

**HIGHLY QUALIFIED TEACHERS AND
IMPROVING TEACHER QUALITY STATE GRANTS (ESEA TITLE II, PART A)**

**MONITORING REPORT
California Department of Education
September 15-18, 2014**

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LEAs participating in the monitoring visit

1. San Diego County Office of Education
2. Los Angeles Unified School District
3. Winters Joint Unified School District

Overview:

Number of LEAs: 1,028

Number of Schools: 11,491

Number of Teachers: 295,093

State Allocation (FY 2012)	\$270,253,991	State Allocation (FY 2013)	\$254,873,803
LEA Allocation (FY 2012)	\$254,173,880	LEA Allocation (FY 2013)	\$239,708,811
“State Activities” (FY 2012)	\$6,688,786	“State Activities” (FY 2013)	\$6,308,127
SAHE Allocation (FY 2012)	\$7,118,404	SAHE Allocation (FY 2013)	\$6,737,745
SEA Administration (FY 2012)	\$2,272,921	SEA Administration (FY 2013)	\$2,119,120
SAHE Administration (FY 2012)	\$429,618	SAHE Administration (FY 2013)	\$429,618

Scope of Review:

Like all State educational agencies (SEAs) as a condition of receiving funds under Title I, Part A and Title II, Part A of the Elementary and Secondary Education Act (ESEA) on the basis of its consolidated State application, the California Department of Education (CDE) provided an assurance to the U.S. Department of Education (ED) that it would administer these programs in accordance with all applicable statutory and regulatory requirements, other than those waived by ESEA flexibility. See §9304(a)(1) of the ESEA. These requirements include those in Title I, Part A that concern “Highly Qualified Teachers” (HQT) and those that govern the use of Title II, Part A funds. In addition, one of the specific requirements ED established for an SEA’s receipt of program funds on the basis of its consolidated State application (§9302(b)) was submission to ED of annual data on how well the State has been meeting its performance target for Performance Indicator 3.1: “The percentage of classes being taught by ‘highly qualified’ teachers (as the term is defined in §9101(23) of the ESEA), in the aggregate and in ‘high-poverty’ schools (as the term is defined in §1111(h)(1)(C)(viii) of the ESEA).”

ED’s monitoring visit to California had two purposes. One was to review the progress of the State in meeting the ESEA’s highly qualified teacher requirements. The second was to review the use of ESEA Title II, Part A funds by the SEA, selected LEAs, and the State agency for higher education (SAHE), to ensure that the funds are being used to recruit, prepare, and retain high-quality teachers and principals so that all children will meet a high academic achievement standard and achieve their full potential.

Summary of Monitoring Indicators

State Educational Agency				
Critical Element	Requirement	Citation	Status	Page
I.	The State must use procedures for identifying teachers as highly qualified that are consistent with the statutory definitions of highly qualified teachers (HQT) in the ESEA, §9101(23) and the Individuals with Disabilities Education Act (IDEA), §601(10).	ESEA §9101(23); IDEA §601(10)	Met Requirements	
II.1.	The SEA ensures that all teachers hired after the first day of the 2002-2003 school year to teach in Title I programs were highly qualified at the time of hire.	§1119(a)(2)	Met Requirement	

State Educational Agency				
Critical Element	Requirement	Citation	Status	Page
II.2.	The SEA ensures that all teachers paid with Title II, Part A funds for class size reduction are highly qualified.	§2123(a)(2)(B)	Met Requirements	
II.3.	The SEA ensures that all LEAs that receive Title I funds notify parents of their right to request and receive information on the qualifications of their children's teachers.	§1111(h)(6)(A)	Met Requirements	
II.4.	The SEA ensures that all schools that receive Title I funds notify parents when their children are taught by teachers who are not highly qualified.	§1111(h)(6)(B)(ii)	Met Requirements Recommendation	5
III.A.1.	The SEA reports annually to the Secretary in the Consolidated State Performance Report (CSPR) the number and percentage of classes taught by highly qualified teachers, in the aggregate and in high- and low-poverty schools.	§1111(h)(4)(G)	Met Requirements	
III.B.1.	The SEA has published an annual report card with the required teacher information.	§1111(h)(1)(C)(vi ii)	Met Requirements Recommendation Commendation	5
III.B.2.	The SEA has ensured that LEAs have published annual report cards with the required teacher information for both the LEA and the schools it serves.	§1111(h)(2)(B)	Met Requirements Recommendation Commendation	5
IV.A.1.	Once hold harmless provisions are taken into consideration, the SEA allocated additional funds to LEAs using the most recent Census Bureau data found at http://www.census.gov/did/www/saipe/data/interactive .	§2121(a)	Met Requirements	
IV.A.2.	The SEA has ensured that LEAs have completed assessments of local needs for professional development.	§2122(c)	Met Requirements	
IV.A.3.	To be eligible for Title II, Part A funds, LEAs must "submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require."	§2122(b)	Met Requirements	
IV.B.1.	The SEA has ensured that LEAs maintain effort.	§9521	Met Requirements	
IV.B.2.	The SEA ensures that LEA funds do not supplant other, non-Federal funds.	§2123(b)	Met Requirements	
IV.B.3.	The SEA and LEAs are audited, as required by EDGAR §80.26.	EDGAR §80.26	Met Requirements	
IV.B.4.	The SEA regularly and systematically monitors LEAs for compliance with Federal statutes and regulations, applicable State rules and policies, and the approved subgrantee application, as required by EDGAR §76.770 and §80.40(a).	EDGAR §76.770 and §80.40(a) (34 CFR §§76.770 and 80.40(a))	Met Requirements	
IV.B.5.	The SEA ensures that LEAs comply with requirements with regards to services to eligible nonprofit private schools.	§9501	Commendation	6
V.1.	The SEA ensures that State-level activity funds are expended on allowable activities.	§2113(c)	Met Requirements	
V.2.	The SEA ensures that State-level activity funds do not	§2113(f)	Met Requirements	

