
  - Provides COE the opportunity to post and in turn others to find professional development opportunities in their area



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# Comments Welcome!

- Please use and review the PD Guide and website at your convenience and let us know what you think!
- Contacts:
  - Roxane Fidler, Consultant  
(916) 323-4861  
rfidler@cde.ca.gov

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate	
	Date of Release			Average Years of Experience for District (AYE)									

**Alameda**

*Alameda County Office Of Education*

13.5 AYE

C	Alameda County Juvenile Hall/Court	no	18	17.6	81	56	69.1	Y	100%	83%
C	Alameda County Community	no	9	18.1	42	27	64.3			
C	Alameda County Alternative/Opportunity	no	7	9.8	25	11	44			

*Berkeley Unified*

12.8 AYE

*Castro Valley Unified*

12.5 AYE

*Fremont Unified*

12.6 AYE

*Hayward Unified*

12.8 AYE

B	Bret Harte Middle	no	19	11.4	75	55	73.3			
B	Bowman Elementary	no	28	13.7	22	16	72.7			
B	Glassbrook Elementary	no	26	10.3	24	19	79.2			
B	Harder Elementary	no	36	12.4	29	22	75.9			
B	Highland Elementary	no	19	12.2	17	13	76.5			
B	Lorin A. Eden Elementary	no	29	17.3	23	18	78.3			
C	Ruus Elementary	no	37	12	32	14	43.8			
C	Hayward Project	no	5	18	5	2	40			
C	Tyrrell Elementary	no	16	11	13	8	61.5			
C	Eden Gardens Elementary	no	28	12.3	23	16	69.6			
C	Cesar Chavez Middle	no	36	8.6	155	105	67.7			
C	Treeview Elementary	no	24	17	21	14	66.7			
C	Shepherd Elementary	no	21	11	19	13	68.4			
C	Schafer Park Elementary	no	30	12.7	25	17	68			
C	Markham Elementary	no	21	14.3	17	9	52.9			
C	Longwood Elementary	no	37	14.2	35	20	57.1			
C	Eldridge Elementary	no	25	9.6	22	15	68.2			
C	Strobridge Elementary	no	26	16.5	24	12	50			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	East Avenue Elementary	no	24	16.3	20	13	65			
		C	Park Elementary	no	31	12	26	16	61.5			
		C	Burbank Elementary	no	33	15.5	27	16	59.3			
		C	Tennyson High	no	75	11.8	244	55	22.5			
		C	Hayward High	no	84	12.5	120	68	56.7			
		C	Brenkwitz High	no	6	10.8	36	15	41.7			
		C2	Mt. Eden High	no	95	12.9	183	65	35.5			
		C2	Cherryland Elementary	no	47	12.2	37	24	64.9			
						12.6 AYE						
		B	James Logan High	no	192	13.5	1603	1228	76.6			
		B	Cesar Chavez Middle	no	51	15.1	223	171	76.7			
		B	Barnard-White Middle	no	42	13.7	161	114	70.8			
		C	Alvarado Middle	no	47	12.4	201	127	63.2			
			Alternative Learning Academy At Conley-Caraba	no	6	14	3	0	0			
		C2	Core Learning Academy At Conley-Caraballo Hig	no	9	7.3	35	20	57.1			
						11 AYE						
		C	Bridgepoint High (Continuation)	no	6	16.5	59	25	42.4			
		C	Progressive Academy	no	2	2	6	0	0			
		C	Crossroads High (Alternative)	no	4	26	58	15	25.9			
		C2	Newark Junior High	no	52	10.4	212	141	66.5			
		C2	Newark Memorial High	no	102	12.3	435	267	61.4			
		C2	New Beginnings Academy	no	1	10	4	0	0			
						12.12 AYE						
		A	Burckhalter Elementary	no			7	6	85.7			
		A	Think College Now	no	12	5.5	10	9	90			
		A	Peralta Elementary	no			10	9	90			
		B	Kaiser Elementary	no			11	8	72.7			
		B	Glenview Elementary	no			18	14	77.8			
		B	Garfield Elementary	no			33	24	72.7			
		B	Emerson Elementary	no			11	8	72.7			
		B	Cleveland Elementary	no			14	11	78.6			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	La Escuelita Elementary	no			11	9	81.8			
		B	Carl B. Munck Elementary	no			14	11	78.6			
		B	Joaquin Miller Elementary	no			14	11	78.6			
		B	Crocker Highlands Elementary	no			16	12	75			
		B	Laurel Elementary	no			20	14	70			
		B	Lincoln Elementary	no			24	20	83.3			
		B	Markham Elementary	no			20	15	75			
		B	Maxwell Park Elementary	no			15	11	73.3			
		B	Santa Fe Elementary	no			14	11	78.6			
		B	Sequoia Elementary	no			14	11	78.6			
		B	Thornhill Elementary	no			16	13	81.3			
		B	Martin Luther King Jr. Elementary	no			16	12	75			
		B	Bella Vista Elementary	no			21	15	71.4			
		B	Grass Valley Elementary	no			8	6	75			
		B	Hoover Elementary	no			15	11	73.3			
		B	Mandela High	no			66	49	74.2			
		B	Rudsdale Continuation	no			10	7	70			
		C	Lowell Middle	no			21	9	42.9			
		C	Paul Robeson College Preparatory School Of Vi	no			63	38	60.3			
		C	Calvin Simmons Middle	no			131	58	44.3			
		C	Frick Middle	no			121	22	18.2			
		C	Elmhurst Middle	no			139	26	18.7			
		C	Allendale Elementary	no			11	5	45.5			
		C	Bret Harte Middle	no			183	87	47.5			
		C	Westlake Middle	no			146	41	28.1			
		C	Whittier Elementary	no			24	12	50			
		C	Yes, Youth Empowerment	no	11	5	33	18	54.5			
		C	Tilden Elementary	no			0	0	0			
		C	Stonehurst Elementary	no			27	13	48.1			
		C	Sobrante Park Elementary	no			11	6	54.5			
		C	College Preparatory And Architecture Academy	no			78	31	39.7			
		C	Business And Information Technology High	no			95	34	35.8			
		C	Claremont Middle	no			122	18	14.8			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Bunche	no			5	0	0			
		C	Metwest High	no			19	2	10.5			
		C	Ralph Bunche Academy	no			16	7	43.8			
		C	Kipp Bridge College Preparatory	no	11	2.2	6	2	33.3			
		C	Urban Promise Academy	no	14	6.2	48	12	25			
		C	Melrose Leadership Academy	no			29	10	34.5			
		C	International Community	no			11	7	63.6			
		C	Montera Middle	no			141	31	22			
		C	Laney Middle	no			0	0	0			
		C	Redwood Heights Elementary	no			12	8	66.7			
		C	Media College Preparatory	no			68	32	47.1			
		C	Madison Middle	no			79	15	19			
		C	Havenscourt Middle	no			120	47	39.2			
		C	Carter Middle	no			17	9	52.9			
		C	Edna Brewer Middle	no	37	6.3	139	24	17.3			
		C	Highland Elementary	no			18	7	38.9			
		C	Ascend	no			23	11	47.8			
		C	Cole Middle	no			60	12	20			
		C	Prescott Elementary	no			18	10	55.6			
		C	Roosevelt Middle	no			184	38	20.7			
		C	Merritt Middle College High (Alternative)	no			19	1	5.3			
		C	Franklin Elementary	no			29	20	69			
		C	Life Academy	no			0	0	0			
		C	Chabot Elementary	no			22	15	68.2			
		C	Lionel Wilson College Preparatory Academy (Ch	yes	20	5.5	19	6	31.6			
		C	Hillcrest Elementary	no			19	13	68.4			
		C	Dewey Academy Senior High	no			24	3	12.5			
		C	Howard Elementary	no			11	5	45.5			
		C	Oakland Senior High	no			334	160	47.9			
		C	Oakland Technical Senior High	no			319	131	41.1			
		C	Brookfield Elementary	no			22	13	59.1			
		C	Skyline High	no			380	146	38.4			
		C	Sherman Elementary	no			10	5	50			
		C	Oakland Community Day High	no			4	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Piedmont Avenue Elementary	no			16	11	68.8			
		C	East Oakland School Of The Arts	no	19	4.2	79	26	32.9			
		C	Montclair Elementary	no			14	8	57.1			
		C	East Oakland Community High	no	11	3.6	50	0	0			
		C	Encompass Academy Elementary	no	11	6.2	8	5	62.5			
		C	Leadership Preparatory High	no			100	42	42			
		C	Lockwood Elementary	no			21	10	47.6			
		C	Oakland Community Day Middle	no			0	0	0			
		C	Lakeview Elementary	no			15	10	66.7			
		C	Lafayette Elementary	no			16	10	62.5			
		C	Marshall Elementary	no			11	5	45.5			
		C	Explorer Middle	no			24	6	25			
		C	Jefferson Elementary	no			33	14	42.4			
		C	Horace Mann Elementary	no			16	9	56.3			
		C	Manzanita Elementary	no			20	13	65			
		C2	Parker Elementary	no			13	9	69.2			
		C2	Expression, Excellence, Community, Empowermen	no			63	17	27			
		C2	Sankofa Academy	no	9	5.6	13	9	69.2			
		C2	Reach Academy	no	6	5	6	2	33.3			
		C2	Webster Academy (K-6)	no	30	4.8	23	4	17.4			
		C2	Far West	no	11	6.1	32	20	62.5			
		C2	Seed Elementary	no			8	5	62.5			
		C2	Kizmet Academy Middle	no			12	4	33.3			
		C2	Business, Entrepreneurial School Of Technolog	no			72	0	0			
		C2	Millsmont Academy	yes	13	4.9	11	5	45.5			
		C2	Lazear Elementary	no			16	11	68.8			
		C2	Leadership Public Schools Oakland	yes	5	3.6	16	8	50			
		C2	Rise Community	no			9	6	66.7			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Piedmont Middle	no			113	98	86.7			
	<i>San Leandro Unified</i>											
		A	Garfield Elementary	no			21	18	85.7			
		A	Monroe Elementary	no			22	19	86.4			
		A	Jefferson Elementary	no			27	23	85.2			
		C2	Arroyo High	no			201	44	21.9			
		C2	San Lorenzo High	no			178	41	23			
		C2	Washington Manor Middle	no			115	12	10.4			
		C2	Royal Sunset (Continuation)	no			65	8	12.3			
		C2	Bohannon Middle	no			186	12	6.5			
	<i>San Lorenzo Unified</i>											
		B	Dayton Elementary	no			22	17	77.3			
Amador	<i>Amador County Unified</i>											
		C	Independence High (Continuation)	no			18	6	33.3			
		C2	North Star Independent Study	no			31	7	22.6			
Butte	<i>Biggs Unified</i>											
		A	Biggs Elementary	no			17	16	94.1			
		B	Biggs High	no			46	39	84.8			
		B	Biggs Middle	no			24	18	75			
		C	Biggs Secondary Community Day	no			1	0	0			
		C2	Biggs Public Charter	no			12	8	66.7			
	<i>Butte County Office Of Education</i>											
		C	Learning Community Charter	no			181	112	61.9			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
			Butte County Juvenile									
		C	Hall/Community	no			36	21	58.3			
		C2	Butte County Special Education	no			37	13	35.1			
		C2	North County Community	no			11	6	54.5			
	<i>Chico Unified</i>											
		B	Fair View High (Continuation)	no			61	45	73.8			
		C	Oakdale	no			7	1	14.3			
		C	Loma Vista	no			2	1	50			
		C	Center For Alternative Learning	no			9	3	33.3			
		C2	Nord Country	yes			4	2	50			
RELEASED	<i>Durham Unified</i>											
	August-06	C	Mission High	no			1/1	0/1	0/100			
	<i>Oroville Union High</i>											
		A	Prospect High (Continuation)	no			24	21	87.5			
		C	Oroville High Community Day	no			7	3	42.9			
	<i>Palermo Union Elementary</i>											
	August-06	C	Honcut	no			2/1	1/1	50/100			
	<i>Paradise Unified</i>											
		C	Paradise Community Day	no			1	0	0			
		C2	Paradise Charter Network (155)	no			9	2	22.2			
Calaveras												
RELEASED	<i>Bret Harte Union High</i>											
	August-06	A	Bret Harte Union High	no			137/16	132/16	196.4/100			
	August-06	C	Vallecito Continuation High	no			4/19	2/19	50/100			
	August-06	C	John Vierra High	no			6/5	1/5	16.7/100			
	<i>Calaveras Unified</i>											
		C	West Point Alternative	no			1	0	0			
		C2	Gold Strike High	no			15	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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C2 Jenny Lind High no 1 0 0

RELEASED *Mark Twain Union Elementary*

August-06 C Mark Twain Elementary no 55/44 25/44 45.5/100

Colusa

*Colusa County Office Of Education*

B Colusa County Alternative/Opportunity no 4 3 75  
 C Juvenile Hall-Nielson no 9 6 66.7  
 C Colusa County Special Education no 17 11 64.7  
 C2 Colusa County Community no 5 2 40

*Maxwell Unified*

C Prine (Enid) High (Continuation) no 11 4 36.4

*Pierce Joint Unified*

B Pierce High no 62 52 83.9  
 B Lloyd G. Johnson Junior High no 42 33 78.6  
 C2 Arbuckle Alternative High (Continuation) no 5 3 60

*Williams Unified*

B Williams Middle no 51 42 82.4  
 C2 Mid Valley High (Continuation) no 17 11 64.7

Contra Costa

*Acalanes Union High*

C Del Oro High (Continuation) no 16 11 68.8

*Antioch Unified*

C Learner-Centered Charter no 10 6 60  
 C2 Prospects High (Alternative) no 25 15 60  
 C2 Bidwell Elementary no 7 3 42.9

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Park Middle	no			40	26	65			
		C2	Bridges	no			2	1	50			
		C2	Live Oak High (Continuation)	no			10	3	30			
	<i>Byron Union Elementary</i>											
		A	Discovery Bay Elementary	no			21	18	85.7			
	<i>Contra Costa County Office Of Education</i>											
		C	Golden Gate Community	no			8	3	37.5			
		C	Contra Costa County Court	no			14	4	28.6			
		C	East Gate Community Day Central County Special Education	no	No NCLB Core Academic Classes		2	0	0			
			Far East County Special Education	no	No NCLB Core Academic Classes							
		C2	Floyd Marchus East County Special Education	no	No NCLB Core Academic Classes		17	9	52.9			
RELEASED	<i>Knightsen Elementary</i>											
	August-06	A	Knightsen Elementary	no			23/24	22/24	95.7/100			
	<i>Lafayette Elementary</i>											
		A	Lafayette Elementary	no			25	24	96			
	<i>Martinez Unified</i>											
		A	John Muir Elementary	no			23	22	95.7			
		A	Las Juntas Elementary	no			17	15	88.2			
		C	Vicente Martinez High	no			25	5	20			
		C	Briones (Alternative)	no			4	0	0			
	<i>Mt. Diablo Unified</i>											
		A	Pine Hollow Middle	no			124	109	87.9			
		B	Riverview Middle	no			164	134	81.7			
		B	Oak Grove Middle	no			159	125	78.6			
		C	Nueva Vista High (Continuation)	no			9	4	44.4			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Sunrise (Special Education) Gateway High	no			7	4	57.1			
		C2	(Continuation)	no			8	2	25			
		C2	El Dorado Middle	no			199	137	68.8			
		C2	Eagle Peak Montessori	no			2	0	0			
<i>San Ramon Valley Unified</i>												
		C	Monte Vista High	no			447	0	0			
		C	Tassajara Hills Elementary	no			32	0	0			
		C	Sycamore Valley Elementary	no			32	0	0			
		C	Golden View Elementary	no			28	16	57.1			
		C	Greenbrook Elementary	no			29	18	62.1			
		C	Twin Creeks Elementary	no			25	13	52			
		C	Vista Grande Elementary	no			28	0	0			
		C	San Ramon Valley High	no			417	0	0			
		C2	Windemere Ranch Middle	no			77	4	5.2			
		C2	Iron Horse Middle	no			171	98	57.3			
		C2	California High	no			436	263	60.3			
		C2	Venture (Alternative)	no			16	0	0			
		C2	Coyote Creek Elementary	no			33	23	69.7			
		C2	Del Amigo High (Continuation)	no			16	6	37.5			
		C2	Charlotte Wood Middle	no			211	131	62.1			
		C2	Quail Run Elementary	no			9	5	55.6			
<i>Walnut Creek Elementary</i>												
		A	Walnut Creek Intermediate	no			51	49	96.1			
<i>West Contra Costa Unified</i>												
		A	Vista High (Alternative)	no			18	16	88.9			
		C	Delta Continuation High	no			18	3	16.7			
		C	Lovonya Dejean Middle	no			113	73	64.6			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Crespi Junior High	no			119	69	58			
		C	Stewart Elementary	no			45	30	66.7			
		C	Samuel Gompers Continuation	no			45	20	44.4			
		C	Transition Learning Center	no			11	3	27.3			
		C	Kappa Continuation High	no			21	8	38.1			
		C	Middle College High	no			54	33	61.1			
		C	North Campus Continuation	no			39	18	46.2			
		C	Leadership Public Schools: Richmond	yes			51	29	56.9			
		C	Sigma Continuation High	no			19	0	0			
		C2	Omega Continuation High	no			9	3	33.3			
		C2	Harbour Way Elem Community Day	no			3	2	66.7			

Del Norte

*Del Norte County Office Of Education*

		C	Mccarthy Center/Community	no			18	0	0			
		C	Del Norte County Alternative/Opportunity	no			100	0	0			
		C	Del Norte County Community Day	no			1	0	0			
		C	Elk Creek	no			9	0	0			
		C	Bar O	no			36	0	0			
		C	Castle Rock Charter	no			467	0	0			

El Dorado

*El Dorado County Office Of Education*

		C	Blue Ridge Charter Community And	no			8	2	25			
		C	Extended Day Charter Transitional	no			178	71	39.9			
		C2	Reporting Educational Ce	no			4	2	50			
		C2	Special Education	no			18	10	55.6			

