



February 28, 2013

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Former California
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Rick Miller
Executive Director

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

A group of California school districts, representing over a million students, have come together to form a learning cooperative called the California Office to Reform Education (CORE). The districts are focused on deep learning and sharing practices in two critical areas: Effective implementation of the Common Core State Standards and building professional capital. In order to further this work our districts have collectively decided to seek a federal waiver from elements of the Elementary and Secondary Education Act (ESEA).

Attached, please find a bundled set of ESEA waiver applications from the following districts that are requesting as a consortium to replace current No Child Left Behind rules with a new system of locally-driven accountability: Clovis, Fresno, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco, Sanger, Santa Ana Unified. Subsequently in this letter we will refer to the bundled waiver requests as the CORE Waiver.

The CORE waiver plan is rooted in shared learning and responsibility for student achievement. It is designed to embrace a new collective and individual moral imperative to prepare all students for successful futures and respond to the specific needs of California students, with an all-encompassing focus on eliminating disparities and disproportionality. This plan is grounded in the concept of moral imperative highlighted in Michal Fullan's work and described succinctly in his paper "Choosing the Wrong Drivers for Whole System Reform." It also incorporates recommendations from California's Greatness by Design report, acknowledging that achieving success for all students hinges on teacher effectiveness, but responsibility rests on the collective shoulders of the entire school community.

With this waiver request, the participating districts do not seek to escape from accountability. Instead, they seek a waiver to a new system with a higher level of shared responsibility and accountability and are ready to be held to a more comprehensive and higher standard on a range of measures that collectively are superior indicators of students' college and career readiness, and more effective drivers of change.

The CORE waiver proposal is built upon four foundational goals that align to, and extend beyond the three principles of the waiver guidelines:

- College and career ready expectations for all students



- A focus on collective responsibility, accountability, and action that emphasizes capacity-building over accountability.
- The development of intrinsic motivation for change through differentiated recognition, accountability, and support for schools.
- Focused capacity-building for effective instruction and leadership

CORE's commitment to success for all students starts with a commitment to fully transitioning to the Common Core State Standards and aligned assessments by 2014-15. But, CORE believes that academic success is just one facet of college and career readiness.

It is equally important that students are prepared for future success by truly being held to high expectations coupled with system support to get them there, as well as experiencing a supportive school culture and climate, and assistance to develop additional skills beyond academic preparedness that are necessary to succeed in life. The CORE waiver application relies on the collective effort of the school, district, and community to meet multiple measures of student success – and to mutually hold themselves and each other accountable if students are falling short.

The CORE districts have designed a rigorous accountability structure to organize the metrics which will be used to measure student, school, and district achievement, progress, and success. The central tenant is that college and career readiness for all students can only be achieved if disparity and disproportionality are eliminated. It also recognizes the importance of factors beyond academic preparedness, values multiple measures of student success in the social/emotional domain, as well as the critical importance of a school and district's culture and climate. Within the academic domain, it takes a major step away from a hyper focus on test scores and moves toward whole school collaborative success. Under CORE's new accountability model, only test scores from the highest grade level of each individual school will be used for the purpose of accountability. It does this to emphasize that a school is ultimately responsible for ensuring that students leave their institution ready to matriculate to the next level and removes possible sanctions based on test scores from every grade level. As a result, CORE's model focuses the use of most grade-level assessments to diagnostic use.

To eliminate disparity and disproportionality and achieve college and career readiness for all students, all participating LEA's will collect and share data far beyond what's necessary for federal accountability. These additional elements will include factors that we jointly agree are critical indicators of the ultimate success of students. These data will be transparently shared, not with threats of sanction or reprisal, but out of a moral imperative to jointly ensure our systems are serving each and every student. All data to support continuous improvement in these three domains will be transparently shared so all participating LEAs can 1) hold themselves and each other accountable for preparing every student for college and career, and 2) develop cross-LEA collaborative relationships with a culture of continuous improvement, collaboration, and excellence.

In the CORE waiver application, the consequence for a school or district being classified as a focus or priority school is support and technical assistance provided by a Participating LEA's School of Distinction team who are realizing success with similar students as measured by CORE's accountability metrics. This is a paradigm shift away from a compliance-based accountability system to one driven by the mutual



responsibility to adhere to a new set of guiding principles, based on shared responsibility and support building.

Recognizing that teacher effectiveness and collaboration for continuous improvement is the lynchpin of student success, the CORE waiver plan includes an expectation that every student deserves a highly effective teacher, and places collective responsibility on the school and district to ensure that every teacher is effective. The waiver application identifies student achievement growth as one of multiple measures in the process of evaluating educator effectiveness. The specific way that teacher effectiveness is measured will be different in each LEA participating in the CORE waiver; yet each system will be nested in common effectiveness indicators and the collective network of support. Participating LEAs will collaboratively engage in a three-year teacher effectiveness pilot and implementation timeline.

A federal ESEA waiver will give Participating LEA's essential flexibility to target dollars directly towards the needs of students, which is vital to reorienting districts' individual and collective work around the moral imperative to prepare all students for college and careers and eliminate disparity and disproportionality. If this waiver request is granted, any California district or charter school will be welcome to join this new system of higher accountability as long as they are willing to share their data and expertise, and are willing to take on the hard work of reforming their systems around the right drivers.

Thank you for considering the CORE waiver requests. We are happy to respond to any questions you or your staff may have about this waiver plan.

Sincerely,

Richard Carranza, *Superintendent, San Francisco Unified School District*

Dr. John Deasy, *Superintendent, Los Angeles Unified School District*

Michael E. Hanson, *Superintendent, Fresno Unified School District*

Marcus P. Johnson, *Superintendent, Sanger Unified School District*



CORE

CALIFORNIA OFFICE TO REFORM EDUCATION

Dr. Thelma Meléndez de Santa Ana, *Superintendent, Santa Ana Unified School District*

Jonathan P. Raymond, *Superintendent, Sacramento City Unified School District*

Christopher J. Steinhauser, *Superintendent, Long Beach City Unified School District*

Tony Smith, *Superintendent, Oakland City Unified School District*

Dr. Janet Young, *Superintendent, Clovis Unified School District*

ESEA Flexibility Request for Window 3



February 28, 2013

U.S. Department of Education

Washington, DC 20202

OMB Number: 1810-0581

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0581. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

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LABEL	APPENDIX	PAGE
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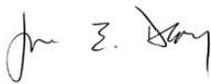
LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to SEA	105
2	Comments on request received from SEA (if applicable)	N/A
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5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State’s standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	N/A
6	State’s Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	N/A
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	108
8	A copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the “all students” group and all subgroups (if applicable)	N/A
9	Table 2: Reward, Priority, and Focus Schools	109
10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)	N/A
11	Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems	N/A

Cover Sheet for ESEA Flexibility Request

Legal Name of Requester: Clovis Unified School District	Requester's Mailing Address: 1450 Herndon Ave Clovis, CA 93611
Consortium Contact for the ESEA Flexibility Request Name: Mr. Rick Miller Position and Office: Executive Director, CORE (California Office to Reform Education) Contact's Mailing Address: 1107 9 th Street, Ste. 500 Sacramento, CA 95814 Telephone: 916-596-2548 Fax: 916-244-0250 Email address: rickm@caedpartners.org	
District Superintendent (Printed Name): Janet Young, Ed.D	Telephone: 559-327-9100
Signature of the District Superintendent: <div style="text-align: center; margin-top: 10px;">  X_____ </div>	Date: 2/22/13
The District, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

Legal Name of Requester: Fresno Unified School District	Requester's Mailing Address: 2309 Tulare Street Fresno, CA 93721
Consortium Contact for the ESEA Flexibility Request Name: Mr. Rick Miller Position and Office: Executive Director, CORE (California Office to Reform Education) Contact's Mailing Address: 1107 9 th Street, Ste. 500 Sacramento, CA 95814 Telephone: 916-596-2548 Fax: 916-244-0250 Email address: rickm@caedpartners.org	
District Superintendent (Printed Name): Michael Hanson	Telephone: (559) 457-3882
Signature of the District Superintendent:  X _____	Date: 2/22/13
The District, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

<p>Legal Name of Requester: Long Beach Unified School District</p>	<p>Requester's Mailing Address: 1515 Hughes Way Long Beach, CA 90810</p>
<p>Consortium Contact for the ESEA Flexibility Request</p> <p>Name: Mr. Rick Miller</p> <p>Position and Office: Executive Director, CORE (California Office to Reform Education)</p> <p>Contact's Mailing Address: 1107 9th Street, Ste. 500 Sacramento, CA 95814</p> <p>Telephone: 916-596-2548</p> <p>Fax: 916-244-0250</p> <p>Email address: rickm@caedpartners.org</p>	
<p>District Superintendent (Printed Name): Christopher J. Steinhauser</p>	<p>Telephone: (562) 997-8242</p>
<p>Signature of the District Superintendent:</p> <p>X _____ </p>	<p>Date: 2/22/13</p>
<p>The District, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.</p>	

<p>Legal Name of Requester: Los Angeles Unified School District</p>	<p>Requester's Mailing Address: 333 S Beaudry Ave. Los Angeles, CA 90017</p>
<p>Consortium Contact for the ESEA Flexibility Request</p> <p>Name: Mr. Rick Miller</p> <p>Position and Office: Executive Director, CORE (California Office to Reform Education)</p> <p>Contact's Mailing Address: 1107 9th Street, Ste. 500 Sacramento, CA 95814</p> <p>Telephone: 916-596-2548</p> <p>Fax: 916-244-0250</p> <p>Email address: rickm@caedpartners.org</p>	
<p>District Superintendent (Printed Name): Dr. John E. Deasy</p>	<p>Telephone: (213) 241-1000</p>
<p>Signature of the District Superintendent:</p> <p>X  _____</p>	<p>Date: 2/22/13</p>
<p>The District, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.</p>	

<p>Legal Name of Requester: Oakland Unified School District</p>	<p>Requester's Mailing Address: 1025 Second Avenue Oakland, CA 94606</p>
<p>Consortium Contact for the ESEA Flexibility Request</p> <p>Name: Mr. Rick Miller</p> <p>Position and Office: Executive Director, CORE (California Office to Reform Education)</p> <p>Contact's Mailing Address: 1107 9th Street, Ste. 500 Sacramento, CA 95814</p> <p>Telephone: 916-596-2548</p> <p>Fax: 916-244-0250</p> <p>Email address: rickm@caedpartners.org</p>	
<p>District Superintendent (Printed Name): Anthony Smith, Ph.D</p>	<p>Telephone: (510) 434-7790</p>
<p>Signature of the District Superintendent:</p> <p></p> <p>X _____</p>	<p>Date: 2/22/13</p>
<p>The District, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.</p>	

<p>Legal Name of Requester: Sacramento Unified School District</p>	<p>Requester's Mailing Address: 5735 47th Ave Sacramento, CA 95824</p>
<p>Consortium Contact for the ESEA Flexibility Request</p> <p>Name: Mr. Rick Miller</p> <p>Position and Office: Executive Director, CORE (California Office to Reform Education)</p> <p>Contact's Mailing Address: 1107 9th Street, Ste. 500 Sacramento, CA 95814</p> <p>Telephone: 916-596-2548</p> <p>Fax: 916-244-0250</p> <p>Email address: rickm@caedpartners.org</p>	
<p>District Superintendent (Printed Name): Jonathan P. Raymond</p>	<p>Telephone: (916) 643-9000</p>
<p>Signature of the District Superintendent:</p> <p></p> <p>X _____</p>	<p>Date: 2/22/13</p>
<p>The District, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.</p>	

<p>Legal Name of Requester: San Francisco Unified School District</p>	<p>Requester's Mailing Address: 555 Franklin Street San Francisco, CA 94102</p>
<p>Consortium Contact for the ESEA Flexibility Request</p> <p>Name: Mr. Rick Miller</p> <p>Position and Office: Executive Director, CORE (California Office to Reform Education)</p> <p>Contact's Mailing Address: 1107 9th Street, Ste. 500 Sacramento, CA 95814</p> <p>Telephone: 916-596-2548</p> <p>Fax: 916-244-0250</p> <p>Email address: rickm@caedpartners.org</p>	
<p>District Superintendent (Printed Name): Richard A. Carranza</p>	<p>Telephone: (415) 241-6121</p>
<p>Signature of the District Superintendent:</p> <p>X  _____</p>	<p>Date: 2/22/13</p>
<p>The District, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.</p>	

Legal Name of Requester: Sanger Unified School District	Requester's Mailing Address: 1905 Seventh Street Sanger, CA 93657
Consortium Contact for the ESEA Flexibility Request Name: Mr. Rick Miller Position and Office: Executive Director, CORE (California Office to Reform Education) Contact's Mailing Address: 1107 9 th Street, Ste. 500 Sacramento, CA 95814 Telephone: 916-596-2548 Fax: 916-244-0250 Email address: rickm@caedpartners.org	
District Superintendent (Printed Name): Marcus P. Johnson	Telephone: (559) 524-6521
Signature of the District Superintendent:  X _____	Date: 2/22/13
The District, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

<p>Legal Name of Requester: Santa Ana Unified School District</p>	<p>Requester's Mailing Address: 1601 East Chestnut Avenue Santa Ana, CA 92701</p>	
<p>Consortium Contact for the ESEA Flexibility Request</p> <p>Name: Mr. Rick Miller</p> <p>Position and Office: Executive Director, CORE (California Office to Reform Education)</p> <p>Contact's Mailing Address: 1107 9th Street, Ste. 500 Sacramento, CA 95814</p> <p>Telephone: 916-596-2548</p> <p>Fax: 916-244-0250</p> <p>Email address: rickm@caedpartners.org</p>		
<p>District Superintendent (Printed Name): Thelma Meléndez de Santa Ana, Ph.D.</p>	<p>Telephone: (714) 558-5501</p>	
<p>Signature of the District Superintendent:</p> <p></p> <p>X_____</p>	<p>Date: 2/22/13</p>	
<p>The District, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.</p>		

Waivers

By submitting this flexibility request, the CORE Districts and Participating LEAs request flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the customized areas of flexibility requested.

- 1. To relieve requesting LEAs and their schools from the requirements in ESEA section 1116(b) to take currently required improvement actions. This waiver would not relieve LEAs of the obligation to identify schools for improvement, corrective action, or restructuring, as appropriate, but would relieve LEAs and schools of the obligation to take the currently required actions associated with those identifications.
Note: By continuing to identify schools for improvement, corrective action, and restructuring, the schools will remain eligible to receive funds that are contingent on that identification, such as SIG funds and funds reserved by the SEA under ESEA section 1003(a).
- 2. To request a waiver of ESEA section 1116(c)(7) only, so that an LEA that is identified for improvement under ESEA section 1116(c)(3) would not be required to take improvement actions required by ESEA section 1116(c)(7).
- 3. To allow a priority or focus school to operate a schoolwide program even if it doesn't meet the 40 percent poverty threshold for operating a schoolwide program under ESEA section 1114(a)(1)).
- 4. To request a waiver of ESEA section 2141(a) only, so that an LEA that does not meet its HQT targets for two consecutive years would no longer have to develop an improvement plan under ESEA section 2141(a) and would have flexibility in how it uses its Title I and Title II funds.
- 5. To request a waiver of ESEA sections 6123(b)(1) and 6123(d)(2) only, to lift the limits on the amount of funds an LEA may transfer from certain ESEA programs to other ESEA programs and to relieve an LEA of its obligations to modify plans related to transferred funds and to notify the SEA regarding the transfer.
- 6. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools that meet the definition of "priority schools" set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an LEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

- 7. To permit an LEA to serve with Title I funds a Title I-eligible priority school with a graduation rate below 60 percent, even if the school does not rank sufficiently high to be served (ESEA section 1113(a)(3)-(4) and (c)(1)).

Assurances

By submitting this request, the CORE Districts and Participating LEAs assure that:

- 1. The requested waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. Public lists of reward schools, priority schools, and focus schools will be reported at the time the LEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- 3b Evaluation will be conducted and based on that evaluation, administrative requirements will be revised to reduce duplication and unnecessary burden on schools. (Principle 4)
- 4. Prior to submitting this request, SEA was provided with notice and a reasonable opportunity to comment on the request.
- 5. Prior to submitting this request, notice and information regarding the request was provided to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 6. All required reports, data, and evidence regarding progress in implementing the plans contained throughout this request will be provided to the Department, in a timely manner.
- 7. Reporting will occur annually on LEA report cards, and will ensure that schools annually report on local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the approved waivers’ annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. The consortium will also annually report, and will ensure that the LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

Consultation

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

CORE's application development process included a tremendous amount of input from CORE Districts' administrators and teachers. In addition, CORE superintendents worked locally with their bargaining units around the waiver efforts.

The CORE Waiver application was developed by all eight of the CORE Districts' superintendents; district level administrative staff members with input from numerous statewide educator, research, advocacy; and non-profit organizations. Those groups include but are not limited to:

1. Education Trust West
2. Association of School Administrators Superintendents' Council representatives and staff
3. County Office of Education Superintendents
4. West Ed
5. Parthenon Group
6. Teachers on Special Assignment in CORE Districts

As every district has a different bargaining agreement in place and will need to effect different changes to support implementation of the waiver, we will use a decentralized approach that will engage teachers and their representatives locally to advance the work for each component of the waiver.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Each Participating LEA will engage their own local communities in the development and implementation of the principles included in this waiver. Throughout the process, CORE staff have attended, presented and/or supported all districts' outreach efforts, and maintained communication with key constituencies such as the State Board of Education, California Department of Education, and the Association of California School Administrators.

We believe that the input required to meaningfully represent each participating district cannot be gathered through a central entity, but needs to be facilitated in the way that makes the most sense for each respective community. Many of the CORE districts, such as LAUSD and Long Beach have already launched significant reforms, and have deliberately and effectively engaged stakeholders across the board in the process. For example, in 2011 when launching its teacher evaluation reforms, LAUSD engaged Pivot Learning Partners to launch a Listening Campaign to support the implementation of four strategic initiatives within Los Angeles Unified School District, including: Using Data to Drive Standards Based Instruction (Performance Management), Creating and Supporting Quality Schools, Supporting All Employees, and Budgeting for

Student Achievement (per pupil budgeting).

CORE expects such an approach to be sustained across all districts, throughout the implementation of the waiver stipulations. The CORE Waiver MOU to be signed by all Participating LEAs stipulates that the following minimum guidelines for stakeholder engagement and input be met:

1. Information presentation to local school board trustees.
2. Information and input gathered from local labor units.
 - a. The appropriate venues and number of forums will necessarily be determined by individual CORE districts.
3. Community forum(s) for district stakeholder groups.

The number of forums necessary to adequately engage local district stakeholder groups will necessarily be determined by individual CORE districts.

Evaluation

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

Overview of SEA's Request for the ESEA Flexibility

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement

Nine California school districts: Clovis, Fresno, Long Beach, Los Angeles, Oakland, Sacramento City, San Francisco, Santa Ana, and Sanger unified school districts, representing more than a million students, have come together to form a learning cooperative called the California Office to Reform Education (CORE). The Districts are focused on deep learning and sharing practices in the two critical areas: Effective implementation of the Common Core State Standards and building social capital. In order to further their work, the Districts have collectively decided to seek this waiver and have organized a process to include Local Education Agencies (LEAs) throughout the state that

share a commitment to this reform work. This CORE waiver application includes a Memorandum of Understanding (MOU)¹ (Appendix A) and a detailed description of these commitments, including the intention to allow any LEA in the state to sign on should the application be approved.

CORE's waiver is rooted in shared learning and responsibility for student achievement. It is designed to instill a new collective and individual moral imperative to prepare all students for successful futures—nested in the specific needs of California students, with an all-encompassing focus on eliminating disparities between subgroups. This plan is grounded in the concept of moral imperative highlighted in the work of [Michael Fullan, Ph.D.](#) and described succinctly in his paper "[Choosing the Wrong Drivers for Whole System Reform.](#)"² It also incorporates recommendations from the state's report "[Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State,](#)" acknowledging that achieving success for all students hinges on teacher effectiveness, but that real reform depends on the collective responsibility of the entire system, and not the heroics of the individual teacher.³

With this waiver, CORE does not seek to escape FROM accountability. Instead, CORE is asking for a waiver INTO a new system with a higher level of shared responsibility and accountability but propelled by the right drivers to achieve the system's ultimate purpose: all students prepared for college and careers, and the elimination of disparity and disproportionality on multiple critical measures of student success.

This plan is designed with recognition that the expectations for meeting students' needs has been too narrow for too long; LEAs have too often been chasing success in a system that does not define success in a comprehensive or rigorous way. CORE Districts are ready to be held to a more comprehensive and higher standard on a range of measures that are collectively believed to be superior indicators of students' college and career readiness, and more effective drivers of change.

The CORE waiver proposal is built upon four foundational goals that align to, and extend beyond the three principles of the waiver guidelines:

1. College- and Career-Ready Expectations for All Students;
2. A focus on collective responsibility, accountability, and action that emphasizes capacity-building over accountability;
3. The development of Intrinsic Motivation for Change through Differentiated Recognition, Accountability, and Support for Schools; and
4. Focused capacity-building for Effective Instruction and Leadership.

CORE's obligation to implement meaningful reform in California public schools is urgent. CORE Districts alone serve more than 1 million students and represent 17 percent of all California students. The state's underserved population is strongly represented in CORE Districts, comprised predominantly of minority students living in poverty—creating a powerful opportunity to address

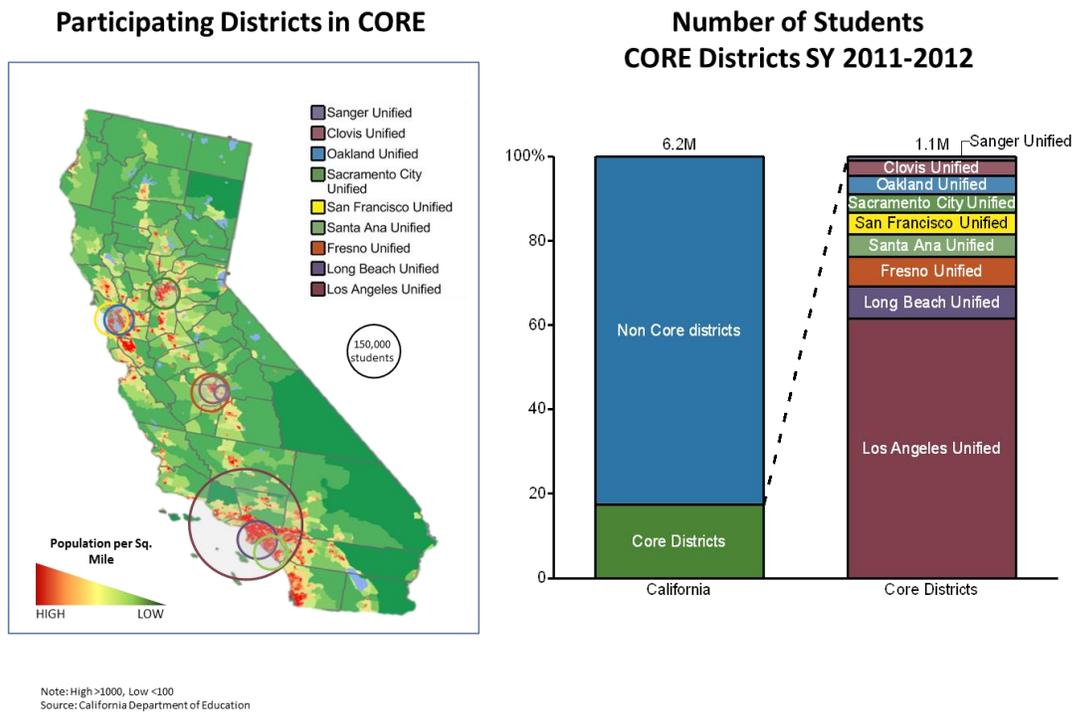
¹ The purpose of the MOU is to establish a framework of collaboration amongst the CORE Districts and other Participating LEAs, as well as to articulate specific LEA roles and responsibilities in support of CORE in its implementation of an approved Request for Flexibility application. By signing this MOU, the Participating LEAs agree to be held responsible to the U.S. Department of Education (ED) for fulfilling the commitments outlined in Exhibit I of the MOU with support from CORE.

² Fullan, M. (2011). *Choosing the Wrong Drivers for Whole System Reform*. Centre for Strategic Education. Retrieved 2012, from <http://www.michaelfullan.ca/media/13396088160.pdf>.

³ California Department of Education. (2012). *Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State*. Educator Excellence Taskforce. Retrieved 2012, from <http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf>.

the state pattern of certain groups of children repeatedly achieving below children in other groups. On the National Assessment of Educational Progress (NAEP) and California’s own standards-based tests (CSTs), poor students, African Americans and Latinos, and English learners are overrepresented among students scoring at the lowest levels and underrepresented among the highest scoring. Other measures of student achievement—including dropout and graduation rates, completion of the a–g courses required for eligibility to the state’s four-year universities, and college admissions—reveal similar achievement patterns between these groups of students and their peers. These results are important because they predict later success, including students’ ability as adults to secure jobs that pay a living wage.⁴

Figure 1. CORE District Representation in California



CORE believes that these statistics and collaborative desire to ensure high levels of learning for all students justify the presentation of this unique application, and set an important precedent for the moral imperative for reform and student-centered decision making. By developing the work through the district and practitioner perspective at the outset, and allowing LEAs to opt-in rather than simply comply with state-level decisions, which will enable districts to implement this work with greater ownership and ease, enhancing the collective movement toward ensuring every student graduates college- and career-ready.

CORE’s collaboration starts with a deep, underlying commitment to change educational culture from one of individual accountability based on a narrow assessment portfolio to a system of accountability that holistically values the many additional factors that contribute to ensuring school and district conditions that produce high levels of learning for all students. The CORE Districts desire flexibility, not to avoid accountability, but to embrace and expand it to ensure the right drivers are included. The Districts also share a deep belief in local control not because of the desire to

⁴ EdSource. *The Achievement Gap in California*. Retrieved 2013, from http://www.edsource.org/stu_achivegap.html.

escape statewide expectations but because each community is truly unique. The theory is that by allowing local innovation nested in a collaborative approach and an unwavering dedication to high expectations, each district will get better, more contextually relevant results. As a collaborative group of Districts focused on continuous improvement, CORE is committed to regularly convening and purposefully ensuring learning from each other's successes and failures, not because of state or federal mandate to meet, but because of a moral imperative to serve children.

Recognizing CORE's application is unique given the lack of direct involvement from the state education agency, the **CORE Districts** have undertaken quite a bit of research into governance and mutual responsibility in consultation with the leadership from the Association of California School Administrators (ACSA.). Through a Memorandum of Understanding (MOU) the CORE Districts will open the process to all LEAs (**Participating LEAs**) in California. The purpose of the MOU is to establish a framework of collaboration and shared accountability among all Participating LEAs to articulate specific roles and responsibilities in support of implementation. Appendix A of this application has a copy of the proposed MOU. This application builds on the MOU framework with a strategic vision for aggressive education reform embodied in a clear and credible path to implementation. When this application is approved, all LEAs in California will be invited to join by signing the MOU. The commitment period will remain open as long as the CORE waiver is in effect. Any LEA, at any time, would be able to sign the MOU based on local district circumstances—thus receiving the flexibility offered through this waiver as well as the commitment made through the MOU. In addition, if at any point an LEA is unable or unwilling to uphold the commitments within the MOU, the commitment can be rescinded and the LEA returned to the existing California NCLB accountability workbook.

The new CORE accountability framework will:

1. Hold LEAs accountable for commitments made in the MOU and waiver application;
2. Provide forums for continued collaboration among participating districts;
3. Inspire districts to comply based on a moral imperative, rather than a punitive compliance structure, the key tenets of which are:
 - a. Aligned to a clear and compelling reform mission and agenda;
 - b. Peer driven;
 - c. Low cost and low impact on personnel workloads in order to be sustainable in the long term; and
 - d. Based on expectations that system leaders will hold themselves and their colleagues mutually accountable to gain the benefits of the waiver.

At its heart, CORE's goal is to build a new system of accountability rooted in a moral imperative to educate all children and engineered on a foundation of transparent data sharing and mutual accountability. Therefore, there is no intention to build capacity at CORE or a central hub around compliance, but instead will rely on the expertise within CORE and Participating LEAs' schools and central offices to provide accountability, support, and assistance. For example, under this new system, all Participating LEAs would share their data with an agreed upon third party aggregator (e.g. The John W. Gardner Center for Youth and Their Communities at Stanford University) that

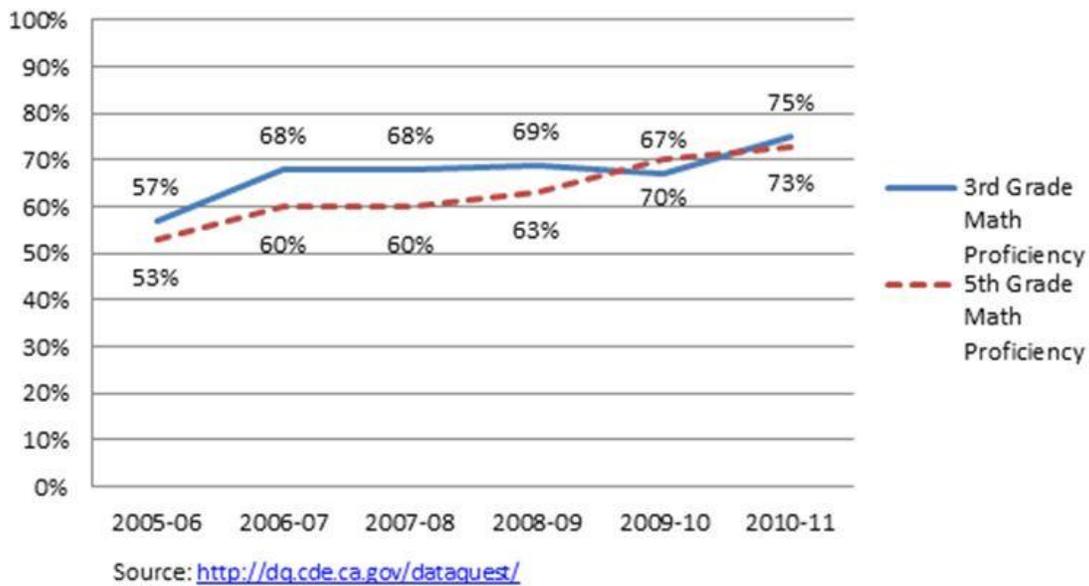
would help organize and display the information. If the data were to identify a struggling school, it would be teamed with a demographically similar high-performing school to be an ongoing partner for improvement. CORE has evidence of the effectiveness of this kind of model from experiences within the Fresno-Long Beach Learning Partnership.