State Educational Agency				
Critical Element	Requirement	Citation	Status	Page
	supplant other, non-Federal funds.			
V.3.	The SEA complies with requirements with regards to services to eligible nonprofit private schools using State-level activity funds.	§9501 (a) and (c)	Commendation	6
VII.1.	The SEA ensures that each LEA that has not met annual measurable objectives for highly qualified teachers for two consecutive years has an improvement plan in place and that the SEA has provided technical assistance to the LEA in formulating the plan.	§2141(a) and §2141(b)	Commendation	6
VII.2.	The SEA enters into an agreement on the use of funds with any LEA that has not met its annual measurable objectives for highly qualified teachers for three consecutive years and has also failed to make AYP for three years.	§2141(c)	Commendation	7

State Agency for Higher Education				
Critical Element	Requirement	Citation	Status	Page
1.	The SAHE manages a competition to award grants to carry out appropriate professional development activities.	§2132 and §2133	Recommendations Commendations	7
2.	The SAHE works in conjunction with the SEA (if the two are separate agencies) in awarding the grants.	§2132(a)	Met Requirements	
3.	The SAHE awards grants only to eligible partnerships that include at least an institution of higher education and the division of the institution that prepares teachers and principals, a school of arts and sciences, and a high-need LEA.	§2131	Met Requirements	
4.	The SAHE ensures that each partnership awarded a grant engages in eligible activities.	§2134	Met Requirements	
5.	The SAHE has procedures in place to ensure that no partner uses more than 50 percent of the funds in the grant.	§2132(c)	Met Requirements	
6.	The SAHE regularly and systematically monitors grantees for compliance with Federal statutes and regulations, applicable State rules and policies, and the approved sub grantee application, as required by EDGAR §76.770 and §80.40(a)	EDGAR §76.770 and §80.40(a) (34 CFR §§76.770 and 80.40(a))	Met Requirements	

Area II: HQT Data Reporting and Verification

Critical Element II.4: The SEA ensures that all schools that receive Title I funds notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified.

Citation: ESEA §1111(h)(6)(B)(ii)

Recommendation: One of the districts interviewed was not aware that it was required to notify parents throughout the school year when non-HQTs were teaching their children for four or more consecutive weeks. The CDE should review its guidance to LEAs to ensure that schools that receive Title I funds notify parents throughout the school year when their children are taught by teachers for periods of four or more weeks who are not highly qualified.

Area III: HQT Plans

Critical Element III.B.1: The SEA has published an annual report card with the required teacher information.

Citation: ESEA §1111(h)(1)(C)(viii)

Recommendation: Principals are required to attest annually in writing that the HQT data for their schools are correct as specified in §1119(i). CDE collects the HQT data through the California Longitudinal Pupil Achievement Data System (CALPADS). Districts certify the HQT data collected through CALPADS, not the school principal. Each school currently has a School Site Council (SSC) that reviews the School report cards and develops a plan per School based on HQT and other elements of the School report card. The SSC membership consists of the School principal, parents, teacher leaders, and other school staff and that all SSC plans are accessible to the public. While there is a process in place for the principal along with the other members of the SSC to review and approve all data for the School report card, including the HQT, there is no formal process for having the principal attest to the HQT data. It is recommended the CDE establish formal process where the principal attests to the School report card to ensure compliance with §1119.