*El Dorado Union High*

		A	Oak Ridge High	no			270	261	96.7			
		A	Ponderosa High	no			294	272	92.5			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Edushd Community Day	no			6	3	50			
RELEASED	<i>Gold Trail Union Elementary</i>											
	August-06	C	Sutter's Mill Primary	no			0/12	0/12	0/100			
Fresno												
	<i>Central Unified</i>											
		A	Rio Vista Middle	no			39	35	89.7			
		A	River Bluff Elementary	no			38	37	97.4			
		A	Teague Elementary	no			37	36	97.3			
	<i>Clovis Unified</i>											
		C	Enterprise Alternative Gateway High	no			252	2	0.8			
		C	(Continuation) Clovis Community Day	no			261	93	35.6			
		C2	Secondary Harold L. Woods	no			63	0	0			
		C2	Elementary	no			0	0	0			
	<i>Coalinga-Huron Joint Unified</i>											
		C	Chesnut High (Continuation)	no			4	1	25			
		C	Coalinga-Huron Community Day	no			4	1	25			
		C	Cambridge High	no			4	2	50			
		C2	Coalinga High	no			210	144	68.6			
		C2	Huron Middle	no			29	20	69			
	<i>Firebaugh-Las Deltas Joint Unified</i>											
		B	Firebaugh High	no			147	108	73.5			
		C	Arthur E. Mills Intermediate	no			16	10	62.5			
	<i>Fresno County Office Of Education</i>											
		B	Edison-Bethune Charter Academy	yes			33	28	84.8			
		B	Teilman Community Day	no			38	31	81.6			
		C2	Fresno County Community	no			16	4	25			
		C2	Fresno County Court	no			129	82	63.6			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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*Fresno Unified*

B	Edison High	no			373	293	78.6					
B	Fresno High	no			442	359	81.2					
	Phoenix Elementary											
C	Academy Community Day	no			4	0	0					
C	Roosevelt Continuation	no			26	1	3.8					
C	Irwin O. Addicot Elementary	no			0	0	0					
C	Fulton Special Education	no			13	0	0					
C	Dewolf Continuation High	no			94	46	48.9					
C	New Millenium Charter	yes			11	2	18.2					
C	New Horizon High	no			12	0	0					
C	Dewolf West High	no			4	0	0					
C	Florence E. Rata	no			0	0	0					
C2	Learning Design Science Early	yes			59	25	42.4					
C2	College High	no			2	0	0					
C2	Fresno Prep Academy	yes			72	47	65.3					

*Golden Plains Unified*

C	Tranquillity High	no			19	9	47.4					
C2	San Joaquin Elementary	no			50	30	60					

*Kings Canyon Joint Unified*

C	Mountain View (Alternative)	no			45	8	17.8					
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*Kingsburg Elementary Charter*

A	Washington Elementary	no			28	26	92.9					
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*Laton Joint Unified*

A	Laton Elementary	no			21	19	90.5					
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*Mendota Unified*

A	Mccabe Junior High	no			15	13	86.7					
A	Mccabe Elementary	no			32	29	90.6					
B	Washington Elementary	no			37	31	83.8					

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Crescent View West Charter	yes			56	32	57.1			
	<i>Parlier Unified</i>											
		B	Mathew J. Brletic Elementary	no			22	17	77.3			
		C2	Crescent View Charter High School	yes			60	32	53.3			
	<i>Raisin City Elementary</i>											
		C	Raisin City Elementary	no			13	9	69.2			
	<i>Riverdale Joint Unified</i>											
		C	Horizon High	no			1	0	0			
	<i>Sanger Unified</i>											
		C	Community Day	no			39	14	35.9			
		C	Hallmark Charter	no			1117	238	21.3			
		C	Taft High	no			165	0	0			
		C2	Kings River High (Continuation)	no			25	13	52			
	<i>Selma Unified</i>											
		C	Selma Independent	no			7	0	0			
	<i>Washington Union High</i>											
		B	Washington High	no			96	74	77.1			
		C2	Easton Community Day	no			4	0	0			
		C2	Easton Continuation High	no			13	5	38.5			
Glenn	<i>Glenn County Office Of Education</i>											
		C	Glenn County Juvenile Court	no			2	1	50			
		C2	Glenn County Special Education	no			23	9	39.1			
		C2	William Finch	no			9	5	55.6			
		C2	Glenn County Alternative/Opportunity	no			5	3	60			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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RELEASED *Plaza Elementary*  
 August-06 B Plaza Elementary no 6/6 5/6 83.3/100

*Princeton Joint Unified*

A Princeton Junior-Senior High no 30 29 96.7

*Stony Creek Joint Unified*

B Elk Creek Junior-Senior High no 19 15 78.9

Humboldt

*Eureka City Unified*

B Catherine L. Zane Middle no 110 87 79.1  
 B Winship Middle no 92 75 81.5  
 B Lafayette Elementary no 18 15 83.3  
 C Cic Program no 5 0 0

*Klamath-Trinity Joint Unified*

B Hoopa Valley High no 72 61 84.7  
 B Hoopa Valley Elementary no 45 36 80  
 C Weitchpec Elementary no 1 0 0  
 C Captain John Continuation no 9 1 11.1

RELEASED *Northern Humboldt Union High*  
 Released A Northern Humboldt Community Day no 7/6 6/6 85.7/100

*Southern Humboldt Joint Unified*

Released C Osprey Learning Center no 3/3 0/3 0/100  
 C Osprey Learning Center (Alternative) no 3 0 0  
 C South Fork Junior - Senior High no 41 27 65.9

Imperial

*Brawley Union High*

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Renaissance	no			5	0	0			
		C	Brawley High	no			293	199	67.9			
	<i>Calexico Unified</i>											
		B	Calexico High	no			356	299	84			
		C	De Anza Junior High	no			316	181	57.3			
		C	William Moreno Junior High	no			292	202	69.2			
		C	Aurora High (Continuation)	no			183	60	32.8			
	<i>Calipatria Unified</i>											
		C	Midway High	no			4	1	25			
		C	Calipatria High	no			70	44	62.9			
		C2	Bill E. Young Jr. Middle	no			34	22	64.7			
	<i>Central Union High</i>											
		B	Central High	no			282	222	78.7			
	<i>Holtville Unified</i>											
		B	Holtville Junior High	no			72	54	75			
		C2	Sam Webb Continuation	no			37	20	54.1			
	<i>Imperial County Office Of Education</i>											
		C	Imperial County Special Education	no			23	0	0			
		C2	Imperial County Juvenile Hall/Community	no			55	37	67.3			
	<i>Meadows Union Elementary</i>											
		C	Meadows Elementary	no			37	16	43.2			
	<i>San Pasqual Valley Unified</i>											
		B	San Pasqual Valley High	no			67	47	70.1			
		C	Bill M. Manes High	no			5	2	40			
	<i>Arvin Union Elementary</i>											
		B	Haven Drive Middle	no			47	35	74.5			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	Sierra Vista Elementary	no			56	43	76.8			
<i>Bakersfield City</i>												
		A	Casa Loma Elementary	no			32	28	87.5			
		A	Hort Elementary	no			38	33	86.8			
		A	Mckinley Elementary	no			38	34	89.5			
		B	Cesar E. Chavez Elementary	no			27	21	77.8			
		C2	Rafer Johnson Community Day	no			7	0	0			
		C2	Three R's Achievement Academy	no			3	2	66.7			
		C2	Washington Middle	no			16	11	68.8			
		C2	Emerson Middle	no			26	18	69.2			
<i>Fairfax Elementary</i>												
		A	Virginia Avenue Elementary	no			31	30	96.8			
<i>Fruitvale Elementary</i>												
		A	Discovery Elementary	no			37	34	91.9			
		A	Endeavour Elementary	no			40	39	97.5			
		B	Fruitvale Junior High	no			38	31	81.6			
<i>General Shafter Elementary</i>												
		A	General Shafter Elementary	no			11	10	90.9			
<i>Kern County Office Of Education</i>												
		C	Kern County Community	no			146	83	56.8			
		C2	Kern County Special Education	no			101	61	60.4			
		C2	Valley Oaks Charter	no			43	21	48.8			
<i>Kern Union High</i>												
		B	Nueva Continuation High	no			14	10	71.4			
		C	Golden Valley High	no			367	166	45.2			
		C	Vista West Continuation	no			30	14	46.7			
		C2	East Bakersfield High	no			326	194	59.5			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Foothill High	no			383	231	60.3			
		C2	North High	no			381	141	37			
		C2	Shafter High	no			212	141	66.5			
		C2	Arvin High	no			396	265	66.9			
		C2	Kern Valley High	no			100	50	50			
		C2	Summit Continuation Special	no			4	1	25			
		C2	Services/Constellation	no			0	0	0			
		C2	Bakersfield High	no			427	270	63.2			
		C2	Ridgeview High	no			345	219	63.5			
		C2	Stockdale High	no			383	264	68.9			
		C2	West High	no			378	247	65.3			
		C2	Vista High (Continuation)	no			47	20	42.6			
		C2	South High	no			321	103	32.1			
		C2	Able Center High	no			0	0	0			
<i>Lost Hills Union Elementary</i>												
		C	Lost Hills Elementary	no			16	9	56.3			
		C	A. M. Thomas Middle	no			9	4	44.4			
<i>Mojave Unified</i>												
		A	California City Middle	no			59	53	89.8			
		C	Red Rock Elementary	no			1	0	0			
		C2	Joshua	no			34	19	55.9			
		C2	Mojave Senior High	no			151	105	69.5			
		C2	Red Rock Community Day	no			1	0	0			
		C2	Mojave Elementary	no			18	10	55.6			
<i>Richland Union Elementary</i>												
		B	Redwood Elementary	no			34	28	82.4			
<i>Tehachapi Unified</i>												



County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
<i>Kelseyville Unified</i>												
		C	Kelseyville Community Day	no			5	0	0			
		C2	Kelseyville High	no			108	6	5.6			
<i>Konocti Unified</i>												
		A	Burns Valley Elementary	no			19	17	89.5			
		C	Oak Hill Middle	no			95	65	68.4			
		C	Richard H. Lewis Alternative	no			0	0	0			
		C	Lower Lake High	no			119	58	48.7			
		C2	Genesis High	no			0	0	0			
		C2	Carle (William C.) High (Continuation)	no			26	18	69.2			
<i>Lake County Office Of Education</i>												
		C	Renaissance Court	no			8	4	50			
		C	Redbud Community	no			16	4	25			
		C2	Clearlake Community	no			9	6	66.7			
<i>Middletown Unified</i>												
		C	Loconoma Valley High	no			1	0	0			
<i>Upper Lake Union High</i>												
		C	Upper Lake High	no			53	0	0			
		C	Clover Valley High (Continuation)	no			1	0	0			
			Upper Lake Community Day	no			1	0	0			
Lassen												
<i>Big Valley Joint Unified</i>												
		B	Big Valley High	no			25	20	80			
		C	Gateway High (Continuation)	no			4	2	50			
<i>Lassen Union High</i>												
		B	Lassen Community Day	no			25	20	80			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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*Lassen Union High*

C2	Diamond Mountain Charter High	no	12	8	66.7
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Los Angeles

*ABC Unified*

C	Richard Gahr High	no	311	65	20.9
C	Gretchen Whitney High	no	174	38	21.8
C	Carmenita Middle	no	130	23	17.7
C	Pharis F. Fedde Middle	no	96	23	24
C	Pliny Fisk Haskell Middle	no	106	23	21.7
C	Martin B. Tetzlaff Middle	no	110	24	21.8
C	Tracy (Wilbur) High (Continuation)	no	80	15	18.8
C	Artesia High	no	290	68	23.4
C	Cerritos High	no	347	82	23.6
C	Faye Ross Middle	no	119	25	21

*Antelope Valley Union High*

A	Little Rock High	no	308	284	92.2
A	Lancaster High	no	401	373	93
A	Highland High	no	417	396	95
A	Quartz Hill High	no	429	410	95.6
A	Palmdale High	no	397	374	94.2
A	William J. 'pete' Knight High	no	223	214	96
A	R. Rex Parris High	no	73	63	86.3
A	Antelope Valley High	no	334	318	95.2
B	Desert Winds Continuation High	no	96	72	75
C	Desert Pathways	no	36	0	0
C2	Desert Sands Charter	yes	144	95	66
C2	Day	no	0	0	0

*Baldwin Park Unified*

A	Central Elementary	no	36	35	97.2
A	Vineland Elementary	no	46	43	93.5
A	Tracy Elementary	no	34	33	97.1
A	Kenmore Elementary	no	34	32	94.1
A	Ernest R. Geddes Elementary	no	41	40	97.6



County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	Emerson Elementary	no			35	25	71.4			
		B	Jefferson Elementary	no			29	22	75.9			
		B	Mckinley Elementary	no			23	17	73.9			
		B	Ralph Bunche Elementary	no			21	16	76.2			
		B	Martin Luther King Elementar	no			33	27	81.8			
		B	Lincoln Elementary	no			21	16	76.2			
		B	Dickison Elementary	no			39	29	74.4			
		C	Frances Willard Elementary	no			19	12	63.2			
		C	Laurel Street Elementary	no			23	16	69.6			
		C	Roosevelt Elementary	no			55	38	69.1			
		C	Washington Elementary	no			28	16	57.1			
		C	Tibby Elementary	no			24	15	62.5			
		C	Ronald E. Mcnair Elementary	no			20	13	65			
		C	Bursch Elementary	no			22	12	54.5			
		C	Compton Community Day Middle	no			0	0	0			
		C	Thurgood Marshall Compton Community Day	no			0	0	0			
		C	High	no			0	0	0			
		C	Harriet Tubman High	no			0	0	0			
		C	Cesar Chavez Continuation High	no			147	96	65.3			
		C	Dominguez High	no			950	627	66			
		C	Compton High	no			637	438	68.8			
		C	Centennial High	no			487	297	61			
		C	Roosevelt Middle	no			156	88	56.4			
		C	Walton Middle	no			87	57	65.5			
		C	Willowbrook Middle	no			68	27	39.7			
		C	Whaley Middle	no			250	163	65.2			
		C	Caldwell Street Elementary	no			15	8	53.3			
		C	Vanguard Learning Center	no			77	29	37.7			
		C	Anderson Elementary	no			28	19	67.9			
		C2	Davis Middle	no			193	126	65.3			
		A	Warren High	no			539	502	93.1			