The Fresno-Long Beach Learning Partnership

Established in 2008, the Fresno-Long Beach Learning Partnership serves as a useful example of the cross-district collaboration. The overarching goal of the Partnership is to graduate students prepared for success in higher education or for a career with significant growth potential. With this goal in mind, the third and fourth largest districts in California identified three major areas of focus for their joint endeavors: enhancing mathematics instruction, improving outcomes for English learners (ELs), and developing strong leaders at the school and district levels.⁵

The Partnership’s work in mathematics specifically incorporated an approach to instruction (MAP2D) first developed by a single teacher in the elementary grades in Long Beach that had resulted in steady gains in mathematics achievement throughout the district.

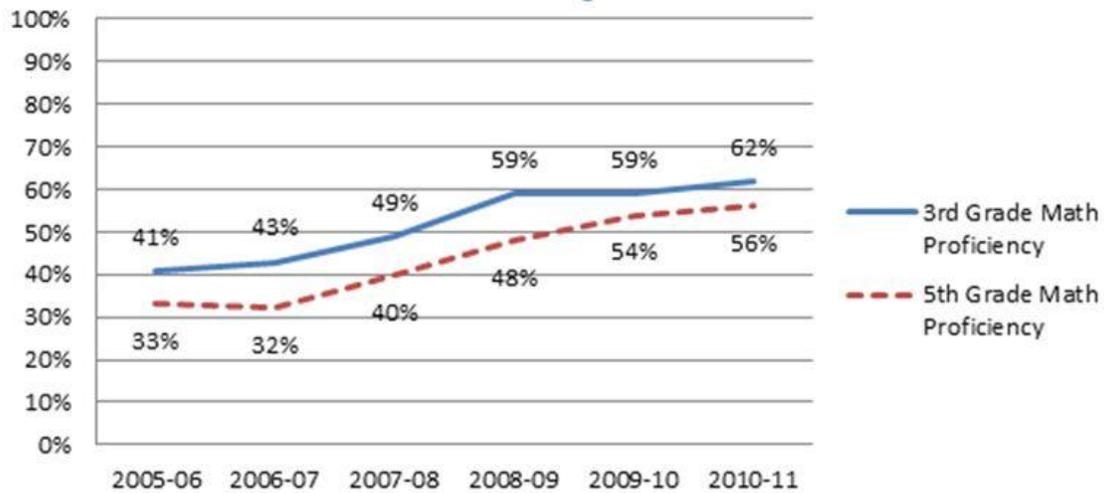
**Figure 2. Long Beach Unified School District Mathematics Proficiency
2005-06 through 2010-11**



Leaders in Fresno learned about Long Beach’s success through a Collaborative on District Reform and agreed to a learning partnership around the work. The formalization of the Partnership focused both districts’ attention and resources on this work and in 2007–08 resulted in Fresno piloting an approach to mathematics instruction modeled on the Long Beach program. As a result of this widespread, focused attention on mathematics instruction, Fresno also saw significant gains in mathematics scores.

⁵ Duffy, H., Brown, J., Hannan, S., O’Day, J. (2011) *Separate Paths, Common Goals: Cross-district Collaboration on Mathematics and English Learner Instruction*. Retrieved 2013, from http://www.cacollaborative.org/pdf/CA_Collaborative_Fresno_LB_Brief3.pdf.

**Figure 3. Fresno Unified School District Mathematics Proficiency
2005-06 through 2010-11**



Source: <http://dq.cde.ca.gov/dataquest/>

Two-Way Learning

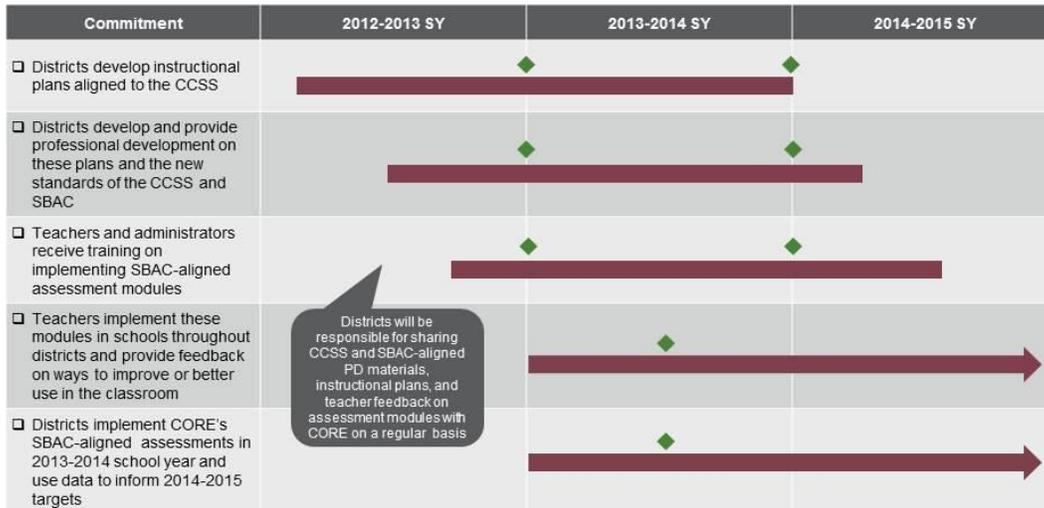
Fresno was clearly able to learn from Long Beach’s implementation of MAP2D. The conversations across districts allowed Fresno to accelerate its implementation of the instructional approach—going districtwide much more quickly than Long Beach had. However, both districts benefited from the process; Long Beach staff have been quick to point out that it is only through sharing ideas like MAP2D with outsiders that leaders, coaches, and teachers were able to articulate the thinking behind their practice. Long Beach leaders believe that this has resulted in deeper learning for Long Beach teachers, coaches, and principals. Another example of lessons Long Beach has taken from Fresno concerns the mathematics placement practices that Fresno piloted as part of its Equity and Access initiative that has focused attention on student access to rigorous academic courses.

Accountability for the new mutual accountability structure will fall across four domains:

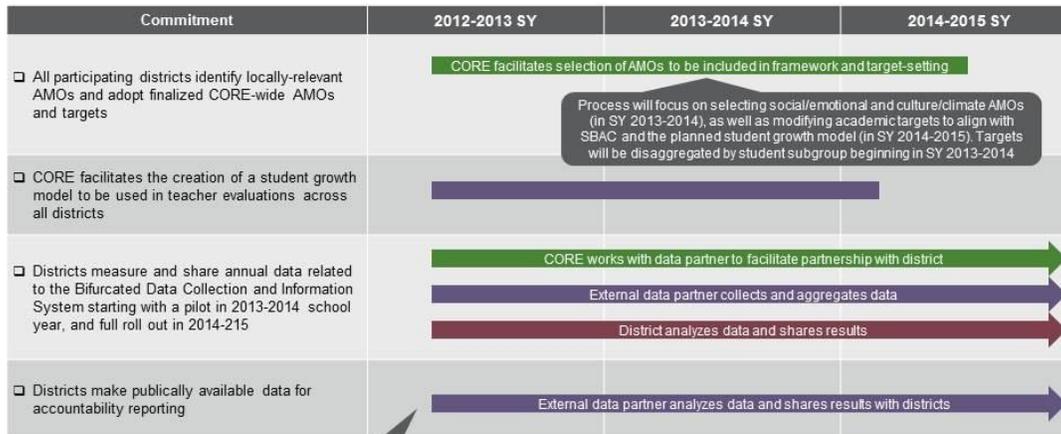
1. Self-monitored;
2. Peer-monitored/Peer reviewed;
3. CORE facilitated; and
4. External Partner analysis/facilitated.

It is CORE’s hope to let data drive all actions and rely on peer-to-peer collaboration and support as much as possible. For example, Participating LEA’s would send data to an agreed-upon third-party aggregator that would produce both accountability metrics and learning dashboards. A school’s identification as Priority, Focus, or Distinction would result from an agreed-upon formula, Participating LEA’s would then be paired together and through transparent reporting hold each other accountable for action. In some instances, CORE or another third-party partner would need to play a coordinating role to assist. Below are several examples of how CORE expects to build this system.

Priority 1 commitments will be largely self-monitored by districts, with annual peer reviews providing additional opportunities for district collaboration



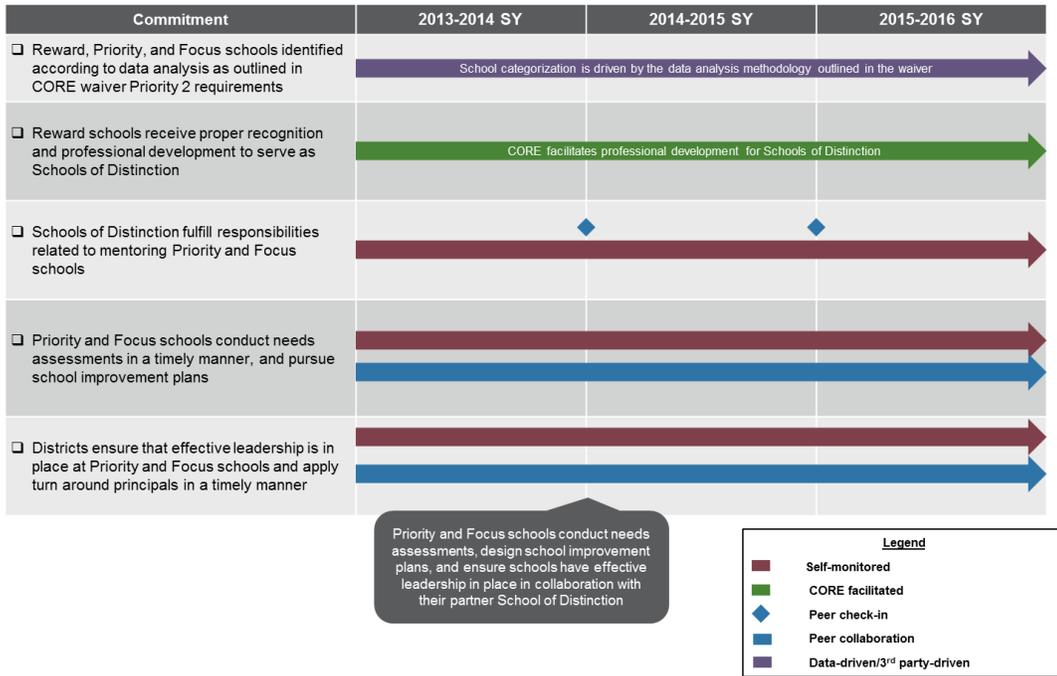
Many Priority 2 commitments will be managed through dual processes between the districts and external partners



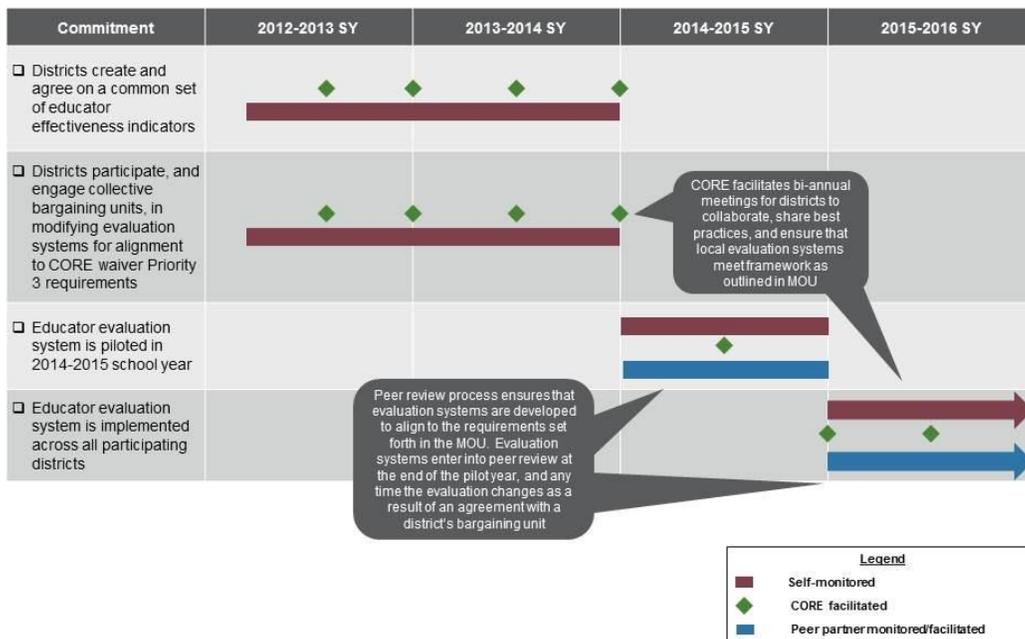
External data partner also makes publically available the list of schools or districts that did not provide data



Commitments related to the Accountability Framework will be managed by the districts, with annual peer reviews ensuring effective implementation



Priority 3 deliverables will be largely self-managed, with twice yearly collaboration sessions facilitated by CORE



The CORE Districts and Participating Districts feel strongly that the same shared goals called for in

NCLB—get all students college- and career-ready and close achievement gaps—can be reached by holding one another mutually accountable through shared agreements and transparency rather than external sanctions. As CORE began to frame the plan that ultimately will become an alternative accountability model, several CORE superintendents spent time studying Dr. Michael Fullan’s whole system approach to reform. Fullan contrasts current leading drivers to those which have been proven in international studies to result in better outcomes:

*The right drivers—capacity building, group work, instruction, and systemic solutions—are effective because they work directly on **changing the culture** of school systems (values, norms, skills, practices, relationships); by contrast the wrong drivers [accountability, individual leadership quality, technology, and fragmented strategies] alter structure, procedures and other formal attributes of the system without reaching the internal substance of reform—and that is why they fail.⁶*

Struck by the drivers that led to a changed culture and positive and lasting improvements in Ontario, Canada, they came to believe the same approach will work in California. Thus, the application and current day-to-day work is motivated by a proposed accountability model that incorporates a similar philosophy. The approach is grounded in a fundamental commitment to improve student achievement for every child with accountability grounded in transparency and capacity-building versus external sticks and carrots. In this vein, and in alignment with ESEA Waiver tenants, CORE focuses on high-quality implementation of the Common Core State Standards (CCSS), increased support for all educators to guarantee the best possible instruction for every student, and accelerates reform in every CORE District and other California school districts that join the application by agreeing with and signing the MOU.

Just like CORE believes that quality instruction is the crux of reform, Tom Torlakson, the California State Superintendent of Public Instruction (SSPI) asserts in his recently published report, “Greatness by Design” that, “Every child deserves a great teacher.” By convening a taskforce co-led by Chris Steinhauser, the Long Beach Unified School District superintendent and CORE District/board member, the SSPI called on California educators to assess the state of the teaching profession as well as research and discuss questions about teacher recruitment, support, and inspiration for long, productive, and highly effective careers.⁷ CORE is placing great value in this body of work and references the recommendations in **Principle 3** of this application.

CORE Districts are committed to, and already moving toward, implementation of the CCSS and in fact encouraged the California State Board of Education (SBE) to adopt them. However, the plan for statewide CCSS roll-out and support thus far has not provided the level of depth desired by many districts. Therefore, with a focus on shared responsibility and collaborative learning, CORE Districts have initiated this work. The cross-district collaboration and professional learning regarding CCSS implementation is accelerating the pace and ensures logistical support for participating districts and schools. Detailed descriptions, implementation timelines, and vision for CCSS transition are laid out in **Principle 1** of this application.

Additionally, CORE is proposing an alternative accountability system grounded in the concept of leveraging the right drivers for change (capacity building, group work, instruction, and systemic solutions) as presented in Dr. Fullan’s work.⁸ Accountability measures will combine achievement status, growth, and college- and career-readiness to ensure that all students are college- and career-

⁶ Fullan, M. (2011).

⁷ California Department of Education. (2012).

⁸ Fullan, M. (2011).

ready by the time they leave the Participating Districts' K-12 systems. It does this in large part by focusing on teacher collaboration and shared responsibility as a primary driver. This change is reflected in the accountability model's call for using only the state assessment at an individual school's ultimate grade (the highest grade level in each school) for accountability. This shift would then allow schools to leverage other end-of-grade assessment as a formative building block toward long-term preparedness and encourage collaboration within and between grade-level teams. For example, if a middle school found a pattern of weak writing skills among 8th grade students on the state assessment, a battery of formative writing assessments at all three grade levels would be mined *collectively* by all staff to understand the way in which the whole system (as opposed to individual 8th grade teachers) was contributing to the result. The process for this inquiry would be teacher-driven, student-centered, and deeply collaborative.

In short, the expected outcome does not change but the driver is very different. It also recognizes the importance of factors beyond academic preparedness and values multiple measures of student success in social/emotional development, and the critical importance of a school's culture and climate. Finally, by including measures of disparity (the unequal or inequitable treatment of one group as compared to another) and disproportionality (the overrepresentation of a particular group of people in a particular group or system), The CORE Districts ensure focused attention on issues of equity and access. Beyond the accountability metrics, in order to achieve college- and career-readiness for all students and to eliminate disparity and disproportionality, all Participating LEAs also will collect and share data far beyond what is necessary for federal accountability. These additional elements will include factors that all collectively agree are critical indicators of the ultimate success of students. Examples could be prekindergarten information, 3rd grade reading data, middle school transitions, a-g (college admission) completion rates, etc. These data then will be transparently shared, not with threats of sanction or reprisal, but out of a moral imperative to jointly ensure Districts systems are serving each and every student, and to identify opportunities for cross-school and district collaboration around complementary strengths and areas of growth. If student performance is lagging on any of these indicators of success, it will be highlighted so that changes can be made to keep growth in students' achievement on course.

All data in these three domains will be shared across districts and schools so that Participating LEAs can 1) hold themselves and each other accountable for preparing every student for college and career, and 2) develop cross-LEA collaborative relationships with a culture of excellence, continuous improvement, and collaboration. In fact, in CORE's waiver plan, the front-line consequence for a school or district falling short on any of the measures of success is support and technical assistance by partner school teachers and leaders that are successful, measured by CORE's accountability metrics, in similar demographics. This is a paradigm shift away from a compliance-based accountability system to one driven by the collective and individual responsibility to adhere to this new set of principles, with shared responsibility and support building from educator to educator, from school to school, and from district to district.

See **Principle 2: Differentiated Recognition, Accountability and Supports** for detailed steps and timeline on how CORE will develop and implement.

The CORE waiver plan expects that every student deserves an effective teacher, and it is the collective responsibility of the school and district community to ensure that every teacher is effective. All Participating Districts agree that student achievement growth should be included as one of multiple measures in the process of evaluating educator effectiveness. Equally, each district believes that one-size-fits-all mandates are counterproductive. These indicators will not dictate to LEAs precisely how to go about their work by mandating specific frameworks like Danielson or the

California Standards for the Teaching Profession (CSTP), but instead will agree on common high-leverage indicators, such as instructional collaboration around student achievement, that all CORE Districts agree help exemplify effectiveness.

Similarly, specific interventions priority schools might pursue will be aligned to the system reform drivers identified by Dr. Fullan, (fostering intrinsic motivation, continuous improvement, collective team work, and “allness”) and aligned to the three categories of metrics that guide CORE data collection and reporting (academic achievement, social/emotional measures, and school and district culture and climate). This means focusing on interventions that, “situate the energy of educators and students as the central driving force” of change.⁹ In all cases, schools that are struggling will be paired with CORE “schools of distinction” so they can observe and collaborate around successful exemplars.

Therefore, this application takes a different approach by developing and adopting guidelines for local teacher, principal, and superintendent evaluation and support systems that allow for and encourage local innovation and implementation. CORE districts have begun working together to design, pilot, and implement such evaluation systems and will continue to work with participating districts on a three-year pilot and implementation timeline. See **Principle 3: Effective Instruction and Leadership** for a detailed account of how district evaluation systems aligned to the principles laid out in the ESEA Waiver regulations will be developed and implemented.

To ensure results-driven innovation and accountability, systemic reform must occur at the district level. Each Participating District will be given flexibility to implement programs. At the same time, districts will agree to stay tethered to the joint agreement that was designed around ambitious academic progress targets and shared goals defined in this waiver application and outlined in the MOU. As a result, Participating Districts promise to hold each other accountable for decision-making at the local level based on the three waiver principles that make up the larger CORE accountability system.

In conclusion, this waiver will allow CORE Districts and Participating LEAs to establish a demonstrated system of accountability within and across Participating Districts that will meet and exceed state and federal forms of accountability, but does not rely on accountability as a leading driver of change. The mutual commitment to focus on the right drivers, and build collective capacity and intrinsic motivation for change, will result in documented improvements in student learning and achievement.

The CORE Districts believe that students have one chance to receive a strong education, and the future economic health of California’s communities, and the state as a whole, is incumbent upon the CORE Districts getting this right. With approval of this waiver application, the CORE Districts ultimately will create systemic changes in school culture that will lead to more students being college- and career-ready than ever before.

⁹ Fullan, M. (2011), p. 3.

Principle 1: College- and Career-Ready Expectations for All Students

1.A Adopt College- and Career-Ready Standards

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p>	<p>Option B</p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>
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1.B Transition to College- and Career-Ready Standards

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance for Window 3*, or to explain why one or more of those activities is not necessary to its plan.

In August 2010, the California State Board of Education (SBE) adopted the Common Core State Standards (CCSS), (see Attachment 4) thereby fulfilling the ESEA waiver requirement. California’s adoption of the CCSS demonstrates its commitment to providing a world-class education to all of its students. California’s implementation of the CCSS renews its vision *that all students graduating*

from our public school system be lifelong learners and have the skills and knowledge necessary to be ready to assume their position in the 21st century global economy.¹⁰

CORE was founded on a mission (see Appendix C) of urgent and early adoption of the CCSS and the understanding that these new standards are better designed to educate students to think critically, compete and excel in the global job market, and become better citizens. The CCSS provide a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills our young people need for success in college and careers.

Since the 2010 California adoption of the CCSS, CORE Districts have crafted shared plans for CCSS implementation and systems, (CORE Districts CCSS implementation plans are currently being documented in a formal research study by West Ed) to improve instruction and promote continuous learning for students and educators alike. In order to change the paradigm through partnership, CORE Districts are working in a collaborative environment to implement the CCSS in English-language arts and mathematics, including developing new performance tasks, formative assessments, instructional materials, and professional development linked to the CCSS. The California Department of Education shares CORE's point of view about the CCSS and is currently developing resources to assist districts in transition to the CCSS. The CORE Districts and Participating LEAs will utilize all state and Smarter Balanced Assessment Consortium (SBAC) resources available as support in the transition.

CORE Districts are seizing this opportunity to dislodge failure and break through to new ways of providing world-class education for California's students. CORE already is taking the lead in pursuing reform and innovations, including widespread adoption and implementation of college- and career-ready standards, development of new assessments, and other reforms in areas including teacher and principal evaluation and support, and turning around low-performing schools. The ESEA Flexibility Waiver will allow CORE Districts, and other Participating LEAs that sign on to the MOU, to make further strides to close achievement gaps, promote rigorous accountability, and ensure that all students are on track to graduate college- and career-ready. The afforded flexibility within the waiver also will support Participating LEAs' work during the current challenging fiscal environment by exercising greater flexibility with Title I funds and choices in how best to meet the academic needs of groups of learners.

CORE values local control, district autonomy, and partnerships. And therefore, the proposed CCSS transition/implementation plan is not a structure of mandates but rather built as a framework of support upon a foundation of transparency and district collaboration. CORE Districts and Participating LEAs are and will collaboratively engage in the following three-year phase-in model of the CCSS.

¹⁰ California Department of Education. (2012). *Common Core State Standards Systems Implementation Plan for California*. Retrieved 2012, from <http://www.cde.ca.gov/re/cc/>

Figure 4. College- & Career-Ready Standards Transition Timeline



Phase One: Building Shared Knowledge and Understanding

In the first year of the three-year phase-in model of the CCSS, CORE Districts worked together to **Build Shared Knowledge and Understanding**. The year's activities, designed collaboratively by CORE LEAs and facilitated by CORE staff (See Appendices B and C), provided many opportunities for teachers and educators across CORE LEA Districts to begin working together while planning for CCSS implementation. During this period:

1. CORE offered professional learning opportunities aligned to the CCSS and SBAC for CORE district-level curriculum/instruction and talent management leaders and teacher leaders for introduction and planning purposes.
2. CORE facilitated cross-district collaboration sessions for CCSS transition planning for both individual districts and CORE as an entire system.
3. Multiple partnerships were formed with education agencies to build capacity, common tasks, and products for CCSS transition. (For example: ConnectEd, PACE, Linked Learning Alliance, California Collaborative on District Reform, etc.)
4. As noted later, CORE facilitated a well-attended and productive Summer Assessment Design Institute. The Institute provided a full spectrum of CCSS and SBAC professional development opportunities and facilitated teamwork that produced performance tasks aligned to both CCSS for content and SBAC for context. In the fall of 2012, select classroom teachers across CORE Districts piloted the performance tasks and provided design, content, and administration experience feedback.
5. Teacher and principal evaluation systems and metrics for educator effectiveness were analyzed across CORE Districts for commonalities and differences by Regional Educational Laboratory (REL) in the West and CORE District talent management leaders.

During the 2011-12 school year, CORE Districts made great strides in the transition to college- and career-ready standards through the work described above. While the state of California also has begun some of this work outlined below, CORE's plan for implementation accelerates the pace and ensures aligned, ongoing support for Participating LEAs and schools.

Phase Two: Transition

Currently in progress, Phase Two focuses on applying foundational resources as developed in Phase One to implement CCSS and technology needs assessments, establish new professional learning opportunities for audiences beyond the initial groups, pilot new resources, and expand

collaboration among all stakeholders.

CORE Districts and Participating LEAs will:

1. Develop district instructional plans that include pedagogical shifts required to ensure all students to master CCSS-aligned content, with particular attention on the needs of students who are English learners and students with disabilities.
2. Identify English-Language Development Standards-aligned learning targets within the CCSS.
3. Pilot CORE-developed performance tasks aligned to CCSS and emerging SBAC resources. (See below.)
4. Engage all teacher leaders in CCSS- and SBAC-based professional development for preparation of CCSS implementation, offered primarily by CORE and partners.
5. Develop district professional development plans for all teachers aligned to the CCSS and SBAC, designed by CORE and developed for the purposes of archival and access by CORE district partners.
6. Pilot prototype teacher/principal evaluation systems aligned to the pedagogical shifts required by the CCSS, with multiple measures that include student achievement growth as one metric.

CORE *Staff* will support Participating LEAs by facilitating cross-district collaboration and curating resources to:

1. Pilot Performance Task Modules in more than 600 CORE District classrooms.
 - a. Conduct research and evaluation in partnership with REL West and the California Center for the Future of Teaching and Learning to document teacher experiences and perceptions that will inform CCSS implementation and professional development planning.
2. Design and carryout communications plans for districts to engage their stakeholders with the CCSS standards and begin curricular resource calibration.
3. Facilitate collaborative prototyping of district instructional plans including necessary pedagogical shifts to ensure deep student learning and mastery of CCSS.
 - a. Attention paid to English learners and students with disabilities.
 - b. ConnectEd and the Linked Learning Alliance will be partners to help incorporate Gates Foundation-funded Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC) modules at the secondary level into the CORE instructional modules.
4. Engage outside partnerships and experts to establish English-learner benchmarks and achievement indicators.
5. Support collaboration to develop district professional development plans for all teachers aligned to the CCSS and SBAC, designed by CORE and developed for the purposes of archival and access by CORE District partners.
6. Facilitate a collaborative process to develop pilot prototype teacher/principal evaluation systems that are aligned to the pedagogical shifts required by the CCSS and include

multiple measures with student learning as one measure.

7. Facilitate a collaborative process to set implementation benchmarks for districts and schools to use to measure individual or systemic progress CCSS implementation.

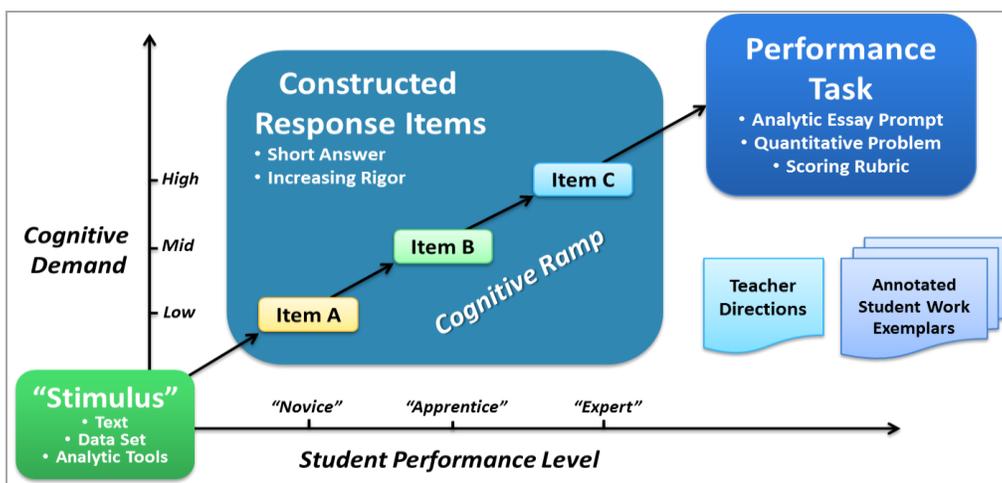
The CCSS standards introduce and promote instructional shifts that encourage deeper student thinking, engagement, and understanding. To support and encourage teachers in the necessary pedagogical transitions, CORE hosted a Summer Assessment Design Institute in June 2012. This event convened more than 200 teachers, school site and district leaders, as well as research partners, university faculty members, County Office of Education and California Department of Education staff to build conceptual and practical understandings of the CCSS, the role of formative assessment in implementing the CCSS and improving instruction, and the process of developing CCSS- and performance task-based assessment modules. The intensive three-day Summer Assessment Design Institute was informed by careful analyses and discussions between and among CORE District-level curriculum, instruction, and assessment leaders and a variety of content experts (including CCSS authors and SBAC leaders) during the 2011-12 school year. The purpose of the institute was twofold:

- Produce a set of useful CCSS/SBAC contextually aligned Performance Task Assessment modules, including tools and resources; and
- Significantly deepen participant's professional knowledge and instructional leadership capacity related to the CCSS.

