

**CALIFORNIA STATE BOARD OF EDUCATION**

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**STATE BOARD OF EDUCATION APPROVES INTERVENTION TEAMS  
FOR 24 UNDERPERFORMING SCHOOLS**

**SACRAMENTO** – The State Board of Education today approved intervention teams for 24 schools in the state’s school accountability program because the schools failed to meet growth targets on the Academic Performance Index (API).

The 24 schools are among the 430 that first volunteered to participate in the Immediate Intervention/Underperforming Schools Program (II/USP) after it was established in 1999, with participants receiving extra funding in exchange for improved student performance. Schools that failed to show significant growth for two consecutive years on the API were subject to state monitoring and potential sanctions.

The 24 schools constitute the first group that failed to show the required growth on the API in 2000-2001 and 2001-2002. The staff of the California Department of Education based its recommendation to assign intervention teams on evidence that although many of the 24 schools have taken steps to implement an instructional program aligned to state standards, their progress to date has not been sufficient. So despite some positive steps, including the purchase of State Board-approved standards-aligned textbooks, the State Board determined that the interventions and monitoring is in the best interest of the students at these schools.

With today’s vote, the State Board is now requiring these schools and their districts to contract with a School Assistance and Intervention Team, which will go in and conduct an evaluation of the school’s instructional program. The intervention teams will then issue findings and make recommendations for corrective actions, which the local governing board must adopt.

“We are taking a firm but measured approach with the assignment of intervention teams to this first group of schools,” said State Board President Reed Hastings. “These experts will get to the root of the problems at these schools and make recommendations that are most appropriate to boost student achievement.”

State Superintendent of Public Instruction Jack O’Connell added, "We cannot allow these students to continue to languish in an atmosphere of failure. This is a very unfortunate but necessary step that we are taking. After three years of attempting to provide additional assistance without adequate results, it is now clear that intervention is our only practical solution."

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The law allows the Superintendent, with the approval of the State Board, to assign schools an intervention team, which is composed of six to 10 educators with experience in curriculum and instruction aligned to state standards, school leadership, academic assessment, fiscal allocation, and research-based reform strategies.

The API, signed into law in 1999, is the cornerstone of the state's school accountability system and attempts to focus schools on improved achievement and to guide policymakers in directing resources and instruction where improvement is needed.

API growth scores released last fall by CDE showed that 74 percent of elementary schools, 61 percent of middle schools and 58 percent of high schools showed improvement on the API between 2001 and 2002. Fifty-three percent of all schools made significant enough gains both school-wide and in the achievement of ethnic and socio-economically disadvantaged subgroups of students.

*A list of the 24 schools can be found on the Internet at:  
[www.cde.ca.gov/board/agenda/yr2003/march/agenda0303.pdf](http://www.cde.ca.gov/board/agenda/yr2003/march/agenda0303.pdf) (agenda item No. 11)*

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