*Downey Unified*

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
<i>Duarte Unified</i>												
		A	Beardslee Elementary	no			22	20	90.9			
<i>Eastside Union Elementary</i>												
		B	Tierra Bonita North Elementary	no			31	24	77.4			
		B	Eastside Elementary	no			38	30	78.9			
<i>El Monte City Elementary</i>												
	August-06	C	Byron E. Thompson Elementary	no			16/15	4/15	25/100			
		C	Durfee Elementary	no			93	48	51.6			
		C	Rio Hondo Elementary	no			104	53	51			
	August-06	C2	Thompson Elementary (Oh)	no			5/9	0/9	0/100			
<i>El Rancho Unified</i>												
		B	Rio Vista Elementary	no			20	14	70			
		B	Mary E. Meller Elementary	no			25	19	76			
		C	Ruben Salazar Continuation	no			116	51	44			
		C2	Rivera Middle	no			189	121	64			
		C2	North Park Middle	no			169	87	51.5			
<i>Glendale Unified</i>												
		C	College View Center	no			9	0	0			
		C	Jewel City Community Day	no			6	3	50			
<i>Gorman Elementary</i>												
		B	Lifeline Education Charter	yes			8	6	75			
		C2	Gorman Elementary	no			3	0	0			
<i>Hawthorne Elementary</i>												
		B	Prairie Vista Middle	no			192	150	78.1			
		C2	Hawthorne Middle	no			153	101	66			
		C2	Bud Carson Middle	no			135	90	66.7			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
<i>La Canada Unified</i>												
		C	Foothills (Special Education)	no			5	0	0			
<i>Lancaster Elementary</i>												
		B	Crossroads Community Day	no			4	3	75			
<i>Long Beach Unified</i>												
		A	Rogers Middle	no			129	119	92.2			
		A	Hamilton Middle	no			204	186	91.2			
		A	Cubberley Elementary	no			98	93	94.9			
		A	Sutter Elementary	no			133	129	97			
		A	Wilson High	no			852	824	96.7			
		C2	Community Day	no			3	2	66.7			
<i>Los Angeles County Office Of Education</i>												
		A	International Polytechnic High	no			30	28	93.3			
		C	Los Angeles County Special Education	no			325	57	17.5			
		C	Soledad Enrichment Action	no			47	25	53.2			
<i>Los Angeles Unified</i>												
		A	Para Los Ninos Charter	yes			10	9	90			
		A	San Fernando Senior High	no			662	569	86			
		B	Edwin Markham Middle	no			254	194	76.4			
		B	Arco Iris Primary Center	no			12	9	75			
		B	Johnnie Cochran, Jr., Middle	no			248	191	77			
		B	Coliseum Street Elementary	no			20	14	70			
		B	Playa Del Rey Elementary	no			15	12	80			
		B	Samuel Gompers Middle	no			261	193	73.9			
		B	John A. Sutter Middle	no			223	173	77.6			
		B	Daniel Webster Middle	no			159	114	71.7			
		B	David Wark Griffith Middle	no			355	273	76.9			
		B	Phineas Banning Senior High	no			459	369	80.4			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	Carson Senior High	no			486	389	80			
		B	Chatsworth Senior High	no			401	332	82.8			
		B	Valley Alternative Magnet	no			60	42	70			
		B	Mt. Lukens Continuation	no			12	9	75			
		B	Stella Middle Charter Academy	yes			50	42	84			
		B	Grover Cleveland High	no			574	438	76.3			
		B	Magnolia Science Academy	yes			69	49	71			
		C	Foshay Learning Center	no			608	374	61.5			
		C	Community Charter Middle Ernest P. Willenberg	yes			50	14	28			
		C	Special Education Center	no			0	0	0			
		C	Marlton	no			10	0	0			
		C	Macarthur Park Primary Center	no			18	9	50			
		C	Berenece Carlson Home Hospital	no			268	54	20.1			
		C	Ellen Ochoa Learning Center	no			129	29	22.5			
		C	James J. McBride Special Education Center	no			0	0	0			
		C	Sophia T. Salvin Special Education Center	no			34	16	47.1			
		C	Tri-C Community Day	no			64	12	18.8			
		C	Del Rey Continuation	no			15	9	60			
		C	Evergreen Continuation	no			16	7	43.8			
		C	Susan Miller Dorsey Senior High	no			294	193	65.6			
		C	John R. Wooden High	no			16	10	62.5			
		C	Pueblo De Los Angeles Continuation	no			17	0	0			
		C	San Antonio Continuation	no			16	2	12.5			
		C	Temescal Canyon Continuation	no			10	5	50			
		C	Whitney Young Continuation	no			18	12	66.7			
		C	Monterey Continuation	no			19	7	36.8			
		C	Central Continuation	no			98	22	22.4			
		C	Benjamin Banneker Special Education Center	no			0	0	0			
		C	William Tell Aggeler	no			8	3	37.5			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Citylife Downtown Charter School	yes			40	20	50			
		C	Simon Rodia Continuation	no			14	0	0			
		C	Amelia Earhart Continuation	no			14	0	0			
		C	Moneta Continuation	no			12	4	33.3			
		C	Stoney Point Continuation	no			14	4	28.6			
		C	Highland Park Continuation	no			11	7	63.6			
		C	Miguel Leonis Continuation	no			10	3	30			
		C	Robert H. Lewis Continuation	no			9	6	66.7			
		C	Jack London Continuation	no			13	2	15.4			
		C	Metropolitan Continuation	no			67	22	32.8			
		C	Mission Continuation	no			15	9	60			
		C	Eagle Tree Continuation	no			15	8	53.3			
		C	George S. Patton Continuation	no			12	5	41.7			
		C	Indian Springs Continuation	no			13	5	38.5			
		C	Sojourner Truth Continuation	no			5	3	60			
		C	Kirk Douglas Continuation	no			11	7	63.6			
		C	Diane S. Leichman Special Education Center	no			47	1	2.1			
		C	Frank D. Lanterman	no			0	0	0			
		C	Whitman Continuation	no			21	9	42.9			
		C	Avalon Continuation	no			19	5	26.3			
		C	Owensmouth Continuation	no			14	7	50			
		C	Cornerstone Prep Charter	yes			34	21	61.8			
		C	Boyle Heights Continuation	no			14	5	35.7			
		C	David Starr Jordan Senior High	no			352	202	57.4			
		C	Alain Leroy Locke Senior High	no			471	322	68.4			
		C	Ramona Opportunity High	no			36	11	30.6			
		C	Joseph Pomeroy Widney High	no			13	1	7.7			
		C	City Of Angels	no			377	247	65.5			
		C	Community Harvest Charter	yes			15	5	33.3			
		C	CDS Secondary	no			98	20	20.4			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Avalon Gardens Elementary	no			15	9	60			
			Fred E. Lull Special Education Center	no			0	0	0			
		C	Charles Leroy Lowman Special Education Center	no			0	0	0			
		C	Frances Blend Special Education Center	no			13	6	46.2			
		C	Joaquin Miller High	no			2	0	0			
		C2	Valley View Elementary	no			12	8	66.7			
		C2	Dena New Primary Center	no			8	4	50			
		C2	Los Angeles New Primary Center #5	no			9	6	66.7			
		C2	Washington New Primary Center	no			20	9	45			
		C2	Center #1	no			12	7	58.3			
		C2	Harvard Elementary	no			22	15	68.2			
		C2	Weigand Avenue Elementary	no			26	17	65.4			
		C2	South La Area New High #1	no			274	154	56.2			
		C2	Kingsley Elementary	no			26	17	65.4			
		C2	Olympic Primary Center	no			14	7	50			
		C2	Alternative Education	no			0	0	0			
		C2	High Tech High	no			60	29	48.3			
		C2	Day	no			8	4	50			
		C2	Community Day	no			35	24	68.6			
		C2	Aggeler Community Day	no			52	17	32.7			
		C2	Johnson Community Day	no			36	22	61.1			
		C2	Middle Harbor Teacher Preparation Academy	no			381	258	67.7			
		C2	Academy	no			36	25	69.4			
		C2	Jane Addams Continuation	no			14	0	0			
		C2	South East High	no			181	126	69.6			
		C2	Middle College High	no			55	38	69.1			
		C2	Zane Grey Continuation	no			31	10	32.3			
		C2	Harmony Elementary	no			46	28	60.9			
		C2	View Park Continuation	no			14	9	64.3			
		C2	Harold Mcalister High (Opportunity)	no			48	26	54.2			
		C2	Thomas Riley High	no			28	19	67.9			
		C2	Angel's Gate (Continuation)	no			10	6	60			
		C2	Independence Continuation	no			18	5	27.8			
		C2	Phoenix Continuation	no			15	4	26.7			
		C2	Aldama Elementary	no			37	25	67.6			
		C2	Cheviot Hills Continuation	no			9	6	66.7			
		C2	Los Angeles Academy Of Arts & Enterprise Char	yes			3	2	66.7			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Will Rogers Continuation	no			18	8	44.4			
		C2	Pio Pico Elementary	no			159	99	62.3			
		C2	Henry David Thoreau Continuation	no			9	6	66.7			
		C2	Elementary	no			36	23	63.9			
		C2	Unlimited	no			72	42	58.3			
		C2	Southeast Area New Learning Center	no			87	60	69			
		C2	South Gate New Elementary #6	no			27	17	63			
		C2	Charles Maclay Middle	no			159	109	68.6			
		C2	Robert A. Millikan Middle	no			257	158	61.5			
		C2	C. Morley Sellery Special Education Center	no			11	5	45.5			
		C2	Sven Lokrantz Special Education Center	no			26	16	61.5			
		C2	Sun Valley Middle	no			522	353	67.6			
		C2	Albert Einstein Continuation	no			12	4	33.3			
		C2	Animo South Los Angeles Charter	yes			9	6	66.7			
		C2	Elementary	no			65	41	63.1			
		C2	South Park Elementary	no			59	34	57.6			
		C2	Thirty-Second Street USC Performing Arts	no			154	84	54.5			
		C2	Topanga Learn-Charter Elementary	no			16	11	68.8			
		C2	Community	no			50	8	16			
		C2	Ninety-Second Street Elementary	no			49	33	67.3			
		C2	Ca Academy For Liberal Studies Early College	yes			52	24	46.2			
		C2	Camino Nuevo High School Charter	yes			49	29	59.2			
		C2	Harrison Street Elementary	no			64	29	45.3			
		C2	Charter	yes			8	5	62.5			
		C2	Elementary	no			26	18	69.2			
		C2	Southern California School Of Arts And Scienc	yes			32	21	65.6			
		C2	Community Charter Early College High	yes			65	43	66.2			
		C2	View Park Preparatory Accelerated Charter Mid	yes			0	0	0			
		C2	Our Community Charter	yes			0	0	0			
		C2	Los Angeles Leadership Academy	yes			52	28	53.8			
		C2	Lakeview Charter Academy	yes			20	5	25			
		C2	Port Of Los Angeles High	yes			34	15	44.1			
		C2	Milagro Charter	yes			7	4	57.1			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Continuation Opportunities Unlimited	no			13	7	53.8			
		C2	Charter High	yes			25	15	60			
		C2	Nevin Avenue Elementary	no			47	31	66			
		C2	#1	no			29	19	65.5			
		C2	Elementary	no			25	15	60			
		C2	Clifford Street Elementary	no			12	8	66.7			
		C2	Elementary	no			25	16	64			
		C2	Tom Bradley Environmental Science And Humanit	no			30	20	66.7			
		C2	Elizabeth Learning Center	no			144	97	67.4			
		C2	Farmdale Elementary	no			40	25	62.5			
		C2	Hillside Elementary	no			26	18	69.2			
		C2	Marvin Elementary	no			51	33	64.7			
		C2	Seventy-Fifth Street Elementary	no			80	52	65			
		C2	Elementary	no			66	46	69.7			
		C2	Martin Luther King Jr. Elementary	no			46	27	58.7			
		C2	Elementary	no			32	22	68.8			
		C2	Washington Irving Middle	no			225	145	64.4			
		C2	Elementary	no			60	39	65			
		C2	Wilshire Crest Elementary	no			35	24	68.6			
		C2	One Hundred Twenty-Second Street Elementary	no			44	26	59.1			
		C2	Park Avenue Elementary	no			39	27	69.2			
		C2	Elementary	no			63	43	68.3			
		C2	Purche Avenue Elementary	no			32	22	68.8			
		C2	Ocean Charter School	yes			11	4	36.4			
		C2	Melrose Avenue Elementary	no			16	11	68.8			
		C2	Elementary	no			25	15	60			
		C2	Magnet	no			70	35	50			
		C2	Ann Street Elementary	no			12	6	50			
		C2	Charles Drew Middle	no			352	236	67			
		A	Lugo Elementary	no			21	19	90.5			
		A	Mark Twain Elementary	no			28	25	89.3			
		B	Wilson Elementary	no			35	29	82.9			
		B	Rosa Parks Elementary	no			24	19	79.2			
		A	Mira Costa High	no			389	371	95.4			

*Lynwood Unified**Manhattan Beach Unified*

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Manhattan Beach Middle	no			290	275	94.8			
	<i>Monrovia Unified</i>											
		B	Canyon Oaks High	no			30	22	73.3			
	<i>Norwalk-La Mirada Unified</i>											
		C	Reginald M. Benton Middle	no			26	16	61.5			
	<i>Palos Verdes Peninsula Unified</i>											
		B	Soleado Elementary	no			20	16	80			
	<i>Pomona Unified</i>											
		A	Alcott Elementary	no			47	42	89.4			
		A	Fremont Middle	no			148	127	85.8			
		A	Decker Elementary	no			28	27	96.4			
		A	C. Joseph Barfield Elementary	no			33	32	97			
		A	Madison Elementary	no			39	37	94.9			
		A	Lexington Elementary	no			35	32	91.4			
		A	Kingsley Elementary	no			38	34	89.5			
		A	Harrison Elementary	no			28	27	96.4			
		A	Diamond Point Elementary	no			22	21	95.5			
		A	Philadelphia Elementary	no			43	41	95.3			
		A	Mendoza Elementary	no			21	19	90.5			
		B	Diamond Ranch High	no			344	289	84			
		B	Park West High (Continuation)	no			71	55	77.5			
		B	Ganesha Senior High	no			322	263	81.7			
		C	Pomona Community Day	no			0	0	0			
	<i>San Gabriel Unified</i>											
		C	Del Mar High	no			16	2	12.5			
	<i>Santa Monica-Malibu Unified</i>											
		A	Lincoln Middle	no			196	175	89.3			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	John Adams Middle	no			208	198	95.2			
		<i>SBE - Animo Inglewood Charter</i>										
		B	Animo Inglewood Charter High	yes			20	16	80			
		<i>Sulphur Springs Union Elementary</i>										
		A	Leona H. Cox Community Elementary	no			27	25	92.6			
		A	Valley View Elementary	no			44	42	95.5			
		<i>Temple City Unified</i>										
		A	Emperor Elementary	no			31	28	90.3			
		A	Oak Avenue Intermediate	no			162	150	92.6			
		C	Temple City Alternative	no			2	0	0			
		C	Temple City Community Learning Centre (Contin	no			2	0	0			
		<i>Torrance Unified</i>										
		A	South High	no			349	319	91.4			
		B	Calle Mayor Middle	no			96	81	84.4			
		<i>Westside Union Elementary</i>										
		B	Hillview Middle	no			28	22	78.6			
		<i>Whittier City Elementary</i>										
		A	Daniel Phelan Elementary	no			27	25	92.6			
		B	Walter F. Dexter Middle	no			290	234	80.7			
		B	Christian Sorensen Elementary	no			28	23	82.1			
		C2	Wallen L. Andrews Elementary	no			21	13	61.9			
		<i>Whittier Union High</i>										
		A	La Serna High	no			391	374	95.7			
		C	Sierra Vista High (Alternative)	no			12	3	25			
		<i>William S. Hart Union High</i>										
		A	Sierra Vista Junior High	no			230	207	90			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Canyon High	no			393	339	86.3			
	<i>Wilsona Elementary</i>											
		B	Wilsona Elementary	no			29	21	72.4			
	<i>Wiseburn Elementary</i>											
		A	Juan Cabrillo Elementary	no			22	21	95.5			
		A	Peter Burnett Elementary	no			17	16	94.1			
		A	Richard Henry Dana Middle	no			27	25	92.6			
Madera												
	<i>Chawanakee Unified</i>											
		C	Chawanakee Academy	no			15	10	66.7			
		C2	Cedar Continuation High	no			4	0	0			
	<i>Chowchilla Elementary</i>											
		A	Wilson Middle	no			25	24	96			
	<i>Madera County Office Of Education</i>											
		C	Discovery Secondary	no			4	0	0			
		C	Pioneer Technical Center	no			29	14	48.3			
		C2	Enterprise Secondary	no			20	6	30			
		C2	Madera County Special Education	no			120	79	65.8			
	<i>Madera Unified</i>											
		C	Mountain Vista High (Continuation)	no			90	22	24.4			
		C	Furman (Duane E.) High (Alternative)	no			183	76	41.5			
		C2	Ripperdan High	no			39	16	41			
		C2	Madera High North	no			659	453	68.7			
	<i>Yosemite Joint Union High</i>											
		C	Ahwahnee High	no			1	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Raymond Granite High	no			1	0	0			
		C	Foothill High (Alternative)	no			3	0	0			
		C	Evergreen High	no			4	0	0			
		C2	Mountain View High (Continuation)	no			2	0	0			
Marin	<i>Marin County Office Of Education</i>											
		C	Phoenix Academy	no			5	2	40			
		C2	Marin County Juvenile Hall/Community	no			9	5	55.6			
RELEASED	<i>Mill Valley Elementary</i>											
	August-06	C	Strawberry Point	no			15/19	10/19	66.7/100			
	<i>Reed Union Elementary</i>											
		A	Del Mar Intermediate	no			20	18	90			
	<i>San Rafael City Elementary</i>											
		B	Gallinas Elementary	no			45	34	75.6			
		C	James B. Davidson Middle	no			105	43	41			
		C2	San Pedro Elementary	no			18	12	66.7			
	<i>San Rafael City High</i>											
		B	Terra Linda High	no			180	128	71.1			
		B	San Rafael High	no			175	123	70.3			
RELEASED	<i>Tamalpais Union High</i>											
	August-06	A	San Andreas High (Continuation)	no			33/30	29/30	87.9/100			
Mariposa	<i>Mariposa County Unified</i>											
		C	Mariposa County Independent Learning	no			14	1	7.1			
		C	Coulterville High	no			10	3	30			
		C	Yosemite Park High	no			10	5	50			



County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Le Grand Elementary	no			20	19	95			
		<i>Merced County Office Of Education</i>										
		C	Valley Los Banos Community Day	no			17	6	35.3			
		C	Valley Community Valley Livingston	no			64	25	39.1			
		C2	Community Day	no			10	0	0			
		C2	Merced County Juvenile Hall/Community	no			23	2	8.7			
		C2	Valley Community Day (7- 12)	no			13	4	30.8			
		C2	Valley Atwater Community Day	no			19	13	68.4			
		C2	Merced Union High School District Community D	no			0	0	0			
		<i>Merced Union High</i>										
		B	Livingston High	no			192	155	80.7			
		B	Golden Valley High Yosemite High	no			400	313	78.3			
		C	(Continuation)	no			35	8	22.9			
		C	Buhach Colony High	no			169	111	65.7			
		<i>Planada Elementary</i>										
		A	Planada Elementary	no			26	24	92.3			
Modoc		<i>Surprise Valley Joint Unified</i>										
		B	Surprise Valley High Great Basin High	no			17	13	76.5			
		C	(Continuation)	no			4	1	25			
Mono		<i>Mono County Office Of Education</i>										
		C	Mammoth Community Day Mono County Juvenile	no			4	2	50			
		C	Hall/Community	no			4	2	50			
Monterey												

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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*Alisal Union Elementary*

A	Cesar Chavez Elementary	no	Dr. Martin Luther King, Jr. Elementary		28	27	96.4					
A	Alisal Community	no	Frank Paul Elementary		18	17	94.4					
A	Alisal Community	no			28	27	96.4					
B	Frank Paul Elementary	no			26	22	84.6					

*Gonzales Unified*

A	La Gloria Elementary	no			45	43	95.6					
C	Somavia High	no			4	2	50					

*Greenfield Union Elementary*

B	Cesar Chavez Elementary	no			19	16	84.2					
B	Oak Avenue Elementary	no			27	22	81.5					
C	Vista Verde Middle	no			165	107	64.8					
C2	Greenfield Elementary	no			23	16	69.6					

*King City Joint Union High*

A	King City High	no			167	143	85.6					
B	Greenfield High	no			155	113	72.9					
C	Ventana High (Continuation)	no			6	1	16.7					

*King City Union Elementary*

B	San Lorenzo Middle	no			249	178	71.5					
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*Monterey County Office Of Education*

C	Salinas Community	no			55	26	47.3					
C2	Wellington M. Smith, Jr.	no			33	16	48.5					

*Monterey Peninsula Unified*

A	Marina Del Mar Elementary	no			14	12	85.7					
A	Del Rey Woods Elementary	no			24	22	91.7					
A	Marina Vista Elementary	no			18	16	88.9					
A	La Mesa Elementary	no			24	21	87.5					

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	Ord Terrace Elementary	no			27	20	74.1			
		B	Seaside High	no			240	180	75			
		B	J. C. Crumpton Elementary	no			24	20	83.3			
		C	Los Arboles Middle	no			132	73	55.3			
		C	Roger S. Fitch Middle	no			139	91	65.5			
		C	Monterey High	no			229	145	63.3			
		C	Central Coast High	no			62	39	62.9			
		C2	Martin Luther King	no			138	66	47.8			
		C2	Walter Colton	no			94	57	60.6			
		<i>North Monterey County Unified</i>										
		A	Central Bay High (Continuation)	no			27	25	92.6			
		C2	North Monterey County High	no			136	9	6.6			
		C2	North Monterey County Middle	no			116	23	19.8			
		<i>Salinas City Elementary</i>										
		A	Los Padres Elementary	no			29	26	89.7			
		A	Laurel Wood Elementary	no			22	21	95.5			
		B	Natividad Elementary	no			29	24	82.8			
		B	Roosevelt Elementary	no			24	19	79.2			
		B	Sherwood Elementary	no			31	24	77.4			
		<i>Salinas Union High</i>										
		C	Washington Middle	no			0	0	0			
		C	Harden Middle	no			0	0	0			
		C	North Salinas High	no			0	0	0			
		C	La Paz Middle	no			0	0	0			
		C	Community Day	no			0	0	0			
		C	Mount Toro High	no			0	0	0			
		C	Salinas High	no			0	0	0			
		C	El Sausal Middle	no			0	0	0			
		C2	Alisal High	no			0	0	0			
		C2	Everett Alvarez High	no			0	0	0			
		<i>Santa Rita Union Elementary</i>										
		A	Gavilan View Middle	no			198	183	92.4			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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		A	La Joya Elementary	no			20	18	90	19/19		
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		B	Santa Rita Elementary	no			25	21	84	25/24		
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## Napa