This institute will be recreated as often as necessary for districts that opt into the waiver.

As CORE Districts are deep in the Transition Phase, piloting the CORE-developed Performance Task Assessment modules has been the primary body of work. The modules, modeled after the SBAC design specification, are intended to provide teachers and site and district leaders with insight into the type of assessments students will experience in the new statewide assessments when California transitions to the new SBAC assessment system in 2014. A total of 84 modules developed by CORE teachers in mathematics: grades 3, 5, and 7; and ELA: grades 1, 4, 7, and 9 now have been formally piloted and are being utilized in CORE Districts to support CCSS transition. The following graphic represents the design specification to which the modules are built.

Figure 5: Performance Task Assessment Modules Design Specification



The modules feature:

- **A Stimulus:** A piece of text or literature, data set, form of artwork, or analytic tool for students to engage with, analyze, respond to, or counter throughout the assessment module.
- **Cognitive Ramp:** A set of short-answer “constructed response” items, and longer “extended response” performance tasks aligned to the content and rigor of the CCSS and the SBAC content specifications. The constructed response items array along an increasingly demanding cognitive ramp, and address the skills and conceptual knowledge that students need to apply in solving a culminating “authentic” performance task.
- **Scoring Rubrics:** The modules include scoring rubrics aligned to the CCSS and SBAC intended to clarify learning expectations and to guide and calibrate teachers’ analyses of student work.
- **Teacher Directions:** Each module includes guidelines for administering the tasks, as well as an outline of key task characteristics—i.e., task type, relevant content (and ELA anchor/Math practice) standards, SBAC “assessment claims,” Depth of Knowledge, etc. (All of which will represent searchable tags when the modules are ultimately uploaded into an open-source digital platform in March 2013.)
- **Student Work Exemplars:** After the modules were piloted in classrooms during the fall of 2012 student work was collected, analyzed, and calibrated with exemplars of different levels of performance added to the revised modules.
- **Future Elements:** Over time, additional elements may be added to the modules, including academic content discussions, instructional guides, and teaching resources.

CORE District leaders plan to leverage the deepened knowledge and instructional leadership capacity acquired by institute and design participants to support consortia- and district-wide CCSS implementation. *This process is a prime example of the possibility for balance between collaborative development and local autonomy, which is the governance model being proposed throughout this application.* While the work of developing and curating resources has been collaborative and centrally supported by CORE, each District intends to engage their participants in different initiatives based on local implementation context. Approaches include academic coaching, professional development

trainers of trainers, and galvanizing grassroots supporters and cheerleaders of the CCSS movement. Without threat of sanctions, we have seen all CORE Districts throw themselves into this work and move their policies and practices at an accelerated pace, motivated only by the moral imperative to raise the bar on outcomes for all students.

Phase Three: Application

Lastly, the **Application** Phase (to occur beginning in 2013-14) will expand new professional learning supports, begin to align curriculum, instruction, and assessments, and effectively integrate these elements across the field.¹¹

CORE *Districts* will:

1. Expect teachers to align their classroom instruction to the CCSS and begin curricular resources, which have been calibrated for alignment to the CCSS;
2. Implement District instructional plans, which include necessary pedagogical shifts for engaging all students to master all standards (with attention to English learners, Students with Disabilities and the Socioeconomically Disadvantaged);
3. Utilize CORE-developed performance tasks aligned to the CCSS content and SBAC context for formative and summative assessment,
 - a. For informing instruction and intervention;
4. Design individualized, long-term CCSS and SBAC professional development programs deep learning, implementation, and sustainability;
5. Integrate CCSS-aligned pedagogy into the development of teacher and principal evaluation systems,
 - a. Develop a prototype teacher/principal evaluation system, which includes multiple measures of effectiveness including CCSS-aligned pedagogy and student mastery of CCSS learning;
6. Participate in SBAC pilot of new assessments; and,
7. Ensure student access to college- and career-ready courses.

CORE *Staff* will:

1. Facilitate development of personalized District instructional plans, which include necessary pedagogical shifts for engaging all students to master every standard with attention to English learners and students with disabilities;
2. Facilitate development of performance tasks aligned to the CCSS content and SBAC context for formative and summative assessment in non-tested areas and grade levels,
3. Further develop, curate, and distribute CCSS- and SBAC-based professional development for district/school teachers and leaders (based on progress of professional development plans developed in 2012-13);
4. Facilitate cross-district collaboration to design districts' long-term CCSS and SBAC professional development programs, deep learning, implementation, and sustainability;

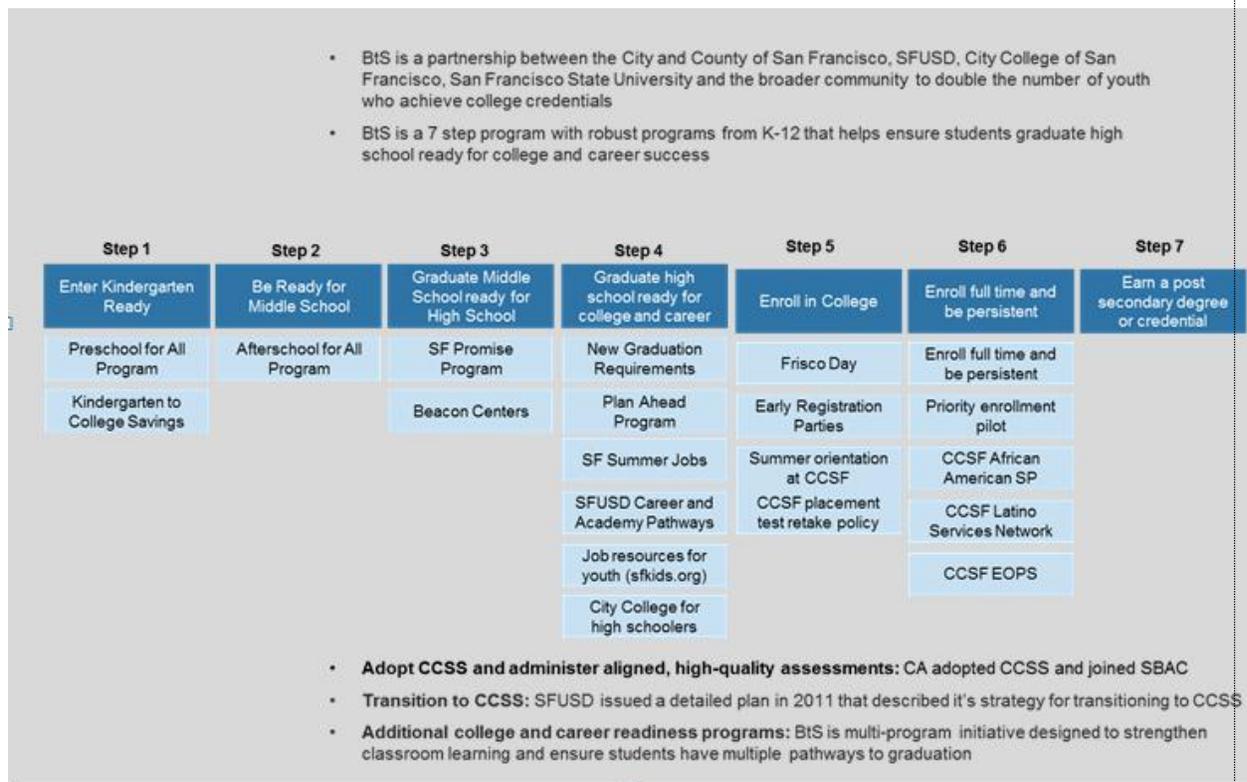
¹¹ California Department of Education. (2012).

5. Engage with partner organizations to evaluate the pilot of teacher/principal evaluation systems for alignment to the pedagogical shifts required by the CCSS;
6. Facilitate collaboration between CORE Districts and university schools of education to align teacher preparation programs for implementation of the CCSS (currently occurring with California State Universities at Long Beach and Fresno).

Multiple CORE Districts as well as districts throughout California have undertaken major initiatives to increase college- and career-preparedness by collaborating with local colleges and universities. San Francisco Unified School District (SFUSD), for example, is taking on a partnership with its local higher-education partners, City College of San Francisco and San Francisco State University, with the goal of doubling the number of students who receive post-secondary credentials. Other Districts would like to learn from and replicate this type of partnership.

Figure 6. District Vignettes – Bridge to Success Program: SFUSD

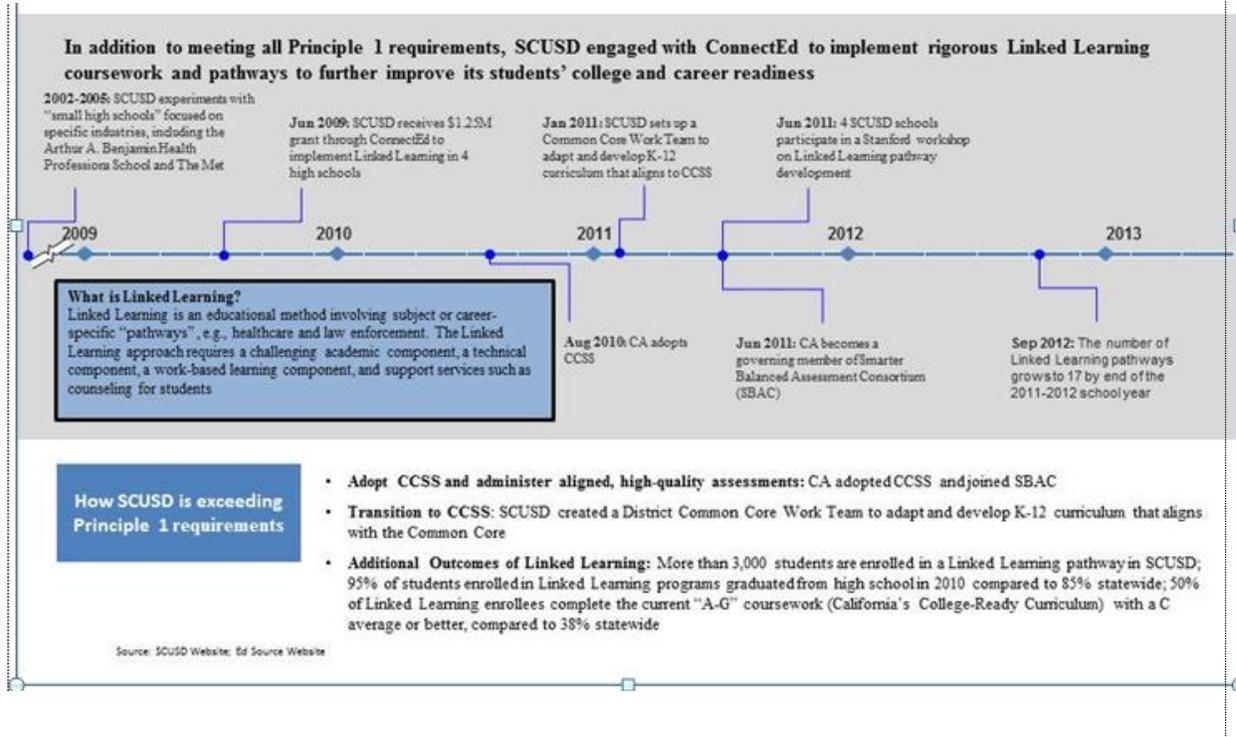
San Francisco’s Bridge to Success initiatives build upon classroom learning to help ensure students are prepared for college and career success.



Understanding that the path to post-secondary success begins with improved content at every grade level, the Sacramento City Unified School District (SCUSD) has led the way in implementing Linked Learning in all district high schools. This program has realigned instructional content and pedagogy with the CCSS while integrating career pathway standards. Ultimately, these student- and teacher-learning experiences are helping SCUSD transition to the CCSS. The graphic below describes the SCUSD Linked Learning Model.

Figure 7. District Vignettes – Linked Learning: SCUSD

SCUSD has engaged with ConnectEd to implement Linked Learning, improving college and career readiness beyond waiver requirements.



1.C Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments that Measure Student Growth

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>Option B</p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>Option C</p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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California is part of the Smarter Balanced Assessment Consortia, one of two multistate consortia awarded funding from the U.S. Department of Education to develop an assessment system based on the CCSS. The summative assessment system will be field-tested in the 2013-14 school year in CORE Districts and across California. Because California is a governing state in the SBAC, as defined in the governance document, the state is required to take an active role in supporting the work of the consortium. CORE is closely following California’s work within the SBAC to inform

our Districts' transition to and implementation of the CCSS and new assessment system.

CORE is committed to supporting school districts in the transition to the new CCSS, culminating with implementation of a new statewide assessment in 2014-15. Although California has pledged to implement a new assessment system by 2014-15, further legislative action is required to adopt such a new testing system once the state's Standardized Testing and Reporting (STAR) program sunsets in 2014. If that transition facilitated by the California Department of Education (CDE) becomes delayed, CORE, and Participating LEAs will need to determine the best path to take to ensure tight alignment between the taught and tested curricula. During the period of transition from the California Standards Tests (CSTs) to the SBAC, CORE Districts are participating in SBAC field-test assessments and have to implement performance tasks that are aligned to draft SBAC assessments. Both initiatives are informing district professional development needs, instructional content and pedagogical shifts. Additionally, districts are using the CORE-developed CCSS- and SBAC-aligned performance task modules to prepare teachers and administrators for the transition, by offering exposure and experience to and with the new types of assessments that are redefining student learning.

As described in more detail under Principle 2, until California formally moves to the new performance-based summative assessment system in 2014-15, CORE and Participating Districts will continue to administer the CSTs in grades 2-11 for accountability purposes. However, to inform CCSS implantation and student learning progress of the new standards, Participating Districts also will implement the CORE-developed Performance Task Modules as well as other publisher-developed interim assessments for formative use.

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

2.A Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support

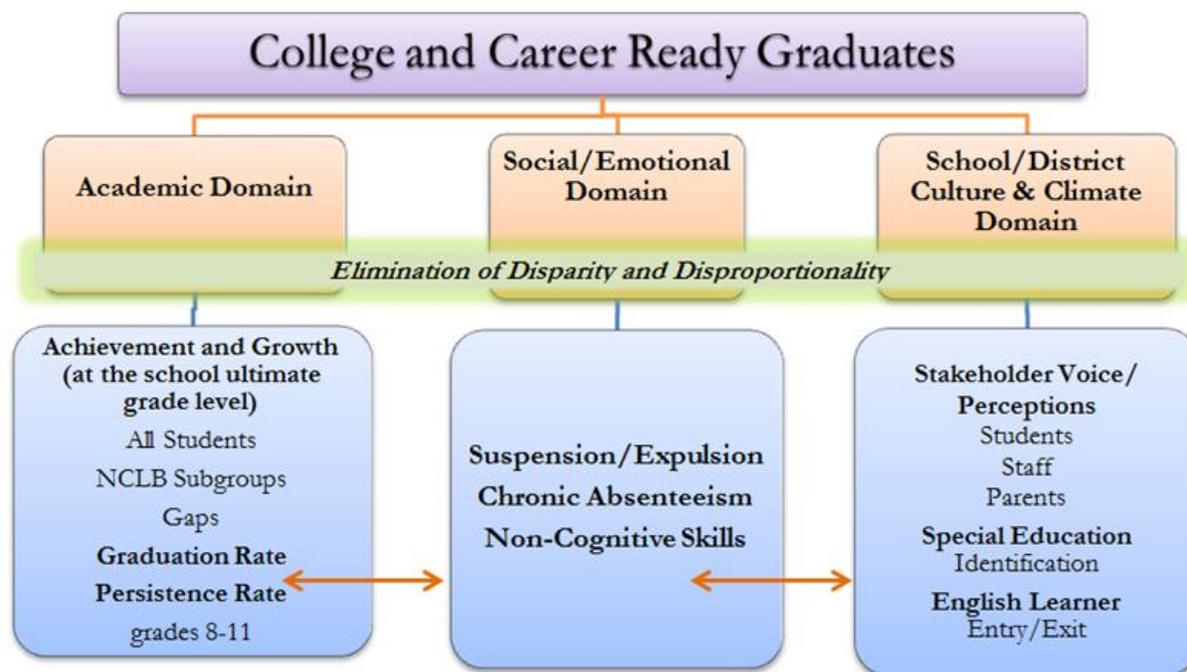
- 2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2013–2014 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

From the first discussion to the actual work of drafting this application, it has been clear that all of the CORE Districts were strongly interested in preparing college- and career-ready graduates, tackling equity and access for success; increasing student achievement for all students; closing achievement gaps; and maintaining healthy and positive school environments. Therefore, CORE is proposing an alternative accountability system grounded in the concept of moral imperative outlined in the work¹² of Michael Fullan, Ph.D. The central tenant is that college- and career-readiness for all students can be achieved only if disparity and disproportionality are eliminated. It also recognizes the importance of factors beyond academic preparedness and values multiple measures of student success in social/emotional development, and the critical importance of a school's culture and climate.

Underneath these three domains, CORE focuses on metrics that are believed will drive the system in the right direction to achieve better outcomes for all students. It does this in large part by focusing on teacher collaboration and shared responsibility as the primary drivers of accountability. The CORE accountability model's call for using only the state assessments at individual schools' ultimate grade (the highest grade level in each school) for accountability purposes reflects a shift toward schoolwide shared responsibility. This change moves Participating LEAs toward an outcomes-based system where Local Educational Agencies (LEAs) and schools jointly hold each other accountable for ensuring students matriculate between grade levels prepared for continued success.

¹² Fullan, Michael. (2011).

Figure 8. CORE Accountability Structure



In addition to being accountable to outcomes at the school and LEA level, CORE is committed to ongoing monitoring and publishing of benchmarked, multi-faceted data indicators in order to provide formative inputs and help districts develop a repository of best practices for success.

The ongoing analysis of student outcomes (within a system that uses the highest grade level in a school for accountability purposes) will be achieved using a dual system of data collection and reporting. While academic accountability drivers will be simplified from current No Child Left Behind (NCLB) guidance (assessment data reported at every grade level), an unprecedented amount of student achievement, social/emotional, and climate data will be collected and reported, allowing schools to use multi-grade-level assessments, attendance rates, student perception surveys and non-cognitive measures as a formative building block toward college- and career-preparedness. This approach will encourage collaboration within and between grade-level school and teacher teams. In short, the expected outcomes do not change, but the drivers of change reflect Fullan’s crucial elements for whole system reform, including intrinsic motivation, instructional improvement, teamwork and “allness.”¹³

In recent years, in the absence of this requested Elementary and Secondary Education Act (ESEA) Flexibility Waiver, all CORE Districts have developed and employed internal accountability systems (or district data dashboards) that reach beyond current federal NCLB expectations to gauge academic progress and student success within schools and districts in order to inform decisions for continuous improvement. Districts also have constructed guiding goals based on local contexts and challenges; ensuring that local values, as well as community cultures and needs, are included within

¹³ Fullan, M. (2011).

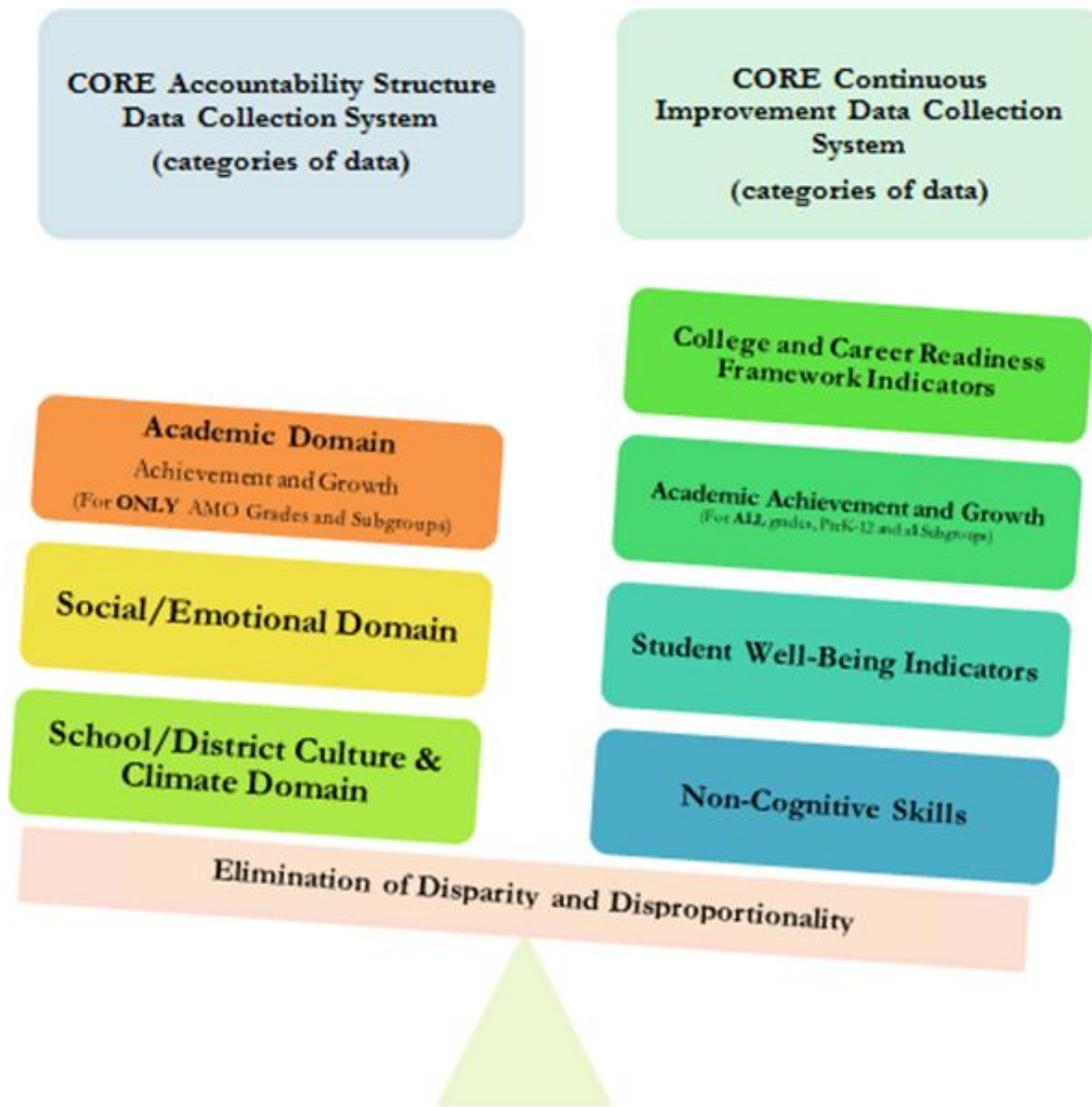
district accountability systems.

The natural next step in this evolution is the CORE proposed system of differentiated recognition, accountability, and support, which focuses on continuous improvement, addresses the needs of individual district student and community populations, and satisfies the ESEA Flexibility Waiver based on guidelines for 2A Option B. The CORE Districts have designed a rigorous accountability structure (**Figure 8**) with metrics that will be used to measure student, and school and district achievement, progress, and success.

Data Collection, Reporting & Sharing

The CORE Districts view this ESEA Waiver as an opportunity to shift the current system of sticks and carrots into one that fosters an environment of continuous improvement based on collaboration at all levels of CORE. To that end, CORE Districts have agreed upon the need to collect and report school achievement and progress data that reach far beyond just what are represented in the proposed CORE federal accountability structure and current California Academic Performance Index (API). To effectively implement the CORE-wide accountability system of differentiated recognition, accountability, and support, a shared Dual K-12 Data Collection and Information System will be employed to collect and analyze student-, school-, and district-level performance to not only identify, reward, and support schools, but to monitor progress with an eye on continuous improvement. This system ultimately will push LEAs to share formative achievement and environmental data in a mutually transparent manner for regular review of system drivers for effectiveness and improvement.

Figure 9. CORE Dual Data Collection and Information System for Continuous Improvement



This robust longitudinal data system will assure that data from all domains are useful to inform instructional and programmatic data-driven decision across the Participating LEAs. The CORE Dual Data System for Continuous Improvement will house summative data for accountability reporting purposes (CORE Accountability Structure Data Collection System), and formative measures (CORE Continuous Improvement Data Collection System) to support schools and districts in continuous improvement initiatives, CCSS/SBAC transition and evaluation systems. This dual system will allow continuous monitoring of systemic and school progress toward the final measures of accountability. In order to maintain the focus of eliminating disparity and disproportionality, all categories of data will be disaggregated and reported for all of the existing NCLB subgroups.

All CORE Districts currently employ individual longitudinal data systems for reporting and decision making. It is not the intention of the CORE Dual Data System for Continuous Improvement to layer additional data collection, but rather offer an opportunity to make data collection, reporting, analysis, and application more collaborative for the entire CORE network, to produce better measurable results for all students. By rolling local district data up to a larger system, it is believed that districts will create better transparency around innovative and successful programs, and encourage cross-district collaboration and teaming. Evidence of a CORE District that has successfully incorporated the ongoing use of data for continuous improvement is Long Beach Unified School District.

District Vignettes – Using a Data System for Continuous Improvement: Long Beach Unified School District

Long Beach Unified School District (LBUSD) has developed a robust data system, LROIX that drives LBUSD’s strategic plan, accountability model, and student performance monitoring. LROIX tracks achievement, participation, attendance, and disciplinary action at the student, school, and district level. LROIX was implemented districtwide in 2012. Using this system, LBUSD already is exceeding Principle 2 requirements:

- Recognition: High-performing schools (as identified by state and district measures), are presented with a large star to place on the outside of their buildings.
- Support: Struggling schools (as identified by state and district measures) are provided additional coaches and/or additional training and professional development.
- Accountability: The district sets ambitious goals and each principal sets goals at the beginning of each year related to district-level objectives. Principals are held accountable for their school’s goals.
- Transparency: Additional data are available to students and parents, and schools are recognized in more than three categories.

Emerging evidence that the use of data in district partnerships to build a culture and execute plans for continuous improvement is found in the longstanding district partnership of two CORE Districts, Fresno and Long Beach unified school districts. Each of the two districts maintains a local data system to inform district decisions and monitor individual progress (described in the vignette found in the Overview section), but also have continuously shared data/evidence-based reform successes and challenges to support one another’s continuous improvement efforts.

Based on improvement efforts and success resulting from this partnership, as well as further research, the CORE District superintendents aspire to institute the robust CORE Dual Data System for Continuous Improvement longitudinal data system that will employ a dashboard concept enabling teachers, coaches, school site and district administrators—all the way to the superintendent level—to have a live glimpse into the ongoing achievements, gaps, and learning needs of the students they serve based on the agreed-upon metrics. Both LBUSD and FUSD have embraced and currently use a dashboard concept and development process to accomplish this goal.

District Vignettes – Innovative Use of District Data Systems in Partnership for Continuous Improvement: Fresno and Long Beach Unified School Districts

- In Fresno Unified, data on attendance and achievement performance are updated daily. Using their ATLAS dashboards, Fresno teachers also can incorporate behavioral and

demographic student data.

- Using LROIX, Long Beach Unified's robust data system, teachers immediately scan test results following assessments. Long Beach adds hundreds of end-of-course exams and district-level local assessments to statewide and nationwide standardized test results.

CORE will engage in a RFP process to identify an external entity/consultant to join, adopt, or build the Dual Data Collection and Information System during the spring/summer of 2013. By signing the CORE Waiver MOU, Participating Districts agree to share data and evidence with CORE for reporting via The CORE Dual Data System for Continuous Improvement.

College- and Career-Ready Graduates

Graduating college- and career-ready students is the pinnacle of CORE Districts and therefore the entire CORE Accountability Structure builds to support and promote that expectation. All data indicators to be collected within the three domains of CORE Accountability Structure are expected to lead to successful college and career graduates. The CORE Districts will collaborate throughout the spring of 2013 to ensure that the right drivers are chosen and included within the three domains to accurately measure school and district success through the lens of preparing all students for success in both, post-secondary admission and enrollment and/or immediate entry into the workforce. While all data points identified in the CORE Accountability Structure will be collected and reported for annual accountability and monitoring, CORE Districts recognize that supporting data of other key indicators will inform and support the ongoing efforts to reach rigorous accountability outcomes. Therefore, additional data sets will be identified for collection as interim progress measures allowing for productive cross-district collaboration and teaming and housed in the Continuous Improvement Data Collection System. Such measures will be identified in all of the categories listed within the CORE Dual Data Collection and Information System. (see Data Collection, Reporting & Sharing section)

To date, the characteristics of a California college- and/or career-ready graduate are left for determination by individual LEAs. It is, however, the intention of CORE Districts to develop or adopt a common College and Career Readiness Framework to drive college- and career-readiness and support data collection within the CORE Continuous Improvement Data Collection System for informed decision making and collaboration. Based on current research in the field and engagement with California partner organizations such as the Linked Learning Alliance and ConnectEd, the CORE Districts will either adopt an existing framework from a partnering organization or develop a customized first-draft framework during the 2013-14 school year. (Conley)¹⁴

From a scan in May 2012 of the CORE Districts' local accountability models related to college- and career-readiness, it was discovered that at least four common indicators currently are found in five of eight CORE District systems thus indicating that the districts find those data important for monitoring and promoting continuous improvement. Additionally, three other common data points are collected by half of the districts. At a minimum, it is anticipated that those indicators will be included as additional data collection points within the Continuous Improvement Data Collection categories. Those data are reported in **Table 1, College- and Career-Readiness Indicators**.