Commendation: The CDE recently implemented a revised CALPADS system. Recognizing the complexities of the system in terms of data operations and definitional issues, CDE staff embarked on a series of in-person trainings in 18 County Offices of Education that involved over 2,000 participants. The CDE realized that there often was a disconnect between CALPADS administrators and the data owners. Bringing the two parties together at the trainings ensured that everyone had a common understanding of the HQT definitions and course codes, which previously had often been incorrectly interpreted. Districts were encouraged to bring their HQT data reports to work on them in real time with the CDE CALPADS team. The CDE is confident that this will lead to a more accurate identification of HQT and better reporting across schools and districts.

Critical Element III.B.2: The SEA has ensured that LEAs have published annual report cards with the required teacher information for both the LEA and the schools it serves.

Citation: ESEA §1111(h)(2)(B)

Recommendation: See Critical Element III.B.1.

Commendation: See Critical Element III.B.1.

Area IV: Administration of Title II, Part A

Critical Element IV.B.5: The SEA ensures that LEAs comply with requirements with regards to services to eligible nonprofit private schools.

Citation: ESEA §9501

Commendation: The CDE provides extensive guidance and resources on equitable services to LEAs. See <http://www.cde.ca.gov/sp/ps/cd>. In addition, the CDE has developed a robust communications and outreach strategy to ensure that LEAs and private schools understand what services private schools are entitled to and how to access them.

Area V: Title II, Part A State-Level Activities

Critical Element V.3: The SEA complies with requirements with regards to services to eligible nonprofit private schools using State-level activity funds.

Citation: ESEA §9501

Commendation: The CDE has taken a proactive approach to providing equitable services to private (nonpublic) schools. The CDE has formed a long-term, collaborative partnership with the California Private School Advisory Committee (CPSAC), which represents approximately 85 percent of California's non-profit private schools. The CDE and CPSAC meet three to four times a year to conduct a needs assessment and plan professional development services for the private school community. The CDE has developed and disseminates a wealth of resources regarding equitable services. The coordinator has worked at the national level and with other States to ensure that nonpublic schools have access to equitable services allowable under the ESEA.

Area VII: Title II, Part A Accountability

Critical Element VII.1: The SEA ensures that each LEA that has not met annual measurable objectives for highly qualified teachers for two consecutive years has an improvement plan in place and that the SEA has provided technical assistance to the LEA in formulating the plan.

Citation: ESEA §§2141(a) and 2141(b)

Commendation: The Compliance Monitoring, Intervention, and Sanctions (CMIS) program provides oversight and monitoring for LEAs that are unable to ensure that all schools have achieved 100 percent HQT status. There are four CMIS levels, Levels A, B, C, and monitoring. Level A provides an early warning for LEAs that do not have 100 percent HQTs in that reporting year. The CDE requires Level A districts to complete a *Non-Compliant Teacher Action Plan* and works with them to identify key reasons for non-compliance. The early warning process has ensured that a significant number of Level A districts do not enter Level B status, which signifies that a district has reported less than 100 percent HQTs for two consecutive years (§2141(a) and §2141(b)). Districts classified as Level B are required to convene stakeholders to develop a comprehensive Equitable Distribution Plan that examines a range of workforce

issues leading to non-HQT status and plans for action. The CDE begins to examine how Level B districts are aligning their Title II funding to address HQT issues. Those districts that do not report 100 percent HQTs and fail to meet adequate yearly progress for three consecutive years have a Level C designation. Level C districts must reach a budget agreement with the CDE through a Memorandum of Understanding, through which they use funds in accordance with Section 2141(c) of the *ESEA*. The CDE submits the CMIS results to the legislature annually and posts the report on its website. In addition to ongoing, proactive technical assistance through CMIS, the district monitors equitable distribution through the online Equitable Distribution Monitoring System (EDMS).

Critical Element VII.2: The SEA enters into an agreement on the use of funds with any LEA that has not met its annual measurable objectives for highly qualified teachers for three consecutive years and has also failed to make AYP for three years.

Citation: ESEA §2141(c)

Commendation: See Critical Element VII.1.

State Agency for Higher Education

Critical Element 1: The SAHE manages a competition to award grants to carry out appropriate professional development activities.

Citation: ESEA §2132 and §2133

Recommendation: Although the SAHE coordinator was aware that highly qualified paraprofessionals are eligible for services through SAHE grants, the CDE should make this provision clear in its guidance and Request for Applications.

Commendation 1: By including the County Offices of Education as a mandatory partner in the SAHE grants, the CDE has ensured greater geographic diversity of SAHE projects, which historically has been a challenge for the State. The inclusion of the County Offices of Education in the SAHE program has also helped the CDE leverage funds across the agency for Common Core professional development.

Commendation 2: The SAHE is supporting several Teacher-Based Reform (T-BAR) pilot projects to help teams of K-12 teachers design and implement their own projects for significant educational reforms in their classrooms and Schools. T-BAR has served as an exemplar for other States and entities.