*Napa County Office Of Education*

		C	Napa County Community	no			40	20	50			
		C2	Napa County Juvenile Hall/Court Schools	no			14	8	57.1			

*Napa Valley Unified*

		A	Valley Oak High	no			27	26	96.3			
		A	American Canyon Middle	no			31	27	87.1			
		B	New Technology High	no			30	25	83.3			
		C	Steps To Success	no			Closed					
		C2	Napa Valley Alternative	no			5	3	60			
		C2	Archways Community Day	no			0	0	0			

## Nevada

*Nevada Joint Union High*

		C	Pioneer High (Continuation)	no			1	0	0			
		C	Sierra Foothill High (Continuation)	no			38	17	44.7			
		C	Sierra Mountain High	no			19	11	57.9			
		C	Nevada Union Technical High (Continuation)	no			9	5	55.6			
		C2	Earle Jamieson High	no			13	7	53.8			

*Ready Springs Union Elementary*

		B	Vantage Point Charter	no			5	4	80			
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## Orange

*Anaheim Union High*

		A	Anaheim High	no			373	319	85.5			
		A	Orangeview Junior High	no			247	236	95.5			
		A	South Junior High	no			297	255	85.9			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	Lexington Junior High	no			180	141	78.3			
		C	Anaheim Community Day	no			20	4	20			
		C2	Polaris High (Alternative)	no			3	0	0			
		C2	Gilbert High (Continuation)	no			198	117	59.1			
<i>Capistrano Unified</i>												
		A	San Juan Elementary	no			29	28	96.6			
		A	Marian Bergeson Elementary	no			30	29	96.7			
		A	Capistrano Valley High	no			1442	1308	90.7			
		A	Palisades Elementary	no			30	27	90			
		A	Barcelona Hills Elementary	no			31	30	96.8			
		A	Castille Elementary	no			37	35	94.6			
		A	Truman Benedict Elementary	no			36	35	97.2			
		A	Dana Hills High	no			1145	1043	91.1			
		A	Clarence Lobo Elementary	no			32	29	90.6			
		A	Richard Henry Dana Elementary	no			19	18	94.7			
		A	Viejo Elementary	no			31	30	96.8			
		A	George White Elementary	no			44	43	97.7			
		A	Elementary/Special Education	no			34	32	94.1			
		A	Aliso Viejo Middle	no			265	236	89.1			
		A	Wagon Wheel Elementary	no			49	48	98			
		A	Bernice Ayer Middle	no			185	166	89.7			
		A	Don Juan Avila Elementary	no			33	30	90.9			
		A	Ladera Ranch Middle	no			189	166	87.8			
		A	Las Flores Middle	no			290	259	89.3			
		A	Tijeras Creek Elementary	no			35	34	97.1			
		A	Vista Del Mar Middle	no			131	118	90.1			
		A	Carl H. Hankey Elementary	no			27	26	96.3			
		A	Arroyo Vista Elementary	no			80	78	97.5			
		B	Aliso Niguel High	no			604	506	83.8			
		B	Newhart Middle	no			405	312	77			
		B	Shorecliffs Middle	no			218	185	84.9			
		B	Don Juan Avila Middle	no			249	201	80.7			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	Marco Forster Middle	no			336	254	75.6			
		C	Junipero Serra High	no			135	7	5.2			
		C2	Bridges Community Day	no			1	0	0			
			<i>Centralia Elementary</i>									
		A	Buena Terra Elementary	no			16	15	93.8			
		A	Glen H. Dysinger Sr. Elementary	no			20	19	95			
			<i>Fullerton Elementary</i>									
		A	Ladera Vista Junior High	no			248	242	97.6			
		A	Sunset Lane Elementary	no			33	31	93.9			
			<i>Fullerton Joint Union High</i>									
		C	La Sierra High (Alternative)	no			93	52	55.9			
			<i>Garden Grove Unified</i>									
		A	Los Amigos High	no			86	79	91.9			
		A	Santiago High	no			84	78	92.9			
		B	Stephen R. Fitz Intermediate	no			34	25	73.5			
		B	Donald S. Jordan Intermediate	no			28	22	78.6			
		B	Izaak Walton Intermediate	no			28	22	78.6			
		B	James Irvine Intermediate	no			33	28	84.8			
		B	Leroy L. Doig Intermediate	no			31	23	74.2			
		B	Sarah Mcgarvin Intermediate	no			24	18	75			
		B	Alamitos Intermediate	no			34	24	70.6			
		C	Lincoln High Continuation	no			0	0	0			
		C	Hilton D. Bell Intermediate	no			29	19	65.5			
		C	Dr. Walter C. Ralston Intermediate	no			23	16	69.6			
		C	Marie L. Hare High	no			16	9	56.3			
		C2	Jordan Secondary Learning Center	no			6	0	0			
		C2	Mark Twain Special Center	no			10	0	0			
			<i>Huntington Beach Union High</i>									
		A	Huntington Beach High	no			441	405	91.8			
		A	Marina High	no			443	394	88.9			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	Valley Vista High (Continuation)	no			201	146	72.6			
		B	Coast High	no			58	43	74.1			
		C	Hbuhd Community Day	no			33	13	39.4			
			<i>Irvine Unified</i>									
		A	South Lake Middle	no			82	77	93.9			
		C2	Alternative Education-San Joaquin	no			11	3	27.3			
			<i>La Habra City Elementary</i>									
		A	El Cerrito Elementary	no			28	27	96.4			
		A	Imperial Middle	no			132	114	86.4			
		A	Washington Middle	no			132	114	86.4			
			<i>Magnolia Elementary</i>									
		B	Jonas E. Salk Elementary	no			42	33	78.6			
			<i>Newport-Mesa Unified</i>									
		A	Sonora Elementary	no			24	22	91.7			
			<i>Ocean View</i>									
		A	Marine View Middle	no			34	33	97.1			
			<i>Placentia-Yorba Linda Unified</i>									
		A	Morse Avenue Elementary	no			25	24	96			
			<i>Santa Ana Unified</i>									
	August-06	A	John F. Kennedy Elementary	no			37/36	34/36	91.9/100			
		A	Orange County High School Of The Arts	yes			203	186	91.6			
	August-06	A	Thomas A. Edison Elementary	no			34/31	30/30	88.2/97			
	August-06	A	Fremont Elementary	no			40/43	35/42	87.5/98			
	August-06	A	Theodore Roosevelt Elementary	no			32/32	28/32	87.5/100			
	August-06	A	Wilson Elementary	no			38/36	34/36	89.5/100			
	August-06	A	Lydia Romero-Cruz Elementary	no			17/12	16/12	94.1/100			
		B	Sierra Intermediate	no			126	99	78.6			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Nova Academy	yes			8	5	62.5			
		C	Albor Charter	yes			62	41	66.1			
			Orange County Educational									
		C2	Arts Academy	yes			0	0	0			
		C2	Segerstrom High	no			0	0	0			
	August-06		Manuel Esqueda									
		C2	Elementary	no			0/22	0/22	0/100			
			<i>Tustin Unified</i>									
		A	Columbus Tustin	no			122	112	91.8			
		A	Guin Foss Elementary	no			23	22	95.7			
		B	Hillview High (Continuation)	no			41	32	78			
			<i>Eureka Union</i>									
		A	Willma Cavitt Junior High	no			113	103	91.2			
		A	Ridgeview Elementary	no			26	23	88.5			
			<i>Placer County Office Of Education</i>									
		C	Placer County Community Schools	no			5	1	20			
			<i>Roseville Joint Union High</i>									
		A	Oakmont High	no			108	98	90.7			
		A	Roseville High	no			179	174	97.2			
		C2	Independence High (Alternative)	no			179	57	31.8			
			<i>Tahoe-Truckee Joint Unified</i>									
		A	Tahoe Lake Elementary	no			14	12	85.7			
		A	Truckee Elementary	no			34	32	94.1			
		A	Kings Beach Elementary	no			19	17	89.5			
		C	Cold Stream Alternative	no			28	8	28.6			
		C2	Sierra High (Continuation)	no			15	10	66.7			

Placer

Plumas

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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*Plumas County Office Of Education*

B	Portola Opportunity	no			4	3	75					
C2	Plumas County Opportunity	no			1	0	0					

*Plumas Unified*

A	Quincy Junior-Senior High	no			72	64	88.9					
A	Greenville Elementary	no			10	9	90					
A	Pioneer/Quincy Elementary	no			38	36	94.7					
A	C. Roy Carmichael Elementary	no			28	27	96.4					
B	Chester Junior-Senior High	no			80	62	77.5					
B	Chester Elementary	no			15	12	80					
C	Greenville Junior-Senior High	no			53	36	67.9					

Riverside

*Alvord Unified*

A	La Sierra High	no			438	412	94.1					
A	Norte Vista High	no			351	336	95.7					
A	Loma Vista Intermediate	no			153	142	92.8					
B	Ysmael Villegas Middle	no			189	153	81					

*Banning Unified*

A	Central Elementary	no			31	28	90.3					
B	Cabazon Elementary	no			13	10	76.9					
C	Banning Independent Study	no			4	1	25					
C2	New Horizon High	no			25	15	60					

*Beaumont Unified*

A	Three Rings Ranch Elementary	no			35	30	85.7					
A	Andy And Toni Chavez Elementary	no			16	15	93.8					
A	Palm Elementary	no			27	24	88.9					

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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A	Beaumont Senior High	no			47	43	91.5					
A	Sundance Elementary	no			29	25	86.2					
B	Mountain View Middle	no			29	22	75.9					
C	Laura May Stewart Performance	no			3	1	33.3					
C2	San Andreas High	no			6	4	66.7					

*Coachella Valley Joint Unified*

A	John Kelley Elementary	no			28	25	89.3					
A	Valley View Elementary	no			37	32	86.5					
A	Sea View Elementary	no			15	13	86.7					
A	Mountain Vista Elementary	no			48	42	87.5					
B	Oasis Elementary	no			30	23	76.7					
B	Coachella Valley High	no			372	278	74.7					
B	Westside Elementary	no			27	19	70.4					
C	Cahuilla Desert Academy Junior High	no			256	142	55.5					
C	Saul Martinez Elementary	no			43	30	69.8					
C	Las Palmitas Elementary	no			37	24	64.9					
C	La Familia Continuation High	no			34	20	58.8					
C	Toro Canyon Middle	no			161	92	57.1					
C	Desert Mirage High	no			116	81	69.8					
C2	West Shores High	no			64	44	68.8					
C2	Center	no			22	15	68.2					

*Corona-Norco Unified*

C	Victress Bower School For Exceptional Studies	no			No NCLB Academic Classes							
C2	Norco Vista High	no			8	4	50					
August-06	C2	Centennial Vista High	no		2/7	0/7	0/100					

*Desert Center Unified*

C	Eagle Mountain Elementary	no			3	2	66.7					
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*Hemet Unified*

B	Winchester Elementary	no			23	17	73.9					
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County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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		A	Perris Lake High (Continuation)	no			73	68	93.2			
		A	Perris High	no			418	374	89.5			
		A	Paloma Valley High	no			488	455	93.2			
		C2	California Military Institute	no			35	24	68.6			

### *Riverside County Office Of Education*

		C	Riverside County Juvenile Court	no			25	14	56			
		C	Riverside County Alternative/Opportunity	no			14	6	42.9			
		C	Riverside County Community	no			37	20	54.1			
		C	Riverside County Special Education	no			152	96	63.2			

### *Riverside Unified*

		A	Ramona High	no			335	330	98.5			
		A	Monroe Elementary	no			31	29	93.5			
		A	John W. North High	no			435	405	93.1			
		A	Longfellow Elementary	no			36	33	91.7			
		A	Victoria Elementary	no			29	26	89.7			
		A	Benjamin Franklin Elementary	no			51	46	90.2			
		A	Martin Luther King Jr. High	no			462	442	95.7			
		B	Pachappa Elementary	no			33	28	84.8			
		B	Lake Mathews Elementary	no			26	21	80.8			
		C	Alcott Elementary	no			39	27	69.2			
		C2	Adams Elementary	no			29	20	69			

### *San Jacinto Unified*

		B	North Mountain Middle	no			124	101	81.5			
		C	Monte Vista Middle	no			99	65	65.7			

### *Val Verde Unified*

August-06		A	Sierra Vista Elementary	no			3/37	37/37	97.4/100			
		A	Rancho Verde High	no			474	441	93			
		A	Val Verde High	no			75	70	93.3			
		C2	Citrus Hill High	no			0	0	0			
August-06		C2	Lasselle Elementary	no			0/25	0/25	0/100			
		C2	Academy	no			0	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	August-06	C2	Avalon Elementary	no			0/28	0/28	0/100			

Sacramento

*Center Joint Elementary*

A	Center Joint Junior High	no	184	159	86.4
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*Center Joint Unified*

A	Center High	no	252	221	87.7
B	Mcclellan High (Continuation)	no	21	15	71.4
C	Antelope View Charter	no	120	28	23.3
C	Global Youth Charter High	no	4	1	25

*Elk Grove Unified*

A	Florin High	no	346	303	87.6
A	Laguna Creek High	no	189	172	91
A	Elk Grove High	no	400	378	94.5
A	T. R. Smedberg Middle	no	186	162	87.1
B	Jessie Baker Sierra-Enterprise Elementary	no	13	10	76.9
B	James Rutter Middle	no	233	193	82.8
B	Harriet G. Eddy Middle	no	116	89	76.7
C	Capital Community Day	no	2	0	0
C	Samuel Jackman Middle	no	227	154	67.8
C	Daylor (William) High (Continuation)	no	19	10	52.6
C	Rio Cazadero High (Continuation)	no	12	4	33.3
C	Transition High (Continuation)	no	13	9	69.2
C	Elk Grove Charter	no	23	8	34.8
C2	Edward Harris, Jr. Middle	no	123	75	61

*Folsom-Cordova Unified*

C	Walnutwood High (Alternative)	no	6	4	66.7
C2	Kitty Hawk	no	2	0	0
C2	Reymouth Special Education Center	no	0	0	0

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
<i>Natomas Unified</i>												
		A	Leroy F. Greene Middle	no			167	153	91.6			
		A	Discovery High	no			36	35	97.2			
		C	Natomas High	no			218	137	62.8			
		C2	Witter Ranch Elementary	no			373	29	7.8			
<i>River Delta Joint Unified</i>												
		C	Walnut Grove Elementary	no			0	0	0			
<i>Sacramento City Unified</i>												
		B	Clayton B. Wire Elementary	no			28	22	78.6			
		C	California Middle	no			140	16	11.4			
		C	Will C. Wood Middle	no			164	20	12.2			
		C	Lisbon Elementary	no			21	12	57.1			
		C	Sutter Middle	no			200	25	12.5			
		C	Kit Carson Middle	no			140	18	12.9			
	August-06	C	Success Academy	no			3/3	1/3	33.3/100			
		C	Sam Brannan Middle	no			162	27	16.7			
		C	John H. Still Elementary	no			66	25	37.9			
		C	Charles M. Goethe Middle	no			177	9	5.1			
	August-06	C	Freeport Elementary	no			19/19	9/19	47.4/100			
		C	C. K. Mcclatchy High	no			531	69	13			
		C	Hiram W. Johnson High	no			370	46	12.4			
		C	Luther Burbank High	no			497	305	61.4			
		C	West Campus	no			130	38	29.2			
	August-06	C	Rosemont High	no			186	31	16.7/100			
		C	Genesis High	no			52	6	11.5			
	August-06	C	Met Sacramento Charter High	no					100			
		C	America's Choice	no			32	5	15.6			
		C	Fern Bacon Middle	no			182	17	9.3			
		C2	American Legion High (Continuation)	no			130	9	6.9			
		C2	Sacramento Charter High	yes			265	146	55.1			
	August-06	C2	Capital City	no			57	13	5			
		C2	John F. Kennedy High	no			500	78	15.6			
		C2	The Language Academy Of Sacramento	yes			12	8	66.7			
		C2	Capitol Heights Academy	yes			5	2	40			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
			Martin Luther King Jr. Elementary	no			24	15	62.5			
		C2	Albert Einstein Middle	no			151	23	15.2			
			<i>San Juan Unified</i>									
		C	Ralph Richardson Center Salk (Jonas) Middle (Alternative)	no			13	7	53.8			
		C	El Sereno Alternative Education	no			130	73	56.2			
		C	Sierra Nueva High (Continuation)	no			15	5	33.3			
		C	La Vista Center	no			7	4	57.1			
		C2	Choices Charter	no			9	1	11.1			
			<i>San Benito County Office Of Education</i>									
		C	San Benito County Alternative/Opportunity	no			6	4	66.7			
			<i>San Benito High</i>									
		A	San Benito High	no			454	411	90.5			
		C	San Andreas Continuation High	no			32	19	59.4			
			<i>Tres Pinos Union Elementary</i>									
		B	Tres Pinos Elementary	no			6	5	83.3			
			<i>Apple Valley Unified</i>									
		A	Vista Campana Middle	no			186	179	96.2			
		A	Apple Valley High	no			319	303	95			
			<i>Baker Valley Unified</i>									
		A	Baker Elementary	no			7	6	85.7			
			<i>Bear Valley Unified</i>									
		A	Big Bear High	no			159	144	90.6			

San Benito

San Bernardino

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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*Colton Joint Unified*

A	Jurupa Vista Elementary	no			32	30	93.8					
A	Michael D'arcy Elementary	no			28	27	96.4					
A	Paul Rogers Elementary	no			35	31	88.6					
A	Terrace Hills Middle	no			208	188	90.4					
A	Reche Canyon Elementary	no			31	29	93.5					
B	Ruth O. Harris Middle Abraham Lincoln Elementary	no			167	129	77.2					
B	Elementary	no			37	31	83.8					
C	Alternative	no			88	13	14.8					

RELEASED

*Etiwanda Elementary*

August-06

A	Etiwanda Intermediate	no			36/90	33/90	91.7/100					
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*Hesperia Unified*

C	Summit Leadership Academy-High Desert	no			17	9	52.9					
C2	Crosswalk: Hesperia Experiential Learning Pat	yes			0	0	0					

*Lucerne Valley Unified*

C	Lucerne Valley Community Day	no			1	0	0					
C	Lucerne Valley High	no			57	29	50.9					
C	Mountain View High	no			2	0	0					
C2	Lucerne Valley Middle	no			40	23	57.5					
C2	Lucerne Valley Elementary	no			25	15	60					