¹⁴ Conley, David. (2007). *Redefining College Readiness*. EPIC: Educational Policy Improvement Center. Retrieved 2012, from <http://www.aypf.org/documents/RedefiningCollegeReadiness.pdf>

Table 1. College- and Career-Readiness Indicators for CORE Districts

	10 Grade CAHSEE Passage Rates	4 Year Graduation Rates	AP Course Enrollment	AP Assessment Passage	A-G Course Completion	SAT/ACT Participation /Passage Rate	EAP Participation/ Passage Rate
Number of CORE Districts (8 at time of research)	4	6	5	5	5	4	4

Academic Domain

California’s current NCLB accountability formula rewards only proficient and advanced achievement and lacks measures of academic progress and achievement growth. Strong desire among CORE Districts exists to include academic growth in the alternative accountability system. While there is not a finished plan for the CORE growth model, the development of the CORE growth model is planned to occur in the spring/summer of 2013 with the 2014-15 year serving as a baseline for achievement on the new Smarter Balanced Assessment Consortium (SBAC) assessments and the full-growth model included for accountability with two years of data in the 2015-16 school year. This timeline will not only allow for thoughtful development, but also enable CORE Districts to develop proficiency cut points for the new assessments as they progress in their transitions to full implementation of the Common Core State Standards (CCSS), and SBAC assessments. CORE will hire a consulting partner to help review the CORE Districts’ goals and needs and develop an appropriate growth model to be used in the CORE Accountability Structure.

Until California has fully transitioned to SBAC assessment and the vertically aligned CCSS in 2014-15, the current state assessments can be used for achievement-only accountability purposes. Those measures include: California Standards Tests (CSTs), the major component of the Standardized Testing and Reporting (STAR) Program, the California High School Exit Exam (CAHSEE), the California Alternative Performance Assessment (CAPA) and the California Modified Assessment (CMA). The CSTs measure student progress toward achieving California's pre-CCSS state-adopted academic content standards in English-language arts (ELA), mathematics, science, and history/social science.¹⁵

With waiver application approval, Participating LEAs will continue to administer all federal and state-required assessments, including CSTs for grades 2-11 and the CAHSEE through the 2013-14 school year. Additionally, the California Modified Assessment (CMA) and California Alternative Performance Assessment (CAPA) will be administered to assess learning progressions, based on alternate academic achievement standards and appropriate accommodations for students with disabilities who have an individualized education program (IEP) or the most significant cognitive disabilities for at least the 2013-14 school year, and a determination of which assessments will be used in following years will be made during the same year. The same guidelines will be followed for the administration of the California English Language Development test (under current California guidelines or follow alternate guidelines if they are adjusted by the state to measure academic growth and language development of English learners). All Participating LEAs agree that for the single

¹⁵ For more information, see Standardized Testing and Reporting Program (STAR) website: <http://www.startest.org/>

2013-14 school year the following assessments will be employed for accountability:

- ✓ CST ELA assessments in the highest grade of school configuration for elementary and middle school
- ✓ CST mathematics assessments in the highest grade of school configuration for elementary and middle school
- ✓ Writing assessments in two grades (currently 4 and 7) and in the high school end-of-course CST)
- ✓ Science assessments in two grades (currently 5 and 8) and in the high school end-of-course CST)
- ✓ History/social science in two grades (currently 6 and 8) and in the high school end-of-course CST)
- ✓ CAHSEE
- ✓ District developed and/or adopted (CORE facilitation available) CCSS/SBAC aligned interim assessments in grades 1, 3, 4, 7, and 9 in ELA and mathematics as interim formative measures

Beginning in the 2014-15 school year, Participating LEAs agree to implement the CORE District-developed accountability system (metrics to be developed in spring of 2013) that takes into account, at a minimum:

- ✓ Academic Domain
 - Student academic proficiency and growth as part of a transition to CCSS-aligned assessments
 - Academic proficiency growth gaps (disaggregated group academic growth)
 - High school graduation rates
 - Persistence Rates (dropouts)

English-language development and English learner achievement is a mutual focus of attention for CORE Districts. With English learners accounting for more than 250,000 students within CORE Districts and historically identified as a significant underachieving population, we believe it is imperative to direct strong and immediate attention to addressing this crucial concern. Therefore, EL achievement, growth, and redesignation data will be included in both components of the CORE Dual Data Collection System for annual accountability reporting as well as informing continuous improvement, collaboration, and decision making.

Currently each of the eight should this be updated to 10?? CORE Districts closely monitors the English-language development and academic proficiency of EL students with metrics built into their local accountability models, which makes a statement of the high value that CORE Districts place on ensuring that their EL student populations receive the instruction, support, and interventions necessary for progress and success. At a minimum, it is expected that the indicators currently employed by CORE Districts will be included as additional data collection points within the Continuous Improvement Data Collection categories for informing EL instructional and programmatic decision making. **Table 2, English Learner Development and Achievement,** reflects existing common indicators in place within CORE Districts regarding EL achievement and

redesignation.

Table 2. English Learner Development and Achievement

	STAR ELA Proficiency	STAR Math Proficiency	STAR Growth	CELDT Achievement	CELDT Advancement	Redesignation Rate
Number of CORE Districts	8	8	2	3	2	4

Social Domain

As was well-stated in a quote by Maria “Cuca” Robledo Montecel, Executive Director, Intercultural Development Research Association, *“We cannot layer new accountability measures on old educational inequities and expect to get different result.”* and guided by **the unwavering belief in ensuring equity and access for all students**, CORE districts share a fundamental belief that *all* students can achieve at high levels. Evidence of this belief is demonstrated within the CORE Districts’ incorporation of indicators to monitor equity within their own local accountability systems.

Research tells us that school attendance and access to high-quality instruction matters, which grounds the CORE Districts’ belief that ensuring both can reduce the existing condition of disproportionality. Beginning in the 2014-15 school year, Participating LEAs agree to implement the CORE District-developed accountability system (metrics to be developed in spring of 2013) that takes into account, at a minimum:

- ✓ Social/Emotional Domain (Access, Equity and Success)
 - chronic absenteeism
 - suspension and expulsion rates
 - non-cognitive skills

As is represented in **Table 3, Access and Equity Indicators**, both student attendance and student discipline data are collected and reported by the majority of CORE Districts to aid in the reduction of disproportionality and access to high-quality instruction. These two Social Domain indicators are reflected within the CORE Accountability Structure.

Table 3. Access and Equity Indicators

	Student Daily Attendance	Suspension/Expulsion
Number of CORE Districts	6	5

At a minimum, it is expected that the indicators currently employed by CORE Districts will not only be included as additional data collection points within the Continuous Improvement Data Collection categories instructional and programmatic decision making but also the Accountability Structure

data sets.

The CORE Districts agree that monitoring non-cognitive skills to ensure the preparation of college- and career-ready graduates is an important consideration. Therefore, non-cognitive skills are reflected in the CORE Accountability Structure. The identification of a measurement for non-cognitive skills is yet to be determined. The CORE Districts will examine the research and existing measures in the field to determine the best measures or indicators for use and data collection during the spring/summer of 2013. During the same window of time, the CORE Districts also will determine which indicators will be employed for accountability and which will be used for decision making and interventions for continuous improvement.

School/District Climate/Culture Domain

To create optimum conditions for student learning, the CORE Districts acknowledge that school environment and student engagement must be continuously analyzed and nurtured to ensure safe and equitable learning experiences for all students.

- ✓ Climate Domain
 - Student Perception Surveys
 - Parent Perception Surveys
 - Special Education identification (disproportionality)
 - Redesignation rates for English learners (entry and exit)

To that end, data are presently collected by many CORE Districts to examine and design appropriate interventions for guaranteeing productive school and learning environments. **Table 4, School Environment and Student Engagement**, reports common student environment and engagement metrics found in CORE Districts’ local accountability systems.

Table 4. School Environment and Student Engagement

	Student /Teacher Perceptions (survey data)	Student Safety (Survey Data)	Co-Curricular Program Participation/ Visual and Performing Arts Achievement
Number of CORE Districts	4	4	4

The following list of additional metrics to inform CORE school and district officials about school environments are included in local CORE District accountability measures. This list will be thoroughly examined by CORE Districts for determination of inclusion for all districts in the CORE Continuous Improvement Data Collection System.

- ✓ The degree that students feel cared about at school
- ✓ Peer acceptance
- ✓ Perceived level of personal safety at school
 - Overall school quality based on parent, student, and staff surveys

– School campus cleanliness

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A

- The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.

Option B

- If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:
- a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and
 - b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

2.B Set Ambitious but Achievable Annual Measurable Objectives

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p>Option A</p> <p><input type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option C</p> <p><input checked="" type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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The Participating LEAs agree to employ the CORE developed Annual Measurable Objectives for continuous improvement to drive reform within their LEAs. While each LEA is recognized and valued as an individual organization with its own set of core values, traits, and culture, together, the Participating LEAs agree that a common set of new Annual Measurable Objectives will allow them to focus on the right drivers to positively turn the educational tide in California. Hence, all Participating LEA’s that voluntarily join agree to implement the CORE developed Annual

Measurable Objectives. CORE AMOs are grouped into three domains (see Principle 2, section A for a full description): Academic, Social/Emotional, and School/District Climate and Culture. Timelines for development and transition to each of the three CORE AMO domains are described in **Tables 5, 6, and 7**.

The CORE Districts will fully develop CORE AMOs during the spring of 2013 for pilot implementation during the 2013-14 transition year using common SBAC/CCSS-aligned assessments as well as existing state assessments (see **Tables 8 and 9**).

Despite the fact that current NCLB accountability regulations do not reach beyond narrow achievement targets and cut points, the CORE Districts strongly believe that social and school climate factors play important roles in preparing all students to be college- and career-ready. Accordingly, the CORE Districts believe that indicators in both the social and school climate domains should be included in a new system of accountability to drive overall student achievement improvement. As was referenced in Principle 2, section A, many CORE Districts currently reach beyond NCLB criteria by including such additional measures within their local accountability systems, thus emphasizing the importance of valuing measures beyond simply academics when preparing college- and career-ready graduates.

In the academic domain, proficiency is the expectation. However, CORE Districts recognize that not all students learn or progress at the same pace and to set targets that require all students to achieve at the same trajectory is unrealistic, inappropriate—even unfair. The CORE Districts therefore endeavor to serve all students’ learning needs with individualized instruction leading to accelerated academic growth and achievement. Academic targets will be based on the expectation that students progress on a trajectory to achieve proficiency as soon as possible.

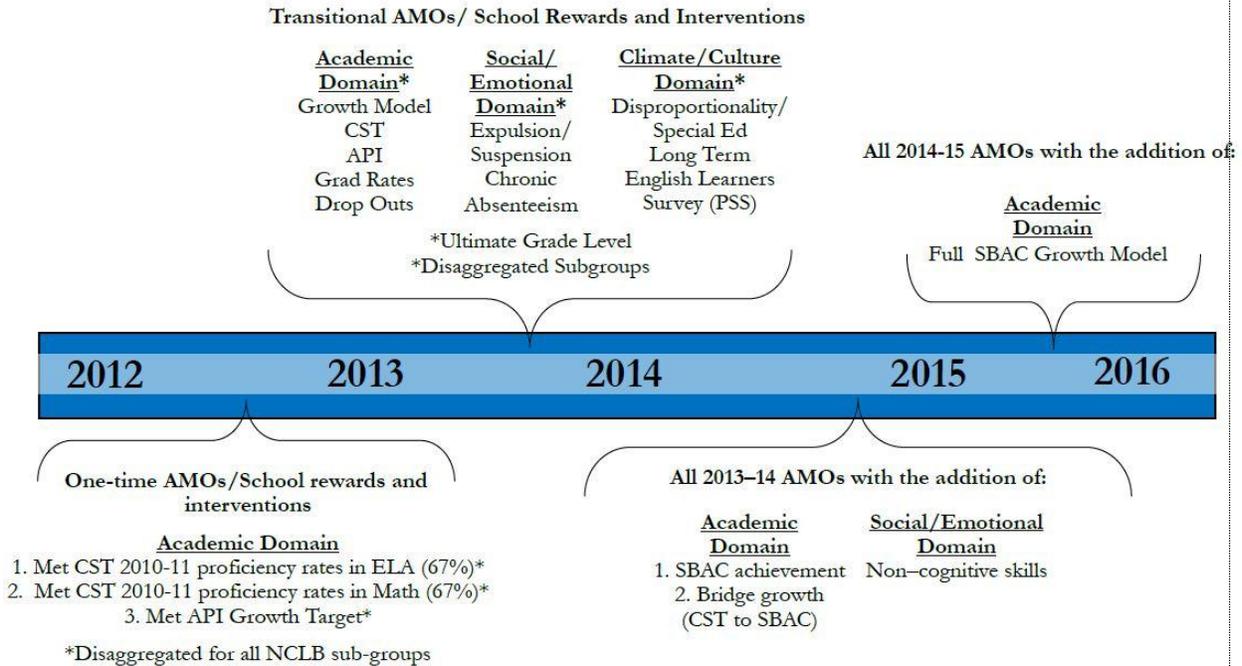
In the absence of a new state assessment system aligned to the CCSS, the CORE Districts will implement a transitional model that leverages existing accountability measures while beginning to move the system toward a more holistic, collaborative, and non-punitive approach (see non-academic domain measures in the next section). As described in **Tables 8 and 9** below, during 2012-13 and 2013-14, as the districts prepare to implement the SBAC CCSS-aligned assessment, accountability metrics will include a combination of 2010-11 Average Yearly Progress (AYP) targets (math/ELA school and subgroup proficiency cut points), and the achievement of the currently projected Academic Performance Index) API growth targets.

Together these measures will serve as the primary methodology within the Academic Domain for school identification (as schools of distinction, priority, or focus schools) and implementation of appropriate supports and interventions for all schools in the 2013-14 year, based on 2012-13 performance achievement data. It is not the intention of CORE Districts to continue to use the API or California’s NCLB Accountability Workbook measures as drivers once all have transitioned to the CCSS and SBAC and therefore the AMOs will transition to an altered model in 2013-14.

Table 5 describes the timeline for development and transition to the CORE Academic AMOs.

Table 5. Timeline for Development and Transition to Academic Domain CORE Annual Measurable Objectives

CORE Accountability AMOs Timeline



Year	Implementation Steps for Academic Domain CORE Annual Measurable Objectives
2012-13 Transition Y1	<ul style="list-style-type: none"> • All districts are accountable to transitional targets that include: <ul style="list-style-type: none"> ○ NCLB AYP proficiency targets from 2010-11 for ELA and math ○ CA Academic Performance Index growth targets will be applied for the purpose of interventions at the school level disaggregated by all NCLB Subgroups • Using the cut points outlined in Figure 10, CORE Classification of Schools, schools will be classified within the proposed categories (schools of distinction, priority, focus) and will implement appropriate interventions and supports aligned to classifications. • Districts will administer SBAC/CCSS-aligned District/CORE Assessments to inform initial goals for 2014-15 targets and cut points. • CORE Growth Model development begins. (Based on the expectation that students who are not academically proficient shall achieve proficiency as soon as realistically possible.) • Elements for persistence rates defined with initial development of measures.
2013-14 Transition Y2/ Baseline Y1	<ul style="list-style-type: none"> • Districts will administer CSTs and repeat accountability measures from transition year 1 (see above). • All schools will be classified within the proposed categories (distinction, priority, focus) and will implement appropriate interventions and supports aligned to classifications. • Districts will administer SBAC/CCSS-aligned District/CORE Assessments to inform initial goals for 2014-15 targets and cut points. • Districts will administer CSTs for the purpose of accountability

	<ul style="list-style-type: none"> • Initial CORE Growth Model will be developed. (Based on the expectation that students who are not academically proficient shall achieve proficiency as soon as realistically possible.) • To provide a more accurate picture of performance and growth to standards, a scale for each indicator within the CORE Differentiated System of Accountability and Support will be developed for the all students group as well as all NCLB-defined subgroups including. <ul style="list-style-type: none"> ○ Achievement targets ○ Growth targets
2014-15 Baseline Y2/ Implementation Y1	<ul style="list-style-type: none"> • Targets and cut points established for the new SBAC assessments informed by formative assessment data gathered from SBAC/CCSS-aligned District/CORE Assessments, which will have been administered during 2013-14. • CORE achievement targets and cut points shall increase over time for the highest grade in each school encouraging cross grade-level articulation, collaboration, and school classification (see sections P2 A, B, C). • CORE growth targets will be based on the expectation that students who are not academically proficient shall achieve better than typical (1 year) growth toward closing the gap and achieving proficiency within 4 years or before graduation (whichever comes first). • New achievement targets and cut points applied to 2014-15 data to establish baselines for future years of accountability. • CORE growth model development finalized for first-year implementation in 2015-16.
2015-16 Implementation Y2	<ul style="list-style-type: none"> • Achievement targets and cut points applied to 2014-15 and 2015-16 data. • Targets and cut points shall increase over time for the highest grade in each school encouraging cross grade-level articulation, collaboration, and school intervention methods and strategies. • CORE Growth Model applied 2014-15 and 2015-16 data.
2016-17 Implementation Y3	<ul style="list-style-type: none"> • Achievement targets and cut points applied using 2014-15 through 2016-17 data. • CORE Growth Model applied using 2014-15 through 2016-17 data.

In the Social/Emotional Domain the Participating LEAs agree to embrace an accountability system that takes into account, at a minimum:

- ✓ Social Domain
 - chronic absenteeism
 - suspension and expulsion rates (disproportionality)
 - non-cognitive skills

Table 6 describes the timeline for development and transition to the CORE Social Domain AMOs

Table 6. Timeline for Development and Implementation of Social/Emotional Domain Annual Measurable Objectives

Year	Implementation Steps for Social/Emotional Domain CORE AMOs
2012-13 Transition Y1	<p>In spring 2013 districts will:</p> <ul style="list-style-type: none"> • Develop algorithm for determining suspension and expulsion rates. • Establish reduction goals (AMOs) for suspension and expulsion for all subgroups. • Develop algorithm for determining chronic absenteeism • Establish reduction goals for chronic absenteeism • Compile available social/emotional domain data to provide schools with a snapshot of performance on those measures in anticipation of a more formal implementation of those measures.
2013-14 Transition Y2/ Baseline Y1	<ul style="list-style-type: none"> • Identify and develop indicators and measures to monitor non-cognitive skills in fall 2013. • Pilot agreed upon indicators and measures. • Pilot algorithms and AMOs for: <ul style="list-style-type: none"> ○ suspension rates ○ expulsion rates ○ chronic absenteeism
2014-15 Baseline Y2/ Implementation Y1	<ul style="list-style-type: none"> • CORE Districts will review the Social/Emotional Domain AMOs pilot data targets and cut points from 2013-14 Transition/Baseline Year for monitoring and effective decision making. • Recommended adjustments may be made if necessary. • Pilot indicator for non-cognitive skills
2015-16 Implementation Y2	<ul style="list-style-type: none"> • Social/Emotional Domain targets and cut points applied to 2014-15 and 2015-16 collected data. • Targets and cut points shall increase over time for the highest grade in each school encouraging cross grade-level articulation, collaboration, and school intervention methods and strategies.
2016-17 Implementation Y3	<ul style="list-style-type: none"> • Social/Emotional Domain targets and cut points applied using 2014-15 through 2016-17 collected data.

To create optimum conditions for student learning, as well as reduce disparity and disproportionality, CORE Districts acknowledge that school/district environment and student engagement must be continuously analyzed and nurtured to ensure safe and equitable learning experiences for all students. Participating LEAs therefore agree to adopt, as a minimum, the following areas to monitor.

- ✓ School Climate Domain
 - Student Perception Surveys
 - Parent Perception Surveys
 - Special Education identification (disproportionality)
 - Redesignation rates for English learners

Table 7 describes the timeline for development and transition to the CORE School/District Culture/Climate Domain AMOs.

Table 7. Timeline for Development and Implementation of School/District Climate Domain Annual Measurable Objectives

Year	Implementation Steps for CORE School/District Culture/Climate Domain CORE AMOs
2012-13 Transition Y1	<ul style="list-style-type: none"> • Implement 2010-11 AYP and Academic Performance Index targets for special education and EL subgroups • Develop and agree upon the baseline year for definition of special education disproportionality (using US IDEA guidelines) • Establish reduction goals (AMOs) for disproportionality for all subgroups. • Develop and agree upon a definition and methodology to use for monitoring long-term English learner placements. • Establish reduction goals (AMOs) for long-term English learner placements. • Identify and develop indicators and instruments to monitor School Climate in the following specific areas in summer of 2013. <ul style="list-style-type: none"> • School Climate Domain <ul style="list-style-type: none"> ○ Student Perception Surveys ○ Parent Perception Surveys ○ Staff/Teacher Perception Surveys
2013-14 Transition Y2/ Baseline Y1	<ul style="list-style-type: none"> • Pilot indicators and instruments to monitor School Climate in the following specific areas in summer of 2013. <ul style="list-style-type: none"> • School Culture/Climate Domain • Pilot algorithms for <ul style="list-style-type: none"> ○ Disproportionality in Special Education Identification ○ English learner (entry and exit rates) ○ Student Perception Surveys ○ Parent Perception Surveys ○ Staff/Teacher Perception Surveys • Targets and cut points (AMOs) will be established during the Transition Year.
2014-15 Baseline Y2/ Implementation Y1	<ul style="list-style-type: none"> • The CORE Districts will review the School Climate Domain AMOs pilot data targets and cut points from 2013-14 for monitoring and effective decision making. • Recommended adjustments may be made if necessary.
2015-16 Implementation Y2	<ul style="list-style-type: none"> • School Climate Domain targets and cut points applied to 2014-15 and 2015-16 collected data. • Targets and cut points shall increase over time for the highest grade in each school encouraging cross grade-level articulation, collaboration, and school intervention methods and strategies.
2016-17 Implementation Y3	<ul style="list-style-type: none"> • School Climate Domain targets and cut points applied using 2014-15 through 2016-17 collected data.

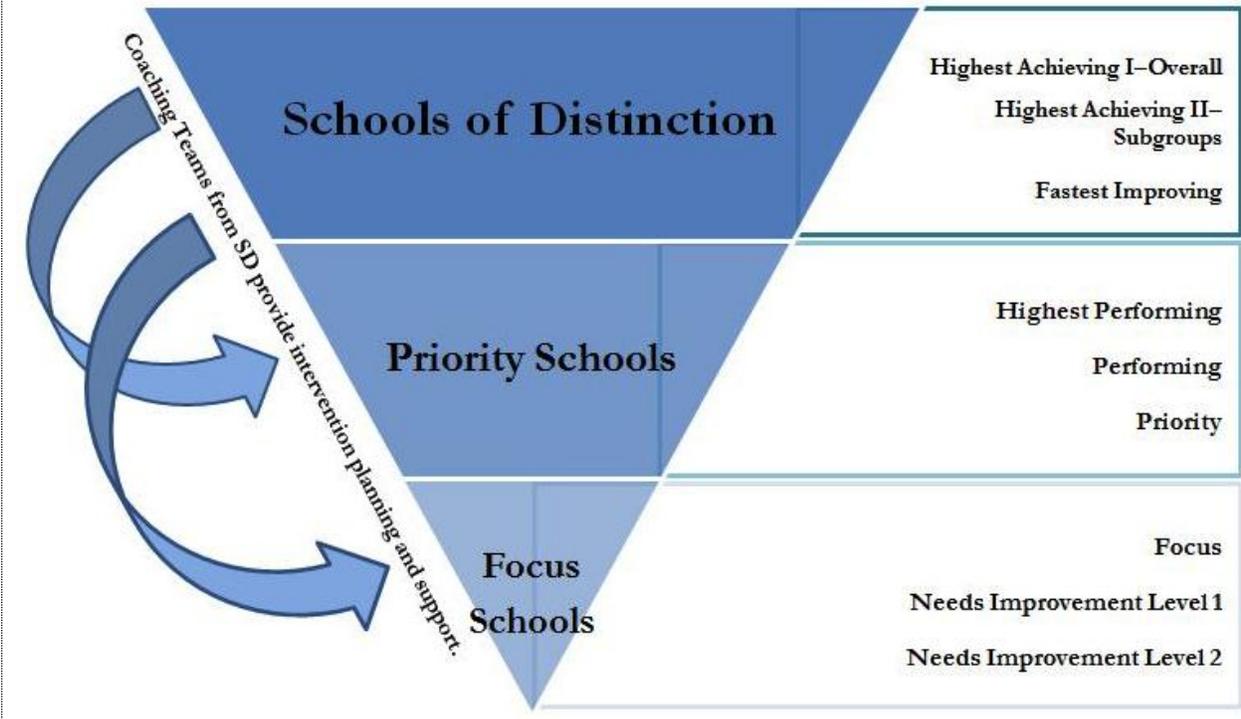
Table 8. 2012-13 Annual Measurable Objectives

Sub-groups	All Students	Black or African American	American Indian or Alaska Native	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or More Races	Socio-Economically Disadvantaged	English Learners	Students with Disabilities
Met CST Proficiency Rates in ELA (67%) for the highest grade level of school	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Met CST Proficiency Rates in Math(67%) for the highest grade level of school	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Met API growth target	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Table 9. 2013-14 Annual Measurable Objectives

Academic Domain	Social/Emotional Domain	School/District Culture/Climate Domain
Met school-wide Academic Performance Index growth target	Reduced Expulsion Rates by X% <i>(calculation method to be established March 2013)</i>	Special Education Disproportionality Rate of <X% for all NCLB Subgroups
Met Academic Performance Index growth target for all significant California NCLB workbook Subgroups	Reduced Suspension Rates by X% <i>(calculation method to be established March 2013)</i>	Long Term English Learners <X% <i>(calculation method to be established March 2013)</i>
	Reduced Chronic Absenteeism by 3 % <i>(calculation method to be established March 2013)</i>	
2010-11 AYP Proficiency Rate the highest grade level of the school - subgroups		

Figure 10. CORE Classification of Schools



2.C Reward Schools

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

The CORE Districts have established methodologies for identifying and rewarding schools in three categories: Highest-Achieving Overall, Highest Achieving, and Fastest Improving. These “Schools of Distinction” will be determined based on criteria developed by the CORE Districts. Elementary, middle, and high schools achieve the prescribed achievement and growth, as well as Annual Measurable Objectives for all students and subgroups that fall within the three categories outlined in **Table 10** will be recognized publically within their own districts, the state of California, and nationally within each of the three categories.

While general guidelines for identification of Schools of Distinction are outlined in **Table 10**, the expectations will be refined and built out by the CORE Districts during the spring/summer of 2013.

Table 10. Reward School Criteria, “Schools of Distinction”

School Type	Criteria (Based on two years’ worth of data)
Highest Achieving I– Reward Schools	<ul style="list-style-type: none"> Performing in top 20% (deciles 9 or 10) of all CORE Title I Schools for the “all students” group for achievement (CST proficiency for all subjects and grades). Met 90% of AMOs from all domains.
Highest Achieving II– Subgroups	<ul style="list-style-type: none"> Performing in top 40% (deciles 7-10) of all CORE Title I Schools for the “all students” group for achievement (CST proficiency for all subjects and grades). Met 90% AMOs from all domains for at least two subgroups (i.e. English Learner and/or Students with Disabilities students group)
Fastest Improving – Overall and for Traditionally Underserved Subgroups	<ul style="list-style-type: none"> Among top 20% (deciles 9 or 10) of fastest improving schools for achievement (CST proficiency), overall or for at least one subgroup (growth). Met 90% of AMOs from all domains for “all students” and at least the same single subgroup as for achievement.

The Schools of Distinction list for the 2013-14 year will be determined using CST data from the most recent two consecutive years. To ascertain the lists of schools for recognition as Schools of Distinction Highest Achieving I & II, all CORE District Title I schools will first be listed in rank

order based on the all students achievement in ELA and math state tests from the two most recent consecutive years (2012-13 and 2013-14 of CSTs), as well as common assessments to be determined CORE-wide (in future years). All schools will then be screened to against all finalized criteria for reward designations to establish the lists for the categories of recognition. From those eligible lists of schools, the top 10% on each list will be honored as Schools of Distinction.

To determine the list of schools for recognition as Schools of Distinction Fastest Improving, all Title I schools in the CORE Districts will be listed in rank order for growth in proficiency rates in ELA and math state tests based on the two recent consecutive years (2012-13 and 2013-14 of CSTs), as well as common assessments to be determined CORE-wide (in future years) for both overall student group growth and individual subgroup growth. All schools will then be screened to ensure all of the finalized criteria were met. From the eligible list the top 10% of schools will be honored as Schools of Distinction, Fastest Improving.

The criteria will be adjusted to employ SBAC achievement and growth data beginning in 2014-15 and 2015-16.

2.C.ii Provide the SEA’s list of reward schools in Table 2 (Attachment 9).

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

All reward schools (Schools of Distinction, Fastest Improving, and Highest Achieving I & II”, the districts and governing boards will be recognized locally and statewide by CORE Board Members, staff and media. Additionally, Schools of Distinction will receive funds and professional development to develop coaching capacity to share successful practices as interventions for Priority and Focus Schools (see sections 2.D. Priority Schools and 2.E. Focus Schools).