*Morongo Unified*

A	Yucca Valley High	no			370	331	89.5					
A	Twentynine Palms High	no			229	221	96.5					

*Rim Of The World Unified*

A	Rim Of The World Senior High	no			234	227	97					
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*San Bernardino City Unified*

A	Arroyo Valley High	no			564	498	88.3					
A	San Bernardino High	no			492	438	89					
A	Cajon High	no			564	516	91.5					

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	Pacific High	no			480	384	80			
		B	San Gorgonio High	no			576	480	83.3			
		B	Del Vallejo Middle	no			324	252	77.8			
		B	Curtis Middle	no			240	186	77.5			
		B	Shandin Hills Middle	no			312	252	80.8			
		C	Anderson	no			11	5	45.5			
		C	Yvonne Harmon	no			2	1	50			
		C	Carmack	no			9	5	55.6			
		C2	YWCA Academy	no			3	2	66.7			
			Star At Anderson									
		C2	Community Day	no			3	2	66.7			

*San Bernardino County Office Of Education*

		C	School/Independent Alternative Educ	no			8	3	37.5			
		C	Desert Mountain Community Day	no			9	6	66.7			
		C	East Valley Community Day	no			18	4	22.2			
		C	West End Community Day	no			18	6	33.3			
		C2	San Bernardino County Special Education	no			55	37	67.3			

*Silver Valley Unified*

		B	Yermo Elementary	no			20	14	70			
		C2	Congressman Jerry Lewis Elementary	no			43	30	69.8			

*Yucaipa-Calimesa Joint Unified*

August-06		A	Ridgeview Elementary	no			33/33	32/33	97/100			
August-06		A	Valley Elementary	no			28/31	27/31	96.4/100			
		C	Community Day	no			25	15	60			

San Diego

RELEASED *Bonsall Union Elementary*

		A	Bonsall Charter Academy For Learning	no			Closed					
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*Carlsbad Unified*

		A	Aviara Oaks Elementary	no			39	37	94.9			
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County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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		C2	Carlsbad Seaside Academy	no			36	24	66.7			
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*Chula Vista Elementary*

		A	Hilltop Drive Elementary	no			26	24	92.3			
		A	Heritage Elementary	no			43	41	95.3			
		A	Thurgood Marshall Elementary	no			34	32	94.1			
		A	Olympic View Elementary	no			41	39	95.1			
		A	Juarez-Lincoln Accelerated	no			29	27	93.1			
		A	Parkview Elementary	no			25	22	88			
		A	Vista Square Elementary	no			33	30	90.9			
		A	Valle Lindo Elementary	no			27	25	92.6			
		A	Myrtle S. Finney Elementary	no			27	26	96.3			
		A	J. Calvin Lauderbach Elementary	no			39	37	94.9			
		A	Harborside Elementary	no			32	31	96.9			
		A	Fred H. Rohr Elementary	no			21	20	95.2			
		A	Castle Park Elementary	no			26	25	96.2			
		A	Anne And William Hedenkamp Elementary	no			48	43	89.6			
		A	Lilian J. Rice Elementary	no			35	33	94.3			
		A	Silver Wing Elementary	no			22	21	95.5			
		C2	Veterans Elementary	no			0	0	0			

RELEASED *Del Mar Union Elementary*

August-06	A	Del Mar Heights Elementary	no			24/24	23/24	95.8/100			
August-06	A	Ashley Falls Elementary	no			32/36	30/26	93.8/100			
August-06	A	Del Mar Hills Elementary	no			22/21	21/21	95.5/100			
August-06	A	Torrey Hills	no			40/40	39/40	97.5/100			
August-06	B	Sage Canyon	no			38/38	32/37	84.2/97			

*Escondido Union Elementary*

	A	Hidden Valley Middle	no			271	250	92.3			
	A	Pioneer Elementary	no			44	43	97.7			
	A	Rincon Middle	no			360	329	91.4			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Rock Springs	no			38	35	92.1			
		A	Rose Elementary	no			43	42	97.7			
		A	Oak Hill Elementary	no			59	52	88.1			
		A	Central Elementary	no			44	43	97.7			
		A	Lincoln	no			42	37	88.1			
		B	North Broadway Elementary	no			42	34	81			
		C2	Nicolaysen Center (Special Education)	no			4	1	25			
			<i>Fallbrook Union High</i>									
		B	Fallbrook High	no			483	347	71.8			
		C	Ivy High (Continuation)	no			20	13	65			
			<i>Grossmont Union High</i>									
		C	Phoenix High	no			66	11	16.7			
		C	Gateway West Community Day	no			30	1	3.3			
		C	Chaparral High	no			85	55	64.7			
		C	Gateway Community Day	no			11	1	9.1			
		C2	Grossmont Union High Special Education Progra	no			65	0	0			
			<i>Jamul-Dulzura Union Elementary</i>									
		A	Jamul Intermediate	no			9	8	88.9			
			<i>Julian Union High</i>									
		C	Summit High Community Day	no			6	0	0			
		C	Eagles Peak Charter	yes			0	0	0			
			<i>Lakeside Union Elementary</i>									
		A	Tierra Del Sol Middle	no			128	122	95.3			
			<i>Mountain Empire Unified</i>									
		B	Mountain Empire High	no			93	78	83.9			
		B	Mountain Empire Junior High	no			56	45	80.4			
		C	Mountain Meadow High	no			60	19	31.7			
		C	Hillside Junior/Senior High	no			5	0	0			
		C	Cottonwood Community Day	no			26	6	23.1			
		C2	Campo High (Continuation)	no			9	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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*National Elementary*

A	Integrity Charter	yes		7	6	85.7						
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*Poway Unified*

A	Valley Elementary	no		42	40	95.2						
A	Pomerado Elementary	no		28	27	96.4						
C	Abraxas Continuation High	no		33	22	66.7						

*San Diego County Office Of Education*

C	South Region Community Day Schools	no		4	0	0						
C2	Metro Region Community Day Schools	no		8	5	62.5						
C2	Discovery Valley San Diego County Juvenile Court	no		148	96	64.9						
C2	North Region Community Day Schools	no		1	0	0						
C2	San Diego County Special Education	no		0	0	0						

*San Diego Unified*

A	Point Loma Senior High	no		1013	879	86.8						
A	Mira Mesa Senior High	no		973	873	89.7						
A	University City High	no		973	868	89.2						
A	La Jolla Senior High	no		587	540	92						
A	Hoover Senior High	no		1611	1480	91.9						
B	Rowan Elementary	no		17	14	82.4						
B	Garfield Elementary	no		25	18	72						
B	Longfellow Elementary	no		59	43	72.9						
B	Correia Middle	no		321	255	79.4						
B	Marston Middle	no		421	307	72.9						
B	Muirlands Middle	no		367	275	74.9						
B	Pacific Beach Middle	no		272	191	70.2						
B	Wangenheim Middle	no		308	244	79.2						
B	Florence Elementary	no		14	10	71.4						
B	San Diego Cooperative Charter	yes		18	14	77.8						

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	Lafayette Elementary	no			23	17	73.9			
		B	Monroe Clark Middle	no			602	468	77.7			
		B	Gompers Secondary	no			475	388	81.7			
		B	Perkins Elementary	no			31	23	74.2			
		B	Kipp Adelante Preparatory Academy	yes			14	11	78.6			
		B	San Diego School Of Creative And Performing Arts	no			737	613	83.2			
		B	Alternative Learning For Behavior And Attitud	no			47	38	80.9			
		B	Clairemont Senior High	no			822	673	81.9			
		B	Creative, Performing, And Media Arts	no			179	129	72.1			
		B	Mission Bay Senior High	no			932	779	83.6			
		B	Madison Senior High	no			835	686	82.2			
		B	Garfield High	no			281	218	77.6			
		C	Trace	no			125	40	32			
		C	Farb Middle	no			272	174	64			
		C	Balboa Elementary	no			42	26	61.9			
		C	Barnard Elementary	no			8	5	62.5			
		C	Baker Elementary	no			27	12	44.4			
		C	Wilson Middle	no			343	165	48.1			
		C	Pershing Middle	no			383	258	67.4			
		C	Whittier/Del Sol Academy	no			9	1	11.1			
		C	Montgomery Middle	no			396	267	67.4			
		C	High Tech Middle	yes			22	15	68.2			
		C	Mann School Of Expedition	no			176	92	52.3			
		C	Kroc Middle	no			262	162	61.8			
		C	Dana Middle	no			307	206	67.1			
		C	Emerson/Bandini Elementary	no			43	26	60.5			
		C	Webster Elementary	no			26	16	61.5			
		C	New Dawn	no			6	3	50			
		C	Language Academy	no			74	51	68.9			
		C	High Tech High	yes			35	20	57.1			
		C	Carson Elementary	no			33	21	63.6			
		C2	Alcott Elementary	no			16	10	62.5			
		C2	Mann School Of Expression	no			133	80	60.2			
		C2	Scitech High	no			290	200	69			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Walter J. Porter Elementary	no			34	23	67.6			
		C2	Roosevelt Middle	no			369	230	62.3			
		C2	Johnson Elementary	no			176	92	52.3			
		C2	Audubon Elementary	no			27	12	44.4			
		C2	Audeo Charter	yes			7	2	28.6			
		C2	Mann School Of Exploration	no			130	66	50.8			
		C2	High Tech Middle Media Arts Charter	yes			20	11	55			
		C2	High Tech Media Arts	yes			13	9	69.2			
		C2	King/Chavez Athletics Academy Charter	yes			0	0	0			
		C2	Jola Community	yes			0	0	0			
		C2	High Tech International	yes			18	8	44.4			
		C2	Promise Charter	yes			6	2	33.3			
		C2	King/Chavez Charter	yes			12	4	33.3			
		C2	Charter School Of San Diego	yes			37	20	54.1			
		C2	Gompers Charter Middle	yes			51	21	41.2			
		C2	Bayshore Prep Charter	yes			0	0	0			
			<i>San Marcos Unified</i>									
		A	San Marcos High	no			250	246	98.4			
		A	San Marcos Middle	no			249	237	95.2			
RELEASED			<i>Solana Beach Elementary</i>									
	August-06	A	Carmel Creek Elementary	no			26/27	23/28	88.5/100			
			<i>South Bay Union Elementary</i>									
		C	Nestor Elementary	no			45	0	0			
		C	Oneonta Elementary	no			32	0	0			
		C	West View Elementary	no			20	0	0			
		C	Godfrey G. Berry Elementary	no			31	0	0			
		C	George Nicoloff Elementary	no			48	0	0			
		C	Teofilo Mendoza	no			57	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Imperial Beach Elementary	no			32	0	0			
		C	Central Elementary	no			32	0	0			
		C	Emory Elementary	no			36	0	0			
		C2	Howard Pence Elementary	no			36	0	0			
		C2	Sunnyslope Elementary	no			34	0	0			
		C2	Bayside Elementary	no			24	0	0			
		<i>Sweetwater Union High</i>										
		C	Alta Vista Academy	no			0	0	0			
		C	Fifth Avenue Academy	no			0	0	0			
		C2	Sweetwater Community Day	no			0	0	0			
		C2	Maac Community Charter	no			24	12	50			
		C2	Options Secondary	no			47	23	48.9			
		<i>Vista Unified</i>										
		A	Lincoln Middle	no			249	227	91.2			
		B	Madison Middle	no			265	194	73.2			
		B	Roosevelt Middle	no			245	204	83.3			
		B	Washington Middle	no			268	220	82.1			
		B	Vista High	no			664	475	71.5			
		B	Rancho Buena Vista High	no			582	465	79.9			
		C	Palomar High	no			0	0	0			
		C	Alta Vista High (Continuation)	no			113	78	69			
		C	Vista Focus Academy	no			44	21	47.7			
		C2	Guajome Park Academy Charter	yes			0	0	0			
		C2	California Avenue Elementary	no			0	0	0			
		C2	Sierra Vista High	no			79	8	10.1			
		<i>Warner Unified</i>										
		B	Warner Junior/Senior High	no			34	24	70.6			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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*San Francisco County Office Of Education*

C	San Francisco County Alternative/Opportunity	no		0	0	0
C	San Francisco County Community	no		0	0	0
C2	San Francisco County Special Education	no		0	0	0

*San Francisco Unified*

B	Thurgood Marshall Academic High	no		176	137	77.8
B	Rosa Parks Elementary	no		14	10	71.4
B	George Washington High	no		464	372	80.2
B	John A. O'connell High	no		202	151	74.8
B	Abraham Lincoln High	no		467	389	83.3
B	Galileo High	no		397	327	82.4
B	Rooftop Elementary	no		67	48	71.6
B	Balboa High	no		191	149	78
C	Horace Mann Middle	no		136	53	39
C	Francisco Middle	no		96	29	30.2
C	James Lick Middle	no		152	59	38.8
C	Marina Middle	no		175	65	37.1
C	Presidio Middle	no		182	113	62.1
C	Aptos Middle	no		146	74	50.7
C	Visitacion Valley Middle	no		84	38	45.2
C	Roosevelt Middle	no		106	67	63.2
C	Martin Luther King Jr. Academic Middle	no		156	96	61.5
C	Luther Burbank Middle	no		83	46	55.4
C	James Denman Middle	no		168	115	68.5
C	Herbert Hoover Middle	no		222	145	65.3
C	Enola D. Maxwell School Of Arts	no		50	32	64
C	Everett Middle	no		130	77	59.2
C	Downtown High (Continuation)	no		74	26	35.1
C	Aim High Academy	no		37	16	43.2
C	A. P. Giannini Middle Claire B. Lilienthal Elementary	no		199	134	67.3
C	Elementary	no		50	29	58
C	Newcomer High	no		79	44	55.7

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Independence High (Alternative)	no			115	5	4.3			
		C	School Of The Arts	no			170	110	64.7			
		C	Life Learning Academy Charter #140	no			0	0	0			
		C	Brown, Jr. (Willie L.)									
		C	College Preparatory Ac	no			22	8	36.4			
		C	Garfield Elementary	no			12	8	66.7			
		C	George Peabody Elementary	no			10	5	50			
		C	Wells (Ida B.) High (Continuation/Alternative)	no			119	71	59.7			
		C	Lawton Elementary	no			48	32	66.7			
		C	Monroe Elementary	no			25	11	44			
		C	Paul Revere Elementary	no			25	11	44			
		C	Francis Scott Key Elementary	no			26	17	65.4			
		C2	Treasure Island Elementary	no			0	0	0			
		C2	June Jordan School For Equity	no			82	30	36.6			
		C2	New Traditions Elementary	no			9	6	66.7			
			<i>SBE - Edison Charter Academy</i>									
		A	Edison Charter Academy	yes			23	22	95.7			
San Joaquin			<i>Lammersville Elementary</i>									
		C	Lammersville Charter	no			1	0	0			
			<i>Lincoln Unified</i>									
		A	Brookside	no			60	51	85			
		A	Tully C. Knoles	no			50	46	92			
		B	Village Oaks Elementary	no			24	20	83.3			
		B	Mable Barron	no			59	42	71.2			
		B	Claudia Landeen	no			54	44	81.5			
		C	Lincoln High	no			479	308	64.3			
		C	John R. Williams	no			47	32	68.1			
		C	Sierra Middle	no			102	49	48			
		C	Larsson (Sture) High (Continuation)	no			21	7	33.3			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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*Linden Unified*

A	Waverly Elementary	no			24	22	91.7					
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*Lodi Unified*

A	Lodi High	no			390	378	96.9					
B	Liberty High	no			35	25	71.4					
C	Independence	no			99	45	45.5					
C2	Christa McAuliffe Middle	no			161	109	67.7					
C2	University Public	yes			16	6	37.5					
C2	River Oaks Charter	yes			17	7	41.2					
C2	Plaza Robles Continuation High	no			45	31	68.9					
C2	Benjamin Holt College Preparatory Academy	yes			18	6	33.3					

RELEASED

*Manteca Unified*

August-06	A	Sierra High	no		403/403	375/403	93.1/97					
August-06	B	East Union High	no		232/232	195/322	84.1/100					
August-06	B	Manteca High	no		273/273	210/268	76.9/98					
August-06	B	Sequoia Elementary	no		92/92	68/92	73.9/100					
August-06	C	Weston Ranch High	no		246/246	151/246	61.4/97					
Tentatively Released	C	Manteca Community Day (7-12)	no		30/33	14/31	46.7/94					
August-06	C	George Mcparland Elementary	no		94/94	57/92	60.6/97					
August-06	C	Great Valley Elementary	no		112/111	78/106	69.6/95					
August-06	C	George Y. Komure Elementary	no		107/107	72/102	67.3/95					

*New Jerusalem Elementary*

B	Delta Charter High	no			8	6	75					
C	New Jerusalem Charter	no			9	6	66.7					

*Stockton City Unified*

A	Woodrow Wilson Elementary	no			19	17	89.5					
C	Golden Valley Secondary Community Day	no			40	0	0					
C	James L. Urbani Language Development Institut	no			11	7	63.6					
C2	Webster Middle	no			250	155	62					
C2	William Harrison Elementary	no			35	24	68.6					

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Institute Of Business, Management, And Law Ch	no			45	25	55.6			
		C2	Weber Institute For Applied Sciences And Tech	no			105	45	42.9			
		C2	Fremont Middle	no			260	150	57.7			
		C2	Mckinley Elementary	no			399	30	7.5			
		C2	Walton Development Center	no			0	0	0			
		C2	Golden Valley Elementary Community Day	no			2	1	50			
		C2	Dolores Huerta Elementary	no			22	14	63.6			
		C2	Cesar Chavez High	no			230	150	65.2			
		C2	Van Buren Elementary	no			22	15	68.2			
		C2	Hamilton Middle	no			310	170	54.8			
			<i>Tracy Joint Unified</i>									
		B	North Elementary	no			23	18	78.3			
			Duncan-Russell									
		C	Continuation	no			24	3	12.5			
		C	Monte Vista Middle	no			41	20	48.8			
			South/West Park									
		C	Elementary	no			55	34	61.8			
			Louis J. Villalovoz									
		C	Elementary	no			38	17	44.7			
		C	Earle E. Williams Middle	no			50	25	50			
		C2	Art Freiler	no			46	20	43.5			
		C2	George Kelly Elementary	no			58	39	67.2			
			Gladys Poet-Christian									
		C2	Elementary	no			34	23	67.6			
		C2	Excel High	no			0	0	0			
			<i>San Luis Obispo</i>									
			<i>Lucia Mar Unified</i>									
		A	Arroyo Grande High	no			352	347	98.6			
		A	Judkins Middle	no			101	97	96			
			<i>Paso Robles Joint Unified</i>									
		A	Bauer/Speck Elementary	no			22	20	90.9			
			Phillips-Freedom									
		C2	Community Day	no			23	12	52.2			
			Paso Robles Independent									
		C2	Study Center	no			176	99	56.3			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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*Templeton Unified*

A	Templeton Elementary	no			23	20	87					
A	Templeton Middle	no			81	69	85.2					
B	Templeton High	no			176	148	84.1					
C2	Eagle Canyon High	no			14	6	42.9					

San Mateo

*Ravenswood City Elementary*

C	The Phoenix Academy/A Learning Institute	no			4	2	50					
C2	Edison-Mcnair Academy	no			16	11	68.8					
C2	Edison-Brentwood Academy	no			21	9	42.9					
C2	East Palo Alto Charter	yes			18	8	44.4					
C2	Stanford New School	yes			66	43	65.2					

*Redwood City Elementary*

A	Fair Oaks Elementary	no			22	20	90.9					
A	Hoover Elementary	no			56	50	89.3					
B	Roy Cloud Elementary	no			47	36	76.6					
B	Taft Elementary	no			24	20	83.3					
C	Selby Lane Elementary	no			62	39	62.9					
C	North Star Academy	no			46	31	67.4					
C2	Newcomer Academy	no			6	3	50					

*San Mateo County Office Of Education*

C	San Mateo County Juvenile Hall/Community	no			52	14	26.9					
C2	High Tech High Bayshore	yes			18	10	55.6					

*South San Francisco Unified*

A	Alta Loma Middle	no			66	61	92.4					
A	Parkway Heights Middle	no			38	34	89.5					
A	South San Francisco High	no			260	233	89.6					



County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
			Calvin C. Oakley									
		A	Elementary	no			32	30	93.8			
		A	Isaac Miller Elementary	no			29	27	93.1			
		A	William Laird Adam Elementary	no			31	29	93.5			
		A	Alvin Elementary	no			28	25	89.3			
Santa Clara												
			<i>Berryessa Union Elementary</i>									
		B	Piedmont Middle	no			46	38	82.6			
		C	Sierramont Middle	no			30	16	53.3			
		C	Morrill Middle	no			32	22	68.8			
			<i>Cambrian Elementary</i>									
		A	Price Charter Middle	no			193	181	93.8			
		C	Cambrian Community	no			1	0	0			
			<i>Campbell Union Elementary</i>									
		B	Monroe Middle	no			162	136	84			
RELEASED			<i>Cupertino Union School</i>									
	August-06	A	Stevens Creek Elementary	no			28/28	25/28	89.3/100			
	August-06	A	William Faria Elementary	no			24/24	22/24	91.7/100			
	August-06	B	Christa McAuliffe Elementary	no			19/21	14/22	73.7/100			
			<i>East Side Union High</i>									
		A	Phoenix High	no			26	23	88.5			
		C	Yerba Buena High	no			310	188	60.6			
		C	Oak Grove High	no			556	317	57			
		C	James Lick High	no			215	150	69.8			
		C	Andrew P. Hill High	no			395	276	69.9			
		C	Foothill High	no			65	23	35.4			
		C	Pegasus High	no			24	16	66.7			
		C	Genesis High	no			35	7	20			
		C	William C. Overfelt High	no			314	160	51			
		C	Santa Teresa High	no			481	315	65.5			
		C	Silver Creek High	no			459	290	63.2			
		C	Piedmont Hills High	no			389	255	65.6			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Independence High	no			757	424	56			
		C2	Mt. Pleasant High	no			372	202	54.3			
			Escuela Popular Accelerated Family Learning	yes			26	13	50			
		C2	Macsa Academia Calmecac Latino College Preparatory Academy	yes			55	0	0			
		C2	Evergreen Valley High	no			453	282	62.3			

RELEASED *Fremont Union High*

August-06	A	Cupertino High	no				250/25	245/24	198/96			
August-06	A	Lynbrook High	no				301/33	291/32	196.7/97			
August-06	A	Homestead High	no				315/35	304/34	96.5/97			

*Gilroy Unified*

	A	South Valley Middle	no				170	152	89.4			
	A	Brownell Middle	no				168	157	93.5			
	A	Rucker Elementary	no				25	23	92			
	A	Eliot Elementary	no				22	20	90.9			
	A	Gilroy High	no				400	381	95.3			
	A	Solorsano Middle	no				144	131	91			
	B	Luigi Aprea Elementary	no				40	33	82.5			
	B	El Roble Elementary	no				29	22	75.9			
	B	Kelley Rod Elementary	no				40	32	80			
	C2	Macsa El Portal Leadership Academy	yes				27	3	11.1			

*Los Altos Elementary*

	A	Ardis G. Egan Intermediate	no				23	20	87			
	A	Santa Rita Elementary	no				25	22	88			
	A	Loyola Elementary	no				23	21	91.3			
	B	Georgina P. Blach Intermediate	no				19	16	84.2			
	C2	Bullis-Purissima	no				5	2	40			

*Oak Grove Elementary*

	A	Glider Elementary	no				26	23	88.5			
	B	Christopher Elementary	no				23	18	78.3			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	Del Roble Elementary	no			24	19	79.2			
	<i>San Jose Unified</i>	B	River Glen	no			53	38	71.7			
		B	Willow Glen Middle	no			164	120	73.2			
		B	Reed Elementary	no			25	19	76			
		B	Rachel Carson Elementary	no			22	16	72.7			
		C	Peter Burnett Middle	no			176	114	64.8			
		C	Leland Plus (Continuation)	no			16	0	0			
		C	Walter L. Bachrodt Elementar	no			22	12	54.5			
		C	Gunderson High	no			254	173	68.1			
		C	Lincoln Plus High	no			0	0	0			
		C	Willow Glen High	no			337	232	68.8			
		C	Broadway High	no			100	47	47			
		C2	San Jose High Academy Plus	no			18	3	16.7			
		C2	Gunderson Plus (Continuation)	no			13	7	53.8			
		C2	Pioneer Plus (Continuation)	no			13	3	23.1			
		C2	Liberty High (Alternative)	no			119	21	17.6			
		C2	Middle	no			26	8	30.8			
	<i>Santa Clara County Office Of Education</i>	C	Foundry County Community Day	no			4	0	0			
		C	County Community Santa Clara County	no			20	10	50			
		C	Juvenile Hall Alternative Placement	no			28	10	35.7			
		C	Academy Santa Clara County Special	no			4	1	25			
		C2	Education Leadership Public Schools -	no			194	26	13.4			
		C2	East San Jose	yes			19	8	42.1			
	<i>Santa Clara Unified</i>	B	Adrian Wilcox High	no			305	214	70.2			
		B	Santa Clara High	no			296	214	72.3			
		C	Juan Cabrillo Middle New Valley Continuation	no			159	104	65.4			
		C	High	no			44	10	22.7			
		C2	Pomeroy Elementary	no			49	0	0			
		C2	Buchser Middle	no			189	125	66.1			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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		C2	C. W. Haman Elementary	no			23	14	60.9			
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*Union Elementary*

		A	Lietz Elementary	no			22	21	95.5			
		A	Alta Vista Elementary	no			22	21	95.5			

Santa Cruz

*Pajaro Valley Unified*

		A	Watsonville High	no			391	386	98.7			
		A	Amesti Elementary	no			28	26	92.9			
		A	Aptos Junior High	no			103	94	91.3			
		A	Rolling Hills Middle	no			127	123	96.9			
		A	Lakeview Middle	no			128	118	92.2			
		A	Ann Soldo Elementary	no			29	28	96.6			
			Watsonville Charter School									
		B	Of The Arts	no			12	10	83.3			
		B	Alianza Charter	no			25	20	80			

*Santa Cruz County Office Of Education*

		C	Pacific Collegiate Charter	yes			0	0	0			
			Santa Cruz County Special									
		C2	Education	no			0	0	0			

RELEASED

*Scotts Valley Unified*

	August-06	A	Scotts Valley High	no			38/167	33/162	86.8/97			
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Shasta

*Anderson Union High*

		B	Anderson New Technology High	no			42	31	73.8			
		C2	North Valley High	no			29	16	55.2			

*Enterprise Elementary*

		A	Alta Mesa Elementary	no			16	14	87.5			
		A	Mistletoe Elementary	no			34	32	94.1			
		A	Parsons Junior High	no			70	65	92.9			

*Fall River Joint Unified*

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Mountain View High (Continuation)	no			9	0	0			
		C	Soldier Mountain Continuation High	no			8	3	37.5			
		C	Fall River Elementary	no			1	0	0			
		C2	Mt. Burney Special Education Center	no			0	0	0			
	<i>Gateway Unified</i>											
		A	Mountain Lakes High	no			26	24	92.3			
		C	Gateway Community Day	no			1	0	0			
		C	Shasta Lake Alternative	no			3	0	0			
	<i>Redding Elementary</i>											
		C	Stellar Charter	no			5	3	60			
	<i>Shasta Union High</i>											
		C	Shasta Secondary Home	no			113	70	61.9			
		C	North State Independence High	no			50	24	48			
		C2	Redding School Of The Arts	no			0	0	0			
Sierra	<i>Sierra-Plumas Joint Unified</i>											
		C	Loyalton High	no			39	0	0			
		C2	Sierra Pass (Continuation)	no			28	0	0			
Siskiyou	<i>Butte Valley Unified</i>											
		C	Mahogany Community Day High	no			7	0	0			
		C	Picard Community Day Elementary	no			4	1	25			
		C	Butte Valley High	no			25	16	64			
		C	Cascade High	no			7	0	0			
	<i>Dunsmuir Joint Union High</i>											
		C	Dunsmuir Joint Union High Community Day	no			0	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
<i>Etna Union High</i>												
		C	Scott Valley Community Day	no			1	0	0			
		C2	Scott Valley Junior High	no			20	12	60			
<i>Siskiyou County Office Of Education</i>												
		C	J. Everett Barr Court	no			2	1	50			
<i>Siskiyou Union High</i>												
		C	South County Community Day	no			5	1	20			
		C	Happy Camp Community Day	no			5	2	40			
<i>Yreka Union High</i>												
		C	Yreka High	no			113	24	21.2			
		C2	Discovery High	no			32	4	12.5			
<b>Solano</b>												
<i>Dixon Unified</i>												
		A	Dixon High	no			172	162	94.2			
<i>Travis Unified</i>												
		A	Scandia Elementary	no			24	23	95.8			
		A	Foxboro Elementary	no			42	40	95.2			
<i>Vacaville Unified</i>												
		C	Hemlock Elementary	no			26	15	57.7			
		C2	Orchard Elementary	no			28	19	67.9			
<i>Vallejo City Unified</i>												
		A	Peoples High (Continuation)	no			48	43	89.6			
		A	Franklin Middle	no			160	142	88.8			
		A	Vallejo Middle	no			144	135	93.8			
<b>Sonoma</b>												
<i>Cotati-Rohnert Park Unified</i>												

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	El Camino High	no			25	9	36			
		C	Community Day	no			9	3	33.3			
		C	Phoenix High (Continuation)	no			10	3	30			
	August-06	C	Evergreen Elementary	no			18/16	10/16	55.6/100			
		C2	Rancho Cotate High	no			327	195	59.6			
		C2	Creekside Middle	no			144	99	68.8			
	August-06	C2	Gold Ridge Elementary	no			18/16	12/18	66.7/100			
RELEASED	<i>Harmony Union Elementary</i>											
	August-06	C	Salmon Creek Middle	no			6/23	3/26	50/100			
	August-06	C2	Harmony Elementary	no			7/6	4/6	57.1/100			
	<i>Healdsburg Unified</i>											
		C	Marce Becerra Academy	no			0	0	0			
RELEASED	<i>Petaluma City Elementary</i>											
	August-06	B	Penngrove Elementary	no			17/16	14/16	82.4/100			
RELEASED	<i>Petaluma Joint Union High</i>											
	August-06	A	Petaluma Junior High	no			117/111	110/111	94/100			
	<i>Santa Rosa High</i>											
		B	Lawrence Cook Middle	no			110	83	75.5			
		C	Mesa High	no			0	0	0			
		C	Grace High	no			17	0	0			
		C	Midrose High	no			15	6	40			
		C	Nueva Vista High	no			13	7	53.8			
		C2	Maria Carrillo High	no			348	222	63.8			
		C2	Charter	no			3	2	66.7			
		C2	Montgomery High	no			393	220	56			
		C2	Piner High	no			274	172	62.8			
			Ridgway High (Continuation)	no			75	49	65.3			
RELEASED	<i>Sebastopol Union Elementary</i>											
	August-06	B	Brook Haven Elementary	no			73/73	62/73	84.9/100			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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Stanislaus

*Ceres Unified*

		B	Argus High (Continuation)	no			52	38	73.1			
	August-06	B	Carroll Fowler Elementary	no			34/29	24/28	70.6/96			
		C	Endeavor Alternative	no			5	1	20			
		C2	Central Valley High	no			157	105	66.9			
	August-06	C2	Walter White Elementary	no			37/31	23/30	7			
		C2	Whitmore Charter High	no			19	10	52.6			

*Chatom Union Elementary*

		A	Chatom Elementary	no			24	23	95.8			
		B	Mountain View Middle	no			12	9	75			

*Keyes Union*

		A	Barbara Spratling Middle	no			36	35	97.2			
		C2	University Charter	yes			10	3	30			

*Modesto City High*

		C	Robert Elliott Alternative Education Center	no			232	134	57.8			
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*Newman-Crows Landing Unified*

		C	Newman-Crows Landing Independent Study	no			13	0	0			
		C	Foothill Community Day	no			6	3	50			

*Oakdale Joint Unified*

		C	Oakdale Charter Valley Oak High	no			0	0	0			
		C	(Alternative)	no			0	0	0			

*Stanislaus County Office of Education*

	August-06	C	Archway Academy Vocational Education Academy	no			0/8	0/8	0/100			
		C	Academy	no			0/22	0/19	0/86			
	August-06	C	Community Middle College	no			Closed					

*Stanislaus Union Elementary*

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Josephine Chrysler Elementary	no			26	25	96.2			
	<i>Turlock Unified</i>											
	August-06	A	Osborn Elementary	no			44/44	43/44	97.7/100			
		A	Marvin A. Dutcher Elementary	no			19	17	89.5			
	August-06	A	Dennis G. Earl Elementary	no			39/39	38/39	97.4/100			
		A	John H. Pitman High	no			330	301	91.2			
	August-06	A	Crowell Elementary	no			35/47	32/47	91.4/100			
	August-06	A	Julien Elementary	no			41/41	40/41	97.6/100			
<b>Sutter</b>												
	<i>East Nicolaus Joint Union High</i>											
		A	East Nicolaus High	no			49	47	95.9			
	<i>Sutter County Office Of Education</i>											
		C	Sutter County Alternative/Opportunity	no			11	4	36.4			
	<i>Sutter Union High</i>											
		A	Sutter High	no			116	101	87.1			
RELEASED	<i>Yuba City Unified</i>											
	August-06	A	Lincrest Elementary	no			43/39	42/39	97.7/100			
		A	Yuba City Unified Alternative	no			8	7	87.5			
		A	Yuba City High	no			387	349	90.2			
		A	Bridge Street Elementary	no			28	25	89.3			
		A	Central Gaither Elementary	no			10	9	90			
	August-06	A	Lincoln Elementary	no			39/36	37/36	94.9/100			
		B	Tierra Buena Elementary	no			55	44	80			
<b>Tehama</b>												
RELEASED	<i>Corning Union High</i>											
	August-06	B	Centennial Continuation High	no			6/21	5/21	83.3/100			
	August-06	B	Corning-Center Alternative Learning	no			4/8	3/8	75/100			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
RELEASED	<i>Los Molinos Unified</i>											
	August-06	A	Los Molinos High	no			20/33	17/33	85/100			
RELEASED	<i>Mineral Elementary</i>											
	August-06	B	Escholar Academy	no		On-line classes only						
RELEASED	<i>Red Bluff Joint Union High</i>											
	August-06	C	Rebound	no			15/5	2/5	13.3/100			
	August-06	C	Salisbury High (Continuation)	no			20/20	10/20	50/100			
Trinity												
	<i>Mountain Valley Unified</i>											
		A	Hayfork Valley Elementary	no			12	11	91.7			
		B	Hayfork High	no			38	27	71.1			
		C	Valley High	no			1	0	0			
		C2	Hyampom Elementary	no			2	1	50			
	<i>Southern Trinity Joint Unified</i>											
		B	Southern Trinity High Mt. Lassic High	no			17	14	82.4			
		C	(Continuation)	no			1	0	0			
		C2	Southern Trinity Community Day	no			1	0	0			
	<i>Trinity County Office Of Education</i>											
		C	Trinity County Juvenile Hall Trinity County Special	no			1	0	0			
		C2	Education	no			6	4	66.7			
	<i>Trinity Union High</i>											
		C	Trinity River Community Day	no			0	0	0			
		C	Alps View High (Continuation)	no			0	0	0			
Tulare												
	<i>Dinuba Unified</i>											
		C	Sierra Vista High (Continuation)	no			24	13	54.2			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Ronald Reagan Academy	no			24	10	41.7			
	<i>Lindsay Unified</i>											
		B	John J. Cairns Continuation	no			11	8	72.7			
		C2	Lindsay Community Day	no			0	0	0			
	<i>Strathmore Union Elementary</i>											
		A	Strathmore Middle	no			56	50	89.3			
	<i>Tulare County Office Of Education</i>											
		C	Tulare County Court	no			6	3	50			
	<i>Woodlake Union High</i>											
		A	Woodlake High	no			110	95	86.4			
	<i>Woodville Union Elementary</i>											
		A	Woodville Elementary	no			42	39	92.9			
Tuolumne												
	<i>Curtis Creek Elementary</i>											
		A	Curtis Creek Elementary	no			59	53	89.8			
		C2	Sullivan Creek Elementary	no			13	9	69.2			
	<i>Sonora Union High</i>											
		C	Sonora High Community Day	no			4	1	25			
		C	Theodore Bird High	no			311	78	25.1			
		C2	Dario Cassina High	no			15	10	66.7			
	<i>Summerville Union High</i>											
		A	Summerville High	no			110	105	95.5			
		B	Cold Springs High	no			7	5	71.4			
		B	Southfork High	no			10	8	80			
		C	Mountain High	no			10	4	40			
		C	Long Barn High	no			12	4	33.3			
		C2	Sierra Community Day	no			12	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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*Tuolumne County Office Of Education*