2.D Priority Schools

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools. If the SEA’s methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

While a general methodology and set of criteria are being proposed to identify CORE District Priority schools, as with the growth model and Annual Measurable Objectives, all criteria will be deeply examined and refined for tight alignment with the transitional accountability model and changing state assessments. The initial methodology presented for determining the annual list of CORE District Priority Schools is as follows:

1. Develop a rank ordered list of the lowest 5% of all Title I elementary and middle schools across all of the participating districts, excluding the currently served Tier I or Tier II SIG schools.
2. The criteria articulated below in **Table 11** will be applied to determine the appropriate Priority School designation.
3. Corresponding supports and interventions will be applied to each of the identified

schools.

Participating LEAs will identify priority schools based on CORE district-developed Annual Measurable Objectives and thresholds. Participating districts will also report to CORE and to the public its lists of priority schools.

Table 11. Priority Schools-Academic Performance Index Decile Performance & Progress toward Annual Measurable Objectives

Academic Performance Index Decile	% of Annual Measurable Objectives Met (based on two years of data)	Priority School Designation
7 or 8	75-89%	Priority-Highest Performing
	51-74%	Priority-Performing
	50% or less	Priority
3-6	81-100%	Priority-Performing
	80% or less	Priority

Table 11 identifies criteria for school’s performance and progress levels that will ultimately determine rewards, interventions, and supports. It is a safeguard to ensure that a school cannot continue to miss Annual Measurable Objectives for a single subgroup year after year. For instance, a school cannot earn a rating of “performing” if it misses Annual Measurable Objectives for the same subgroup for two or more consecutive years.

A school that made sufficient progress (all AMOs) is eligible to become a “reward” school even if it is not in the top two deciles so long as it is not in the bottom two deciles. And designations will be made every year. There is a minimum two-year designation for interventions with priority or focus levels. For example, if a school identified as a priority school improved to a new decile and accomplished 100% of its AMOs, it would still continue to implement its “priority school” plan until it demonstrated success for two consecutive years. This will prevent schools from being prematurely released from plans that are producing improvement or from being punished for progressing.

2.D.ii Provide the SEA’s list of priority schools in Table 2 (Attachment 9).

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

CORE Districts will employ the CORE Differentiated Supports & Intervention models to immediately break patterns of failure in Priority and Focus schools. Based on a Response to Intervention model, the options will be applied based on individual school need, embracing the notion that all schools receive tier one treatment as the CORE network of support. These options

will include a significant and structured locally driven community engagement process to inform the local school board’s decisions as well as Turn Around Principals. The determination of which models to employ will be based on the CORE District-developed timeline and set of performance thresholds.

1. **Supports & Interventions** that address effective teaching, needs assessment, school improvement planning, and include corrective action requirements as in current policy (see below for specific examples).
2. **CORE-defined peer-reviewed process** for Participating LEA-initiated plans to improve priority and/or focus schools (for any LEA with less than 15% of schools designated as priority and/or focus schools or for any LEA with fewer than six schools and only one priority/focus school). This affords LEA’s with capacity and flexibility to support underperforming schools.
3. **Restart under LEA operation** or under alternative charter management –the chartering/management entity must have proven track record for student achievement and a district-approved plan for school design and operation that meets rigorous district approval criteria.
4. **School Closure**

Figure 11. CORE Pyramid of School Interventions

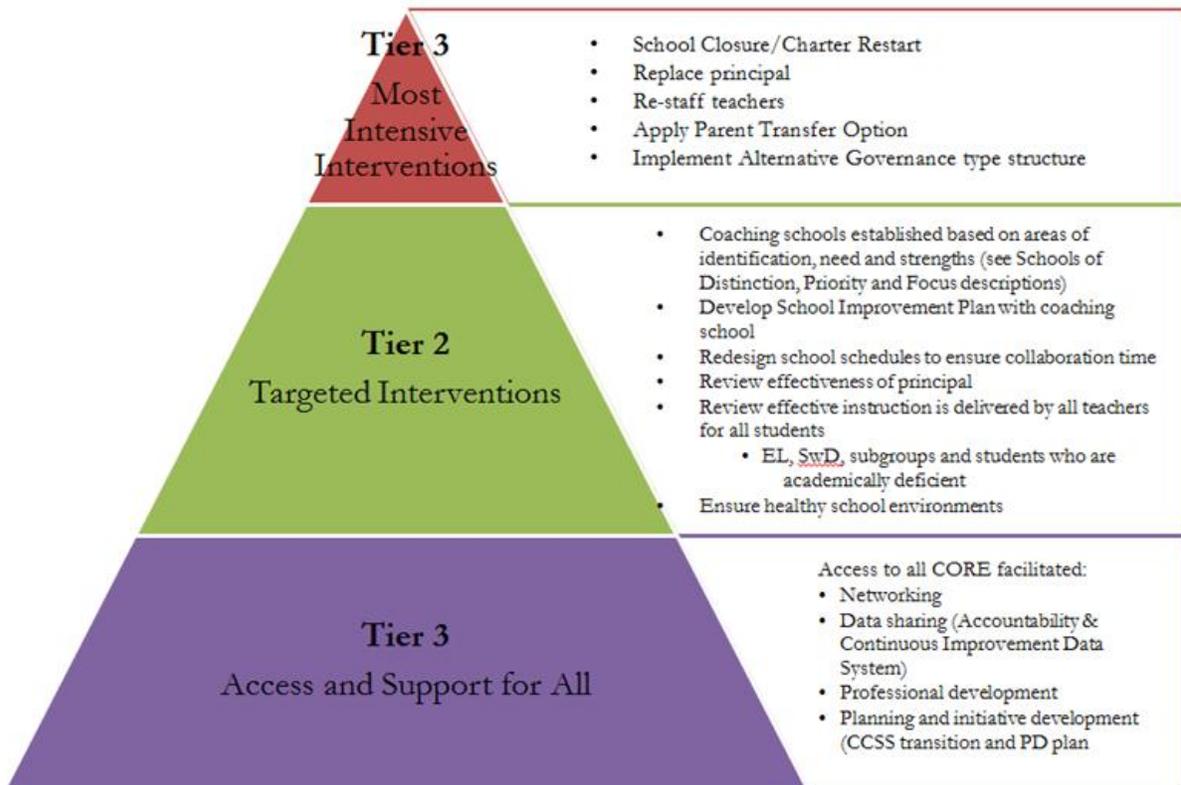


Table 12. Priority School Differentiated Supports & Intervention Model Summary

School Rating	Ensure placement of effective principal*	Conduct Needs Assessment & Develop SIP	Implement & Refine SIP	Re-staff teachers to 100% effective	Parent Transfer Option	Plan Corrective Action to implement in next year	Apply Corrective Action	Restructure (school closure or charter restart)
Highest Performing/ Performing	No Required Action Necessary							
Priority	Year 1	Year 1 School is partnered with CORE School of Distinction (CORE SD) from another CORE District	Year 2, 3, 4 Priority school works with partner CORE SD	Year 2, 3, 4	Year 2, 3, 4, 5			Option in Year 1, 2, 3, 4; Mandatory Year 5
Focus	Year 1	Year 1 with District and optional CORE SD partner	Year 2 with LEA, Years 3, 4 with SCIT	Year 2, 3, 4	Year 2, 3, 4, 5			Option in Year 1, 2, 3, 4; Mandatory Year 5
Needs Improvement – Level 2	Year 1	Year 1 with District and optional CORE SD partner	Year 2, 3, 4 with CORE SD partner	Year 3, 4, 5	Year 1, 2, 3, 4, 5	Year 4	Year 5, 6	Year 7
Needs Improvement – Level 1	Year 1	Year 2 with LEA with support	Year 2, 3, 4 with LEA	Year 4, 5	Year 1, 2, 3, 4, 5	Year 5	Year 6, 7	

Annual school ratings determine the timing and intensity of supports and interventions.

**Principals in priority and focus schools have access to a CORE network to support their work (e.g. professional learning community for turnaround principals).*

***Schools can stay in their Year designation if they meet AMO's.*

The following recommendations apply to Priority and Focus Schools:

- **Parent Option to Transfer:** Parents have the option to transfer their student to non-priority or non-focus school within the LEA.
- **Progression of Interventions/Supports:** If a priority or focus school does not meet the designated percent of AMOs in a given year, it will move into the next year's status (e.g. Year 1 to Year 2). In other words, if a school makes "adequate progress toward AMOs" (between 50-99% of its AMOs) it can maintain its year assignment and avoid moving into the next year's progression (e.g. Year 1 maintains Year 1).
- **Exiting Priority School Status:** If a priority or focus school meets all AMOs for two years

in a row, it can exit “priority” or “focus” status.

Differentiated Interventions

Specific interventions priority schools might pursue will be aligned to the system reform drivers identified by Michael Fullan, Ph.D., (fostering intrinsic motivation, continuous improvement, collective team work, and “allness”) and aligned to the three categories of metrics that guide CORE data collection and reporting (academic achievement, social/emotional measures, and school and district culture and climate). This means focusing on interventions that, “situate the energy of educators and students as the central driving force” of change.¹⁶ In all cases, schools that are struggling will be paired with CORE “schools of distinction” so they can see and collaborate around successful exemplars.

The specific interventions will be developed as part of this work, in time for preliminary implementation in fall 2013 for designated priority schools. The following **Table 13** highlights some examples of the kinds of interventions that might fit with this approach. Note that all of these interventions are designed to be teacher, student, and/or family-driven, collective, and designed to impact the entire school community.

Table 13. Types of Differentiated Interventions

Category of Intervention	Description
School Quality Review	The School Quality Review model will be used to help focus and priority schools work with their partnering schools of distinction to target areas for reform and intervention. SQR is an external, unbiased validation of the school's work and effectiveness. It provides schools a comprehensive report outlining strengths, areas for development, plus challenges and successes, which enable staff and coaches to identify priorities for improvement, monitor program delivery, and evaluate student learning outcomes. It is intended to serve as powerful formative tool to guide schools and districts in the cycle of continuous improvement.
Academic Achievement	Teachers will be engaged in action research and cycles of inquiry to more deeply understand and take disciplined action on an area of low student achievement. For example, if the school identified a gap in literacy development at the fourth grade level for English learners, the entire staff would collaborate to study how their collective actions have led to that gap, identify collective action across grade-levels, study the results, and deepen their practice in response.
Social/Emotional	Where there are consistent patterns of social/emotional challenges (e.g. rising suspension and expulsions, bullying incidents, lack of safety on campus), teachers will drive a community engagement campaign that leverages parent and student voice and input and builds a sense of community around solving the problem. The solutions will engage all school stakeholders in meaningful and high-impact roles.
School Climate and culture	Schools that demonstrate disproportional special education

¹⁶ Fullan, M. (2011).

	identification, or patterns of EL students failing to achieve re-designation will partner with external entities to study those trends and their underlying causes. A task force of affected administrators, teachers, parents, and students will collaborate to understand and address the issues, through a combination of visits to successful models, literature studies, and action research within the school.
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2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

Table 14. Priority School Supports & Intervention Timeline

School Designation	Y1 Reform	Y2 Implement	Y3 Implement	Y4 Implement	Y5 Restructure
Priority School	<ul style="list-style-type: none"> a. Assign CORE SD Coaching/Partner school and District team to school & district (to integrate support) b. Ensure effective leader(s) in place c. Conduct needs assessment & begin SIP implementation d. Provide supplementary supports to Title I students as requested/determined by SIP e. Provide possible parent option to transfer students to effective schools 	<ul style="list-style-type: none"> a. CORE SD team-supported implementation b. Staff teachers to 85% effective by start of the year. c. Refine SIP based on student need d. Provide Supplementary Supports as requested & determined by SIP e. Provide possible parent option to transfer f. Other three options (a-c) available 	<ul style="list-style-type: none"> a. CORE SD team-supported implementation b. Refine SIP based on student need c. Provide Supplementary Supports as requested/determined by SIP d. Provide possible parent option to transfer e. Other three options (a-c) available 	<ul style="list-style-type: none"> a. CORE SD team-supported implementation b. Refine SIP based on student need c. Provide Supplementary Supports as requested/determined by SIP d. Provide parent option to transfer e. Other two options (a or b) available 	<ul style="list-style-type: none"> CORE SD team, CORE Board and local district select one of two options: a) School Closure b) Convert to CORE Charter conversion

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Schools shall move out of priority status by demonstrating successful and continued achievement at or beyond the “performing criteria” for a minimum of two consecutive years. Specifically:

- The school must meet at least 90% of all AMOs. Of the 90%, the following categories of AMOs must be met to exit intervention:
 - Value-added measures (once those are defined and implemented) that indicate better than median percentile performance for all subgroups
 - For secondary schools, improved graduation rates as defined in AMOs

- Reduced suspension and expulsion, particularly for the most disproportionately represented subgroups
- The school may not be ranked in the bottom two deciles during that two-year time period (or thereafter)

The school must be on track to successfully implement all interventions (with the desired impacts) as outlined in its School Improvement Plan (SIP). The school will continue to implement any incomplete elements of the SIP even if they exit intervention, unless the SIP is revised and approved at that time.

2.E Focus Schools

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

While a general methodology and set of criteria are being proposed to identify CORE District Focus schools, as with the growth model and AMOs, all criteria will be deeply examined and refined for tight alignment with the transitional accountability model and changing state assessments. The initial methodology presented for determining the annual list of CORE District Focus Schools is as follows:

CORE Districts will identify Focus schools based on the CORE District AMOs and agreed upon thresholds with an emphasis on eliminating disparity, disproportionality and ultimately achievement gaps. Participating LEAs will also report to CORE and to the public its lists of Focus Schools which in all total will represent 10% of all Participating LEAs Title 1 schools. For the 2012-13 year, schools will be identified using the transitional Annual Measurable Objectives defined earlier and applied to the scale depicted in **Table 15**.

Table 15. Focus Schools-Academic Performance Index Growth and Progress toward Annual Measurable Objectives

(based on two years of data)

% of Annual Measurable Objectives met during the 2011-12 and 2012-13 years Disaggregated Subgroup AMOs Met by Subgroups	Focus School Designation
67% or less of significant subgroups met all AMOs for two measured years	Focus

CORE Districts hold graduation from their K-12 systems as the most important indicator of high school success. If students graduate by accomplishing rigorous graduation requirements it is

expected that they have the skills and abilities to successfully embrace the next educational, workplace, or life experiences presented to them. Therefore, that value will be reflected in the CORE AMOs beginning in 2013-14 year. The California High School Exit exam is included within the CA API of which is included in the 2013-14 school classification methodology. In future years, graduation rates will continue to carry heavy weight in the AMOs but the methodology used will need to be determined. An example of how graduation rates could be used to identify high schools as priority or focus is found in **Table 16**. Additionally, the CORE Districts plan to develop a College-and Career-Readiness Framework, will also inform the Differentiated System of Recognition, Support, and Accountability.

Table 16. 4-year Cohort Graduation Rates & Progress toward Annual Measurable Objectives for High Schools
(based on two years of data)

4-year Cohort Graduation Rate* the 2011-12 and 2012-13 years Disaggregated by Subgroups (based on two years of data)	% of AMOs during the 2011-12 and 2012-13 years Disaggregated by Subgroups	Focus School Designation
85-100%	67% or less of significant subgroups met all AMOs for two measured years	Focus

2.E.ii Provide the SEA’s list of focus schools in Table 2 (Attachment 9).

2.E.iii Describe the process and timeline the SEA will use to ensure that each LEA that has one or more focus schools will identify the specific needs of the LEA’s focus schools and their students. Provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

CORE Districts believe that the best experience-based reform experts come from within successful schools. Those experts are teachers and leaders who have demonstrated successful reform, achievement, and/or growth over time. Therefore, teacher and leader teams from Schools of Distinction will be trained to serve as reform coaches to team with Focus school site teams. Based on a Response to Intervention model, the focus school intervention options will be applied based on individual school need again embracing the notion that all schools receive tier one treatment as the CORE network of support with focus schools engaging in tiers two and three delivered by trained coaching teams from CORE Schools of Distinction. These options will include a significant and structured locally driven community engagement process to inform the local school board’s decisions as well as Turn Around Principles. The determination of which models to employ will be based on the CORE District-developed timeline and set of performance thresholds.

1. **Supports & Interventions** that address effective teaching, needs assessment, school improvement planning, and include corrective action requirements as in current policy.
2. **CORE-defined peer-reviewed process** for Participating LEA-initiated plans to improve priority and/or focus schools (for any LEA with less than 15% of schools designated as

priority and/or focus schools or for any LEA with fewer than six schools and only one priority/focus school). This affords LEA's with capacity flexibility to support underperforming schools.

3. **Restart under LEA operation** or under alternative charter management –the chartering/management entity must have proven track record for student achievement and a district-approved plan for school design and operation that meets rigorous district approval criteria.
4. **School Closure**

Figure 12. CORE Pyramid of School Interventions

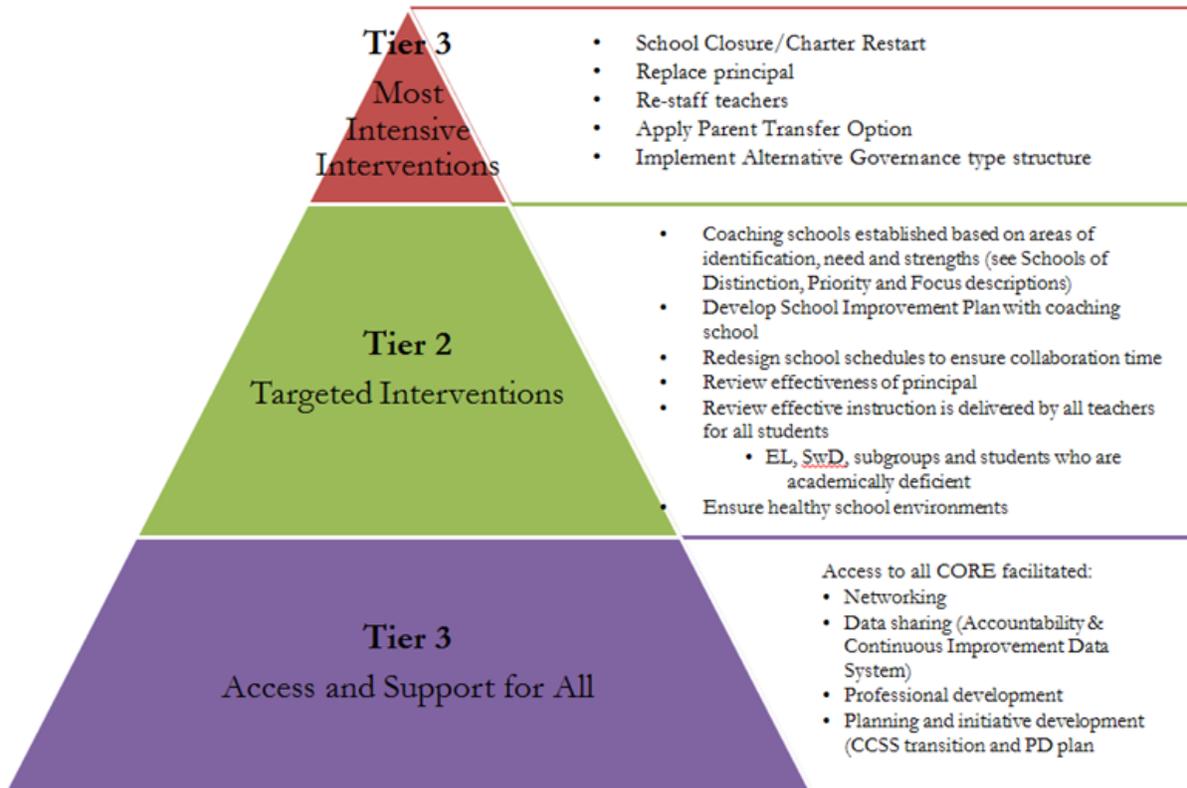


Table 17. Differentiated Supports & Intervention Model Summary

School Designation	Ensure placement of effective principal*	Conduct Needs Assessment & Develop SIP	Implement & Refine SIP	Re-staff teachers to 100% effective	Parent Transfer Option	Plan Corrective Action to implement in next year	Apply Corrective Action	Restructure (school closure or restart)
Focus	Year 1	Year 1 with District and CORE SD partner	Year 2 with LEA, Years 3, 4 with SCIT	Year 2, 3, 4	Year 2, 3, 4, 5			Option in Year 1, 2, 3, 4; Mandatory Year 5
Needs Improvement – Level 2		Year 1 with District and CORE SD partner	Year 2, 3, 4 with LEA	Year 3, 4, 5	Year 3, 4, 5	Year 4	Year 5, 6	Year 7
Needs Improvement – Level 1		Year 2 with LEA with support	Year 2, 3, 4 with LEA	Year 4, 5	Year 3, 4, 5	Year 5	Year 6, 7	

➤ Annual school ratings determine the timing and intensity of supports and interventions.

➤ *Principals in priority and focus schools shall be a part of the CORE reform network to support their work (e.g. professional learning community for turnaround principals).

**Schools shall stay in their Year designation if meet AMO's for one year.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Schools shall move out of focus status by demonstrating successful and continued reduction of achievement gaps for a minimum of two consecutive years. Specifically:

- The school no longer meets the definition of a focus school
- The school meets at least 90% of all AMOs. Of the 90%, the following categories of AMOs must be met to exit intervention:
 - Value-added measures (once those are defined and implemented) that indicate better than median percentile performance for gap subgroups
 - For secondary schools, improved graduation rates as defined in AMOs for gap subgroups
 - Reduced suspension and expulsion, particularly for the most disproportionately represented subgroups

The school must be on track to successfully implement all interventions (with the desired impacts) as outlined in its School Improvement Plan. The school will continue to implement any

incomplete elements of the SIP even if they exit intervention, unless the SIP is revised and approved at that time.

Table 2: Reward, Priority, and Focus Schools

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS**Attachment 9****Total # of Title I schools in the State: 1181****Total # of Title I-participating high schools in the State with graduation rates less than 60%: 46**

2.F Provide Incentives and Supports for other Title I Schools

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Rooted in our moral imperative to serve all children, the CORE Districts believe the same shared goals called for in NCLB—get all students college- and career-ready and close achievement gaps can be reached by holding one another mutually accountable through shared agreement, reporting, transparency, and collaborative support rather than external sanctions. In many cases, CORE Districts already are working with their own leadership teams and fellow CORE District teams to identify specific needs for the development of focused reform efforts, improvement planning and school interventions.

CORE Districts agree to collaborate based on identified needs and in the area of curriculum and instructional alignment, analysis of district expenditures to instructional and student achievement priorities, development and monitoring of school improvement plans, and professional development strategies. When called for within this application, CORE Districts agree to allow its:

- Focus and Priority schools to receive technical assistance from Schools of Distinction
- Schools of Distinction to provide technical assistance to Focus and Priority schools (at a reasonable level, where schools are deemed to be appropriately similar with respect to the challenges they face and their unique characteristics).
- And, if necessary utilize Title 1 apportionments to fund the technical assistance described above.

For Priority and Focus schools participating in the Support & Intervention Model, the schools will partner with a CORE School of Distinction coaching school team/District. CORE’s Schools of Distinction coaching/partner schools will be identified by CORE board, district team members and staff based on the following criteria:

- ✓ Earned the CORE School of Distinction Recognition (SD), See defined criteria
- ✓ Willingness to serve as a coaching school;
- ✓ Positive performance evaluations for vast majority (85%) of teachers as well as all school site academic coaches (if applicable) and administrators;
- ✓ District approval and support to ensure adequate coaching service.

Additionally, CORE School of Distinction Coaching and Partner School teams must ensure the school/district accomplish the following:

- ✓ Effective Leadership
- ✓ Effective Teaching
- ✓ Needs Assessment
- ✓ School Improvement Plan (SIP)

- ✓ Leadership Network Support
- ✓ Regular Student Assessments (For formative use)
- ✓ Targeted Supports for Students

Both Priority and Focus Schools/Districts will partner with a CORE SD to develop a personalized school plan for improvement. The School Improvement Plan elements will be developed and piloted by the CORE districts during the 2013-14 school year for implementation in 2014-15.

Table. 18 Improvement Plan Options

Option	Criteria
Effective Leadership	As defined by a school leader who is rated “effective” on CORE approved principal evaluation criteria (see Principle 3) and has a proven track record for school improvement.
Effective Teaching	Through a comprehensive needs assessment led by the Priority/Focus school leader and supported by the CORE SD coaching/partner school leader, the principal (employing the District’s supervision and evaluation system) will determine which faculty members meet “effective” or “highly effective” status through observations, artifacts, and other measures as determined in the local district.
Districtwide Leadership	Additional districtwide leadership supports are necessary to ensure more expert school leaders and teachers are available to transform and turnaround schools (but this is beyond CORE’s scope to require). Teachers must be informed of the district supervision and evaluation system and the specific criteria (see Principle 3 slides) they are measured against.
Needs Assessment	Priority or Focus School and District leaders with CORE SD Coaching/Partner school and District leaders, faculty, and community support/input conduct needs assessment (includes observations of teaching and learning, review of artifacts of teaching, interviews, focus groups, data analysis, program evaluation) to inform School Improvement Plan (SIP). (Includes data analysis that includes: student achievement overall and by subgroup, EL reclassification rates (by CELDT proficiency level and other variables), graduation rates and a-g completion rates by subgroup where applicable.
School Improvement Plan (SIP)	Priority or Focus School leader with CORE SD Coaching/Partner school and District leaders and faculty and community input will develop a School Improvement Plan (SIP). The Priority or Focus School leader will have autonomy over budget, instruction, interventions, time allocations to address curriculum, assessments, instructional practice, student progress monitoring, and schoolwide improvement efforts but will have advice of CORE SD

	Coaching/Partner school and District leaders who also work with district leadership to identify district strengths and barriers to supporting school improvement and to develop clear plans for providing school-level support.
Leader Support Network	School leader has access to a CORE developed leadership network and periodic convenings and/or professional development to offer learning and support.
Regular Assessments	Teachers will use regular formative assessments (aligned to CCSS and SBAC) to measure student academic progress toward standards and modify instructional interventions, plans, strategies, and curriculum. If the district does not have formative assessments in place, the schools will need to create their own assessments with support of the CORE SD Coaching/Partner school and District team.
Targeted Supports	All students not yet proficient in math and/or ELA receive targeted supports and extended time in the school day/week/year (Recommended, but not mandatory). This may include supplementary supports as determined by stakeholder engagement.

Table 19. Focus School Supports & Interventions Timeline

School	Y1 Analyze and Plan	Y2 Implement	Y3 Implement	Y4 Implement	Y5 Restructure
All Focus Schools	<ul style="list-style-type: none"> • Ensure effective leader in place • CORE SD Coaching/Partner school and District team assigned • Conduct needs assessment & begin School Improvement Plan implementation with LEA • Provide supplementary supports to non-proficient students as requested/determined by SIP 	<ul style="list-style-type: none"> • District-supported implementation • Staff teachers to 100% effective by start of the year. • Implement SIP based on student need • Provide Supplementary Supports as requested & determined by SIP • CORE SD Coaching/Partner school and District team assigned • Provide parent option to transfer students to effective schools <p>District selects one of three options:</p> <p>a) School Closure</p> <ul style="list-style-type: none"> • b) Convert to a Charter School 	<ul style="list-style-type: none"> • CORE SD Coaching/Partner school and District team continues work if no improvement • Refine SIP based on student need • Provide Supplementary Supports as requested/determined by SIP • Provide parent option to transfer • Other two options (a or b) available 	<ul style="list-style-type: none"> • CORE SD team-supported implementation • Refine SIP based on student need • Provide Supplementary Supports as requested/determined by SIP • Provide parent option to transfer • Other two options (a or b) available 	<p>District must select one of three options:</p> <p>a) School Closure</p> <p>b) Convert to a Charter School</p>

Other CORE Title I schools that are not priority or focus schools, but that are rated as in need of support or assistance will engage primarily with their District to determine supports/interventions, but may request technical assistance from a CORE District or CORE School of Distinction. All CORE Districts have access to cross-district collaboration and CORE sponsored capacity building initiatives.

Table 20. Other CORE Title I Schools Intervention Options

School	Y1	Y2	Y3	Y4	Y5
Title I Non-Priority or Focus Schools	<ul style="list-style-type: none"> • School-level determined actions with District supports defined in SIP • (District is actively involved in helping school align goals and resources; must provide resources for school) 	<ul style="list-style-type: none"> • Implement needs and refine SIP (District is actively involved in helping school align goals and resources; must provide resources for school) • Review whether all students are assigned effective teachers 	<ul style="list-style-type: none"> • Review or revise needs and refine SIP (District is actively involved in helping school align goals and resources; must provide resources for school) • Staff teachers to 100% effective by start of the year. • Provide possible parent option to transfer 	<ul style="list-style-type: none"> • Revise needs and refine SIP (LEA is actively involved in helping school align goals and resources; must provide resources for school) • Plan Corrective Action process (includes parent transfer option, PD and selected corrective action(s)) w/ District support.) • Staff teachers to 100% effective by start of the year. • Provide parent option to transfer 	<ul style="list-style-type: none"> • Provide parent option to transfer

The following recommendations apply to Focus schools and Other CORE Title I schools rated as in need of support or assistance:

- **Consider district-initiated alternative** approaches focused on systemically improving Title I schools proposed by districts and vetted through CORE facilitated review process (does not apply to districts with >15% priority/focus schools).
- **Exiting Focus School Designation**
 - If a Title I school meets more than 67% if its subgroups’ AMOs for two years in a row, it shall be removed from Focus school designation.
 - If a Title I Focus school makes “adequate progress toward disaggregated subgroup AMOs” (makes between 50-90% of its AMOs) it shall maintain its prior-year designation and

avoids moving into the next year’s progression.

If a school does not meet at least 50% of its AMOs, it will be required to increase the intensity of intervention by moving into the next year’s designation (e.g. from Year 2 to Year 3).