C	Tuolumne County Juvenile Hall/Community	no		1	0	0
C	Tuolumne County Alternative/Opportunity	no		1	0	0
C	Tuolumne County Community Day	no		1	0	0
C2	Tuolumne County Community Middle	no		1	0	0

Ventura

*Moorpark Unified*

A	Moorpark High	no		444	439	98.9
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*Mupu Elementary*

A	Mupu Elementary	no		9	8	88.9
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*Oak Park Unified*

A	Red Oak Elementary	no		22	21	95.5
A	Oak Hills Elementary	no		22	20	90.9
A	Medea Creek Middle	no		157	147	93.6

*Ojai Unified*

A	Nordhoff High	no		213	205	96.2
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*Oxnard Elementary*

A	Drifill Elementary	no		47	44	93.6
A	Fremont Intermediate	no		232	208	89.7
A	Curren Elementary	no		35	33	94.3
A	Kamala Elementary	no		39	36	92.3
C	Nueva Vista Intermediate	no		3	2	66.7

*Pleasant Valley*

A	Dos Caminos Elementary	no		28	25	89.3
A	Tierra Linda Elementary	no		33	30	90.9

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
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*Ventura County Office Of Education*

C	Gateway Community	no			40	19	47.5					
C2	Vista Real Charter High	yes			20	8	40					

Yolo

*Washington Unified*

A	Bryte Elementary	no			20	17	85					
A	River City Senior High Westmore Oaks	no			313	267	85.3					
B	Elementary	no			25	19	76					
B	Golden State Middle	no			206	150	72.8					
C	Yolo High	no			38	22	57.9					
C	Elkhorn Village Elementary Westfield Village	no			27	14	51.9					
C	Elementary	no			28	12	42.9					
C	Bridgeway Island Elementary	no			31	19	61.3					
C	Merkley Youth Academy	no			Closed							

*Woodland Joint Unified*

C	Middle Grades Community Day	no			1	0	0					
C2	Douglass Middle	no			156	43	27.6					
C2	Pioneer High	no			242	125	51.7					
C2	Cache Creek High (Continuation)	no			31	15	48.4					
C2	Grafton Elementary	no			11	7	63.6					
C2	Lee Middle	no			130	38	29.2					
C2	Woodland Community Day	no			1	0	0					

Yuba

*Marysville Joint Unified*

A	Yuba Gardens Intermediate	no			142	124	87.3					
A	Kynoch Elementary	no			34	31	91.2					
A	Ella Elementary	no			24	22	91.7					

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Cedar Lane Elementary	no			33	31	93.9			
		A	Marysville High	no			167	142	85			
		B	Arboga Elementary	no			12	10	83.3			
		B	Lindhurst High	no			238	193	81.1			
			North Marysville									
		C	Continuation High	no			15	10	66.7			
		C	Lincoln (Abraham)									
			(Alternative)	no			70	35	50			
		C2	Yuba Feather Elementary	no			16	10	62.5			
<i>Yuba County Office Of Education</i>												
			Yuba County Career									
		C	Preparatory Charter	no			596	320	53.7			
			Yuba County									
		C2	Alternative/Opportunity	no			0	0	0			

**NCLB HIGHLY QUALIFIED TEACHERS  
Monitoring, Interventions and Sanctions Program**

**SCHOOL DISTRICT (LEA) MONITORING PROTOCOL**

**District** «DISTRICT»

**County** «COUNTY»

**CDS** «CD\_CODE»

**Number of schools (total)** «Elem\_Schls» Elementary  
«MiddleJr\_Schls» Middle/Jr  
«High\_Schls» High  
«Other\_Schls» Alternative

**A. Parental Notification:** Circle appropriate response and attach required documentation when instructed. Each LEA Title I participating school, in accordance with **Section 1111(h)(6)**, implements the Parents Right-to-Know requirements. Please

Yes/ No Notified parents of each student attending any school that receives Title I, Part A funds that parents may request, and the LEA provides in a timely manner, information regarding the professional qualifications of the student's classroom teachers. **Section 1111(h)(6)(A)**

- *Attach a copy of the notification with indication of how distributed.*
- To be compliant the documentation must describe (1) the information parents can request, (2) the process by which parents can make requests of the LEA and (3) the process that will be followed to provide the information.

Yes/ No Provided each parent "timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified." **Section 1111(h)(6)(B(ii))**

- *Please attach a copy of letter*
- *Indicate on the General Qualification spreadsheet which Title I teachers have not met the NCLB Teacher Quality requirements.*
  - To be compliant the notification letter must include (1) the teacher's name, (2) indication that the teacher in questions has not met the requirements for No Child Left Behind High Quality Teacher and it is recommended that you include (3) the academic subject affected.

**B. Use of Funds:** Circle appropriate response and attach required documentation as instructed.

Yes/ No The LEA has targeted funds to school with the lowest proportion of highly qualified teachers. **Section 2122(b)(2)** *Please provide written procedures/criteria for allocating funds*

Yes/ No The LEA has targeted funds to school who are identified for school improvement under **Section 1116(b)**. **Section 2122(b)(3)** *Please provide written procedures/criteria for allocating funds*

Yes/ No The LEA has identified and developed a plan to insure equitable distribution of highly qualified teachers. **Section 1112. (C)(L)**

**C. Total district FY 2004/05 Title I, Part A allocation:**

- a. Circle appropriate response based on actual use of Title I, Part A funds.

Yes/ No      The LEA has used not less than 5% or more than 10% of its total annual allocation of Title I, Part A funds to ensure that all teachers and paraprofessionals who are not highly qualified become highly qualified" no later than the end of the 2005-2006 school year. **Section 1119 (1)**

For Title I, Part A (5% to 10% Professional Development to move teachers to HQ requirement) provide the **FY 2004/05** expenditures for each category below

- a) \$ \_\_\_\_\_ Professional development activities for teachers
- b) \$ \_\_\_\_\_ Professional development activities for paraprofessionals
- c) \$ \_\_\_\_\_ Carrying out teacher advancement initiatives that promote professional growth
- d) \$ \_\_\_\_\_ Testing of teachers in the academic subjects they teach.
- e) \$ \_\_\_\_\_ Other (specify) \_\_\_\_\_

**D. Total district FY 2004/05 Title II, Part A allocation:** 

- a. Circle appropriate responses based on actual use of Title II, Part A funds and attach required documentation when instructed.

Yes/ No      All teachers who teach in Title II Class Size Reduction programs, whose salaries are paid in full or in part from Title II, Part A funds are "highly qualified". **Section 2123 (a)(2)**

- *Attach a copy of the Certificate of Compliance (include HOUSSE, Part I and HOUSSE Part II, if required for certification) for ALL Title II CSR teachers.*

Of the Title II, Part A funds, provide the **FY 2004/05** expenditures for each category below.

- a. \$ \_\_\_\_\_ Administration/Pupil Services Personnel, only if the LEA is making progress toward meeting their AMOs and in a manner with mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers and principals. **Section 2123(1)**
- b. \$ \_\_\_\_\_ Professional development activities for teachers
- c. \$ \_\_\_\_\_ Professional development activities for principals
- d. \$ \_\_\_\_\_ Professional development activities for paraprofessionals
- e. \$ \_\_\_\_\_ Hiring of teachers to reduce class size
- f. \$ \_\_\_\_\_ Developing and implementing mechanisms to help schools recruit highly qualified teachers (e.g., scholarships, signing bonuses, differential pay).

- g. \$ \_\_\_\_\_ Developing and implementing initiatives to help schools retain highly qualified teachers and principals, particularly in high-needs schools (e.g., mentoring programs, induction programs, and financial incentives).
- i. \$ \_\_\_\_\_ Testing of teachers in the academic subjects they teach.
- j. \$ \_\_\_\_\_ Other (Specify) \_\_\_\_\_

School: \_\_\_\_\_

District: \_\_\_\_\_

Total Number of Teachers on Site: \_\_\_\_\_

Type of School: \_\_\_\_\_

2005/06 AYP Met Not Met

### SELF-STUDY SCHOOL SITE

Total Student Population \_\_\_\_\_

Total Free and Reduced Population \_\_\_\_\_

Total number of EL students \_\_\_\_\_

Percentage of Black and Hispanic Students \_\_\_\_\_

#### **PART I**

#### Policies, Practices, and Procedures for Hiring Highly Qualified Staff

Looking at vacancies for the 2004/05, 2005/06 and 2006/07 school years:

1. For this site, how many vacancies did you have for

a) 2004/05 \_\_\_\_\_

b) 2005/06 \_\_\_\_\_

c) 2006/07 \_\_\_\_\_

2. What percentage of non-returning teachers did not return for each of the following reasons:

2004/05

2005/06

1. non-reelect \_\_\_\_\_

1. non-reelect \_\_\_\_\_

2. voluntary \_\_\_\_\_

2. voluntary \_\_\_\_\_

3. retirement \_\_\_\_\_

3. retirement \_\_\_\_\_

2. On what date for 2006/07 did the site's hiring process begin in earnest? \_\_\_\_\_

3. Where are the job openings for this site posted? Please list all locations.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. In the last two years has the site administrator attended any job fairs? Yes No

If yes, please list dates and locations. Indicate how many new hires resulted from each job fair listed.

_____	_____
_____	_____
_____	_____
_____	_____

5. In the last two years has the site administrator attended any non-School of Education recruitment fair (i.e. a University School of Math, or Science, or English)? Yes No If yes, list and state number of hires resulting from each event.

_____	_____
_____	_____
_____	_____
_____	_____

6. Does your site work with a college or university teacher preparation program for the placement of student teachers on your site? Yes No If yes, in what areas and how many?

_____	_____
_____	_____
_____	_____
_____	_____

7. If you answered YES to question 8 please answer questions 9 and 10.

8. In the last two years has the site administrator participated in formal or informal observations of the student teacher for potential employment? Yes No

9. In the last two years were any student teachers, who had been placed within the LEA, hired on the site or within the district? Yes No

**PART II**

Policies, Practices, and Procedures for Retaining Highly Qualified Staff

1. Does your site or district conduct an exit interview for non-returning teachers? If yes, attach.

2. Looking at the 2004/05 and 2005/06 school years, what percentage of non-reelect releases were for the following reasons:

	2004/05	2005/06
a) staff reduction/ budget cuts	_____	_____
b) failure of employee to adequately perform contractual duties	_____	_____
c) other	_____	_____

3. Support for new teachers

1. Is BTS supported and fully implemented within your district? Yes No

2. Are new teachers on this site assigned a mentor/buddy? Yes No

3. Is training and/or support provided for new teachers for school-wide events such as back-to-school night and open house? Yes No

4. On a separate piece of paper please identify practices and programs at the site level that encourage teachers to remain on this site (i.e. teacher appreciation day, paid professional development days, faculty retreats, etc...)

**PART III**

Experience of Staff

1. How many teachers on this site have between 1 and 5 years of teaching experience? \_\_\_\_\_

2. How many teachers on this site have between 6 and 10 years of teaching experience? \_\_\_\_\_

3. How many teachers on this site have more than 10 years of teaching experience? \_\_\_\_\_

4. How many teachers on this site are on a STIP, PIP or emergency permit? \_\_\_\_\_

5. How many teachers on this site have been at this school for less than 5 years? \_\_\_\_\_

6. How many teachers on this site have been at this site for more than five years, but less than ten years? \_\_\_\_\_

7. How many teachers on this site have been on this site for more than 10 years? \_\_\_\_\_

**ADMINISTRATORS**

8. Has the current principal been in this position for less than two years? Yes No If no, how long has the current administrator been at this site? \_\_\_\_\_

9. How many years of administrative experience does the current administrator have? \_\_\_\_\_

10. For administrators that have been site principals for *less* than five (5) years:

- Identify the district/LEA professional development opportunities made available to the site administrator(s) in the past five (5) years; of these how many did you participate in?

_____	_____
_____	_____
_____	_____
_____	_____

11. For administrators that have been site principals for *more* than five (5) years:

- Identify the district/LEA professional development opportunities made available to the site administrator(s) in the past five (5) years; of these how many did you participate in?

_____	_____
_____	_____
_____	_____
_____	_____

12. Does this site participate in any type of staff evaluation of its administrator(s)? If yes, attach.

- If yes, does this feedback direct the professional development activities for that administrator?

## Equitable Distribution Through Recruitment and Retention in High-Need Districts

<b>Connections to Higher Education</b>						
<p>During the next year California Department of Education’s HQ Staff will gather data to evaluate the success of each of these programs, monitor their implementation in each LEA and School Site, and determine their future inclusion in HQ monitoring programs.</p>						
Program	Program Description	Program’s Target			Evidence of Probable Success	Program’s Contact Information
		Recruitment	Retention	Improving Teacher Quality		
CSU Chico	<p>The Department of Professional Studies in Education at California State University, Chico has received two major federal grants totaling \$2.3 million to support special education teaching.</p> <p>This project provides a long-term response to the challenges of improving the preparation of personnel to serve school-aged children with mild to moderate disabilities and of meeting the staffing needs in a large region experiencing shortages of these personnel.</p>	X	X		<p>Evidence of placement and retention of HQ Special Education Teachers in high-poverty rural schools from this program.</p>	<p>Special Education Janet Canning, Consultant (916) 327-4217 OR <a href="mailto:JCanning@cde.ca.gov">JCanning@cde.ca.gov</a></p> <p>Chico Concurrent and Education Specialist Program Office for information at 530-898-6887</p>

Program	Program Description	Program's Target	Evidence of Probable Success	Program's Contact Information	Program	Program Description
		Recruitment	Retention	Improving Teacher Quality		
California Subject Matter Projects (CSMP)	The California Subject Matter Projects (CSMP), are administered by the University of California Office of the President (UCOP). CSMP assists new, under-prepared and veteran teachers to develop and master core academic content and research proven instructional methods.			X	Increase in HQTs and performance of these teachers after participation in this program.	Jean Treman - UCOP
UC Irvine Extension Program	In an effort to produce more and better qualified science and math teachers nationwide, the <a href="#">University of California (UC) Irvine Extension</a> is planning a series of online courses to help K-12 teachers pass the <a href="#">California Subject Examination for Teachers (CSET)</a> , as well as prepare teachers from California and across the U.S. meet the subject matter competency requirements of the No Child Left Behind (NCLB) Act.			X	Increase in HQTs and performance of these teachers after participation in this program.	University of California, Irvine Irvine, CA 92697 949-824-5011

## Equitable Distribution Through Recruitment and Retention in High-Need Districts

<b>Data and Reporting Systems</b>						
The California Department of Education will Identify current inequities using current data collection systems and plan revisions to further refine and improve data collection throughout the state.						
Program	Program Description	Program's Target			Evidence of Probable Success	Program's Contact Information
		Recruitment	Retention	Improving Teacher Quality		
Examination of current data	By examining data <sup>1</sup> for LEAs, the CDE identified 372 LEAs that are participating in a CDE-monitored program in which the LEA, with close supervision and participation by the CDE, will develop a comprehensive recruitment and retention plan in order to achieve equitable distribution of HQTs under No Child Left Behind (NCLB). Data examined include each LEA's percentage of HQTs for 2005-06, the percentage of students who characterize themselves as Black or Latino, the percentage of students living at or below the poverty line, and whether or not the sites within the LEA have met their AYPs.	X	X		Each LEA will have a detailed and comprehensive plan to attract and retain highly qualified teachers so that all sites within the LEA have a staff of experienced and highly qualified teachers.	Jeanne Ludwig <a href="mailto:JLudwig@cde.ca.gov">JLudwig@cde.ca.gov</a> (916) 323-5190

<sup>1</sup> Please see Appendix 1A – Insert Jeanne's Table into that appendix

Program	Program Description	Program's Target			Evidence of Probable Success	Program's Contact Information
		Recruitment	Retention	Improving Teacher Quality		
Revisions to the data collection process	The October 2006 CBEDs will allow LEAs to report the number of NCLB core academic classes offered as well as the number of these classes taught by a HQT.	X	X		Increased data accuracy and breadth on the topics examined when analyzing inequities in teacher assignments.	Jeanne Ludwig <a href="mailto:JLudwig@cde.ca.gov">JLudwig@cde.ca.gov</a> (916) 323-5190

## Equitable Distribution Through Recruitment and Retention in High-Need Districts

<b>Improving the Quality of Teachers in Hard-to-Staff Schools</b>						
<p>California’s plan to improve the quality of teachers in hard-to-staff schools has two areas of focus:</p> <ol style="list-style-type: none"> <li>1) Build capacity within these hard-to-staff schools to improve the quality of teachers already on staff at these hard-to-staff schools</li> <li>2) Add incentives in some areas to allow for movement between schools within a given LEA.</li> </ol>						
Program	Program Description	Program’s Target			Evidence of Probable Success	Program’s Contact Information
		Recruitment	Retention	Improving Teacher Quality		
One Thousand Teachers, One Million Minds Initiative	Intended to increase the supply and quality of science and mathematics teachers in California by providing students the opportunity to complete a bachelor’s degree and all requisite course work to be highly qualified as a secondary teacher in math or science in four years.	X		X	The number of HQTs employed by hard-to-staff schools or in these hard-to-staff areas upon completion of this program.	University of California (510) 987-9200 OR Phil Lafontaine <a href="mailto:PLafontaine@cde.ca.gov">PLafontaine@cde.ca.gov</a> (916) 323-6189

Program	Program Description	Program's Target			Evidence of Probable Success	Program's Contact Information
		Recruitment	Retention	Improving Teacher Quality		
California Mathematics and Science Partnership Program	California Mathematics and Science Partnership (CaMSP) grants are intended to help educators improve their skills in teaching math and science. The grants are awarded to eligible partnerships or educational agencies that in turn create opportunities for teachers to receive professional development in teaching math and science. Target schools include those where at least 40 percent of students qualify for the National School Lunch Program.			X		Yvonne Evans Phone : 916-323-5252 E-mail : <a href="mailto:yevans@cde.ca.gov">yevans@cde.ca.gov</a>

Program	Program Description	Program's Target			Evidence of Probable Success	Program's Contact Information
		Recruitment	Retention	Improving Teacher Quality		
Mathematics and Reading Professional Development (AB 466)	Assembly Bill (AB) 466 (Chapter 737, Statutes of 2001) established state funding for the Mathematics and Reading Professional Development Program (AB 466). This is a reimbursement program that provides professional development for K—12 classroom teachers, instructional aids, and paraprofessionals.			X		<p>Mathematics—Program Questions and Provider Information            Yvonne Evans            Phone : 916-323-5252            E-mail : <a href="mailto:yevans@cde.ca.gov">yevans@cde.ca.gov</a></p> <p>Reading/Language Arts—Program Questions and Provider Information            Ellen Jensen            Phone: 916-323-4711            Email: <a href="mailto:ejensen@cde.ca.gov">ejensen@cde.ca.gov</a></p>

Program	Program Description	Program's Target			Evidence of Probable Success	Program's Contact Information
		Recruitment	Retention	Improving Teacher Quality		
Senate Bill 472	Reauthorized AB 466 through June 2012. Highest priority for this program is given to secondary special education teachers and teachers who qualify for rural flexibility county office programs. Additionally, priority is given to teachers who are new to teaching, who are assigned to high-priority schools, and who are assigned to schools that are under sanctions.	X		X		<p>Mathematics—Program Questions and Provider Information Yvonne Evans Phone : 916-323-5252 E-mail : <a href="mailto:yevans@cde.ca.gov">yevans@cde.ca.gov</a></p> <p>Reading/Language Arts—Program Questions and Provider Information Ellen Jensen Phone: 916-323-4711 Email: <a href="mailto:ejensen@cde.ca.gov">ejensen@cde.ca.gov</a></p>

Program	Program Description	Program's Target			Evidence of Probable Success	Program's Contact Information
		Recruitment	Retention	Improving Teacher Quality		
<p>The California Subject Matter Projects</p>	<p>The California Subject Matter Projects (CSMP), are administered by the University of California Office of the President (UCOP). CSMP assists new, under-prepared, and veteran teachers to develop and master core academic content and research proven instructional methods that are linked to adopted California content standards, curriculum frameworks, and related approved instructional materials.</p>			<p>X</p>	<p>Increase in HQTs and performance of these teachers after participation in this program.</p>	<p>Jean Treiman            Phone: (510) 987-9490            Email: <a href="mailto:Jean.Treiman@ucop.edu">Jean.Treiman@ucop.edu</a></p>

Program	Program Description	Program's Target			Evidence of Probable Success	Program's Contact Information
		Recruitment	Retention	Improving Teacher Quality		
Senate Bill 1209 (Scott)	Certificated Staff Mentoring established by SB 1209 provides \$6,000 annual stipends to experienced teachers to teach in staff priority schools and assists teacher interns during their induction and first years of teaching.	X	X	X	Recruitment and retention rates for participants in this mentoring program as well as evaluations of their overall quality compared to those who did not participate in the program while working in similar programs or conditions.	Don Kairott Phone: (916) 323-6440 Email: <a href="mailto:dkairott@cde.ca.gov">dkairott@cde.ca.gov</a>

**Equitable Distribution Through Recruitment and Retention in High-Need Districts**

Increasing the Numbers of Highly Qualified Teachers in California						
The California Department of Education will identify current inequities using current data collection systems and plan revisions to further refine and improve data collection throughout the state.						
Program	Program Description	Program's Target			Evidence of Probable Success	Program's Contact Information
		Recruitment	Retention	Improving Teacher Quality		
California Teacher Internship Programs	Alternative teacher credentialing programs provide opportunities for teacher candidates to become highly qualified through a state-approved alternative teacher credential program while working as classroom teachers.	X			Identify the increase in the number of teachers who become fully credentialed and employed in hard-to-staff schools upon completion of a local internship program.	California Commission on Teacher Credentialing - Michael McKibbin, Administrator Email: <a href="mailto:MMcKibbin@ctc.ca.gov">MMcKibbin@ctc.ca.gov</a>
California Assumption Program of Loans for Education (APLE)	The APLE is a competitive teacher incentive program designed to encourage outstanding students, district interns, and out-of-state teachers to become California teachers in subject areas in which a critical teacher shortage has been identified or in designated schools meeting specific criteria.	X			Number of participants in this program in districts where this was previously not used or used infrequently.	California Student Aid Commission (916)526-8999

Program	Program Description	Program's Target			Evidence of Probable Success	Program's Contact Information
		Recruitment	Retention	Improving Teacher Quality		
Cancellation of Perkins Loans for Teachers	<p>Teachers may qualify for cancellation (discharge) of up to 100 percent of a federal Perkins loan if they have served full time in a public or nonprofit elementary or secondary school system as a</p> <ol style="list-style-type: none"> <li>1. Teacher in a school serving students from low-income families; or</li> <li>2. Special education teacher; or</li> <li>3. Teacher in the fields of mathematics, science, foreign languages, or bilingual education or in any other field of expertise determined by a state education agency to have a shortage of qualified teachers in that subject.</li> </ol>	X			Number of participants in this program in districts where this was previously not used or used infrequently.	California Student Aid Commission (916)526-8999

Direct Loan Program: Teacher Loan Forgiveness – FFEL	Designed to attract teachers to high-poverty schools and high-need areas by offering \$5,000 to \$17,500 in loan forgiveness	X			Number of program participants where this was previously not used or used infrequently.	California Student Aid Commission (916)526-8999
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Program	Program Description	Program's Target			Evidence of Probable Success	Program's Contact Information
		Recruitment	Retention	Improving Teacher Quality		
Troops Teachers (TTT)	The purpose of TTT is to assist eligible military personnel to transition to a new career as public school teachers in targeted schools.	X			Number of participants in this program in districts where this was previously not used or used infrequently.	Troops To Teachers (800)-231-6242
Secondary Teachers of Multiple Subjects Verification Process	This new verification process is a means of providing an opportunity for secondary teachers of multiple subjects to become highly qualified.	X			Increase in HQ secondary teachers teaching multiple subjects after implementation of this new verification process.	Curriculum Leadership Lynda Nichols, Lead Consultant (916) 323-5822 or <a href="mailto:LNichols@cde.ca.gov">LNichols@cde.ca.gov</a>  Janet Canning, Consultant (916) 327-4217 or <a href="mailto:JCanning@cde.ca.gov">JCanning@cde.ca.gov</a>
Senate Bill 1209 (Scott)	Alternative Certification Program: Authorizes the Commission on Teacher Credentialing to award an additional \$1,000 per teacher for	X			Document the rate of completion of full credentials	California Commission on Teacher Credentialing

	teacher interns to receive additional training in teaching English learners and provide a reduced ratio of experienced teachers to teacher interns.				and retention within the profession for participants in this program compared to previous years.	Michael McKibbin, Administrator <a href="mailto:MMcKibbin@ctc.ca.gov">MMcKibbin@ctc.ca.gov</a>  Tom Lugo (916) 323-6257 or TLugo@cde.ca.gov
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Program	Program Description	Program's Target			Evidence of Probable Success	Program's Contact Information
		Recruitment	Retention	Improving Teacher Quality		
Cross-cultural, Language and Academic Development Certificates (CLAD)	The Crosscultural, Language and Academic Development (CLAD) Certificate and the Bilingual, Crosscultural, Language and Academic Development (BCLAD) Certificate authorize teachers to provide certain types of instruction to English learners.			X	This certification is required for all classroom teachers who have one or more English learners in their classroom.	Language Policy and Leadership (916) 323-2601  Paula Jacobs, Consultant <a href="mailto:pjacobs@cde.ca.gov">pjacobs@cde.ca.gov</a> , tel. 916-319-0270
Bilingual Teacher Training Program	Bilingual Teacher Training Program (BTTP) funds support schools and districts as regional training centers in preparing teachers, kindergarten through grade twelve, for California Commission on Teacher Credentialing authorization to provide instructional services to English learners. The training prepares teachers in the appropriate methodologies to facilitate English learners' acquisition of English and academic development.	X			The funding for each regional training center is dependent upon its pass rate, as determined by the number of participants in its training programs, compared to the pass rate of these participants on the BCLAD assessment.	Paula Jacobs, Consultant e-mail: <a href="mailto:pjacobs@cde.ca.gov">pjacobs@cde.ca.gov</a> , tel. 916-319-0270

Program	Program Description	Program's Target			Evidence of Probable Success	Program's Contact Information
		Recruitment	Retention	Improving Teacher Quality		
New Credentialing Requirements for Special Education Teachers	We need this information from Janet Canning	X			Again, we need this information from Janet Canning	Special Education Janet Canning, Consultant (916) 327-4217 JCanning@cde.ca.gov
AB 825: Teacher Credentialing Block Grant	School districts, county offices of education, and consortia of districts and county offices that offer approved Beginning Teacher Support and Assessment programs are eligible for Teacher Credentialing Block Grant funds. The purpose of this program to provide induction services for first-year and second-year teachers and aid them in moving from their preliminary credential to their clear credential.	X	X	X	CCTC collects data examining the retention rate of participants. A report published by UC Riverside is due on November 1, 2006, examining the effectiveness of this program and recommending any changes to the program to improve its effectiveness.	Professional Development Roxane Fidler, Consultant <a href="mailto:RFidler@cde.ca.gov">RFidler@cde.ca.gov</a> (916) 323-4861

**Equitable Distribution Through Recruitment and Retention in High-Need Districts**

<b>Recruiting and Retaining Highly-Qualified Teachers in Hard-to-Staff Schools</b>						
<p>The California Department of Education’s Division HQ staff will collaborate with other divisions within CDE, namely the Curriculum Frameworks &amp; Instructional Resources Division, to evaluate how districts are spending these monies to improve quality.</p>						
<b>Program</b>	<b>Program Description</b>	<b>Program’s Target</b>			<b>Evidence of Probable Success</b>	<b>Program’s Contact Information</b>
		Recruitment	Retention	Improving Teacher Quality		
Senate Bill 1209 (Scott)	Personnel Management Assistance Team (PMAT): six county offices were chosen to provide technical assistance to school districts in personnel management and recruitment and hiring processes.	X	X		Evaluate improvement in hiring and recruitment processes of LEAs under PMAT supervision compared to their hiring and recruitment process before receiving such assistance.	Professional Development & Curriculum Support Division Don Kairott, Division Director Phone: (916) 323-6440 Email: <a href="mailto:dkairott@cde.ca.gov">dkairott@cde.ca.gov</a>

Program	Program Description	Program's Target			Evidence of Probable Success	Program's Contact Information
		Recruitment	Retention	Improving Teacher Quality		
California Teacher Recruitment Program	In an effort to help meet the critical need for teachers in California, the Sacramento County Office of Education is coordinating a recruitment effort aimed at finding highly qualified teachers for low – performing schools.		X		Evaluate improvement in recruitment processes of low- performing schools compared to their recruitment process before receiving such assistance.	Sacramento County Office of Education  Joyce E. Wright, Ed. D. Assistant Superintendent  Phone:(916) 228-2653 Email: <a href="mailto:jwright@scoe.net">jwright@scoe.net</a>

Program	Program Description	Program's Target			Evidence of Probable Success	Program's Contact Information
		Recruitment	Retention	Improving Teacher Quality		
Legislative Mandates under <u>Williams</u> :  SB 550 Vasconcellos (2004) Ed. Code Sec. 42127.6	Requires school districts to maintain all facilities in a working order, improve working conditions, create positive classroom learning environments, and provide sufficient textbooks and instructional materials for all students.		X		Use of school accountability report card to report the condition of buildings and facilities. Periodic reports from the Fiscal Crisis and Management Assistance Teams established to aid LEAs in facilities repair and maintenance. Evaluate the number of uniform complaints filed against each LEA for insufficient textbooks, instructional materials, or poor facility conditions.	Office of Public School Instruction: (916) 449-3160  Compliance Mangement Unit Kathleen Seabourne, Administrator Phone: (916)319-0929 Email: <a href="mailto:KSeabourne@cde.ca.gov">KSeabourne@cde.ca.gov</a> Curriculum Frameworks & Instructional Materials Tom Adams, Division Director Phone:(916) 319-0663 Email: <a href="mailto:TAdams@cde.ca.gov">TAdams@cde.ca.gov</a>

Program	Program Description	Program's Target			Evidence of Probable Success	Program's Contact Information
		Recruitment	Retention	Improving Teacher Quality		
Legislative Mandates under <u>Williams</u> :  SB 6 Alpert (2004)	Established the School Facilities Needs Assessment Grant Program, which conducted a one-time facilities needs assessment for schools in deciles 1 – 3. It also established the School Facilities Emergency Repair Account to pay for emergency facilities repairs for these same schools.		X		Use of SARC to report sufficiency of textbooks and instructional materials.	Office of Public School Instruction: (916) 449-3160  Division: Kathleen Seabourne Phone: (916)319-0929 Email: <a href="mailto:KSeabourne@cde.ca.gov">KSeabourne@cde.ca.gov</a>  Tom Adams, Division Director Phone:(916) 319-0663 Email: <a href="mailto:TAdams@cde.ca.gov">TAdams@cde.ca.gov</a>

Program	Program Description	Program's Target			Evidence of Probable Success	Program's Contact Information
		Recruitment	Retention	Improving Teacher Quality		
SB 1133 Torlakson (2006) (Pending)	Awards funds for the creation of improved working conditions and positive classroom learning environments that will "attract and retain well-qualified teachers." Each teacher would be required to participate in at least 40 hours a year of professional development provided by the LEA that relate to the academic subject taught, time to meet and work with other teachers, and improving instruction by improving pupil learning in a manner consistent with academic content standards.		X	X	Reports to the state to monitor progress and compliance with mandatory state reviews and assistance for non-compliant schools participating in this program shall provide evidence of increased actual pupil attendance and increased graduation rates (for secondary schools only). non-compliant schools	Office of Public School Instruction: (916) 449-3160  Division: Kathleen Seabourne Phone: (916)319-0929 Email: <a href="mailto:KSeabourne@cde.ca.gov">KSeabourne@cde.ca.gov</a>  Tom Adams, Division Director Phone:(916) 319-0663 Email: <a href="mailto:TAdams@cde.ca.gov">TAdams@cde.ca.gov</a>  Professional Development Curriculum Support Don Kairott, Division Director Phone:(916)323-6440 Email: <a href="mailto:dkairott@cde.ca.gov">dkairott@cde.ca.gov</a>

Program	Program Description	Program's Target			Evidence of Probable Success	Program's Contact Information
		Recruitment	Retention	Improving Teacher Quality		
California Extra Credit Teacher Program	The Extra Credit Teacher Program (ECTP) is designed to make homeownership a possibility for eligible teachers, administrators, classified employees, and staff members working in high-priority schools in California. The ECTP is intended to help high-priority schools attract and retain education professionals by offering an incentive in the form of down payment assistance for the purchase of a home anywhere in California.		X		Measure the increase in program participation in LEAs where this was previously not used or used infrequently.	California Finance Housing Agency - <a href="http://www.calhfa.ca.gov/homeownership/programs/ectp.htm">http://www.calhfa.ca.gov/homeownership/programs/ectp.htm</a>

Program	Program Description	Program's Target			Evidence of Probable Success	Program's Contact Information
		Recruitment	Retention	Improving Teacher Quality		
Transition Teaching Grants	The program provides grants to recruit and retain highly qualified mid-career professionals and recent graduates as teachers in high-need schools. Additionally, these grants encourage the development and expansion of alternative routes to certification under state-approved programs that enable individuals to be eligible for teacher certification within a reduced period of time, relying on the experience, expertise, and academic qualifications of an individual or other factors in lieu of traditional course work in the field of education.	X	X		<p>Measure the increase in number of teachers recruited through this program in LEAs where this was previously not used or used infrequently.</p> <p>Measure the increase in mid-career professionals who enter the profession using this program compared to mid-career professionals who enter the profession without the assistance of such a grant.</p>	<a href="http://www.ed.gov/programs/transitionteach/index.html">www.ed.gov/programs/transitionteach/index.html</a>

Program	Program Description	Program's Target			Evidence of Probable Success	Program's Contact Information
		Recruitment	Retention	Improving Teacher Quality		
Senate Bill 1209 Scott (Mentoring and Financial Incentives for Longevity Within a Site or District)	<p>LEA s may receive funding if all of the following conditions for a certificated staff mentoring program are meet:</p> <p>1. Provide annual stipends for experienced teachers ( meeting spicified criteria) who teaches in a staff priority school(school is at or below the 30<sup>th</sup> percentile for API and includes juvenile court school, county community school, or community day school)</p> <p>2. These experienced teachers must receive training on how to serve as a mentor and be provided with the time, material, and resources to provide assistance to new teachers.</p>		X		Evaluate the retention of new teachers at the sight receiving funding for these menotoring programs as compared to similar schools in the region that are not participating in this program.	Professional Development Curriculum Support Don Kairott, Division Director Phone:(916)323-6440 Email: <a href="mailto:dkairott@cde.ca.gov">dkairott@cde.ca.gov</a>

Program	Program Description	Program's Target			Evidence of Probable Success	Program's Contact Information
		Recruitment	Retention	Improving Teacher Quality		
Troops Teachers	The purpose of TTT is to assist eligible military personnel to transition to a new career as public school teachers in targeted schools.	X	X		Number of participants in this program in districts where this was previously not used or used infrequently compared to the number of participants after the LEA used TTT as a recruitment and retention tool.	Troops Teachers 800-231-6242

Program	Program Description	Program's Target			Evidence of Probable Success	Program's Contact Information
		Recruitment	Retention	Improving Teacher Quality		
Beginning Teacher Support and Assessment (BTSA)	The purposes of the Beginning Teacher Support and Assessment (BTSA) Program are to enhance the success and retention of first-year and second year teachers by aiding the transition into teaching; improve training for new teachers; provide intensive individualized support and assistance to each participating beginning teacher; and establish an effective, coherent system of performance assessments that are based on the California Standards for the Teaching Profession.		X		Evaluate the retention and teacher quality of BTSA participants compared to those in the profession who did not participate in BTSA.	<p>Sarah Solari,            Consultant            Phone:(916)324-5688            Email:  <a href="mailto:ssolari@cede.ca.gov">ssolari@cede.ca.gov</a></p> <p>Ron Taylor,            Consultant            Phone:(916)323-4819            Email:  <a href="mailto:rtaylor@cde.ca.gov">rtaylor@cde.ca.gov</a></p>

<b>Program</b>	<b>Program Description</b>	<b>Program's Target</b>			<b>Evidence of Probable Success</b>	<b>Program's Contact Information</b>
		Recruitment	Retention	Improving Teacher Quality		