2.G Build SEA, LEA, and School Capacity to Improve Student Learning

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
 - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

As a collaborative endeavor, the CORE Districts will build LEA and school capacity to improve student learning, particularly in Priority and Focus school by focusing on shared accountability and the use of student achievement data for informing instructional and curricular decision making as well as teacher and administrator supervision and evaluation systems for continuous instructional improvement.

Participating LEAs are committed to aligning professional development initiatives with CCSS, performance task assessment methods (SBAC), improved instructional delivery and college- and career-readiness strategies (such as developing student non-cognitive skills). CORE is committed to supporting Participating LEAs in leadership capacity building, professional development and continuous improvement initiatives linked to the CORE accountability system and transitional plans referenced in this application.

Principle 3: Supporting Effective Instruction and Leadership

3.A Develop and Adopt Guidelines for Local Teacher and Principal Evaluation and Support Systems

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B
<p><input checked="" type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2012–2013 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2012–2013 school year (see Assurance 14). 	<p><input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

CORE’s goal in focusing on effective leadership and instruction is to fundamentally transform the way Participating Local Educational Agencies (LEAs) recruit, prepare, evaluate, and develop effective teachers and leaders to ensure that every student will have access to highly effective teachers and leaders. All Participating LEAs want teachers and administrative leaders to feel valued as professionals who have constant opportunities to learn, grow, and be rewarded for their dedication and results. As stated in California’s Superintendent of Public Instruction Tom Torlakson’s taskforce report, “*Greatness by Design, Supporting Outstanding Teaching to Sustain a Golden State,*” “California urgently needs to provide a highly skilled and trained workforce, and meeting this challenge requires school systems to evaluate educators in a manner that research shows is most likely to improve student achievement.”¹⁷ This waiver is aligned to the overarching recommendations from this report. Outlined in this section is CORE’s plan to develop and implement evaluation systems that carry out Superintendent Torlakson’s call for a highly effective workforce by promoting continuous instructional improvement and providing support for teachers and leaders as means to:

- Ensure educator performance is assessed against multiple measures as outlined in the new

¹⁷ California Department of Education. (2012).

support and evaluation system including measures of student learning and growth

- Provide educators access to a more robust and comprehensive feedback system
- Celebrate, leverage, and accelerate the skills of our most effective teachers and leaders
- Differentiate teacher supports with targeted opportunities based on their level of performance and individual needs; and
- Develop procedures to intervene and address those with persistent performance issues.

Currently, the state of California requires school districts to periodically evaluate the performance of certificated employees under state law according to the Stull Act (Education Code 44660-44665), originally enacted in 1971. The intent of the act was to establish a uniform system for evaluating teachers and administrators as it reasonably relates to: the progress of pupils toward district standards, and if applicable, the state adopted academic content standards as measured by state adopted criterion referenced assessments; the instructional techniques and strategies used by the employee; and may also include any objective standards from the National Board for Professional Teaching Standards or any objective standards from the California Standards for the Teaching Profession. The Stull Act was expanded in 1999 to mandate additional pupil progress measures in the assessment of certificated employees' performance: pupil progress toward the state adopted academic content standards as measured by state-adopted assessments.

While the Stull Act has been around for more than 40 years, many of its provisions have not been fully implemented in LEAs across the state. It is the intent of the Participating LEAs to fully incorporate the Stull Act to support teacher development and ensure effective instruction in every classroom.

CORE recognizes this decision as a critical precedent and positive catalyst in our own pursuit commitment to improve student achievement for every child. The CORE Districts agree that student achievement growth must be included in the process for evaluating effectiveness, as it is a strong indicator of whether a school or entire district is effectively preparing students for college- and career-readiness and creates powerful opportunities to address disproportionality and close achievement gaps.

The CORE Districts equally believe one-size-fits-all mandates are counterproductive. Therefore, CORE is developing and adopting guidelines for local teacher, principal, and superintendent evaluation and support systems that allow for and encourage local innovation and implementation. In this vein, district evaluation systems will be based on multiple measures, including student academic growth, to accelerate achievement of all students. This model demands the need for a vertically aligned assessment system that allows us to capture growth over time, an example being the national system of Smarter Balanced Assessment Consortium (SBAC) developed assessments.

Implementation Timeline

2013-14: Design or modify district educator evaluation systems.

- ✓ Refine educator evaluation systems to align with CORE common effectiveness indicators
- ✓ Develop additional or modify existing measures to include four effectiveness ratings.
- ✓ Consider developing measures to generate summative evaluation rating
- ✓ Develop or modify existing systems to include student achievement as one significant component of the multiple measures
- ✓ Develop teacher development and remediation systems
- ✓ Include educator effectiveness / multiple measures from evaluations when making staffing decisions

In the meantime, many CORE Districts have worked locally to refine and develop their support and evaluation systems with further efforts continuing in 2013-14 and 2014-15 with full local-level implementation by 2015-16. All Participating LEAs agree to the timelines set forth in this application. The timelines reflect a logical sequencing of the key steps necessary to implement the support and evaluation systems.

The phased approach presented in this application intends to provide time for LEAs to understand what is and is not working and why, and allow for cross-LEA collaboration, shared learning, and successful implementation. Throughout the process CORE staff will support and facilitate cross-LEA collaboration to ensure that all Participating LEAs are able to: fully develop rigorous systems that address the common agreements; meet their local needs; and establish measures for benchmarking progress toward implementation of the teacher, principal, and superintendent evaluation and support systems. CORE staff will coordinate and hold bi-annual convenings to promote ongoing and purposeful communications and give districts the chance to join forces around implementation challenges and successes. CORE staff will also engage in and distribute research-based best practice and implementation strategies among the collaborative and more broadly to partners across the state to further enhance and inform the process.

In alignment with the Elementary and Secondary Education Act (ESEA) waiver, Participating LEAs agree to design or adjust their existing evaluation and support systems for teachers, principals, and superintendents/CEO's in a way that meets the needs of their communities. Their systems will include guidelines as described in this application to be fully implemented by the end of the 2015-16 school year. The following recommendations provide the framework that reflects the Participating LEAs commitments to create meaningful evaluation systems:

- A common set of educator effectiveness indicators agreed upon by CORE Districts with input from Participating LEAs;
- At least one significant component based on a measure of student academic achievement and growth;
- Classroom observation procedures that provide teachers with quality feedback regarding instructional practice, aligned to adopted educator effectiveness standards;
- Data collection with sufficient frequency to provide a basis for evaluation;
- Ratings that meaningfully differentiate among teaching effectiveness using at least four categories;
- Support for professional growth and capacity building; and
- Increase in teacher collaboration to inform classroom instruction for increased academic achievement.

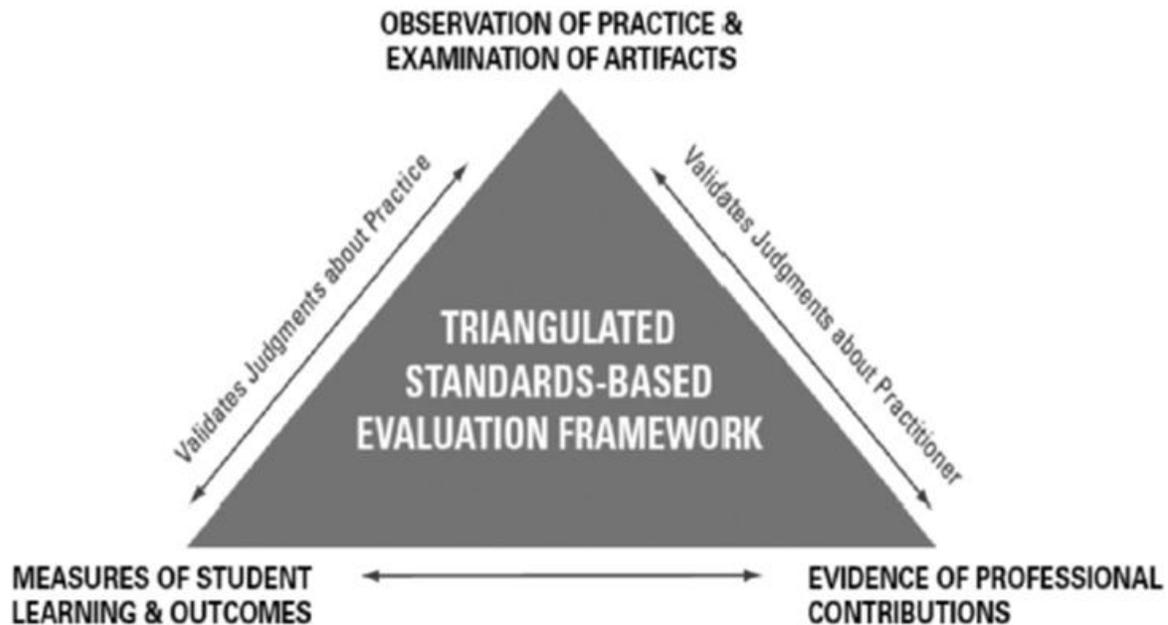
In alignment with Superintendent Torlakson's Teacher and Administrator Evaluation Framework (see **Figure 13**),¹⁸ and supported by the national Measures of Effective Teaching research,¹⁹

¹⁸ California Department of Education. (2012).

¹⁹ Cantrell, S., Kane, T. (2013). *Ensuring Fair and Reliable Measures of Effective Teaching: Culminating Findings from the MET Project's Three-Year Study*. Bill & Melinda Gates Foundation. Retrieved 2012, from http://metproject.org/downloads/MET_Ensuring_Fair_and_Reliable_Measures_Practitioner_Brief.pdf

participating LEAs will develop and adopt guidelines for local evaluation, development, and support systems that will include quantitative and qualitative non-student growth measures. These measures shall constitute rigorous, transparent, and fair evaluation systems for teachers, principals, and superintendents. Areas that Participating LEAs are encouraged to address include measures of student engagement and parent/guardian perception/satisfaction. Additional quantitative and qualitative measures may include teacher attendance, student attendance, persistence/graduation rates, teacher and principal self-evaluation, measures of commitment to collaboration, and other classroom observation measures.

Figure 13. Teacher & Administrator Evaluation Framework



Accomplishing such bold goals requires a shift in current practices and beliefs. Participating LEAs are taking on this challenge by committing to the effective evaluation of teachers, principals, and superintendents/CEO's as a focal point for improving teacher performance, thus creating learning environments that decrease the achievement gap and raise achievement levels for all students. The CORE framework for Principle 3 reflects the widespread recognition that effective teachers and school leaders make a critical difference in student learning.

In order to successfully adopt the guidelines outlined in our collaboratively created framework for evaluation and support, the CORE Districts recognize the need to unite Common Core State Standards (CCSS) with innovative assessments (e.g., SBAC) to create a vertically aligned system that will allow for a better capture of multiple measures, in particular student academic growth over time.

It is important to acknowledge that Participating LEAs will be developing and adopting evaluation system while simultaneously transitioning to full implementation of CCSS by 2014-15. CORE's plan is to leverage this confluence of important reforms to boldly chart a practical path forward into a new era of educator support and evaluation.

This application represents a framework for innovation where each district has the autonomy to address its local context while meeting the tenants of the waiver as guidelines for local teacher,

Guidelines: Teacher, Principal, Superintendent Evaluation & Support System

- ✓ A common set of educator effectiveness indicators agreed upon by CORE member districts with input from non-member LEAs
- ✓ Classroom observation procedures that provide teachers with quality feedback regarding instructional practice, aligned to adopted educator effectiveness standards
- ✓ At least one significant component based on a measure of student academic growth
- ✓ Data collection with sufficient frequency to provide a basis for evaluation
- ✓ Ratings that meaningfully differentiate among teaching effectiveness using at least four categories
- ✓ Support for growth and capacity building
- ✓ Promote and strengthen teacher

principal, and superintendent evaluation and support systems are developed and implemented. With student achievement as the paramount focus, the Participating LEAs' evaluation systems shall be based upon a deep and driving belief in local control established by the uniqueness of each individual community and culture. CORE believes that by allowing local innovation rooted in an unwavering dedication to a moral imperative to serve all children, the best results will be realized.

District-Led Innovation

CORE Districts are currently in different phases of development and implementation of their support and evaluation systems. Long Beach Unified School District (LBUSD) is involved in a multi-year pilot that is planned to be fully implemented by 2013-14 for teacher evaluation. Approximately 50 percent of teachers are

currently being assessed on the pilot system, which includes the following items:

- Incorporating a robust set of standards: LBUSD relies on the California Standards for the Teaching Profession (CSTP) and incorporates all six standards into a summative evaluation forms and process for first and second year teachers. Additional and different evaluation criteria are used for teachers with more than two years of experience.
- Including multiple approaches to measurement: LBUSD's system includes classroom observations, self-reporting, as well as student performance measures.
- Student performance is a critical element of LBUSD's evaluation system. Achievement data are used to determine progress toward standards of achievement and include but are not limited to CSTs, quarterly assessments, subgroup disaggregation and API performance band movement.
- All teachers and evaluators develop goals toward increased student achievement, action plans for goal achievement and concrete methods to measure progress of the goals.
- Timely and frequent feedback: Formal observations occur three times in the evaluation year and informal observations may occur on an unlimited basis. Formal evaluations are followed by a conference to assess and discuss progress and areas for improvement.

LBUSD uses evaluation data to meaningfully inform personnel decisions. Within the pilot teacher evaluation program, receive ratings for each of the six CSTP elements, thereby falling in corresponding performance categories. These data are used as teachers and evaluators review and agree upon affirmative assistance plans to support teachers' efforts to reach annual goals, objectives and District expectations.

LBUSD is also piloting a system for administrators that is likely to be in place for all K-8

principals in the 2013-14 school year. The standards used to evaluate principals are taken from the National Center for Educational Achievement (NCEA) Core Practices Framework²⁰ and are combined with LBUSD’s values/beliefs to create the following standards:

- Curriculum and academic goals,
- Staff selection, leadership, and capacity building,
- Instructional programs, practices, and arrangements,
- Monitoring, compliance, analysis and use of data,
- Recognition, intervention, and adjustments, and
- Relational leadership.

Another CORE member district, Los Angeles Unified School District (LAUSD), is in the midst of implementing a system to identify the strengths of educators and provide them with meaningful professional growth opportunities

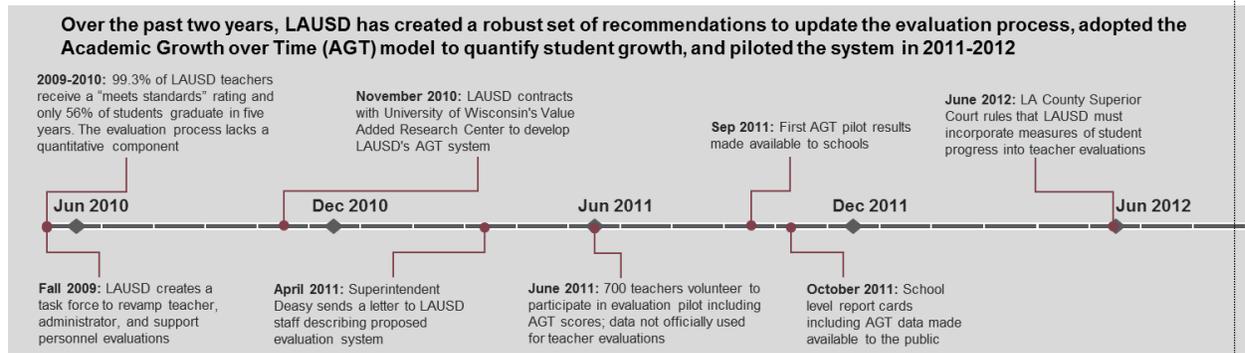
to strengthen their practice and ultimately accelerate student achievement. The proposed teacher evaluation system incorporates multiple measures of teacher effectiveness and a rigorous quantitative measure, Academic Growth over Time (AGT). LAUSD has been working in partnership with teachers, administrators, students, parents, and community organizations to ensure the new system is fair, transparent, grounded in research, and provides usable and meaningful feedback in order to help students achieve. This process was designed to engage and collaborate with teachers to build an evaluation system that values and respects the role of the teaching profession.

Progress towards Implementation

- ✓ Long Beach Unified School District (LBUSD) is involved in a multi-year pilot in line for full implementation by 2015-16.
- ✓ San Francisco Unified School District (SFUSD) is focusing on formative and summative assessment in transition to Common Core State Standards (CCSS).
- ✓ Sacramento City Unified School District (SCUSD) is transitioning to CCSS and realigning instructional models and formative assessments to the CCSS.
- ✓ Fresno Unified School District (FUSD) is focused on teacher and principal evaluation and is moving towards a system that tightly aligns to what is laid out in the CORE waiver application.
- ✓ LAUSD has made the District teacher evaluation framework substantially more robust and is implementing the use of quantitative academic growth over time measures in evaluation.

²⁰ National Center for Educational Achievement. (2012). *Core Practice Framework*. ACT. Retrieved 2012, from: <http://www.nc4ea.org/linkservid/E463BC7A-AB8D-3CDC-1AEAF16F08754E8B/showMeta/0/>

Figure 14. District Vignettes – LAUSD Pilot Evaluation System



Source: Jones, B. (2012, June 19). Teacher evaluation plan a test for LAUSD Superintendent John Deasy. *Daily News*. Retrieved 2012, from http://www.dailynews.com/news/ci_20879293/teacher-evaluation-plan-test-laUSD-superintendent-john-deasy; Los Angeles Unified School District and Teachers' Union agree to include student test scores in teacher evaluations. (2012, July 7). Huffington Post. Retrieved 2012, from: http://www.huffingtonpost.com/2012/07/25/la-school-district-and-it_n_1703823.html.

LAUSD's proposed teacher evaluation framework, which is based on the work of Charlotte Danielson, is significantly more robust than the previous framework. The proposed system includes multiple measures of performance (observations, artifacts, surveys, etc.) and each subtopic within each of the six categories creates more than 60 detailed areas of review per assessment. While the previous system relied almost exclusively on classroom observations and had four general prompts for open-text feedback by principals and other evaluators, prompting less thorough and less specific feedback than the proposed system.

Figure 15. District Vignettes – Adopted LAUSD Teaching and Learning Framework

Planning and Preparation	Classroom Environment	Delivery of Instruction	Additional Professional Responsibilities	Professional Growth	Student Performance and Growth Measures
<ul style="list-style-type: none"> - Demonstrating knowledge of content and pedagogy - Demonstrating knowledge of students - Establishing instructional outcomes - Designing coherent instruction - Designing student assessment 	<ul style="list-style-type: none"> - Creating an environment of respect and rapport - Establishing a culture for learning - Managing classroom procedures - Managing student behavior 	<ul style="list-style-type: none"> - Communicating with students - Using questioning and discussion techniques - Engaging students in learning - Using assessment in instruction - Demonstrating flexibility and responsiveness 	<ul style="list-style-type: none"> - Maintaining accurate records - Communicating with families - Demonstrating professionalism 	<ul style="list-style-type: none"> - Reflecting on practice - Participating in a professional community 	<ul style="list-style-type: none"> - Test Scores - AGT scores
					It is not yet determined how these measures will factor in to teacher evaluations

Source: Los Angeles Unified School District. (2012). LAUSD Teaching and Learning Framework. Talent Management Division. Retrieved 2012, from: [http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/ADS/TLF%20Booklet%20\(Color%20Version\).pdf](http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/ADS/TLF%20Booklet%20(Color%20Version).pdf)

To best support the development and implementation of robust evaluation systems employing the guidelines laid out within this application, the CORE Districts believe that the design and delivery of support, development, and remediation systems/processes based on Districts' local context is critical. CORE staff will facilitate collaboration among the Participating LEAs during the development and implementation of these systems including, at a minimum, the following elements:

- Comprehensive remediation plans to improve instruction and performance for permanent teachers identified in the lowest performance category
- Voluntary remediation plans to improve instruction and performance for teachers in the second lowest category of performance, including one-on-one mentoring

Educator Engagement

In the process of building unique systems to support effective instruction and leadership among educators, the Participating LEAs will be establishing trust, building engagement, and setting the stage for success by creating familiarity with the new educator support and evaluation model. Participating LEAs intend or have started to work with teachers, labor units where applicable, and administrators to design, refine, and/or train staff prior to full implementation of their evaluation systems.

By including educators in the process, CORE Districts are ensuring all voices are at the table to adequately guide the plans for differentiating effectiveness, which include multiple measures and student growth data. For example, LAUSD has adopted changes to their teacher evaluation system and piloted its model for student growth with the direct involvement of teachers and other educators, fulfilling the waiver requirements (Principle 3.A.i.Option B.iii.). Through the pilot, teachers offered feedback on the new system and how it helped to identify and celebrate good teaching practice.

3.B Ensure LEAs Implement Teacher and Principal Evaluation and Support Systems

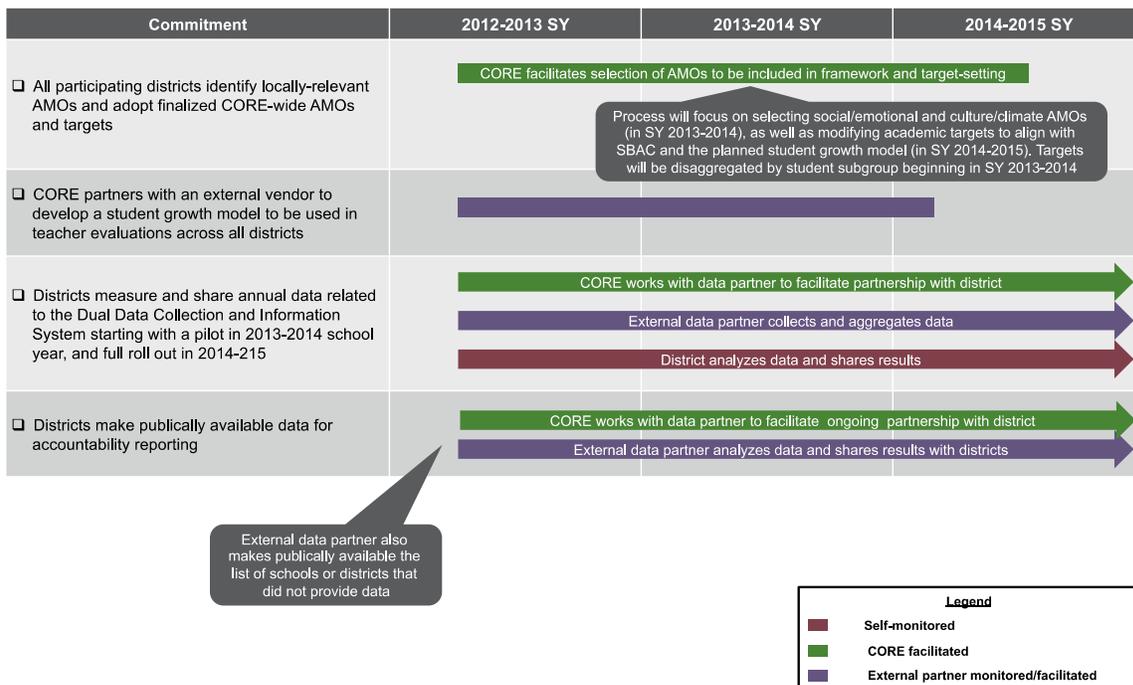
- 3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

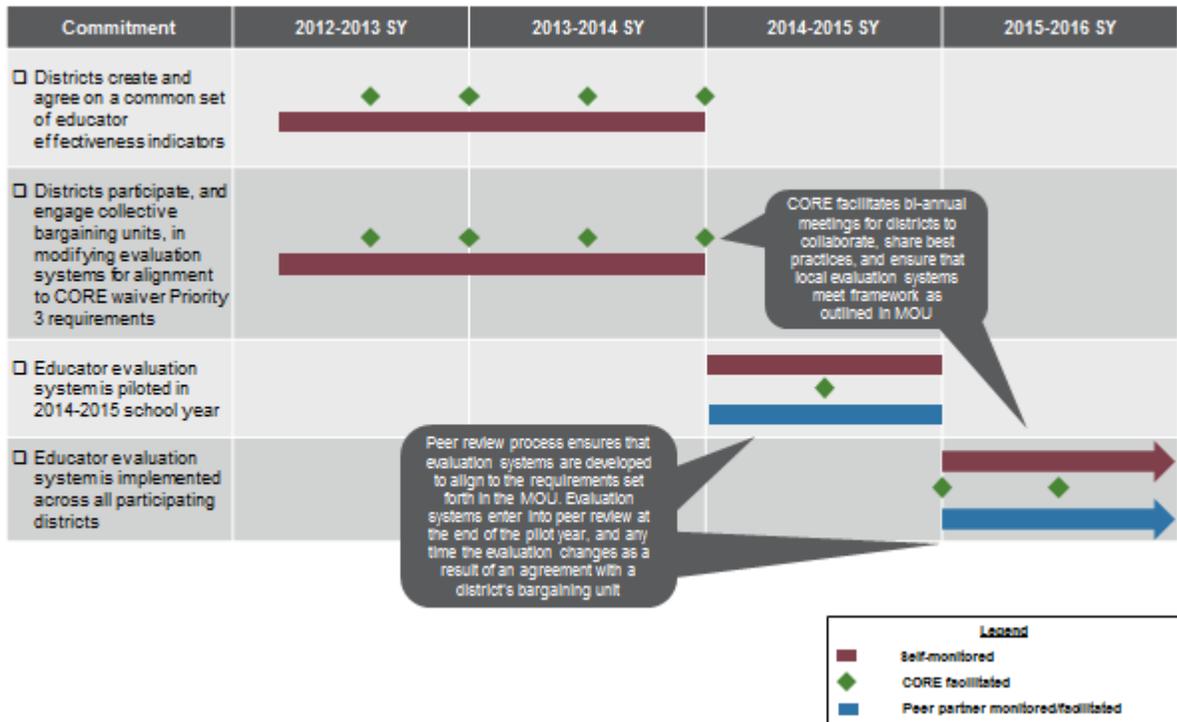
As a collaborative group focused on continuous improvement, Participating LEAs are committed to regularly and purposefully ensuring shared learning and progress monitoring toward implementation, thereby fostering a collaborative culture of continuous learning and growth. Participating LEAs are dedicated to recognizing and understanding when and where growth and/or improvement is occurring in classrooms, schools, and districts because of a moral imperative to serve children. This moral imperative drives all efforts, serves as the backbone of this application, and will increase the quality of instruction for students and improve student achievement overall. As stated throughout the application, CORE Districts believe strongly that even higher-reaching goals than were called for in No Child Left Behind can be attained.

Through teacher development and effective instructional delivery for all students, the

Participating LEAs aspire to develop college- and career-ready graduates as well as close achievement gaps—by holding one another mutually accountable through shared transparency and joint accountability rather than external sanctions. Participating LEAs agree to participate in cross-district peer review of evaluation system adequacy and alignment to the principles laid out in this application. Participating LEAs will also convene on an annual basis to monitor implementation. As demonstrated in the graphics below, governance of this and other waiver processes blends individual district accountability, CORE facilitation, and partnership with external vendors who will bring the expertise required to develop value-added student achievement measures, and aggregate data that supports decision making. These graphics depict the manner in which specific processes to develop evaluation and support systems will be monitored across CORE Districts and Participating LEAs.

Many Priority 2 and 3 commitments will be managed through dual processes between the districts and external partners





Reporting

As a tenet of this waiver, and more specifically in alignment with CORE’s desire to improve student achievement by establishing a transparent, long-term, collaborative-wide accountability system, all Participating LEAs agree to implement the developed measures outlined above in order to benchmark progress in teacher, principal, and superintendent evaluation and to support system implementation. As part of the LEAs’ agreement to report on implementation progress, Participating LEAs will share data, reports, and evidence regarding progress in increasing student outcomes and closing the achievement gap and will:

- Track beginning no later than the 2014–2015 school year, LEA’s aggregate distribution of teachers and principals by performance level, and will
- Report these data publicly by the 2015-2016 school year.

This process will be facilitated by CORE and supported by an external vendor with expertise in data aggregation, analysis, and reporting. Through the process of collecting and analyzing data on multiple occasions, Participating LEAs will be able to provide actionable feedback and support to educators on a regular basis as part of an ongoing process of evaluation. And in this way, systems for support and evaluation will be used to support continuous improvement of instruction and function as a major tenant of this application. As Participating LEAs create support and evaluation systems that meet local-level needs, it is believed that educator effectiveness ratings from evaluations shall be successfully used when making staffing decisions such as recruitment, tenure, promotion, transfer, layoff, and dismissal ensuring that every child has access to highly effective teachers and leaders.

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APPENDIX A: CORE MEMORANDUM OF UNDERSTANDING

Participating LEA MOU Checklist

- Acquire signature of LEA superintendent
- Fill out additional fields as necessary
- No changes or alterations are allowed to the MOU
- [Please refer to http://www.core-ed.org/ for a detailed list of FAQs](http://www.core-ed.org/)

Participating LEA Memorandum of Understanding

DEFINITIONS

CORE (California Office to Reform Education): CORE is an organization that seeks to improve student achievement by fostering highly-productive, meaningful collaboration and learning among its ten **Member Districts:** Clovis, Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco, Sanger, and Santa Ana Unified. Together these districts serve more than one million Californian students and their families. The CORE board consists of the Superintendents of each member districts.

Participating LEA: Any California LEA (including, but not limited to CORE districts) agreeing to abide by the principles outlined in the MOU.

OVERVIEW

This Memorandum of Understanding (“MOU”) is entered into by and between CORE and _____ (“Participating LEA”), and also represents the Participating LEA’s agreement to abide by the principles outlined and agreed to by the CORE Member Districts, with input from other Participating LEAs. The Participating LEA County-District-School (CDS) code is: _____. The purpose of this agreement is to establish a framework of collaboration amongst the Member Districts and other Participating LEAs, as well to as articulate specific LEA roles and responsibilities in support of the approved Request for Flexibility application submitted by CORE. By signing this MOU, the Participating LEAs agree to be held responsible to the U.S. Department of Education (ED) for fulfilling the commitments outlined in Exhibit I of this document with support from CORE.

I. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates the Participating LEA is agreeing to implement CORE’s proposed reform plans (in Exhibit I).

II. PROJECT ADMINISTRATION

A. DISTRICT/LEA RESPONSIBILITIES

Member Districts and Participating LEAs will implement the following tasks and activities described in the CORE Flexibility Request in full cooperation with CORE staff:

1. CORE Member Districts (with the input of non-member LEAs) agree to help develop, pilot, and implement the Common Core State Standards, a new accountability model, and new teacher and principal evaluation systems
2. Participating LEAs agree to implement the Common Core State Standards, the CORE developed (created with the input of non-member LEAs) accountability model, and new teacher and principal evaluation systems
3. All LEAs will provide, in a timely manner, all required reports, data, and evidence regarding progress in implementing the plans contained throughout this request
4. All LEAs will participate in meetings and communications as set by CORE staff

B. CORE STAFF RESPONSIBILITIES

In assisting Member and Participating LEAs in implementing their tasks and activities described in the CORE Flexibility Request, CORE staff shall:

1. Facilitate meetings and set communication guidelines to enable LEAs to share progress made towards improvement plans
2. Contract with 3rd party vendors as directed by the CORE board (e.g. 3rd party data aggregators.)

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties to this MOU, and in consultation with the CORE board.

IV. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if the CORE Request for Flexibility is approved, ending upon the Flexibility Request period, or upon written, duly authorized mutual agreement of the parties, whichever occurs first.

The Memorandum of Understanding may also be terminated by the CORE Board of Directors in the event of non-compliance.

VI. SIGNATURES**Participating LEA Superintendent** (or equivalent authorized signatory) - required:_____
Signature/Date_____
Print Name/Title**Please indicate here if you have altered this document in any way.****Please print the name, title and email address of the individual submitting the MOU document:****Name:** _____**Title:** _____**Email:** _____**Phone:** _____**Exhibit I: PRELIMINARY SCOPE OF WORK**

The LEA agrees to fully participate in implementing the following portions of the CORE Plan:

1. College and Career-Ready Expectations**A. Adopt college- and career-ready standards**

- i. LEA reaffirms that it has adopted the Common Core State Standards (CCSS)

B. Transition to college- and career-ready standards

- i. LEA will develop and implement instructional plans, which include necessary pedagogical shifts for engaging all students to master all standards (with additional attention to English Language Learners and students with disabilities)
- ii. LEA will agree to CORE Member district developed (created with the input of non-member LEAs) English Language Development (ELD) targets within the standards that correspond to the LEA's college- and career-ready standards and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year
- iii. LEA may pilot CORE Member District (or locally) developed performance tasks aligned to the CCSS content and SBAC (or PARCC). LEA will develop professional development plans for all teachers aligned to CCSS and SBAC (or PARCC) (All CORE-Member designed, developed and archived PD shall be available for all Participating LEAs)

- iv. LEA will engage all teacher leaders in CCSS and SBAC (or PARCC) based professional development for preparation of CCSS implementation
- v. LEA will ensure student access to college and career-ready courses and will report annually to the public on performance towards CORE Member District developed college and career readiness metrics

C. Develop and administer annual, aligned, high-quality assessments that measure students growth

- i. LEA will commit to adopting SBAC or PARCC Assessments once STAR sunsets in the 2014-2015 school year
- ii. LEA will agree to administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are aligned with the LEA’s college- and career-ready standards for grade levels not included in accountability model (timed to coincide with the introduction of SBAC or PARCC)

2. Recognition, Accountability, and Support

A. Develop and implement a consortium-based system of differentiated recognition, accountability, and support

- i. LEA agrees to report all CORE requested data for schools and the LEA overall by the existing NCLB subgroups, including: existing NCLB racial subgroups, students in poverty, students with disabilities, and English language learner students
- ii. LEA agrees to annually report student achievement growth at the school and LEA level by the existing NCLB subgroups
- iii. LEA will also report disaggregated graduation rate and persistence rate (8-11) data by the existing NCLB subgroups
- iv. LEA will continue to administer (at a minimum) all federally required state assessments (currently CSTs for grades 3-8 and CAHSEE for high school)
- v. The LEA agrees that the following assessments (at a minimum) will be incorporated into the CORE Member District developed (created with the input of non-member LEAs) accountability model:
 - 1. ELA assessments in the highest grade of school configuration for elementary and middle school
 - 2. Mathematics assessments in the highest grade of school configuration for elementary and middle school
 - 3. Writing assessments in two grades
 - 4. Science assessments in two grades
 - 5. History/Social Science in three grades
 - 6. CAHSEE
 - 7. LEA developed (CORE facilitation available) interim assessments are recommended in other grades as interim formative measures

- vi. The LEA will specify which assessments, beyond the minimum, will be used in the differentiated recognition, accountability, and support systems
- vii. The LEA will ensure that the assessments used for accountability provide appropriate accommodations for English Learners and students with disabilities. For students with the most significant cognitive disabilities, the LEA will use alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards
- viii. LEA will agree to implement the CORE district-developed accountability system (created with the input of non-member LEAs).

B. Set ambitious but achievable annual measurable objectives

- i. LEA will agree to implement CORE Member District developed (created with input of non-member LEAs) growth targets aligned to the expectation that students to be on track as quickly as possible and to achieve proficiency by graduation at the latest.

C. Create a system for identifying and incenting Reward schools based on CORE Member District established guidelines

- i. LEA will identify Reward schools in three categories based on CORE district-developed metrics created with the input of member and non-member LEAs
 - 1. Highest Achieving Overall
 - 2. Highest Achieving – Traditionally Underserved Subgroups
 - 3. Fastest Improving – Overall and for Traditionally Underserved Subgroups
- ii. LEA will base ratings of elementary, middle and high schools on progress toward AMOs
- iii. LEA will report to CORE and to the public its lists of Reward schools and will publicly recognize its Reward schools

D. Create a system for identifying and supporting interventions for Priority schools and Focus schools based on CORE district established guidelines

- i. Using LEA data, CORE will identify priority and focus schools based on CORE district-developed (created with the input of non-member LEAs) AMOs and thresholds
- ii. Using a third party vendor, CORE will report to the LEA and to the public its lists of priority schools and focus schools
- iii. LEA will employ all agreed upon rewards and sanctions as called for in Exhibit I.

E. Build CORE, LEA, and school capacity to improve student learning

- i. LEA agrees to be part of a process jointly holding all Participating LEAs accountable for student achievement and growth through reporting, sharing and transparency
- ii. LEA agrees to collaborate with and support other Participating LEAs in the area of curriculum, instructional alignment, alignment of LEA expenditures to instructional priorities, development and monitoring of improvement plans and professional development strategies

- iii. LEA will support and enable 1) Its Focus and Priority schools to receive technical assistance from Reward schools as well as to use Title I set aside dollars to pay for, if necessary, the minimal cost of travel, training and release time for their reward school partner and 2) Its Reward schools to provide technical assistance to Focus and Priority schools (at a reasonable level, where schools are deemed to be appropriately similar with respect to the challenges they face and their unique characteristics)

3. Effective Instruction and Leadership

A. Develop and adopt guidelines for local teacher, principal and superintendent evaluation and support systems

- i. The LEA agrees to implement by the end of the 2012-2013 school year a teacher, principal and superintendent evaluation and support system that includes the following guidelines:
 - 1. A common set of educator effectiveness indicators, that meaningfully differentiate among teaching effectiveness using at least four levels of performance
 - 2. agreed upon by CORE member districts with input from non-member LEAs
 - 3. Classroom observation procedures that provide teachers with quality feedback regarding instructional practice, aligned to adopted educator effectiveness standards
 - 4. At least one significant component based on a measure of student academic growth
 - 5. Data collection with sufficient frequency to provide a basis for evaluation
 - 6. Ratings that meaningfully differentiate among teaching effectiveness using at least four categories.
 - 7. Support for growth and capacity building
 - 8. Promote and strengthen teacher collaboration to inform classroom instruction for increased academic achievement
- ii. The LEA will have the flexibility to develop additional local measures to address local context (i.e., parent/student surveys, self-assessment, etc.)
- iii. The LEA will develop and implement teacher remediation systems and processes including (at least) the following elements:
 - 1. Comprehensive remediation plans to improve instruction and performance for permanent teachers identified in the lowest performance category
 - 2. Voluntary remediation plans to improve instruction and performance for teachers in the second lowest category of performance, including 1-on-1 mentoring
- iv. Include educator effectiveness ratings from evaluations when making staffing decisions such as: Recruitment, Promotion, Tenure, Transfer, Layoff and Dismissal

B. Implement teacher, principal and superintendent evaluation and support systems

- i. The LEA agrees to implement the developed measures outlined above for benchmarking progress in teacher, principal and superintendent evaluation and to support system implementation
 - ii. The LEA agrees to report on implementation progress
 - iii. The LEA will track beginning no later than the 2014–2015 school year, the aggregate distribution of teachers and principals by performance level, and will report this data publically by the 2015-2016 school year

4. Continuous learning
 - A. The LEA agrees to be part of a learning collaborative and to participate in shared activities around continuous improvement. Such activities will be CORE District-developed (created with the input of Participating LEAs) and may include, but not be limited to:
 - i. Data collection
 - ii. Peer review and monitoring
 - iii. Peer assistance and support

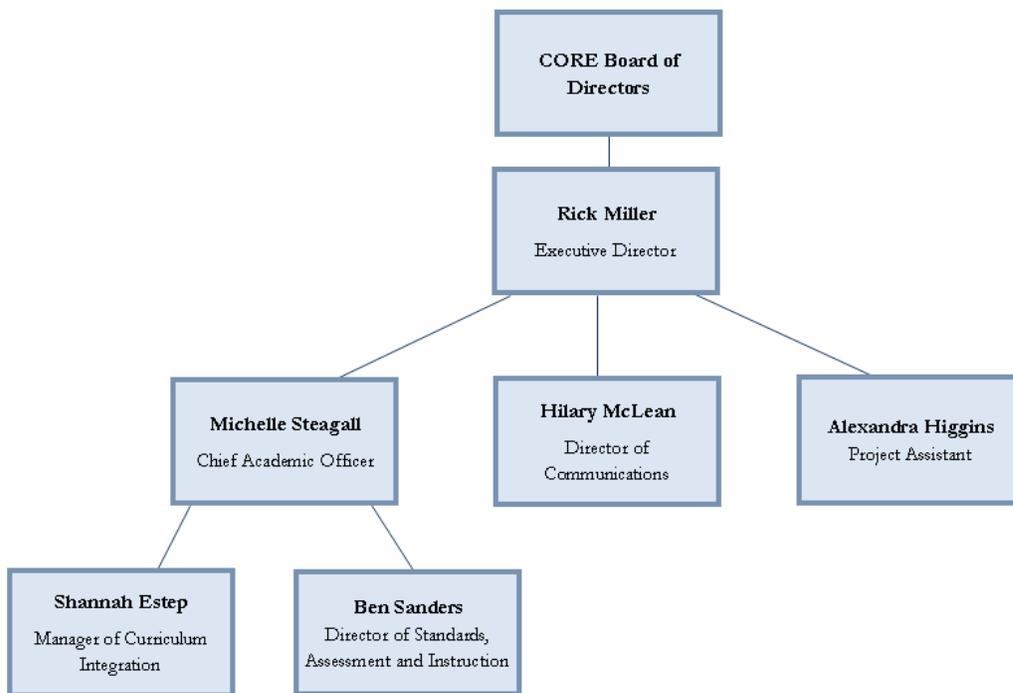
APPENDIX B: CORE ORGANIZATIONAL CHARTS



CORE Board of Directors



CORE Organizational Chart



APPENDIX C: CORE MISSION & GOALS



Board of Directors

Michael Hanson

Board President
Fresno Unified School
District

Janet L. Young, Ph. D

Clovis Unified School
District

Laura Schwalm, Ph. D

Garden Grove Unified
School District

Chris Steinhauer

Long Beach Unified
School District

John E. Deasy, Ph. D

Los Angeles Unified
School District

Tony Smith, Ph. D

Oakland Unified School
District

Jonathan Raymond

Sacramento City Unified
School District

Richard Carranza

San Francisco Unified
School District

Marc Johnson

Sanger Unified School
District

Thelma Meléndez de

Santa Ana, Ph. D

Santa Ana Unified
School District

Bonnie Reiss

Board Member Emeritus
Former California
Secretary of Education

Rick Miller

Executive Director

The California Office to Reform Education (CORE) is a nonprofit organization that seeks to improve student achievement by fostering highly-productive, meaningful collaboration and learning between its member school districts: Clovis, Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco, Sanger, and Santa Ana Unified School Districts. Together these districts serve more than one million Californian students and their families.

Why is CORE needed?

CORE exists so that innovative school reform efforts already underway within each individual district are enhanced, expanded, and accelerated through collaboration. CORE districts work together to identify shared goals for systemic reform and to develop and implement strategies to achieve those goals. By working with and learning from each other, the districts strive to improve student achievement and close the achievement gap so that all students are prepared for college and the workforce in the competitive global economy.

What is CORE doing?

In order to change the paradigm through partnership, CORE has established three specific areas of collaboration:

- **Standards, Assessment, and Instruction**

Effectively implementing common core standards in English Language Arts and math, including aligned assessments, instructional materials, and professional development;

- **Talent Management**

Developing, supporting, and empowering great teachers and school leaders through improved recruitment, preparation, and professional support systems, including an effective teacher and principal evaluation system;

- **Building capacity for improvement**

Sharing and using information, knowledge, and experience across districts more effectively to improve instruction and foster systems of continuous improvement, particularly in support of struggling schools.

CORE as a leader of transformative change

CORE districts are working together to address a common set of high-priority challenges in education. CORE staff coordinates and facilitates the collaboration, and ensures ongoing communication between, among, and about the districts to advance the work. As a result, education leaders across California will benefit from new, more efficient, sustainable, and easily-leveraged strategies for improving teaching and learning at a more rapid, sustainable, and scaled pace.

APPENDIX D: GLOSSARY OF TERMS

Academic Performance Indicator (API): The API is the cornerstone of California’s academic accountability requirements. It measures the performance and growth of schools based upon results of statewide tests at grades two through twelve. API reports provide information about whether schools meet state requirements under the Public Schools Accountability Act (PSAA) of 1999. Similarly, AYP and PI reports provide information about whether schools and local educational agencies (LEAs) meet federal requirements under the Elementary and Secondary Education Act (ESEA).

Accountability: The notion that people (e.g., students or teachers) or an organization (e.g., a school, school district, or state department of education) should be held responsible for improving student achievement and should be rewarded or sanctioned for their success or lack of success in doing so.

Achievement Gap: A consistent difference in scores on student achievement tests between certain groups of children and children in other groups. The data document a strong association between poverty and students' lack of academic success as measured by achievement tests. And while poverty is not unique to any ethnicity, it does exist in disproportionate rates among African Americans and Hispanics, and among English learners. The reasons behind the achievement gap are multifaceted. They do to some degree stem from factors that children bring with them to school. However, other factors that contribute to the gap stem from students' school experiences.

ACT: A set of college admissions tests and the organization that makes them, the American College Testing Program, located in Iowa City, Iowa. Most colleges now accept either the SAT or the ACT for admissions purposes.

Adequate Yearly Progress (AYP): Adequate Yearly Progress is a set of annual academic performance benchmarks that states, school districts, schools, and subpopulations of students are supposed to achieve if the state receives federal funding under Title I, Part A of the federal No Child Left Behind Act (NCLB). In California, the measures include: (1) specified percentages of students scoring "proficient" or "advanced" on California Standards Tests in English language arts and math; (2) participation of at least 95% of students on those tests; (3) specified Academic Performance Index scores or gains; and (4) for high schools, a specified graduation rate or improvement in the rate.

A-G Courses: The set of 15 one-year college prep courses high school students must take to be eligible to enter either the California State University (CSU) or University of California (UC) systems. Required a-g courses beginning with the class of 2003 and beyond include: (a) Two history/social science; (b) Four English language arts; (c) Three math (through Algebra II or Integrated Math III); (d) Two laboratory science (two different disciplines); (e) Two foreign language (same language); (f) One visual/performing arts; and (g) One elective from the above subjects. Students must also meet other criteria to gain admission to the university systems.

Annual Measurable Objective (AMO): A measurement used to determine compliance with the federal No Child Left Behind Act (NCLB). States must develop annual measurable objectives (AMOs) that will determine if a school, district, or the state as a whole is making adequate yearly

progress (AYP) toward the goal of having all students proficient in English language arts and mathematics by 2013-14. For California, the AMOs are the percent of students that must score proficient or advanced on English language arts and mathematics tests aligned with state content standards (such as the California Standards Tests and the California High School Exit Exam). For example, for an elementary school in 2004-05, the AMO in English language arts is that 24.4% of its students must test proficient or above on the California Standards Test in that subject.

Assessment: Another name for a test. An assessment can also be a system for testing and evaluating students, groups of students, schools, or districts. (See STAR.) Under the federal No Child Left Behind Act (NCLB), schools must administer tests in each of three grade spans: grades 3-5, grades 6-9, and grades 10-12 in all schools. Beginning in the 2005-06 school year, tests must be administered every year in grades 3 through 8 in math and reading. Beginning in the 2007-08 school year, science achievement must also be tested.

California Alternate Performance Assessment (CAPA): A test for students with severe disabilities who are unable to participate in the STAR program, even with accommodations. Rather than multiple-choice questions, CAPA is open-ended, with teachers assisting in recording the answers.

California Center for the Future of Teaching and Learning: The Center for the Future of Teaching and Learning at WestEd is dedicated to strengthening teacher development policy and practice. WestEd is a research, development, and service agency whose mission is to promote excellence, achieve equity, and improve learning for children, youth, and adults. Since its inception in 1966, WestEd has been guided by knowledge from research and practice, drawing on an ever-growing and constantly refined database in development.

California Collaborative on District Reform: The California Collaborative on District Reform joins researchers, practitioners, policymakers, and funders in ongoing, evidence-based dialogue and collaborative activity to improve instruction and student learning for all students in California's urban school systems.

California Department of Education (CDE): The California Department of Education is an agency that oversees public education, including funding and testing, and holds local educational agencies (LEAs) accountable for student achievement. Its stated mission is to provide leadership, assistance, oversight, and resources so that every Californian has access to a good education. The State Board of Education is the governing and policy-making body, and the State Superintendent of Public Instruction is the nonpartisan elected executive officer.

California English Language Development Test (CELDT): A test for students whose primary language—as reported by their parents—is not English. These students take the CELDT upon initial enrollment and annually thereafter until it is determined that they have mastered English. At that point they are reclassified as fluent English proficient (FEP) and are no longer counted as part of a school's English learner (EL) population. The CELDT evaluates listening, speaking, reading, and writing skills.

California High School Exit Exam (CAHSEE): A state exam that California public high school students, beginning with the class of 2006, must pass in order to graduate. The exit exam is not a college entrance or honors exam. Instead, its purpose is to test whether students have mastered the

academic skills necessary to succeed in the adult world. It is a pass-fail exam divided into two sections: English language arts (reading and writing) and mathematics. Sophomores, juniors, and seniors can take the test. Once students pass a section of the test, they do not take that section again.

California Modified Assessment (CMA): California Modified Assessments are tests based on modified achievement standards for students with disabilities in grades 3–8 whose IEP team has determined that neither the CAPA nor the CST is the appropriate assessment.

California Office to Reform Education (CORE): CORE is a nonprofit organization that seeks to improve student achievement by fostering highly-productive, meaningful collaboration and learning between its 10 member school districts: Clovis, Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento City, San Francisco, Sanger, and Santa Ana Unified School Districts. Together these districts serve more than one million Californian students and their families.

California Standards for the Teaching Profession (CSTP): Professional standards adopted by the California Commission on Teacher Credentialing in 1997 to guide teacher preparation programs and new teacher assessments. These standards are organized around six interrelated categories of teaching practice: 1) engaging and supporting all students in learning; 2) creating and maintaining effective environments for student learning; 3) understanding and organizing subject matter for student learning; 4) planning instruction and designing learning experiences for all students; 5) assessing student learning; and 6) developing as a professional educator.

California Standards Tests (CSTs): Tests that are part of the Standardized Testing and Reporting (STAR) program and are based on the state's academic content standards—what teachers are expected to be teaching and what students are expected to be learning. The assessments are primarily multiple choice and cover four subject areas: English language arts (grades 2-11); mathematics (grades 2-11); history/social science (grades 8, 10, and 11); and science (for grades 5, 8, 10, and high school students who are taking specific subjects like biology, chemistry, or integrated science). CSTs are criterion-referenced tests, and students are scored as "far below basic, below basic, basic, proficient, and advanced." The state goal is for every student to score at "proficient" or above. Only California students take these standards-based tests so their results cannot be compared to test scores of students in other states or nations.

Common Core State Standards (CCSS): CCSS describe the knowledge and skills in English Language Arts and Mathematics that students will need when they graduate, whatever their choice of college or career. These sets of standards define the knowledge and skills students should have to succeed in entry-level, credit-bearing, academic college courses and in workforce training programs.. This state-led effort is coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).

ConnectEd: The California Center for College and Career: **ConnectEd:** The California Center for College and Career is dedicated to advancing practice, policy, and research aimed at helping young people prepare for *both college and career* through Linked Learning — a high school improvement approach.

CORE Districts: There are 9 of the 10 total CORE Districts applying for the Waiver including: Clovis, Fresno, Long Beach, Los Angeles, Oakland, Sacramento City, San Francisco, Sanger, and

Santa Ana Unified School Districts. Together these districts serve more than one million California students and their families. CORE Districts do not include Participating LEAs.

County Office of Education (COE): The agency that provides, in general, educational programs for certain students; business, administrative, and curriculum services to school districts; and financial oversight of districts. These services are affected by the size and type of districts within the county, the geographical location and size of the county, and the special needs of students that are not met by the districts. Each of California's 58 counties has an office of education.

Danielson's Framework for Teaching: The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility.

Disparity: The unequal or inequitable treatment of one group as compared to another.

Disproportionality: Disproportionality refers to comparisons made among groups of students by race or ethnicity who are identified for special education services. Where students from particular racial or ethnic groups are identified either at a greater or lesser rate than all other students then that group may be said to be disproportionately represented in special education. In some cases, the percentage of an ethnic or racial group may be less than what is found in the population in general. In this case, the group may be described as underrepresented. Conversely, when a particular ethnic or racial group is represented in special education at a greater rate than the population in general, that group is said to be overrepresented.

Dropout: A grade 7-12 student who left school prior to completing the school year and had not returned by Information Day (a day in October when students throughout the state and counted and enrollment is determined). Students are not considered dropouts if they receive a General Education Development (GED) or California High School Proficiency Examination (CHSPE) certificate, transfer to another high school or to a college, move out of the United States, are suspended or sick that day, or will be enrolling late.

Dropout Rate: California uses two approaches for determining the number of students who drop out of high school. The one-year dropout rate is calculated using enrollment data submitted by school districts and simply indicates how many students in grades 7-12 districts reported as dropouts in a given year. The four-year derived dropout rate is an estimate of the percent of students who would drop out between ninth and 12th grade based on data collected for a single year.

Elementary and Secondary Education Act (ESEA): The principal federal law affecting K-12 education. The No Child Left Behind Act (NCLB) is the most recent reauthorization of the ESEA. Originally enacted in 1965 as part of the War on Poverty, ESEA was created to support the education of the country's poorest children and that remains its overarching purpose. Congress must reauthorize it every six years. Each reauthorization of ESEA has made some changes, but NCLB was the most dramatic revision of the act since its creation. Its provisions represent a significant change in the federal government's influence in public schools and districts throughout the United States, particularly in terms of assessment and teacher quality.

English Learner (EL): Students whose home language is not English and who qualify for extra help. EL students were formerly known as "Limited English Proficient" (LEP). (See CELDT.)

ESEA Flexibility: The U.S. Department of Education has invited each State educational agency (SEA) to request flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction.

Equity: The belief that state governments have an obligation to equalize students' access to educational opportunities and thus life chances. During the 1970s and 1980s, many state courts found great disparities in base per pupil spending between high and low property-wealth districts. They mandated that these funding disparities be eradicated. In placing districts on a level playing field, the courts often invoked equal protection clauses in state constitutions.

Graduation Rate: There are two approaches for determining the number of students who earned high school diplomas. One approach takes the number of graduates and divides it by graduates plus dropouts over the last four years. This method can overestimate the graduate rate because local schools often under-report the number of students who drop out. A second graduation rate calculation divides the number of graduates by the ninth-grade enrollment four years prior. This method can underestimate the graduation rate in part because it does not account for students who graduated early, moved, or took alternative paths such as passing the California High School Proficiency Exam.

Local Education Agency (LEA): A public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state. School districts and county offices of education are both LEAs. Sometimes charter schools function as LEAs.

Linked Learning Alliance: The Linked Learning Alliance is a statewide coalition of education, industry, and community organizations dedicated to improving California's high schools and preparing students for postsecondary education and career.

Memorandum of Understanding (MOU): The purpose of the MOU is to establish a framework of collaboration amongst the CORE Districts and other Participating LEAs, as well to as articulate specific LEA roles and responsibilities in support of CORE in its implementation of an approved Request for Flexibility application. By signing this MOU, the Participating LEAs agree to be held responsible to the U.S. Department of Education (ED) for fulfilling the commitments outlined in Exhibit I of the MOU with support from CORE.

Multiple Measures: An approach that relies on more than one indicator to measure a student's academic strengths and weaknesses. Measures can include grades, teacher comments, collected samples of a student's work, and standardized test scores. Similarly, multiple measures can be used to evaluate school and school district performance. These might include students' standardized test scores, graduation rates, and dropout rates.

National Assessment of Educational Progress (NAEP): A national test that is given to specific grade levels in specific subjects every other year. A small sample of student representative of the state are tested. NAEP test scores can be compared to national averages. California participates in NAEP, though not all states do. (See NAEP under Nationally Administered Tests.)

No Child Left Behind Act (NCLB): The 2002 reauthorization of the Elementary and Secondary Education Act (ESEA). Originally passed in 1965, ESEA programs provide much of the federal funding for K-12 schools. NCLB's provisions represent a significant change in the federal government's influence in public schools and districts throughout the United States, particularly in terms of assessment, accountability, and teacher quality. It increases the federal focus on the achievement of disadvantaged pupils, including English learners and students who live in poverty, provides funding for "innovative programs" such as charter schools, and supports the right of parents to transfer their children to a different school if their school is low-performing or unsafe.

NCLB Title I: A federal program that provides funds for educationally disadvantaged students, including the children of migrant workers. Funding is based on the number of low-income children in a school, generally those eligible for the free/reduced price meals program. Title I is intended to supplement, not replace, state and district funds. The funds are distributed to school districts, which make allocations to eligible schools according to criteria in the federal law. Schools receiving Title I monies are supposed to involve parents in deciding how those funds are spent and in reviewing progress. Title I used to be called Chapter One. Part A provides basic grants for school improvement, while Part B focuses on helping schools improve their reading programs. Parts C through I provide funding for a variety of purposes, including advanced placement programs and dropout prevention.

Participating LEA: Participating LEAs are California school districts and charter schools/management organizations that opt to sign the MOU and agree to be held responsible for implementation of and accountability to all commitments outlined in the CORE waiver application and MOU. Participating LEAs include CORE Districts.

Policy Analysis for California Education (PACE): Policy Analysis for California Education (PACE) is an independent, non-partisan research center based at Stanford University, the University of California – Berkeley, and the University of Southern California. PACE seeks to define and sustain a long-term strategy for comprehensive policy reform and continuous improvement in performance at all levels of California's education system, from early childhood to post-secondary education and training. PACE bridges the gap between research and policy, working with scholars from California's leading universities and with state and local policymakers to increase the impact of academic research on educational policy in California.

Proficiency: Mastery or ability to do something at grade-level. In California, students take California Standards Tests (CSTs) and receive scores that are grouped in five achievement bands ranging from "far below basic" to "advanced." The state goal is for all students to score at "proficient" or "advanced."

Propositions 98 and 111: Voter-approved initiatives that amended the California Constitution in 1988 and 1990 to guarantee a minimum amount of funding from property and state taxes for K-14 (kindergarten through community college) education each year. This guarantee of a minimum funding level is unique in the nation. The propositions included formulas for calculating the guarantee under different economic conditions. Proposition 98 also mandated School Accountability Report Cards (SARC) that cover at least 13 required topics such as test scores, dropout rates, and teacher qualifications.

Race to the Top (RTT): A competitive federal grant program run by the U.S. Department of Education that began in 2009 and provides a total of \$4 billion in one-time grants to a handful of states that have created conditions for bold, comprehensive action in four reform areas described in the American Recovery and Reinvestment Act (ARRA).

REL West: The Regional Educational Laboratory West (REL West) at WestEd, serving Arizona, California, Nevada, and Utah, is part of a national network of 10 RELs whose mission is to provide research, analytic support, and resources that increase the use of high-quality data and evidence in education decision-making. Most REL work is carried out in partnership with educators—from state and local decision-makers to district and school support providers and practitioners—through eight regional research alliances.

School Accountability Report Card (SARC): An annual report on specified aspects of a school's operation, which is required as part of Proposition 98. Other state legislation and the federal No Child Left Behind Act (NCLB) also require SARCs. (See Propositions 98 and 111.)

School Improvement Program (SIP): A plan for an improved education program developed by a school site council composed of staff, parents, and students (high schools only). Initiated in the late 1970s, SIP programs are in the vast majority of California schools. SIP is one of the few categorical programs that provides discretionary money directly to schools. Typical uses are for instructional aides, classroom materials, technology, and staff development.

School Quality Review (SQR): A School Quality Review is an external, unbiased validation of the school's work and effectiveness. The SQR program is designed to assist districts in developing a clear picture of the quality of education provided in its schools. It provides schools a comprehensive report that outlines their strengths, areas for development, plus challenges and successes, which enable them to identify priorities for improvement, monitor program delivery, and evaluate student learning outcomes. In essence, it is a powerful formative tool used to guide districts and schools as they engage in the cycle of continuous improvement.

Smarter Balanced Assessment Consortium (SBAC): Smarter Balanced is a state-led consortium developing assessments aligned to the Common Core State Standards in English language arts/literacy and mathematics that are designed to help prepare all students to graduate high school college- and career-ready. California is part of the SBAC, one of two multistate consortia awarded funding from the U.S. Department of Education to develop an assessment system based on the CCSS. The summative assessment system will be field-tested in the 2013-14 school year in CORE Districts and across California.

Standards: Degrees or levels of achievement. The "standards movement" began as an informal effort grown out of a concern that American students were not learning enough and that American schools did not have a rigorous curriculum. The U.S. Congress adopted this concept more formally with its 1994 reauthorization of the federal Title I program.

Standardized Test: A standardized test is a test that is in the same format for all takers. It often relies heavily or exclusively on multiple-choice questions. The testing conditions—including instructions, time limits, and scoring rubrics—are the same for all students, though sometimes accommodations on time limits and instructions are made for disabled students. Reporting of scores

to parents, students, or schools is the same. The procedures used for creating the test and analyzing the test results are standardized.

Standardized Testing and Reporting (STAR) Program: A statewide testing system that was enacted in 1997 and required the State Board of Education to select one nationally published test for second- through 11th-grade public school students and to publicize school district and state scores on the Internet in July every year. STAR now has three elements: 1) California Standards Tests (CSTs), which are based on the state's academic content standards; 2) California Achievement Tests, Sixth Edition Survey (CAT/6), a nationally normed, standardized, multiple-choice, basic-skills test that is given only to third and seventh graders; and 3) Aprenda 3, La prueba de logros en español, Tercera edición, a norm-referenced test that is administered to Spanish-speaking English learners who have been in school in the United States fewer than 12 months when tested or who were receiving instruction in Spanish regardless of how long they have been in school in the United States. The Aprenda 3 is gradually being replaced by a designated primary language test. California only administers tests in Spanish for this purpose. That test is known as the Standards-based Tests in Spanish (STS). Student achievement on certain STAR tests largely determine a school's statewide ranking.

State Board of Education (SBE): State Board of Education (SBE) is appointed by the governor with the approval of the state Senate. It is the governing body for the California Department of Education. The SBE is responsible for approving curriculum frameworks, textbooks, statewide assessments, and standards for student performance. It acts as a court of appeals for local decisions (e.g., school district reorganization).

State Education Agency (SEA): The agency primarily responsible for the supervision of a state's public elementary and secondary schools, such as the California Department of Education (CDE).

Superintendent of Public Instruction (SPI): Elected on a statewide, non-partisan ballot, the Superintendent of Public Instruction (also called the state superintendent) is in charge of running the California Department of Education. County offices of education are required to inform the state superintendent of approval or disapproval of all school district budgets.

Waiver: Permission from the State Board of Education (SBE) to set aside the requirements of an Education Code provision or administrative regulations upon the request of a school district. The code specifies which laws can be waived.

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1	Notice to SEA	105
2	Comments on request received from SEA (if applicable)	N/A
3	Notice and information provided to the public regarding the request	N/A
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State’s standards adoption process	106
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State’s standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	N/A
6	State’s Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	N/A
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	108
8	A copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the “all students” group and all subgroups (if applicable)	N/A
9	Table 2: Reward, Priority, and Focus Schools	109
10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)	N/A
11	Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems	N/A

ATTACHMENT 1: NOTICE TO SEA

**Board of Directors****Michael Hanson**

Board President
Fresno Unified School
District

Janet L. Young, Ph. D

Clovis Unified School
District

Laura Schwalm, Ph. D

Garden Grove Unified
School District

Chris Steinhauer

Long Beach Unified
School District

John E. Deasy, Ph. D

Los Angeles Unified
School District

Tony Smith, Ph. D

Oakland Unified School
District

Jonathan Raymond

Sacramento City Unified
School District

Richard Carranza

San Francisco Unified
School District

Marc Johnson

Sanger Unified School
District

Thelma Meléndez de**Santa Ana, Ph. D**

Santa Ana Unified
School District

Bonnie Reiss

Board Member Emeritus
Former California
Secretary of Education

Rick Miller

Executive Director

February 28, 2013

Michael Kirst, President
California State Board of Education
1430 N Street, Room 1101
Sacramento, CA 95814

Dear President Kirst:

The California Office to Reform Education (CORE) has been working over the past year to develop a district-consortium request for a federal NCLB flexibility waiver. To conform with federal requirements, districts seeking such flexibility must first submit waiver requests to their lead state educational agency for review and comment. Therefore, on behalf of nine districts seeking this flexibility, I am pleased to submit to you a bundled set of federal waiver applications, referred to as the CORE Waiver.

The CORE Waiver calls for a reorientation of districts' work towards a collective effort to prepare all students for college and career, with districts assuming unprecedented accountability to eliminate disparity and disproportionality in all subjects and across academic, social/emotional, and culture/climate domains. The participating districts are very excited about the impact of this waiver to improve teaching and learning within their own communities, and ultimately, in any other California local educational agency that chooses to participate.

We respectfully request that you review the CORE Waiver and provide any comments before forwarding this flexibility request to the U.S. Department of Education.

Please don't hesitate to contact me if you have any questions.

Sincerely,

Rick Miller
CORE Executive Director

cc: U.S. Secretary of Education Arne Duncan
Governor Jerry Brown
State Superintendent of Public Instruction Tom Torlakson
State Board of Education Executive Director Karen Staph Walters
CORE Board of Directors

ATTACHMENT 4: CALIFORNIA STATE BOARD OF EDUCATION ADOPTS COMMON CORE STATE STANDARD

Excerpted from: FINAL MINUTES, State Board of Education, August 2, 2010

Item 3: Consideration of the California Academic Content Standards Commission’s Recommendation to Adopt the Common Core Standards, Including California Specific Standards.

Presenter: Deborah Sigman, Deputy Superintendent of the Curriculum, Learning, and Accountability Branch, presented on this item, and introduced Sue Stickel, Assistant Superintendent of Curriculum and Intervention, Sacramento County Office of Education, and project director of the California State Academic Content Standards Commission (Commission), and Greg Geeting, chair of the Commission.

Public Comment:

Public comment was received from Arun Ramanathan, EdTrust-West, Shelley Kriegler, Center for Math & Teaching; Scott Farrand, California State University Sacramento; Doug McRae, consultant; Kathlan Latimer, California Mathematics Council; Bill Evers, Stanford University; Juan Godinez, Los Angeles Unified School District (LAUSD) District Advisory Council (DAC); Pixie Hayward-Schickele, California Teachers Association (CTA); Dan Vogel, Vice President, CTA; Martha Zaragoza-Diaz, California Association for Bilingual Education (CABE) and Californians Together; Lauri Burnham Massey, CABE; Shelly Spiegel Coleman, Californians Together; Alicia Moran and Harold Boyd Jr., United Teachers of Los Angeles (UTLA); Barbara Flores, Alliance for a Multilingual Multicultural Education; Sherry Griffith, Association of California School Administrators (ACSA); Gretchen Muller, California Math Council; John Deasy, LAUSD; Suzan Solomon, California State Parent Teachers Association (PTA); Fred Navarro, Anaheim Union High School District; Scott Hill, School Innovations & Advocacy; Monica Henestroza, San Diego Unified School District; Chris Steinhauer, Long Beach Unified School District; Mike Hanson, Fresno Unified School District; and Walter Richardson, LAUSD DAC.

The board engaged in a substantive discussion following public comment. Announcing that it was an historic day in California, President Mitchell reminded the board that this discussion was only the beginning of a process and not the end of one. He directed CDE and SBE staff to create an implementation plan as defined in the legislation, and to work with the state Legislature to launch a curriculum development process that would begin to operationalize these standards. He additionally directed Commission staff to proceed with technical cleanup of the draft presented to the board. Further, President Mitchell commended the comments related to English language learners and students with disabilities.

Finally, President Mitchell thanked the members of the California State Academic Content Standards Commission, Commission Chair Greg Geeting, and Project Director Sue Stickel for their extraordinary work on behalf of California and its children for providing high standards and equally high outcomes.

ACTION: Member Arkatov moved that the SBE, pursuant to Senate BillX5 1, adopt the academic content standards as proposed by the California Academic Content Standards Commission in

English language arts and mathematics; and that the standards include the Common Core and specific additional standards that the Commission had deemed necessary to maintain the integrity and rigor of California’s already extremely high standards. Member Lopez seconded the motion. The board voted, by show of hands, 9-0 to approve the motion.

ATTACHMENT 7: MEMORANDUM OF UNDERSTANDING BETWEEN CALIFORNIA AND SMARTER BALANCED ASSESSMENT CONSORTIUM

2/27/13

SMARTER Balanced Assessment Consortium - Year 2011 (CA Dept of Education)

California Department of Education (<http://www.cde.ca.gov/nr/ne/yr11/yr11rel43.asp>)

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CALIFORNIA DEPARTMENT OF EDUCATION **NEWS RELEASE**

TOM TORLAKSON
State Superintendent
of Public Instruction

Release: #11-43
June 9, 2011

Contact: Tina Jung
E-mail: communications@cde.ca.gov
Phone: 916-319-0818

State Education Leaders Jointly Announce California's Role in New Multistate Consortium Formed to Develop New Generation of Assessments

SACRAMENTO—State Superintendent of Public Instruction Tom Torlakson and State Board of Education President Michael Kirst today announced that California will join the SMARTER Balanced Assessment Consortium as a governing state.

"Today marks the beginning of a new era in student testing and accountability," Torlakson said. "By working together, we've put California where it belongs—poised to play a leadership role."

"This is a wonderful opportunity for California to step up as a leader in assessment design and provide much more timely information to teachers, parents, and students," Kirst said.

Currently, a total of 30 states have signed up to become members of the SMARTER Balanced Assessment Consortium. Of those, California is one of 18 governing states, which allows decision-making participation. The remaining 12 are advisory states.

The consortium has received a \$176 million Race to the Top assessment grant from the U.S. Department of Education to design a new assessment system aligned to the Common Core State Standards. The system will include assessments in English-language arts (ELA) and mathematics in grades three through eight and grade eleven. The new assessments will be in place for the 2014-15 school year.

Torlakson, Kirst, and Governor Jerry Brown signed a Memorandum of Understanding to give California greater involvement in the development of a new generation of student assessments that will emphasize a deep knowledge of core concepts within and across disciplines, problem solving, analysis, synthesis, and critical thinking.

As a governing state, California will have an active role in all decision making, and provide representatives for various work groups and steering committees. The goal of the consortium is to prepare students for college and career by improving teaching and learning in our schools through the development of an innovative system of assessments of the Common Core State Standards in ELA and mathematics that is valid, reliable, and fair for all students.

The SMARTER Balanced assessment system will be designed to meet federal- and state-level accountability requirements and provide teachers and parents with timely and accurate information to measure and track individual student growth.

The assessment system will utilize computer adaptive technologies to design assessments that will minimize the amount of time that students are out of the classroom and away from their teachers, better measure student abilities across the full spectrum of student performance, evaluate growth in learning, and provide more information to teachers, administrators, and parents within weeks of testing.

Teachers will play a critical role in the development of the new assessment system as they will be involved in the design, development, and scoring of assessment items and tasks.

More information on the SMARTER Balanced Assessment Consortium can be found at [SMARTER](http://www.k12.wa.us/smarter/) [<http://www.k12.wa.us/smarter/>] . For more information on the Common Core State Standards Initiative, please visit [Common Core State Standards Initiative | Home](http://www.corestandards.org/) [<http://www.corestandards.org/>] .

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Tom Torlakson — State Superintendent of Public Instruction
Communications Division, Room 5206, 916-319-0818, Fax 916-319-0100

ATTACHMENT 9: TABLE 2 - REWARD, PRIORITY AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
Oakland	MetWest High	62805011350		J	K
	Mandela High	62805011349		J	K
	Media College Preparatory	62805011348		J	K
	College Preparatory and Architecture Aca	62805011289		J	K
	Business and Information Technology High	62805010549		J	
	Leadership Preparatory High	62805010723		J	
	McClymonds High	62805011555		J	K
	Reach Academy	62805011556		J	
	Far West	62805011560		J	K
	American Indian Public High	62805011563	A,C		
	Alliance Academy	62805012027		J	K
	Coliseum College Prep Academy	62805011920		J	
	ROOTS International Academy	62805011907		J	
	American Indian Public Charter School II	62805012013	A,C		
	Conservatory of Vocal/Instrumental Arts	62805012006	B		
	Oakland Charter High	62805012041	A		
	KIPP Bridge Charter	62805011935	B		
	Futures Elementary	62805012057		J	K
	West Oakland Middle	62805012048		J	K
	Barack Obama Academy	62805012051			K
	Oakland International High	62805012049		J	
	East Oakland Leadership Academy High	62805012052			K
	Ralph J. Bunche High	62805012325			K
	Rudsdale Continuation	62805007326			K
	Dewey Academy	62805004255			K
	Oakland High	62805004304			K
	Allendale Elementary	62805004238			K

	Chabot Elementary	62805004239	C		
	Cleveland Elementary	62805004251	B		
	Glenview Elementary	62805004266	B		
	Grass Valley Elementary	62805004269			K
	New Highland Academy	62805004274			K
	Hillcrest Elementary	62805004275	C		
	Joaquin Miller Elementary	62805004280	C		
	Marshall Elementary	62805004281			K
	Lafayette Elementary	62805004285		J	K
	Lincoln Elementary	62805004289	B,C		
	Peralta Elementary	62805004307	B		
	Preparatory Literary Academy of Cultural	62805004309			K
	Bret Harte Middle	62805004242			K
	Frick Middle	62805004263		J	
	Roosevelt Middle	62805004312		J	
	Oakland Charter Academy	62805002893	B		
	American Indian Public Charter	62805005673	A		
	Independent Study, Sojourner Truth	62805005701		J	K
	Reems (Ernestine C.) Academy of Technolo	62805007941			K
	Aspire Monarch Academy	62805008440			K
	North Oakland Community Charter	62805008442	C		
	International Community	62805008678			K
Clovis	Clovis Community Day Elementary	60903011359	C		
	James S. Fugman Elementary	60903010771	C		
	Reagan Elementary	60903011587	C		
	Granite Ridge Intermediate	60903012015	C		
	Clovis North High	60903011855	C		
	Bud Rank Elementary	60903012029	C		
	Cole Elementary	60903000907	C		
	Fort Washington Elementary	60903000909	C		
	Jefferson Elementary	60903000911	B		
	Nelson Elementary	60903000915	B		

	Temperance-Kutner Elementary	60903000918	B		
	Miramonte Elementary	60903000914	B		
	Lincoln Elementary	60903000913	B,C		
	Cox Elementary	60903008811	C		
	Mountain View Elementary	60903008125	C		
	Gettysburg Elementary	60903009127	C		
	Valley Oak Elementary	60903009531	C		
	Alta Sierra Intermediate	60903010202	C		
	Liberty Elementary	60903010203	C		
	Garfield Elementary	60903001982	C		
	Cedarwood Elementary	60903005744	C		
	Clovis Elementary	60903007960	B		
	Century Elementary	60903008466	C		
Los Angeles	High Tech LA	62271010829	C		
	Accelerated Elementary Charter	62271010830			K
	KIPP Los Angeles College Preparatory	62271011324	B,C		
	Milagro Charter	62271010835	B		
	Harbor Teacher Preparation Academy	62271010844	A,C		
	Synergy Charter Academy	62271010846	B,C		
	Alliance Gertz-Ressler High	62271010851	A		
	Vista Middle	62271010859		J	
	Southeast Middle	62271010860		J	
	International Studies Learning Center	62271010863			K
	Port of Los Angeles High	62271010864	B		
	Alliance Richard Merkin Middle	62271010868			K
	Larchmont Charter	62271010870	C		
	Lexington Avenue Primary Center	62271011619			K
	Hollywood Primary Center	62271010877			K
	Hope Street Elementary	62271010886			K
	Cesar Chavez Elementary	62271010887			K
	Los Angeles Academy of Arts & Enterprise	62271011628		J	
	Charles H. Kim Elementary	62271011646	B		

	William Jefferson Clinton Middle	62271011649		J	
	Hesby Oaks	62271011654	C		
	Aspire Centennial College Preparatory Ac	62271011655			K
	Thurgood Marshall Charter Middle	62271011870		J	K
	Full Circle Learning Academy	62271011933		J	K
	Celerity Troika Charter	62271012120	A		
	Alliance Christine O'Donovan Middle Acad	62271012297			K
	Dr. James Edward Jones Primary Center	62271012223			K
	Academic Performance Excellence Academy	62271012312		J	
	Magnolia Science Academy 4	62271012360			K
	Los Angeles Teachers Preparatory Academy	62271012335		J	
	KIPP Raices Academy	62271012292	A		
	Larchmont Charter-West Hollywood	62271012307	C		
	Goethe International Charter	62271012215	C		
	Young Oak Kim Academy	62271012440		J	K
	Santa Rosa Charter Academy	62271012537			K
	New Designs Charter School-Watts	62271012456		J	
	Daniel Pearl Journalism & Communications	62271012525	C		
	Bell Senior High	62271002844			K
	Diane S. Leichman Special Education Cent	62271008886	C		
	Avalon High	62271002830	C		
	Crenshaw Senior High	62271002941		J	
	El Camino Real Charter High	62271002977	C		
	Los Angeles Center for Enriched Studies	62271008887	B		
	Arroyo Seco Museum Science	62271008888	B		
	John C. Fremont Senior High	62271003023		J	

	Sherman Oaks Center for Enriched Studies	62271009151	B		
	Granada Hills Charter High	62271003050	C		
	David Starr Jordan Senior High	62271003109		J	
	Animo Alain Leroy Locke Charter High	62271003140		J	K
	Manual Arts Senior High	62271003163		J	
	School of Communications, New Media and	62271003315		J	
	George Washington Preparatory High	62271003444		J	
	Francisco Bravo Medical Magnet High	62271010240	B,C		
	Palisades Charter High	62271004593	C		
	Los Angeles Leadership Academy	62271010517			K
	Community Harvest Charter	62271010518		J	
	Apperson Street Elementary	62271002820	B		
	Avalon Gardens Elementary	62271002831			K
	Beckford Charter for Enriched Studies	62271002842	C		
	Beethoven Street Elementary	62271002843	B,C		
	Cahuenga Elementary	62271002883	B		
	Calabash Charter Academy	62271002884	C		
	Canoga Park Elementary	62271002889			K
	Canyon Elementary	62271002894	C		
	Capistrano Avenue Elementary	62271002895	B		
	Carpenter Community Charter	62271002898	C		
	Castle Heights Elementary	62271002904	C		
	Chatsworth Park Elementary	62271002915	C		
	Cienega Elementary	62271002919			K
	Clifford Street Elementary	62271002924			K
	Clover Avenue	62271002925	C		

	Elementary				
	Colfax Charter Elementary	62271002929	B,C		
	Coliseum Street Elementary	62271002930			K
	Darby Avenue Elementary	62271002949	C		
	Delevan Drive Elementary	62271002954	B,C		
	Dixie Canyon Avenue Elementary	62271002959	C		
	Dorris Place Elementary	62271002964	B		
	Tom Bradley Environmental Science and Hu	62271002967			K
	Eagle Rock Elementary	62271002969	C		
	El Oro Way Elementary	62271002979	C		
	Euclid Avenue Elementary	62271002993			K
	Fairburn Avenue Elementary	62271002997	C		
	Fifty-Fourth Street Elementary	62271003003			K
	First Street Elementary	62271003009			K
	Glassell Park Elementary	62271003042			K
	Grape Street Elementary	62271003054			K
	Hamlin Street Elementary	62271003065	B,C		
	Ivanhoe Elementary	62271003103	C		
	Justice Street Elementary	62271003111	C		
	Kenter Canyon Elementary	62271003113	C		
	Kester Avenue Elementary	62271003115	B,C		
	Knollwood Elementary	62271003119	B,C		
	Lanai Road Elementary	62271003121	C		
	Latona Avenue Elementary	62271003126			K
	Leapwood Avenue Elementary	62271003130			K
	Lillian Street Elementary	62271003137			K
	Lockhurst Drive Elementary	62271003141	C		
	Lomita Math/Science/Technology Magnet	62271003145	B		

	Loyola Village Elementary	62271003153	B		
	Mar Vista Elementary	62271003164	C		
	Marquez Avenue Elementary	62271003170	C		
	Melrose Avenue Elementary	62271003178	B,C		
	Miramonte Elementary	62271003188			K
	Mountain View Elementary	62271003199	B		
	Mt. Washington Elementary	62271003203	C		
	Murchison Street Elementary	62271003207			K
	Nestle Avenue Elementary	62271003210	B		
	Ninety-Third Street Elementary	62271003223			K
	One Hundred Fifty-Sixth Street Elementar	62271003241	A		
	Palisades Charter Elementary	62271003260	C		
	Park Western Place Elementary	62271003270	A,C		
	Paseo del Rey Fundamental	62271003274	B,C		
	Pomelo Community Charter	62271003286	C		
	Fred E. Lull Special Education Center	62271008890	C		
	Richland Avenue Elementary	62271003305			K
	Rio Vista Elementary	62271003309	B,C		
	Roscomare Road Elementary	62271003317	C		
	Serrania Avenue Elementary	62271003343	C		
	Sherman Oaks Elementary Charter	62271003351	C		
	Short Avenue Elementary	62271003353			K
	Sierra Park Elementary	62271003354			K
	Solano Avenue Elementary	62271003360	A		
	South Shores/CSUDH Visual and Performing	62271003366	B,C		
	Superior Street	62271003381	B		

	Elementary				
	Taper Avenue Elementary	62271003388	B,C		
	Topanga Learn-Charter Elementary	62271003401	C		
	Topeka Drive Elementary	62271003402	C		
	Two Hundred Thirty-Second Place	62271003411	B		
	Utah Street Elementary	62271003414			K
	Van Gogh Street Elementary	62271003419	C		
	Vena Avenue Elementary	62271003427	B		
	Victoria Avenue Elementary	62271003433			K
	Vintage Math/Science/Technology Magnet	62271003438	A		
	Virginia Road Elementary	62271003440			K
	Warner Avenue Elementary	62271003443	C		
	Weigand Avenue Elementary	62271003447			K
	Welby Way Elementary and Gifted High Abi	62271003448	C		
	West Hollywood Elementary	62271003451	B		
	White Point Elementary	62271003461	C		
	Wilbur Avenue Elementary	62271003462	C		
	Wonderland Avenue Elementary	62271003470	C		
	Woodcrest Elementary	62271003471		J	
	Woodlawn Avenue Elementary	62271003474			K
	Charles Drew Middle	62271002966		J	
	Robert Fulton College Preparatory	62271003029		J	
	Bret Harte Preparatory Middle	62271003073		J	
	Hollenbeck Middle	62271003087		J	
	Charles Maclay Middle	62271003155		J	
	Horace Mann Junior High	62271003162		J	
	Robert A. Millikan Middle	62271003187	B		

	John Muir Middle	62271003204		J	
	Virgil Middle	62271003439			K
	Johnnie Cochran, Jr., Middle	62271003202		J	
	Alfred Bernhard Nobel Middle	62271003225	B		
	Sun Valley Middle	62271003378			K
	Castlebay Lane Elementary	62271002905	C		
	Community Magnet Charter Elementary	62271002935	C		
	Open Charter Magnet	62271003252	C		
	Nueva Vista Elementary	62271010243			K
	Primary Academy for Success	62271008029			K
	CHIME Institute's Schwarzenegger Communi	62271008724	C		
	Academia Semillas del Pueblo	62271010523		J	
	View Park Preparatory Accelerated Charte	62271010530			K
Long Beach	Colegio New City	62250012381			K
	Reid High	62250002753			K
	California Academy of Mathematics and Sc	62250009901	C		
	Burcham K-8	62250002703			K
	Carver Elementary	62250002706	C		
	Cubberley K-8	62250002709	C		
	Gant Elementary	62250002715	C		
	King Elementary	62250002731			K
	Madison Elementary	62250002741	B,C		
	Newcomb Academy	62250002749	C		
	Stanford Middle	62250002758	C		
	New City	62250008507		J	
Fresno	Molly S. Bakman Elementary	61455010777			K
	Valley Arts and Science Academy (VASA)	61455011588			K
	Morris E. Dailey Charter Elementary	61455012619	C		
	Carter G. Woodson Public Charter	61455008697			K
	Addams Elementary	61455001703			K

	Birney Elementary	61455001708			K
	Del Mar Elementary	61455001719			K
	Ewing Elementary	61455001725			K
	Heaton Elementary	61455001735			K
	Holland Elementary	61455001738			K
	Robinson Elementary	61455001760			K
	Vinland Elementary	61455001776			K
	Slater Elementary	61455001767			K
	King Elementary	61455001743			K
	Forkner Elementary	61455007286	C		
	Lawless Elementary	61455007720			K
	Manchester Gate	61455008843	A		
	Irwin O. Addicott Elementary	61455007966			K
Santa Ana	Segerstrom High	63531010990	B		
	Middle College High	63531007197	A		
	OCHSA	63531008546	B		
	Abraham Lincoln Elementary	63531005993			K
	John Muir Fundamental Elementary	63531006002	A,C		
	Greenville Fundamental Elementary	63531005987	B		
	Pio Pico Elementary	63531010265			K
	Community Day Intermediate and High	63531007593			K
	Jim Thorpe Fundamental	63531008248	A		
San Francisco	KIPP San Francisco Bay Academy	63441011255	B		
	Metropolitan Arts & Technology High	63441011409			K
	S.F. International High	63441012494		J	K
	Chinese Immersion School at DeAvila	63441012487	C		
	Asawa (Ruth) San Francisco School of the	63441001276	C		
	Leadership High	63441007354		J	K
	Lowell High	63441005643	C		
	Alamo Elementary	63441005582	C		
	Harte (Bret) Elementary	63441005591			K
	Clarendon Alternative Elementary	63441005666	C		
	Sloat (Commodore) Elementary	63441005598	C		

	Taylor (Edward R.) Elementary	63441005604	B		
	El Dorado Elementary	63441005605			K
	Cobb (William L.) Elementary	63441005681			K
	Fairmount Elementary	63441005607			K
	Key (Francis Scott) Elementary	63441005609	C		
	Grattan Elementary	63441005620	C		
	Yick Wo Elementary	63441008967	B		
	Jefferson Elementary	63441005631	C		
	Lafayette Elementary	63441005637	C		
	Miraloma Elementary	63441005648	C		
	Stevenson (Robert Louis) Elementary	63441005660	C		
	Sheridan Elementary	63441005667			K
	Sherman Elementary	63441005668	C		
	Sutro Elementary	63441005674	B		
	Ulloa Elementary	63441005676	B		
	Visitacion Valley Elementary	63441005677			K
	West Portal Elementary	63441005679	C		
	Francisco Middle	63441005610			K
	King Jr. (Martin Luther) Academic Middle	63441005655			K
	Visitacion Valley Middle	63441005678			K
	Mission Education Center	63441005649		J	K
	Rooftop Elementary	63441005661	C		
	Lilienthal (Claire) Elementary	63441007841	C		
	Yu (Alice Fong) Elementary	63441005360	C		
	Chin (John Yehall) Elementary	63441005369	A,C		
	Sunset Elementary	63441006556	C		
	Tenderloin Community	63441007732			K
Sacramento	St. HOPE Public School 7 (PS7)	63384011199	B		
	John Morse Therapeutic Center	63384011917			K
	West Campus	63384010600	A		
	Camellia Elementary	63384005229	A,C		
	Ethel I. Baker Elementary	63384005239			K

	Fruit Ridge Elementary	63384005243			K
	Jedediah Smith Elementary	63384005252			K
	John D. Sloat Elementary	63384005256			K
	Mark Hopkins Elementary	63384005267			K
	Mark Twain Elementary	63384005268			K
	Nicholas Elementary	63384005269			K
	Peter Burnett Elementary	63384005274			K
	Phoebe A. Hearst Elementary	63384005276	C		
	Crocker/Riverside Elementary	63384005278	C		
	Tahoe Elementary	63384005285			K
	Woodbine Elementary	63384005291			K
	Kit Carson Middle	63384005262			K
	Genevieve Didion	63384005244	C		
	Father Keith B. Kenny Elementary	63384001089			K
	Matsuyama Elementary	63384002539	C		
Sanger	Ronald W. Reagan Elementary	63525011999	B		
	Taft High	63525010074			K
	Community Day	63525008473			K
	John S. Wash Elementary	63525005973	B		
	Wilson Elementary	63525005980			K
	Quail Lake Environmental Charter	63525008474	C		
Total # of Schools:			188	51	126

Total # of Title I schools in Core: 1181

Total # of Title I high schools in Core with graduation rates less than 60%: 46

Key					
Designation	AYP Percentile	API Decile	% of AMOs Met	Specific Designation	Marker
Distinction	>90	9 or 10	>90%	Highest Achieving I	A
Distinction	>90	7-10	2 subgroups with >90%	Highest Achieving II	B
Distinction	Fastest Growing 20% Overall or by		90% of All Students Domain as well as Fastest Subgroup	Fastest Improving	C

	Subgroup				
Priority	<5	7 or 8	75-89%	Priority-Highest Performing	D
Priority	<5	7 or 8	51-74%	Priority-Performing	E
Priority	<5	7 or 8	50% or less	Priority	F
Priority	<5	3-6	81-100%	Priority-Performing	G
Priority	<5	3-6	80% or less	Priority	H
Priority	<5	1-2	81-100%	Priority	I
Priority	<5	1-2	80% or less	Priority	J
Focus			More than 2/3 of relevant subgroups have met 0 AMO's	Focus	K